# Brownsville Independent School District

# Rivera Early College High School

# 2020-2021 Campus Improvement Plan

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

**Board Approval Date:** November 4, 2020
**Public Presentation Date:** November 4, 2020

# Mission Statement

MISSON: **T**
he Faculty, Staff, Students and Community of Simon Rivera High School are committed to the development of individuals who are academically competent and self-reliant so that they can successfully pursue post-secondary education and/or training opportunities to better themselves, their families, and their community, enabling them to become productive citizens with a global and moral awareness that will impact their lives and increase their self-esteem to create a safe and secure society.

# Vision

VISION: 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.

## THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

## THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the language. English

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

## THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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# Comprehensive Needs Assessment

**Revised/Approved: May 7, 2020**

## Needs Assessment Overview

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 10 portable classrooms. Fifteen fully equipped computer labs with approximately 25 computers in each lab and 46 in the library lab and on the floor for student use. Recently, a large indoor gym and practice facility was constructed adjacent to the soccer field. Rivera High School, as it has been known, has approximately 2,310 students enrolled in grades 9th – 12th with 98% of the student population identified as Hispanic and 22% Limited English Proficient. Rivera Early College High School, Title 1 school, employs approximately 180 professional staff members with 12% holding masters' degrees and one doctorate in their respective area. Eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff support the daily workings of the campus.

Students at Rivera began the year with 100% Virtual Learning. In addition to the start of the year being 100% remote instruction, the periods were alternated by day so that each class lasted 1 and a half hours in an  altnerating "A Track/B Track" Setting. Starting in October a phase-in plan to reopen schools was underway. By November 16, 2020 all teachers were back on campus to welcome kids to a Hybrid Schedule that strated the week back from Thanksgivng Break. Starting on November 30, 2020 students had the option to attend Face 2 Face instruction in a Hybrid Schedule Setting. Only about 4% of students attended classes at the brick and motor site, all other students remained vritual/remote learners. Starting in April of 2021 a push to bring back more students for Face 2 Face instruction was led by the Texas Education Agency. By late April Rivera saw an increase of 18% percent to bring the total of 22% of our students coming in for Face 2 Face Instruction. To help motivate students to  return to school and bring some sense of normalcy to the school week/day, Rivera went back to its normal 9-period day.

All stats exams were administered/offered in December (EOC), February/March (TELPAS), April/May(EOC/TELPAS), and June (EOC). An extended testing window allowed for social distancing the testing sites.

TEA awarded the Early College High School "For ALL" designation to Rivera in 2014 and in 2018 the campus changed the focus to "school within a school." Rivera ECHS administers the Texas Student Initiative college entrance exam and training is available through coursework and special sessions for those students not mastering the TSIA exam. All qualified students enroll in Dual enrollment courses, 16 Advanced Placement courses and Project Lead the Way.

Our partners for Dual enrollment coursework include Texas Southmost College and the University of Texas Rio Grande Valley enabling students to complete high school graduation and simultaneously earn college credit. Courses offered include: English Composition I and II, United States History, Spanish, US Government I, Sociology, Psychology, College Algebra, Pre-Calculus, Art Appreciation, Music Appreciation, Speech, Biology, Business Information I & II, Accounting I and II, Digital & Interactive Media, Web Technologies, Information Technology, Health Science, Medical Terminology, Business Management, and Business Law. All but two of these courses are taught by Rivera ECHS adjunct teachers. Approximately one third of the Rivera Graduating Class earned college credit in 2021 and twenty students graduated from high school with an Associate Degree in 2021.

In addition to Dual Enrollment courses, other challenging coursework includes Gifted and Talented, and 16 Honors/AP courses offered areas of English, Math, Science, Social Studies, Fine Arts, French and Spanish.

Rivera counseling staff prepares student schedules by aligning them to each student's program of study for focused academic success toward college and a career of choice. Our college focus is on the obtainment of the college "core" classes which transfer to Texas colleges and universities, enabling students to continue their focus on their chosen degree. Other college courses provide credit towards the EARLY COLLEGE HIGH SCHOOL student's program of study, some of which include: Architecture & Construction, Education & Training, Finance, Hospitality & Tourism, Human Services, Information Technology, Finance, Business Management & Administration, Health Science, STEM,

Law, Public Safety, and Corrections & Security. Students completing a coherent sequence of courses in their respective programs of study with an 80 or better in three articulated or dual enrollment Career and Technology courses graduate as an RGV Lead Scholar.

Several programs address the needs of students requiring additional instruction, such as the Students Taught in an Alternative Return to Success, or "STARS" program, and tutorials during the day and after school help students regain credit. Teachers in all core areas plan collaboratively to create formative assessments, and to ensure that the district and school curriculum aligns both vertically and horizontally.

The Fine Arts Program at Rivera ECHS includes the Marching Band, Jazz Ensemble, Drumline, Estudiantina, Chorale, Art, Dance, Ballroom Dancing, and Theater, including Advanced Placement and Dual Enrollment courses in Music and Art.

Athletic options during the course of the school year include football, cross-country, volleyball, swimming, tennis, golf, basketball, soccer, track, softball, baseball, and powerlifting, providing Rivera students many opportunities to participate in competitive sports.

Rivera ECHS also includes an active Air Force JROTC program. Cadets trained in aerospace science, leadership skills, wellness, and personal financial skills prep for college and career opportunities in and outside military service. Other electives include Culinary Arts, Robotics through the Engineering Math class, and yearbook.

This year, the library was under rennovation and the media speciaists and their aids were housed in a regular classroom. They still provided much support in the areas of access to technology and sponsored some virtual events for students.

Rivera ECHS partners with the University of Texas Rio Grande Valley for GearUP (now in its third year of four), Upward Bound, UTeach, and UTRGV Talent Search. In a partnership with Texas Southmost College and the City of Brownsville, Rivera ECHS receives services and connects students and parents with college and businesses through an ACE (After School Centers on Education) 21st Century Cycle 10 Grant. Rivera also partners with Rotary International Interact in separate Leadership Clubs.

Parental Involvement is an important component to the success of Rivera students and our parents meet on campus to support their sons and daughters in several venues, such as college readiness, health, academic support, and personal fitness led by a full time Parent Liaison who provides activities designed to educate and enrich family lives. These parental activities are also supplemented by GearUP and ACE 21st Century grants. "We Sail With Class, Dignity, and Pride!"

# Demographics

**Demographics Summary**

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 7 fully equipped computer labs with approximately 25 computers in each lab and an additional 10 portable classrooms. Rivera High School, as it has been known, has approximately 2,400 students enrolled in grades $9^{th}$ – $12^{th}$ with 98% of the student population identified as Hispanic and 20% Limited English Proficient. Rivera High School is identified as a Title 1 school and employs approximately 180 professional staff with 10% holding masters degrees in their respective area. The staff is supported by eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff.

The student population at Rivera Early College High School (ECHS) is approximately 2,400 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the students population includes: Hispanic 99.6%, White .3%, African American .001%, Economically Disadvantaged 99%, Limited English Proficient 11.3%, At Risk 67%, Migrant .01%, Gifted and Talented 9.1%, Special Education 11.6%. The enrollment number of 2281 for Rivera ECHS have shown an increase of 1% over last year. The mobility rate of the campus is 16.8%, a 2% decrease from last year.

**Demographics Strengths**

Strengths include good student/teacher ratio, the opportunity for free breakfast, lunch and supper, and other Title I benefits including funding for migrant student, academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential. The school is located at the edge of an industrial area, near the Port of Brownsville, where students can see a variety of industrial projects and different job opportunities, offering the school a variety of guest speakers available to make real-world connections to math, science and CTE. Other strengths include the variety of background experiences Rivera teachers provide to augment the content of their courses, making learning more relevant.

**Need Statements Identifying Demographics Needs**

**Need Statement 1 (Prioritized):** Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause:** Historically EL and IDEA students have scored lower than their counterparts in ELA and math.

**Need Statement 2 (Prioritized):** Coding needs to be correct for all sub-pops on Powerschool and Parent and Home Liaisons need to acquire updated documentation by conducting home visits - mileage reimbursements will be needed. **Data Analysis/Root Cause:** Errors in coding affect funding, assessment costs, and accountability.

# Student Learning

**Student Learning Summary**

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and University of Texas RGV. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community.

Incoming 9th grade students' scores from Reading and Math determine whether they require blocked classes in English and Math or advanced classes such as Geometry or AP Human Geography.

Content teachers in English I, US History and Math conducted regular formative assessments and met weekly or more often to discuss data and teaching strategies. Biology used their own formative assessments and English II met and tested less regularly as a group. Students attended tutorials during the week and on weekends, but many students who really needed help did not attend.

Rivera Early College High School, 2017-2018 STAAR Spring EOC Score Comparison

| STAAR EOC Scores 2017-2018 & 2018-19 | | | | | | |
|---|---|---|---|---|---|---|
| **STAAR EOC** | **Approaches** | | **Meets** | | **Masters** | |
| | **2017-18** | **2018-19** | **2017-18** | **2018-19** | **2017-18** | **2018-19** |
| **Algebra I** | 83 | 87 | 55 | 66 | 32 | 43 |
| **Biology** | 82 | **83** | 42 | **43** | 6 | **10** |
| **English I** | 61 | **65** | 36 | **44** | 5 | **8** |
| **English II** | 57 | **63** | 35 | **37** | 3 | **4** |
| **US History** | 93 | 93 | 65 | 62 | 27 | **27** |

BISD Assessment*

| STAAR EOC Scores Preliminary Fall Scores 2020 | | | |
|---|---|---|---|
| **STAAR EOC** | **Approaches** | **Meets** | **Masters** |
| | **20-21** | **20-21** | **20-21** |
| **Algebra I** | **24%** | **0%** | **0%** |
| **Biology** | **13%** | **0%** | **0%** |
| **English I** | **31%** | **9%** | **0%** |
| **English II** | **37%** | **18%** | **0%** |
| **US History** | **73%** | **34%** | **5%** |

BISD Assessment*

| STAAR EOC Scores Preliminary Spring Scores 2021 | | | |
|---|---|---|---|
| **STAAR EOC** | **Approaches** | **Meets** | **Masters** |
| | **20-21** | **20-21** | **20-21** |
| **Algebra I** | **43%** | **10%** | **3%** |

| STAAR EOC Scores Preliminary Spring Scores 2021 | | | |
|---|---|---|---|
| **Biology** | **72%** | **32%** | **7%** |
| **English I** | **58%** | **41%** | **6%** |
| **English II** | **64%** | **49%** | **3%** |
| **US History** | **83%** | **57%** | **26%** |

BISD Assessment*

The attendance rate this past year was higher than normal, but student engagement in the online platform was still low.

ATTENDANCE THREE-YEAR COMPARISON

Rivera ECHS - Attendance 2018-2019

| **First 6 Weeks** | **95.95** |
|---|---|
| Second 6 Weeks | 95.52 |
| Third 6 Weeks | 93.74 |
| Fourth 6 Weeks | 94.53 |
| Fifth 6 Weeks | 93.94 |
| Sixth 6 Weeks | 93.11 |

Rivera ECHS - Attendance 2019-2020

| **First 6 Weeks** | **96.71** |
|---|---|
| Second 6 Weeks | 95.00 |
| Third 6 Weeks | 94.5 |
| Fourth 6 Weeks | 95.48 |
| Fifth 6 Weeks | ** |
| COVID 19 - 5th was last marking period. | ** |

Rivera ECHS - Attendance 2020-2021

| **First 6 Weeks** | **96.8** |
|---|---|
| Second 6 Weeks | 97.07 |
| Third 6 Weeks | 96.73 |
| Fourth 6 Weeks | 96.75 |
| Fifth 6 Weeks | 96.50 |
| Sixth 6 Weeks | 96.01 |

**Student Learning Strengths**

Data from college enrollments have increased.

Students are challenging themselves and one another. This is a new trend on campus.

**Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause:** Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting.

**Need Statement 2 (Prioritized):** Students need additional instructional time before and after school for extended day tutorials with transportation. **Data Analysis/Root Cause:** Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting.

**Need Statement 3 (Prioritized):** Instructional and consumable supplies, including printing costs, are necessary for instructional purposes. **Data Analysis/Root Cause:** Students require differentiated instructional materials and some are not able to access online materials.

# School Processes & Programs

**School Processes & Programs Summary**

To ensure well-rounded graduates, students need to have access to many opportunities outside their narrow field of vision. Students need to be able to travel to IHEs, visit a variety of businesses, hear representatives from different fields of service talk about the jobs they perform, how much money they make, where they travel, how they learn on the job, what kind of people they meet and how they have learned to interact with people from different circumstances. Students need to learn how to organize their time, plan their tasks, and complete intricate assignments successfully. (1.4.1, 1.4.2)

To ensure well-prepared teachers, qualified to teach complex subject material and assign and score complex tasks, teachers need to have experiences, training and professional development to prepare them for the requirements of HB5 coursework, dual enrollment vertical alignment, and introduce them to experiences one would find in multicultural metroplexes where big business provides opportunities to students that are not available in this locale. (1.6.1)

To ensure the campus staff and parents understand the scope of learning today's student should envision, opportunities for campus staff and parents need to be exposed to the types of learning experiences their children have in an Early College High School.

Rivera provides several instructional programs that interface with one another in support of HB5.

- Career and Technology pathways (STEM, Business, Public Service, Arts & Humanities, and Interdisciplinary Studies)
- Advanced Placement (22 offerings)
- Early College High School
    - Dual Enrollment 9th Grade Cohort (preparing students in the cohort to complete high school and receive their Associates Degree simultaneously)
    - wall-to-wall dual enrollment (students in grades 10-12 have the opportunity to enroll in college courses as they become eligible)
- Core Complete (students can obtain the requirements for Core Completion, enabling them to transfer the core to any college in Texas)
- TSI Ready (students pass all 3 TSI college prep exams so they can enroll in college coursework in high school or after graduation

For student success and for instruction, a Technology Support Teacher (TST) must be available throughout the day to respond to the increasing demands of installing, setting up, and training high school and college teachers and students for the changes in technology and prepare them for college and workforce.

Some faculty members currently attend masters courses in preparation to teach dual enrollment. Support from the campus administration and the district enable them to pay reduced tuition. Support from TEA's ECHS Blueprint and coach guides the campus and faculty toward greater success through regular visits and coaching to adhere to the 2018-2019 Blueprint Design. AVID is a vital component of our freshmen coursework and is supported by administration.

Teachers meet in departments and in strands to prepare for lesson implementation and to review data and teacher-made assessments. Strand leaders are crucial to the positive outcomes necessary for successful implementation and intervention.

**School Processes & Programs Strengths**

Faculty professional development is ongoing and efforts are made to provide opportunities for personal growth, time to share and learn in risk-free environments, and time to plan after self-reflection. Staff members are involved in decisionmaking activities and suggestions are taken seriously. The Parent Center, run by our Parent Liaison, is a vital part of our Raider Community, providing skills and services to our parents to strengthen students' experience at our school.

**Need Statements Identifying School Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Professional staff needs training, professional development, and opportunities to attend conferences to hone skills and provide scaffolded instruction for students struggling with content and self discipline. Substitutes are needed to assist during teacher training and testing. **Data Analysis/Root Cause:** Teachers need to stay abreast of cutting edge teaching research-based methodologies, pedagogy and engagement techniques and some training occurs during the school day.

**Need Statement 2 (Prioritized):** To satisfy the Early College designation, campus students need a full-time College Advisor, AVID training, opportunities to take AP, SAT, ACT and TSIA assessments. Eighth graders also need a transitional Summer Bridge program to prepare for the rigor of high school and college coursework. **Data Analysis/Root Cause:** Students enter high school unprepared for the technological, academic, and assessment demands of high school coursework and college admission processes.

# Perceptions

**Perceptions Summary**

The designation of Early College High School changes the climate of the school by elevating the expectation of the entire staff, which filters to the students. Multiple ways of sharing information are used to make certain all teachers and staff members understand the goals set for the campus and the means of meeting those goals.

This year there is an air of excitement and although there have been many changes, the teachers and staff have been very patient in the process. Everyone feels the momentum and extends their enthusiasm to the students. Change to our dual enrollment designation as a "School within a School" targets a cohort of 126 our incoming freshmen, some of those offerings extended to freshmen; the supper program providing an evening meal to every student during days of tutorial; extended tutorial opportunities, some of which are for college entrance exam preparation; dress code for teachers, - all lend an air of sophistication and elevates the expectation of everyone on campus. Everyone seems ready to work a little harder for every student's success.

There is a collective vision for Early College High School on this campus. All teachers are working together with a positive attitude. Students are excited about the oppotunity to enroll in college coursework while they are in high school and many understand the positive benefits of attending college.

**Perceptions Strengths**

Teachers are encouraged to share ideas, offer suggestions, and attend training as requested. Teachers are open to new teaching methodologies as long as they are perceived as valuable to the overall work and can be woven together for the greater good of the campus and student achievement.

**Need Statements Identifying Perceptions Needs**

**Need Statement 1 (Prioritized):** Multiple parental presentations at flexible dates and times are needed to provide an awareness of high school expectations and methods to support students success. Refreshments and supplies need to be included. **Data Analysis/Root Cause:** Most of our parents have not completed high school nor have they attended college.

**Need Statement 2 (Prioritized):** Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement. **Data Analysis/Root Cause:** Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork.

**Need Statement 3 (Prioritized):** The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information. **Data Analysis/Root Cause:** By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities.

# Priority Need Statements

**Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement.

**Data Analysis/Root Cause 1**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting.

**Need Statement 1 Areas**: Student Learning

**Need Statement 2**: Students need additional instructional time before and after school for extended day tutorials with transportation.

**Data Analysis/Root Cause 2**: Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting.

**Need Statement 2 Areas**: Student Learning

**Need Statement 3**: Instructional and consumable supplies, including printing costs, are necessary for instructional purposes.

**Data Analysis/Root Cause 3**: Students require differentiated instructional materials and some are not able to access online materials.

**Need Statement 3 Areas**: Student Learning

**Need Statement 4**: Professional staff needs training, professional development, and opportunities to attend conferences to hone skills and provide scaffolded instruction for students struggling with content and self discipline. Substitutes are needed to assist during teacher training and testing.

**Data Analysis/Root Cause 4**: Teachers need to stay abreast of cutting edge teaching research-based methodologies, pedagogy and engagement techniques and some training occurs during the school day.

**Need Statement 4 Areas**: School Processes & Programs

**Need Statement 5**: To satisfy the Early College designation, campus students need a full-time College Advisor, AVID training, opportunities to take AP, SAT, ACT and TSIA assessments. Eighth graders also need a transitional Summer Bridge program to prepare for the rigor of high school and college coursework.

**Data Analysis/Root Cause 5**: Students enter high school unprepared for the technological, academic, and assessment demands of high school coursework and college admission processes.

**Need Statement 5 Areas**: School Processes & Programs

**Need Statement 6**: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully.

**Data Analysis/Root Cause 6**: Historically EL and IDEA students have scored lower than their counterparts in ELA and math.

**Need Statement 6 Areas**: Demographics

**Need Statement 7**: Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement.

**Data Analysis/Root Cause 7**: Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork.

**Need Statement 7 Areas**: Perceptions

**Need Statement 8**: Multiple parental presentations at flexible dates and times are needed to provide an awareness of high school expectations and methods to support students success. Refreshments and supplies need to be included.

**Data Analysis/Root Cause 8**: Most of our parents have not completed high school nor have they attended college.

**Need Statement 8 Areas**: Perceptions

**Need Statement 9**: Coding needs to be correct for all sub-pops on Powerschool and Parent and Home Liaisons need to acquire updated documentation by conducting home visits - mileage reimbursements will be needed.

**Data Analysis/Root Cause 9**: Errors in coding affect funding, assessment costs, and accountability.

**Need Statement 9 Areas**: Demographics

**Need Statement 10**: The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information.

**Data Analysis/Root Cause 10**: By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities.

**Need Statement 10 Areas**: Perceptions

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals

**Student Data: Assessments**

- SAT and/or ACT assessment data
- Local benchmark or common assessments data

**Student Data: Student Groups**

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

**Revised/Approved: May 7, 2020**

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

**Performance Objective 1:** Rivera ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** STAAR/EOC performance reports

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Provide supplies and resources for instructional delivery and student learning during the school day and during tutorial.<br>Proporcionar suministros para la entrega de instruccion y el aprendizaje de los estudiantes durante el dia AAa escolar y durante la tutoria.<br>Formative assessment: 85% of funding used by mid-term for student use. Summative Assessment: Student scores increase by 3% on Spring EOCs.<br>**Milestone's/Strategy's Expected Results/Impact:** Teachers will have resources needed for quality instruction and students will be able to demonstrate understanding in class and on assessments.<br>**Staff Responsible for Monitoring:** Dean<br>Department Chairs<br>Strand Leaders<br>**Title I Schoolwide Elements:** 2.5 - **Population:** All students. - **Start Date:** August 10, 2020 - **End Date:** April 29, 2021<br>**Need Statements:** Student Learning 1, 2, 3<br>**Funding Sources:** GearUP General Supplies (Student Learning #123) - 274 GEAR UP Funds - 274-xx-6399-00-004-y-24-RGV-Y - $2,562.89, Scholastic Order - 211 Title I-A - 211-11-6325-00-004-Y-30-0F2-Y - $5,000, LPAC Professional Development supplies (Student Learning #123) - 163 State Bilingual - 163-13-6399 - $1,000, SUPPLIES - toner (Student Learning #123) - 211 Title I-A - 211-11-6399-62-004-y-30-of2-y - $34,679, IDEA supplies (Student Learning #123) - 166 State Special Ed. - 166-11-6399-00-004-y-23-0xx-y - $17,280, TST and Clerical Help Distribute Materials - 211 Title I-A - 211-61-61XX-00-004-Y-030-BDG-Y - $4,036, ESOL Instructional resources/10th grade (Student Learning #123) - 163 State Bilingual - 163-11-6399 - $3,000, Administrative equipment and supplies to support instruction (Student Learning #123) - 199 Local funds - 199-23-639x-00-004-y-99-000-y - $12,500, LPAC Professional Development supplies (Student Learning #123) - 163 State Bilingual - 163-13-6399 - $1,000, IDEA copy paper (Student Learning #123) - 166 State Special Ed. - 166-11-6396-00-004-y-23-000-y - | | | | |

$1,000, extra duty pay for tutorials EOC (Student Learning #123) - 162 State Compensatory - 162-11-6118-00-004-Y-24-EOC-Y - $40,000, Copy Paper (Student Learning #123) - 162 State Compensatory - 162-11-6396-00-004-Y-30-000-Y - $3,973, Miscellaneous Contracted Services - Edgenuity (Student Learning #123) - 162 State Compensatory - 162-11-6299-62-004-Y-30-000-Y - $29,500, instructional tech items greater than $500 and less than $5000 (Student Learning #123) - 162 State Compensatory - 162-11-6398-62-004-Y-30-000-Y - $179,554, Instructional Supplies and consumables (Student Learning #123) - 162 State Compensatory - 162-11-6399-00-004-Y-30-000-Y - $91,023, Media center printing for instructional purposes (Student Learning #123) - 162 State Compensatory - 162-11-6399-16-004-Y-30-000-Y - $4,000, Extra duty pay for tutorials (Student Learning #123) - 211 Title I-A - 211-11-6118-00-004-Y-30-of2-Y - $19,500, copy paper (Student Learning #123) - 211 Title I-A - 211-11-6396-00-004-Y-30-of2-Y - $4,000, supplies (Student Learning #123) - 211 Title I-A - 211-11-6399-00-004-Y-30-of2-Y - $48,530, Transportation for tutorials (Student Learning #123) - 211 Title I-A - 211-11-6494-00-004-Y-30-of2-Y - $25,350, Copy Paper (Student Learning #123) - 199 Local funds - 199-11-6396-00-004-y-11-000-y - $15,000, Professional Extra Duty Pay (Student Learning #123) - 162 State Compensatory - 162-11-6118-00-004-y-30-000-y - $20,000, furniture (Student Learning #123) - 199 Local funds - 199-23-6399-45-004-y-99-000-y - $9,000, Consumable supplies - administrative (Student Learning #123) - 199 Local funds - 199-13-639x-00-004-y-99-000-y - $4,000, Consumable supplies (Student Learning #123) - 199 Local funds - 199-11-6399-00-004-y-110-00-y - $4,000, IDEA awards (Student Learning #123) - 166 State Special Ed. - 166-11-6498-00-004-y-23-OP2-y - $500, Computers - CPUs - 162 State Compensatory - 162-13-6398-62-004-Y-30-000-Y - $6,000, Library Media and Resource Center and travel (Student Learning #123) - 199 Local funds - 199-12-639x-xx-004-y-99-000-y - $8,000, ESOL Instructional resources/9th grade(Student Learning #123) - 163 State Bilingual - 163-11-6399 - $2,242, Computer Instructional Supplies (Student Learning #123) - 199 Local funds - 199-11-6399-62-004-y-11-000-y - $500

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Implement the 3-Tier Response to Intervention Model for students failing to meet a grade level standard in math and reading or those who exhibit a behavior problem.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Meet with teachers of identified students and commence documentation by end of 1st 6 weeks<br>Summative: Improved reporting from Tier 3 to 2 and 2 to 1 based on STAAR, benchmarks, TELPAS, and Edgenuity data.<br>**Staff Responsible for Monitoring:** AP for RTI/504<br>**Title I Schoolwide Elements:** 2.5 - **Population:** RTI Tier 1,2, and 3 Students - **Start Date:** August 26, 2020 - **End Date:** May 26, 2021 | 35% | 60% | 85% | → |

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

## Performance Objective 1 Need Statements:

| Student Learning |
| --- |
| **Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting. |
| **Need Statement 2**: Students need additional instructional time before and after school for extended day tutorials with transportation. **Data Analysis/Root Cause**: Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting. |
| **Need Statement 3**: Instructional and consumable supplies, including printing costs, are necessary for instructional purposes. **Data Analysis/Root Cause**: Students require differentiated instructional materials and some are not able to access online materials. |

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

**Performance Objective 2:** Rivera ECHS Career and Technical Education student participation will increase by 5 percentage points over 2020 including special population students and CCMR graduates will improve over prior year graduates.

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** 1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.<br>**Milestone's/Strategy's Expected Results/Impact:** Students will be engaged in learning as evidenced by walkthroughs.<br>Students will learn the latest software applications using upgraded technology. Students will apply knowledge and skills to describe, model, create, and engage in competition with students learning like-<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal for CTE<br>Career Placement Officer<br>**TEA Priorities:** Connect high school to career and college - **Population:** CTE students - **Start Date:** August 3, 2020 - **End Date:** July 5, 2021<br>**Need Statements:** Student Learning 1, 3 - Perceptions 3<br>**Funding Sources:** Equipment and specialized furniture (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6639-xx-004-y-22-000-y - $31,000, software license (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6299-xx-004-y - $50,600 , student textbooks (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6321-AC-004-Y-22-000-Y - $46,200, site license-single use (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6395-62-004-Y-22-000-Y - $61,834, copy paper (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6396-01-004-Y-22-000-Y - $3,650, Equipment and equipment for instruction (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6398-xx-004-Y-22-000-Y - $64,366, supplies (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6399-xx-004-Y-22-000-Y - $89,097.95, fees, permits, online course fees (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-11-6497-xx-004-Y-22-000-Y - $58,820, graduation awards and food (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-xx-649x-xx-004-Y-22-000-Y - $5,750, Printing media center (Student Learning #1,3/Perceptions#3) - 164 State Career and Technical Education - 164-31-6399-xx-004-Y-22-000-y - $20,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** CTE Students will travel to broaden their understanding of career options and compete at district, region, state, national and international venues.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: CTE students will engage with various businesses and IHEs to experience and learn about career and college life after high school<br>Summative: 80 percent of students will meet students in other areas of the state and nation by visiting jobsites and interacting with adults in professional venues.<br>**Staff Responsible for Monitoring:** CPO<br>CTE Teachers<br>AP For CTE<br>**TEA Priorities:** Connect high school to career and college - **Population:** All CTE students - **Start Date:** August 3, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 3<br>**Funding Sources:** Skills USA Supplies and Equipment (Perceptions #3) - 164 State Career and Technical Education - 163-3699-SK-004-Y-22-000-y - $1,000, Student, teacher, and administrative travel for CTE (Perceptions #3) - 164 State Career and Technical Education - 164-xx-641x-xx-004-y-220-xx-y - $167,320 | 35% | 60% | 85% | → |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Teachers will receive stipends to write curriculum providing instruction for appropriate instructional experiences for students in new or modified instructional methods and ways to participate in competitive venues appropriate to their interests. Teachers will receive stipends for UIL Instructional purposes. Provide substitutes when needed.<br>CNA:<br>**Milestone's/Strategy's Expected Results/Impact:** Formative; establish courses with teachers to foster clubs and organizations for each pathway leading to licensure and certifications if possible.<br>Summative: Full participation in opportunities to visit companies/universities and learn about careers.<br>**Staff Responsible for Monitoring:** Principal<br>CPO<br>Dean<br>**TEA Priorities:** Connect high school to career and college - **Population:** All CTE students. - **Start Date:** July 6, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 3<br>**Funding Sources:** Curriculum Writing (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-13-6117-00-004-y-99-000-y - $1,500, Professional Extra Duty Pay (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-11-6118-00-004-y-11-000-y - $2,250, Curriculum Writing for English Teachers (Fall 2020) - 211 Title I-A - 211-13-6118-00-004-Y-30-AYP-Y - $7,000, UIL Instructional Stipends (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-36-6117-00-004-y-99-020-y - $21,000, Substitutes (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-11-6112-18-004-Y-xx-000-y - $2,000 | 35% | 60% | 85% | → |

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

**Performance Objective 2 Need Statements:**

| Student Learning |
| --- |
| **Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting. |
| **Need Statement 2**: Students need additional instructional time before and after school for extended day tutorials with transportation. **Data Analysis/Root Cause**: Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting. |
| **Need Statement 3**: Instructional and consumable supplies, including printing costs, are necessary for instructional purposes. **Data Analysis/Root Cause**: Students require differentiated instructional materials and some are not able to access online materials. |
| **School Processes & Programs** |
| **Need Statement 1**: Professional staff needs training, professional development, and opportunities to attend conferences to hone skills and provide scaffolded instruction for students struggling with content and self discipline. Substitutes are needed to assist during teacher training and testing. **Data Analysis/Root Cause**: Teachers need to stay abreast of cutting edge teaching research-based methodologies, pedagogy and engagement techniques and some training occurs during the school day. |
| **Perceptions** |
| **Need Statement 3**: The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information. **Data Analysis/Root Cause**: By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities. |

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

**Performance Objective 3:** Rivera ECHS will implement the Early College High School model to maintain designation and improve performance as measured by the ECHS Blueprint.

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** The campus will purchase computers, software (Kuta Software, Nearpod, Membean, Turn It In), and general supplies as needed to support ECHS.<br>El campus comprara computadoras, nuevo software y utiles generales academico segun sea necesario para apoyar ECHS.<br>**Milestone's/Strategy's Expected Results/Impact:** Students will be able to extend learning by having access to their textbooks electronically and add study time by utilizing technology programs 24/7 thereby showing academic progress. Teachers will be able to access disaggragated data in a timely way from technology through:<br>Benchmarks<br>STAAR<br>AP formative assessments<br>TSI formative assessments<br>**Staff Responsible for Monitoring:** Dean<br>TST<br>Librarian<br>**Population:** All students - **Start Date:** August 3, 2020 - **End Date:** August 3, 2020<br>**Need Statements:** Student Learning 1<br>**Funding Sources:** Membean - 162 State Compensatory - 162-11-6395-65-004-Y-30-000-Y - $8,977, Software (Student Learning #1) - 211 Title I-A - 211-11-6395-62-004-Y-30-of2-Y - $3,000, Computers (Student Learning #1) - 211 Title I-A - 211-11-6398-62-004-Y-30-of2-Y - $4,000, Tech supplies over $150 and less than $5000 (Student Learning #1) - 211 Title I-A - 211-11-6398-00-004-Y-30-of2-y, Turnitin, Nearpod, Kuta, etc. (Student Learning #1) - 211 Title I-A - 211-11-6299-62-004-y-30-of2-y - $18,750, General supplies (Student Learning #1) - 211 Title I-A - 211-23-6399-00-004-y-30-of2-y - $458, Computer Equipment <$5000 - 211 Title I-A - 211-23-6398-65-004-Y30-0F2-Y - $2,985 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** The campus will provide a College Advisor for the student population to comply with the ECHS Blueprint, ESSA, and HB5.<br>El campus proporcionara un asesor universitario para que la poblacian estudiantil cumpla con el Plan de ECHS, ESSA y HB5.<br>**Milestone's/Strategy's Expected Results/Impact:** ECHS students will complete 10% more FAFSA and scholarship applications over the total in 2019.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>**Population:** All students. - **Start Date:** August 3, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** School Processes & Programs 2<br>**Funding Sources:** College Advisor-Contracted Services (SPP#2) - 211 Title I-A - 211-31-6299-00-004-Y-30-TUK-Y - $10,000 | 35% | 60% | 85% | → |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Pay for student's tuition and adjunct professor cost for Rivera ECHS students who are taking Dual Enrollment Courses.<br>**Staff Responsible for Monitoring:** ECHS Director<br>Dean<br>**Start Date:** August 24, 2020 - **End Date:** June 10, 2021<br>**Need Statements:** School Processes & Programs 2<br>**Funding Sources:** Tuition Enrollment / Adjunct Professors - 162 State Compensatory - 162-11-XXXX-15-004-Y-30-000-Y - $42,345 | 35% | 60% | 85% | → |

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

## Performance Objective 3 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting. |

| School Processes & Programs |
|---|
| **Need Statement 2**: To satisfy the Early College designation, campus students need a full-time College Advisor, AVID training, opportunities to take AP, SAT, ACT and TSIA assessments. Eighth graders also need a transitional Summer Bridge program to prepare for the rigor of high school and college coursework. **Data Analysis/Root Cause**: Students enter high school unprepared for the technological, academic, and assessment demands of high school coursework and college admission processes. |

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

**Performance Objective 4:** 80% of Rivera students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Provide AP and SAT School Day test funds for our 11th and 12th grade students.<br>**Milestone's/Strategy's Expected Results/Impact:** Identify students qualifying for scholarships aimed at at-risk students resulting in increased opportunities for under-identified students and first time college attending families.<br>**Staff Responsible for Monitoring:** Counselors<br>College Advisor<br>Teachers<br>Dean<br>**Population:** AP, DE and students challenging the test. - **Start Date:** November 2, 2020 - **End Date:** June 25, 2021<br>**Need Statements:** School Processes & Programs 2<br>**Funding Sources:** AP and SAT testing materials (SPP#2) - 211 Title I-A - 211-11-6339-00-004-Y-30-of2-Y - $35,180, Substitutes - on-site testing (SPP#2) - 162 State Compensatory - 162-11-6112-18-004-Y-30-000-Y - $7,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Summer Bridge will be scheduled and held to prepare students for rigorous coursework, acclimate them to the high school teachers and culture, and introduce them to mentors for the coming 4 years.<br>**Milestone's/Strategy's Expected Results/Impact:** Successful academic and social-emotional transition for 8th graders to 9th grade. Community service for Rivera students to provide mentorships for incoming 9th graders.<br>**Staff Responsible for Monitoring:** Rivera Cluster Principals at High School and Middle Schools<br>Dean<br>Content teachers<br>**Population:** All incoming 8th graders - **Start Date:** July 20, 2020 - **End Date:** July 25, 2020<br>**Need Statements:** School Processes & Programs 2<br>**Funding Sources:** GearUP- student travel (SPP#2) - 274 GEAR UP Funds - 274-11-6412-00-004-y-24-RGV-y - $1,071.90, Emp Benefits - Locally defined (SPP#2) - 211 Title I-A - 211-11-6148-00-004-y-30-BDG-y - $42, GearUp transportation (SPP#2) - 274 GEAR UP Funds - 274-11-6494-00-004-y-24-RGV-y - $4,700, Extra Duty Pay for Summer Bridge (SPP#2) - 211 Title I-A - 211-11-6118-00-004-Y-30-BDG-Y - $1,964, Transportation for Summer Bridge (SPP#2) - 211 Title I-A - 211-11-6494-00-004-Y-30-BDG-Y, Social Security/Medicare (SPP#2) - 211 Title I-A - 211-11-6141-00-004-y-30-bdg-y - $261, Group Health and Life Insurance (SPP#2) - 211 Title I-A - 211-11-6142-00-004-y-30-bdg-y - $270, Teacher Retirement/TRS Care (SPP#2) - 211 Title I-A - 211-11-6146-00-004-y-30-30-bdg-y - $1,607 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** All students will receive instructional training in the best possible learning environment with appropriate materials and needed supplies.<br>Todos los estudiantes recibiran capacitacian n educativa en el mejor ambiente de aprendizaje posible con los materiales apropiados y los suministros necesarios.<br>**Milestone's/Strategy's Expected Results/Impact:** All students success will be commiserate with state-identified sub-populations by 3 percentage points.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>LPAC Chair<br>LUCHA teacher<br>IDEA Department Chair<br>ESOL Teacher<br>**Title I Schoolwide Elements:** 2.4 - **Additional Targeted Support Strategy** - **Population:** All students. - **Start Date:** August 3, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Demographics 1 - Student Learning 2<br>**Funding Sources:** Bilingual/ESOL Paraprofessional (Demographics #1, Student Learning #2) - 163 State Bilingual - 163-11-6129-50-004-y25-000-y, Stipends for LPAC Chair (Demographics #1, Student Learning #2) - 163 State Bilingual - 163-13-6117-00-004-y25-L12-y, Stipends Bilingual/ESOL (Demographics #1, Student Learning #2) - 163 State Bilingual - 163-11-6117-00-004-Y25-031-y, School Leadership Training (Demographics #1, Student Learning #2) - 163 State Bilingual - 163-23-6411-23-004-Y25-031-Y | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** ECHS Cohort students will be provided an AVID class supported by content teachers trained in AVID strategies to ensure successful completion in high school and college classes. In addition, the AVID teachers will train campus staff AVID strategies pending their training during campus staff development and Strand Meetings.<br>A los estudiantes de la cohorte de ECHS se les proporcionara una clase de AVID con el apoyo de maestros de contenido capacitados en estrategias de AVID para asegurar la finalizaciAn exitosa en las clases de preparatoria y universidad. Ademas, los maestros de AVID capacitaran al personal del campus las estrategias AVID pendientes de su capacitacion durante el desarrollo del personal del campus y las reuniones de Strand.<br>**Milestone's/Strategy's Expected Results/Impact:** Cohort students will utilize AVID strategies in all classes as evidenced by AViD grades.<br>All students will utilize AVID strategies in content classes.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>AVID teachers<br>Strand Leaders<br>**Population:** All ECHS Students. - **Start Date:** August 3, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** School Processes & Programs 2<br>**Funding Sources:** AVID membership fees (SPP #2) - 211 Title I-A - 211-11-6495-00-004-Y-30-of2-y - $3,999 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 4 Need Statements:

| Demographics |
|---|
| **Need Statement 1**: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause**: Historically EL and IDEA students have scored lower than their counterparts in ELA and math. |
| **Student Learning** |
| **Need Statement 2**: Students need additional instructional time before and after school for extended day tutorials with transportation. **Data Analysis/Root Cause**: Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting. |
| **School Processes & Programs** |
| **Need Statement 2**: To satisfy the Early College designation, campus students need a full-time College Advisor, AVID training, opportunities to take AP, SAT, ACT and TSIA assessments. Eighth graders also need a transitional Summer Bridge program to prepare for the rigor of high school and college coursework. **Data Analysis/Root Cause**: Students enter high school unprepared for the technological, academic, and assessment demands of high school coursework and college admission processes. |

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

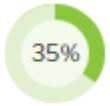
**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE Programs by 3% over 2019-2020 participation.

**Evaluation Data Sources:** Regional and State competition participation numbers

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote co-curricular participation in student organizations, and special interest activities such as interscholastic competitions outside of the school day. | | | | |
| **Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Training agendas and flyers, PDS attendance and evaluation reports<br>Summative Impacts:<br>+Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels.<br>+Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels.<br>+Stock Market Games(4th-12th) 10% increase in student participation at the district level.<br>+UIL Academics (4th-12th) 10% increase in student participation at the district and state level. | | | | |
| **Staff Responsible for Monitoring:** Advanced Academics Administrator Advanced Academics Lead Teachers<br>Campus Administration<br>Campus Coordinators | | | | |
| **Population:** Grades 9-12 teachers and students (especially G/T identified students) - **Start Date:** September 4, 2020 - **End Date:** May 3, 2021 | | | | |
| **Need Statements:** Perceptions 3 | | | | |
| **Funding Sources:** DI supplies and materials (Perceptions #3) - 199 G/T Advanced Academics, Expenses for instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students including travel and fees. (Perceptions #3) - 199 Local funds - 199-11-xxxx-00-004-y-11-000-y - $23,500, Student Transportation - school sponsored co-curricular activities/extracurricular activities outside the school day such as intramural athletics, interscholastic competition, student organization travel, fees and awards. (Perceptions #3) - 199 Local funds - 199-36-xxxx-00-004-y-99-xxx-y - $30,500 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Theater Arts, Music, Visual Art, Dance, and other Fine Arts Programs will use financial assets as needed to provide transportation, food, supplies, and materials to ensure successful implementation of each endeavor.<br>**Milestone's/Strategy's Expected Results/Impact:** Successful competitive programs that bring enrichment to students' educational experience and encourage them to excel.<br>**Staff Responsible for Monitoring:** Assistant Principal<br>Fine Arts Staff<br>**Population:** All students - **Start Date:** July 20, 2020 - **End Date:** June 14, 2021<br>**Need Statements:** Perceptions 3<br>**Funding Sources:** student field trips (Perceptions #3) - 199 Local funds - 199-11-64xx-00-004-y-11-000-y | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Create 1-hour accelerated instruction program for athletes to assist their focus on academic excellence while committing to practicing sport skills each day.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: 100% participation of athletes in 1 hour of accelerated academic instruction per day.<br>Summative: 100% qualified athletes in UIL.<br>**Staff Responsible for Monitoring:** Head Coach<br>Principal<br>**Population:** All students in Athletics. - **Start Date:** August 14, 2020 - **End Date:** April 30, 2021 |  | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 5 Need Statements:

| Perceptions |
|---|
| **Need Statement 3**: The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information. **Data Analysis/Root Cause**: By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities. |

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

**Performance Objective 6:** 80% of migrant students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** All migrant students will receive grade appropriate school supplies and hygiene productson an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>PFS student grades and scores<br>Summative:<br>+Fewer PFS students are identified due to increased performance<br>+On-time promotion and on-time graduation rates increased<br>**Staff Responsible for Monitoring:** Migrant Funded:<br>Teachers, Clerk<br>Migrant Counselor<br>**Population:** All Migrant students. - **Start Date:** August 3, 2020 - **End Date:** June 7, 2021<br>**Need Statements:** Demographics 1<br>**Funding Sources:** supplies, clothing, hygiene products (Demographics #1) - 212 Title I-C (Migrant) - 212-11-6399-00-004-y-24-of2-y - $2,185, consulting services - PFS Academy (Demographics #1) - 212 Title I-C (Migrant) - 212-11-6291-00-004-y-24-0f2-y - $395 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Migrant 8th and 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>3 week Progress Report and Six Weeks grades<br>Summative:<br>+Increased Algebra I and EOC passing rates<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>HS Migrant Teacher<br>HS Campus Clerk<br>**Population:** All 8th and 9th grade Migrant Students - **Start Date:** January 4, 2021<br>**Need Statements:** Demographics 1<br>**Funding Sources:** Substitutes (Demographics #1) - 212 Title I-C (Migrant) - 212-11-6112-00-004-y-24-0f2-y - $450, Math Academy - ESC fee (Demographics #1) - 212 Title I-C (Migrant) - 212-11-6239-00-004-y-24-0f2-y - $395, Transportation (Demographics #1) - 212 Title I-C (Migrant) - 212-11-6494-00-004-y-24-0f2-y - $450 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 6 Need Statements:

| Demographics |
|---|
| **Need Statement 1**: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause**: Historically EL and IDEA students have scored lower than their counterparts in ELA and math. |

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

**Performance Objective 1:** All Rivera ECHS 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 50% of instructional facilities annually over the next 5 years.

**Evaluation Data Sources:** New Energy Plan adopted by campus and an updated 5-year Renovation Plan

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Maintain equipment, instructional supplies, and building.<br>**Milestone's/Strategy's Expected Results/Impact:** Maintenance is continuous as needed. Reports to the principal will be made daily based on visual inspections by all faculty and staff.<br>**Staff Responsible for Monitoring:** Principal<br>Safety Officer<br>Maintenance Personnel<br>Faculty and staff<br>**Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 3<br>**Funding Sources:** Contracted maintenance (Student Learning #3) - 199 Local funds - 199-11-6249-62-004-y-11-000-y, Supplies - Maintenance (Student Learning #3) - 199 Local funds - 199-51-6315-00-004-Y-99-000-Y - $39,395, Custodial Overtime (Student Learning #3) - 199 Local funds - 199-51-6121-46-004-y-99-000-y - $2,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 1 Need Statements:**

| Student Learning |
|---|
| **Need Statement 3**: Instructional and consumable supplies, including printing costs, are necessary for instructional purposes. **Data Analysis/Root Cause**: Students require differentiated instructional materials and some are not able to access online materials. |

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

**Performance Objective 1:** The 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 from bookkeeper, federal, state, and local funds, internal and external audit reports.

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** The campus will provide supplies necessary to carry out instructional activities, travel for students competing at upper levels, and to enhance relationships with parents and community members.<br>**Milestone's/Strategy's Expected Results/Impact:** Teachers and students have the resources they need and parents/community members have frequent contact with staff about the activities of the campus.<br>**Staff Responsible for Monitoring:** Principal<br>Principal's secretary<br>**Population:** All students. - **Start Date:** August 3, 2020 - **End Date:** May 31, 2021<br>**Need Statements:** Perceptions 3<br>**Funding Sources:** Supplies/materials (Perceptions #3) - 199 Local funds - 199-11-6399-00-004-y-11-000-y , supplies/materials (Perceptions #3) - 199 Local funds - 199-11-6399-62-004-y-11-000-y, student travel and subsistence (Perceptions #3) - 199 Local funds - 199-11-6412-00-004-y-11-000-y, reclassified travel (Perceptions #3) - 199 Local funds - 199-11-6494-00-004-y-11-000-y, misc. operating costs - fees (Perceptions #3) - 199 Local funds - 199-11-6497-00-004-y-11-000-y, Student travel to competition/sustenance (Perceptions #3) - 199 Local funds - 199-36-64xx-0x-004-y-99-0xx-y | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** The campus will provide the library with monetary requirements to provide varied college readiness resources to ensure success in work and higher education experiences.<br>**Milestone's/Strategy's Expected Results/Impact:** Students will have access to the latest technology to complete assignments which are competitive with the rest of the nation and research opportunities through technology and print resources.<br>**Staff Responsible for Monitoring:** Principal<br>Librarians<br>Library Staff<br>Dean and instructional staff<br>**Population:** All students. - **Start Date:** August 3, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 3<br>**Funding Sources:** Reading materials - Library (Student Learning #3) - 199 Local funds - 199-12-6329-00-004-y-99-000-y, General Supplies - Library (Student Learning #3) - 199 Local funds - 199-12-6399-00-004-y-99-000-y, Supplies and Materials - LCL Def (Student Learning #3) - 199 Local funds - 199-12-6398-62-004-y-99-000-y, General Supplies (Student Learning #3) - 199 Local funds - 199-12-6399-62-004-y-99-000-y, Travel - Conference (Student Learning #3) - 199 Local funds - 199-12-6411-23-004-y-99-000-y | 35% | 60% | 85% | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** The campus will provide the nursing staff with supplies for the execution of their duties to the students on campus.<br>**Milestone's/Strategy's Expected Results/Impact:** Improve daily health care for students on campus.<br>**Staff Responsible for Monitoring:** Principal<br>**Population:** All students. - **Start Date:** August 3, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Perceptions 2<br>**Funding Sources:** General Supplies - campus clinic/nursing staff (Perceptions #2) - 199 Local funds - 199-33-6399-00-004-y-99-000-y, General Supplies - computer supplies (Perceptions #2) - 199 Local funds - 199-33-6399-65-004-y-99-000-y | 35% | 40% | 85% | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** The campus will provide staffing and extra duty pay for paraprofessional employees performing duties beyond the working day.<br>**Milestone's/Strategy's Expected Results/Impact:** Efficient and timely completion of tasks required but extending beyond the working day<br>**Staff Responsible for Monitoring:** Principal<br>**Start Date:** August 3, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Student Learning 2 - Perceptions 1<br>**Funding Sources:** Extra Duty Pay for paraprofessionals/overtime (Student Learning #2, Perceptions #1) - 199 Local funds - 199-23-6121-08-004-y-99-000-y - $9,250 | 35% | 60% | 85% | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** The campus will provide funds for administration to attend out of district conferences and seminars (travel, conference fees, meals, transportation and lodging.<br>**Milestone's/Strategy's Expected Results/Impact:** Assure campus administration receives opportunities to plan, establish goals and find interventions for campus improvement.<br>**Staff Responsible for Monitoring:** Area Assistant Superintendent<br>Principal<br>**Population:** Administration - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021<br>**Need Statements:** Perceptions 3<br>**Funding Sources:** Administrative Travel (Perceptions #3) - 199 Local funds - 199-13-6411-23-004-y-99-000-y - $7,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Need Statements:

### Student Learning

**Need Statement 2**: Students need additional instructional time before and after school for extended day tutorials with transportation. **Data Analysis/Root Cause**: Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting.

**Need Statement 3**: Instructional and consumable supplies, including printing costs, are necessary for instructional purposes. **Data Analysis/Root Cause**: Students require differentiated instructional materials and some are not able to access online materials.

### Perceptions

**Need Statement 1**: Multiple parental presentations at flexible dates and times are needed to provide an awareness of high school expectations and methods to support students success. Refreshments and supplies need to be included. **Data Analysis/Root Cause**: Most of our parents have not completed high school nor have they attended college.

**Need Statement 2**: Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement. **Data Analysis/Root Cause**: Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork.

**Need Statement 3**: The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information. **Data Analysis/Root Cause**: By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities.

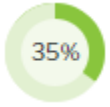
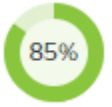
**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** The campus will commit to a budget which includes accurate and timely submission of reimbursements, extra duty and stipend compensation for 100% of teachers.

**Evaluation Data Sources:** Extra duty pay and stipend reports

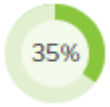
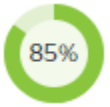
**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** The bookkeeper will provide training for clubs and organizations and maintain a sound practice of oversight and teacher support for those transactions designed to provide student experiences in preparation for work, college, and military.<br>**Milestone's/Strategy's Expected Results/Impact:** Well trained staff and timely deposits.<br>Adherence to the Chief Financial Officer's directives.<br>Transparency for all fiduciary transactions when audited.<br>**Staff Responsible for Monitoring:** Principal<br>**Start Date:** May 26, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Perceptions 3<br>**Funding Sources:** Co-Curricular Stipends (Perceptions #3) - 199 Local funds - 199-36-6117-00-004-y-99-020-y, Student Travel (Perceptions #3) - 199 Local funds - 199-36-6412-00-004-y-99-000-y, Reclassified Transportation (Perceptions #3) - 199 Local funds - 199-36-6494-00-004-y-99-000-y, Student travel and subsistence (Perceptions #3) - 199 Local funds - 199-36-6412-00-004-y-99-019-y, Reclassified Transportation Expense (Perceptions #3) - 199 Local funds - 199-36-6494-00-004-y-99-019-y, Reclassified Transportation Expense (Perceptions #3) - 199 Local funds - 199-36-6494-00-004-y-99-020-y, Extra Duty Overtime Sup PE (Perceptions #3) - 199 Local funds - 199-51-6121-46-004-y-99-000-y, Supplies for Maintenance/Operating Custodians (Perceptions #3) - 199 Local funds - 199-51-6315-00-004-y-99-000-y | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Supplemental Duty Pay/Stipends will be provided for teachers as required for tutorial or Fine Arts<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Improved Oversight and accountability.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>**Population:** UIL Students - **Start Date:** August 26, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 2<br>**Funding Sources:** Stipends for teachers (Student Learning #2) - 199 Local funds - 199-13-6117-00-004-y-99-000-y, UIL stipends (Student Learning #2) - 199 Local funds - 199-26-6399-17-004-y-99-020-y |  | |  | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Travel for teachers and administrators will be provided for conferences, professional training or to accompany students' competitions and subs for teachers.<br>**Milestone's/Strategy's Expected Results/Impact:** Teachers will benefit from professional development and students will benefit from the safety of having an adult accompany them to competition.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals<br>**Population:** Teachers and Admin - **Start Date:** August 26, 2020 - **End Date:** June 23, 2021<br>**Need Statements:** Perceptions 3<br>**Funding Sources:** Employee Travel - subs (Perceptions #3) - 199 Local funds - 199-11-641x-23-004-y-99-000-y, Employee travel - administration (Perceptions #3) - 199 Local funds - 199-13-6411-23-004-y-99-000-y, teacher workshop (Perceptions #3) - 199 Local funds - 199-13-6117-00-004-y-99-000-y, staff development (Perceptions #3) - 199 Local funds - 199-13-639x-00-004-y-99-000-y, supplies (Perceptions #3) - 199 Local funds - 199-13-6399-00-004-y-99-000-y | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Supplies for Administrative needs in the capacity of providing student instruction, data for teachers, and other administrative duties.<br>**Milestone's/Strategy's Expected Results/Impact:** Increased effectiveness of administrative staff in their duties of oversight.<br>**Staff Responsible for Monitoring:** Principal<br>**Population:** Administration - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 3<br>**Funding Sources:** Supplies and materials -(Student Learning #3) - 199 Local funds - 199-23-6398-00-004-y-99-000-y, General Supplies (Student Learning #3) - 199 Local funds - 199-23-6399-00-004-y-99-000-y, supplies (Student Learning #3) - 199 Local funds - 199-33-6399-xx-004-y-99-000-y | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** The campus will provide funds for graduation expenses.<br>**Milestone's/Strategy's Expected Results/Impact:** Students will celebrate the completion of their studies with a ceremony.<br>**Staff Responsible for Monitoring:** Principal<br>Counselors<br>**Population:** All Seniors - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Perceptions 2<br>**Funding Sources:** Misc. Operating costs - Graduation and Parent mtg. (Perceptions #2) - 199 Local funds - 199-23-6499-53-004-y-99-000-y, Awards - teachers (Perceptions #2) - 199 Local funds - 199-23-6498-00-004-y-99-000-y, Awards - students (Perceptions #2) - 199 Local funds - 199-11-6498-00-004-y-11-000-y |  | |  | |

| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** The campus will provide capital assets for administration as needed for the execution of their required duties or building equipment.<br>**Milestone's/Strategy's Expected Results/Impact:** Timely reporting of data.<br>**Staff Responsible for Monitoring:** Principal<br>**Population:** Students and teachers - **Start Date:** August 3, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Student Learning 1<br>**Funding Sources:** GearUP - equipment (Student Learning #1) - 274 GEAR UP Funds - 274-31-6398-65-004-y-24-RGV-y - $812, Capital Assets - Other (Student Learning #1) - 199 Local funds - 199-23-6649-65-004-y-99-000-y | | | | |
|  No Progress Accomplished Continue/Modify Discontinue | | | | |

## Performance Objective 2 Need Statements:

### Student Learning

**Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting.

**Need Statement 2**: Students need additional instructional time before and after school for extended day tutorials with transportation. **Data Analysis/Root Cause**: Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting.

**Need Statement 3**: Instructional and consumable supplies, including printing costs, are necessary for instructional purposes. **Data Analysis/Root Cause**: Students require differentiated instructional materials and some are not able to access online materials.

### Perceptions

**Need Statement 2**: Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement. **Data Analysis/Root Cause**: Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork.

**Need Statement 3**: The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information. **Data Analysis/Root Cause**: By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities.

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

**Performance Objective 3:** Rivera ECHS will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** The campus will provide awards and incentives for faculty and staff including activities to support campus climate and retention.<br>**Staff Responsible for Monitoring:** Principal<br>**Population:** Campus teachers and staff - **Start Date:** August 7, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Perceptions 2<br>**Funding Sources:** awards and incentives for faculty $150-500 (Perceptions #2) - 199 Local funds - 199-13-6398-00-004-y-99-000-y, Misc Operating Costs - Awards for teachers (Perceptions #2) - 199 Local funds - 199-23-6498-00-004-y-99-000-y, Supplies and Materials - LCL Def (Perceptions #2) - 199 Local funds - 199-13-6399-00-004-y-99-000-y | 35% | 60% | 85% | → |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** The campus will provide awards and incentives for students including activities to support campus climate and retention.<br>**Milestone's/Strategy's Expected Results/Impact:** Improve/maintain positive campus climate.<br>**Staff Responsible for Monitoring:** Principal<br>**Population:** Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Perceptions 2<br>**Funding Sources:** Student Awards (Perceptions #2) - 211 Title I-A - 211-11-6498-00-004-y-30-ayp-y | 35% | 60% | 85% | → |

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

**Performance Objective 3 Need Statements:**

| Perceptions |
|---|
| **Need Statement 2**: Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement. **Data Analysis/Root Cause**: Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork. |

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

**Performance Objective 1:** The campus will provide information on the achievements of the students and staff to the Public Information Office.

**Evaluation Data Sources:** Formative: Increase campus enrollment
Summative: Revised District Calendar, Campus Initiatives for Summer Programs

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** All departments will provide evidence to the Public Information Office for notable student and staff achievements.<br>District Initiative<br>**Milestone's/Strategy's Expected Results/Impact:** Campus Image will improve and student population will increase.<br>**Staff Responsible for Monitoring:** Principal<br>School Secretary<br>Assistant Principals<br>Athletic Director<br>Fine Arts Staff<br>Dean<br>**TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** all students - **Start Date:** August 3, 2020 - **End Date:** June 1, 2021 | 35% | 60% | 85% | → |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Campus will meet to plan, execute and document CATCH tasks to include all students, teachers, (parents and staff as much as possible).<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Students will participate in activities that are focusing on physical and mental health.<br>Summative: Lessons and Activities completed cover the 5 aspects of CATCH: Physical Health (smoking, nutrition, safety, physical activity, mental health)<br>**Staff Responsible for Monitoring:** Each member of the CATCH team will contribute to the effective implementation of CATCH<br>**TEA Priorities:** Connect high school to career and college - **Population:** All students - **Start Date:** August 3, 2020 - **End Date:** June 1, 2021 | 35% | 60% | 85% | → |

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

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

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

**Evaluation Data Sources:** PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

**Summative Evaluation:** Exceeded Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Interventions will be used to reduce the amount of students submitted to BAC.<br>**Population:** All students at risk of failing due to behavior. - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 35% | 60% | 85% | |

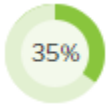
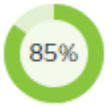
0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

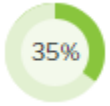
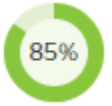
**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% from the previous school year (2019-2020) and will not be disproportionate for any population.

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

**Summative Evaluation:** Exceeded Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** 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.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: All Teachers are trained<br>Summative:<br>RTI plans are complete and show adherence to plans.<br>**Staff Responsible for Monitoring:** Assistant Principal assigned to Safety and AP assigned to RTI.<br>**Population:** All teachers - **Start Date:** August 3, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Staff will attend training by Counselors, and community/non-profit organizations, regarding current mental health, safety-related trends and conflict resolution, Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety,<br>Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: all staff trained<br>Summative: all topics covered by June for staff and parent participants<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>Parent Liaison<br>**Population:** All stakeholders: parents, students, staff, administration, teachers, counselors - **Start Date:** August 3, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Students will attend Advisory Period and use Eduguide to explore self-reflection, motivation and goal setting in class and on their own. Freshmen students will take the College and Career Readiness course in the second semester as part of their blocked English class.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: All students are enrolled and all teachers are trained to use Eduguide<br>Summative: Students show growth based on their responses and teachers' feedback<br>**Population:** All teachers and students - **Start Date:** August 3, 2020 - **End Date:** June 1, 2021<br>**Need Statements:** Student Learning 1<br>**Funding Sources:** Eduguide Software (Student Learning #1) - 162 State Compensatory - 162-11-6299-62-004-Y-30-000-y - $23,000 | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 2 Need Statements:

| Student Learning |
|---|
| **Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting. |

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

**Performance Objective 3:** Refine and implement safety plan 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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: All information is current in Emergency Operations Binder and updates to the law are included for the current year<br>Summative: Final Supporting documentation is in binder.<br>**Staff Responsible for Monitoring:** Principal,<br>Admin assigned to Safety<br>**Population:** All Campus Students and Staff - **Start Date:** August 3, 2020 - **End Date:** May 26, 2021 | 35% | 60% | 85% | → |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Ensure security and a Police Officer will be stationed on campus and assigned throughout the year.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Security Officers and Police Officers work schedule assignments<br>Summative:<br>end of year assignments indicates campus has officer and or security officer in place<br>**Staff Responsible for Monitoring:** Principal<br>**Population:** Police Officers and Security Guards - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 35% | 60% | 85% | → |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Provide motivational speaker for students.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Students will self reflect on Sean's experiences with anxiety, depressions, fear, hearling and HOPE.<br>Summative: Students will be inspired and raise their expectations of themselves.<br>**Staff Responsible for Monitoring:** Counselors<br>**ESF Levers:** Lever 3: Positive School Culture - **Population:** At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 35% | 60% | 85% | → |

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

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

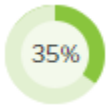
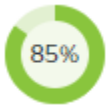
**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from the previous year (2019-2020).

Habra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus / distrito con respecto al ano anterior (2019-2020).

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

Lista de verificacion de cumplimiento de participacion de los padres del Titulo I-A completada, Encuesta para padres de CNA y Titulo I, Tasas de asistencia a reuniones de padres

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

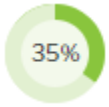
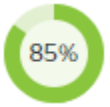
| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** The Parent Liaison will provide activities pertinent to the needs of parents and informational topics during regularly advertised meetings and/or home visits, requiring mileage reimbursement. Meetings will include supplies and refreshments.<br>**Milestone's/Strategy's Expected Results/Impact:** Increased parental involvement by 10% from last year's attendance.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>Parent Liaison<br>**Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Perceptions 1<br>**Funding Sources:** refreshments for parent meetings (Perceptions #1) - 211 Title I-A - 211-61-6499-53-004-Y-30-of2-Y - $900, supplies for parent center (Perceptions #1) - 211 Title I-A - 211-61-6399-00-004-Y-30-of2-Y - $418, employee travel (Perceptions #1) - 211 Title I-A - 211-61-6411-00-004-y-30-of2-y - $687, Migrant parent meetings (2) (Perceptions #1) - 212 Title I-C (Migrant) - 212-61-6499-53-004-y-24-0f2-y - $50 |  | |  | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.<br>Electronic devices (Scanners/Printers) will be provided for parent contact; home visits, phone calls, collect documentation to stay in compliance with paperwork requirements, and/or obtain signatures.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative results:<br>Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits<br><br>Summative Impact:<br>Training Session Evaluations average scores<br><br>Increase attendance % rate<br>Parent Participation Rates will increase by 10%<br>Increase 3% participation in PAC Mtgs.<br>Increase on-time graduation<br>Increase parents surveyed with greater understanding of migrant program<br>**Staff Responsible for Monitoring:** Federal Programs Administrator<br>Parent & Family Engagement, Migrant and State Compensatory Coordinators<br>**Population:** Parent & Family Engagement, Migrant and State Compensatory Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Demographics 2<br>**Funding Sources:** Printer/Scanner for Parent Liaison - 211 Title I-A - 211-61-6398-XX-004-Y-30-0F2-Y - $695 | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Sign-In sheets & agendas of Parent Meetings<br>Summative:<br>PBMAS report<br>+Increased participation in PAC Mtg. +Increased student participation in supplemental activities<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Migrant Campus Clerks-<br>Migrant Parent Liaison<br>DMC<br>MSC<br>**Population:** Migrant Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Perceptions 1<br>**Funding Sources:** Parent Meetings - Refreshments (Perceptions #1) - 212 Title I-C (Migrant) - 212-61-6499-53-004-y-24-of2-y | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 4:** Conduct the following annual Title I-A required activities:<br>*Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level<br>*Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.<br>*Conduct Title I-A Meetings to inform parents of the services provided through Title I funds<br>*Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program<br>Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:<br>*Parent and Family Engagement Policy<br>School-Parent-Student Compact<br>District Improvement Plan<br>**Milestone's/Strategy's Expected Results/Impact:** Formative results:<br>Completed Parental Involvement Policies, Campuses S-P-S Compacts<br>Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas<br>Summative Impact:<br>100% Completed Title I-A Parental Involvement Compliance Checklist<br>100% Signed S-P-S Compact<br>Training Session Evaluations<br>**Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator and Staff<br>**Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 5 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 5:** Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.<br>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.<br>-District-wide parent conferences, cluster meetings, Fairs and seminars.<br>*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative results:<br>MOU's/Agreements,Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets<br>Summative impact:<br>+Increased Partnerships and Parent Volunteers by 5%<br>**Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator and Staff<br><br>Principal<br>Dean<br>**Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

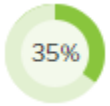
| Strategy 6 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 6:** Meet with the Title I-A District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative results:<br>Invitation, Agenda, Sign-in Sheets,<br>Parent Representative Sign-in Sheets, Meeting Minutes<br>Summative impact:<br>+Session Evaluations indicate greater satisfaction with sessions<br>**Staff Responsible for Monitoring:** Parent and Family Engagement Coordinator and Staff<br>Bilingual, GT, Migrant, Special Ed. Administrators<br>Principals<br>Parent Liaisons<br>**Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 |  | |  | |

| Strategy 7 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 7:** Provide ample Parent Education opportunities through district support group meetings and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:<br>-Effective teaching strategies<br>-Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)<br>College Readiness<br>-Drop-out and Violence Prevention<br>-Health and Wellness Education<br>-Community agencies and organizations<br>Building Capacity:<br>-Technology<br>-Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Obtain the necessary equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative results:<br>Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes<br>Summative impact:<br>+Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool<br>**Staff Responsible for Monitoring:** Parent and Family Engagement Staff,<br>Dyslexia Teacher<br>IDEA Inclusion teacher,<br>College Lab Advisor, Department Staff,<br>Technology Services,<br>Math Teacher,<br>English/English SL teacher,<br>History teacher, and Science teacher<br>AFJROTC<br>TSC representatives, &<br>21st Century<br>**Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 8 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 8:** The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Conference/Training agendas, Conference Certificate of Participation<br>Documented Cross training of staff not attending events to ensure program training completion<br>Summative:<br>+Improved student grades<br>+Increased Parent Attendance<br>+Increased Student Attendance Rates<br>Improved student performance on district and state assessments<br>**Staff Responsible for Monitoring:** Parent and Family Engagement and Migrant Coordinators and Staff<br>**Population:** Migrant funded Staff and Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 9 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 9:** Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative results:<br>Session Evaluations, Meeting Minutes, MOUs,<br>Summative impact:<br>+EOY Parental Survey Results,<br>+Student Attendance Rates on Final Yearly Report<br>+Increased Graduation Rates and<br>State Assessment Scores<br>+Increased parental participation +Increased Promotion Rates and EOY Grades<br>+Decreased Discipline Referrals<br>**Staff Responsible for Monitoring:** Parent and Family Engagement Staff<br>**Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Perceptions 1<br>**Funding Sources:** Gear-UP Parent training/refreshments (Perceptions #1) - 274 GEAR UP Funds - 274-61-6499-53-004-y-24-RGV-y - $252.69 | | | | |

| Strategy 10 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 10:** All migrant parents will be invited to participate in a Migrant Send-Off activity in which District and community agencies will provide information which will assist in the transition from one District to another.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Sign-In Sheets<br>Summative:<br>+Increased # of students returning with grades<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Migrant Counselor<br>Parent Liaison<br>Recruiters<br>**TEA Priorities:** Connect high school to career and college - **Population:** Migrant Parents and Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | | | | |

| Strategy 11 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 11:** Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Sign-In sheets & agendas of Parent Meetings<br>Summative:<br>PBMAS report<br>+Increased participation in PAC Mtg. +Increased student participation in supplemental activities<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Migrant Campus Clerks-<br>Migrant Parent Liaison<br>DMC<br>MSC<br>**Population:** Migrant Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 |  | | | |

| Strategy 12 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 12:** A district-wide Migrant Parent Advisory Committee (PAC) will provide meaningful consultation to ensure that the planning, implementation, and evaluation of local MEP activities and services is relevant to migrant students.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Sign-In Sheets & Evaluations<br>Summative:<br>+Increased parental involvement over prior year<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Migrant Parent Liaison<br>MSC<br>DMC<br>**Population:** Migrant Parents and Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 0% | 60% | 85% | → |

| Strategy 13 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 13:** Migrant funded parent liaison will assist the district campuses by providing awareness sessions to migrant parents upon request during the campuses monthly meetings in order to keep them current with migrant issues that may be impacting their children's academic special needs and college/career opportunities.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>Agendas, Sign in sheets<br>Summative:<br>+3% Increase in participation on PAC Meetings<br>+Increase on-time graduation<br>+Parents surveyed with greater understanding of migrant program<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Migrant Parent Liaison<br>District Parent Trainers<br>MSC<br>**Population:** MIgrant Parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 0% | 60% | 85% | → |

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

## Performance Objective 1 Need Statements:

| Demographics |
|---|
| **Need Statement 2**: Coding needs to be correct for all sub-pops on Powerschool and Parent and Home Liaisons need to acquire updated documentation by conducting home visits - mileage reimbursements will be needed. **Data Analysis/Root Cause**: Errors in coding affect funding, assessment costs, and accountability. |

| Perceptions |
|---|
| **Need Statement 1**: Multiple parental presentations at flexible dates and times are needed to provide an awareness of high school expectations and methods to support students success. Refreshments and supplies need to be included. **Data Analysis/Root Cause**: Most of our parents have not completed high school nor have they attended college. |

**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 | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Teachers/librarians/support personnel will attend professional development and conferences to enhance the knowledge of their craft, improve delivery and learn new knowledge and skills.<br>The campus will sustain training implementation and see evidence of teachers keeping current with creative and innovative techniques in instruction to motivate at-risk students.<br>**Milestone's/Strategy's Expected Results/Impact:** Improvement for every learner as evidenced by growth from one assessment to the next:<br>STAAR sequential administrations<br>Formative Assessments 3 & 6 wks<br>Eduphoria data<br>TELPAS through Ellevation<br>TANGO data<br>APEX data<br>AP<br>SAT, ACT<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principals for Content,<br>TTESS, and implementation<br>Dean<br>Department Chairs<br>Strand Leaders<br>**Population:** Professional Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** School Processes & Programs 1<br>**Funding Sources:** ESOL Equipment (SPP #1) - 263 Title III-A Bilingual - 263-13-6398 - $1,009, substitutes on campus (SPP #1) - 211 Title I-A - 211-11-6112-00-004-Y-30-AYP-Y - $7,000, Teacher training and Content Conferences (SPP #1) - 211 Title I-A - 211-13-6411-23-004-Y-30-AYP-Y - $10,000, Region One Training for EOC (SPP #1) - 211 Title I-A - 211-13-6239-00-004-Y-30-AYP-Y, Substitute teacher (SPP #1) - 199 Local funds - 199-13-6112-00-004-y-99-000-y, Travel for 2019 Texas Librarians Conference (SPP #1) - 199 Local funds - 199-12-6411-23-00-004-y-99-000-y, Employee Travel in District (SPP #1) - 211 Title I-A - 211-13-6411-00-004-y-30-ayp-y, Remote training for Robotel Language Lab (SPP #1) - 163 State Bilingual - 163-13-6291-00-004-y-25-000-y, ONLINE / Virtual Training Courses - 211 Title I-A - 211-13-6497-00-004-Y-30-AYP-Y - $21,772, Employee Travel - 162 State Compensatory - 162-13-6411-23-004-Y-30-000-Y - $1,000 | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** 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.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative Results:<br>Sign in sheets, PDS evaluations, student performance ratings<br>Summative Results:<br>Increased EOY performance on state and local assessments<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>Campus Administration<br>**Population:** Migrant Support Staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** School Processes & Programs 1<br>**Funding Sources:** Training fees (SPP #1) - 212 Title I-C (Migrant) - 212-11-62xx-00-004-y-24-of2-y | | | | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 1 Need Statements:

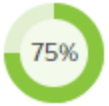
| School Processes & Programs |
|---|
| **Need Statement 1**: Professional staff needs training, professional development, and opportunities to attend conferences to hone skills and provide scaffolded instruction for students struggling with content and self discipline. Substitutes are needed to assist during teacher training and testing. **Data Analysis/Root Cause**: Teachers need to stay abreast of cutting edge teaching research-based methodologies, pedagogy and engagement techniques and some training occurs during the school day. |

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

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Purchase personal technology for student use to access credit recovery software and study resources online (Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery).<br>**Milestone's/Strategy's Expected Results/Impact:** Students will receive focused, targeted instruction for listening, speaking, reading and writing to improve these skills across the curriculum.<br>**Staff Responsible for Monitoring:** Strand Leaders<br>Department Chairs<br>**ESF Levers:** Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1<br>**Funding Sources:** Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery. - 263 Title III-A Bilingual - 263-11-6299-62-004-Y-25-000-Y - $5,500, PD for Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery. - 263 Title III-A Bilingual - 263-13-6291-00-0004-Y-25-000-Y - $995, Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery. - 163 State Bilingual - 163-11-6299-62-004-Y-25-000-Y - $4,483 | |  | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Provide equipment (TV panels/PC Modules/WiFI Modules/Mobile Stand/Web Camera), materials and computer technology supplies to ensure all students become 21st Century ready and data from technology is used to improve instruction on state assessments. Provide accurate funding.<br>**Milestone's/Strategy's Expected Results/Impact:** Equipment functions as required.<br>**Staff Responsible for Monitoring:** Dean<br>TST<br>Librarians<br>CTE Department<br>**TEA Priorities:** Connect high school to career and college - **Population:** All Population - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Student Learning 1<br>**Funding Sources:** Maintenance and repair for machines, computers and other equipment, software upgrades, and renewal of maintenance agreements or fee. (Student Learning #1) - 199 Local funds - 199-11-6249-62-004-y-110-00-y - $500, Gear-UP laptops, cart and MOBI pads (Student Learning #1) - 274 GEAR UP Funds - 274-11-6398-62-004-y-24-RGV-y - $46,142, computer supplies/TV Panels at a cost more than $150 and less than $5000 - projectors (Student Learning #1) - 162 State Compensatory - 162-13-6398-00-004-Y-30-000-Y - $20,000, Computers (Student Learning #1) - 211 Title I-A - 211-11-6398-62-004-Y-30-of2-Y - $104,820, Projection equipment (Student Learning #1) - 211 Title I-A - 211-11-6398-00-004-y-30-0f2-y - $16,740, computer supplies/TV Panels at a cost more than $150 and less than $5000 - projectors (Student Learning #1) - 211 Title I-A - 211-11-6398-00-004-Y-30-000-Y - $30,436 | 75% | 100% | 100% | → |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 3:** Verify enrollment data to ensure all students are coded correctly in PEIMS so funding is appropriately allocated and data is correct.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: All students coded in PEIMS are allocated support and funding for their successful completion of high school and college participation. Summative: Data is 100% correct at the beginning and end of each school year.<br>**Staff Responsible for Monitoring:** Principal<br>PEIMS Administrator<br>Counselors<br>Data Entry<br>Registrar<br>**Additional Targeted Support Strategy - Population:** All Students Sub-Populations - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 80% | 100% | 100% | → |

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

## Performance Objective 1 Need Statements:

## Student Learning

**Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting.

**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 2:** Students will increase proficiency in English by using various methods to achieve 3% higher score in Advanced on Telpas.

**Evaluation Data Sources:** Telpas, STAAR

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Students will use technology to become more proficient listeners, speakers, readers and writers of English.<br>**Milestone's/Strategy's Expected Results/Impact:** Increased percentages in Advanced and Advanced High for EL students.<br>**Staff Responsible for Monitoring:** Assistant Principal<br>**Population:** EL Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Demographics 1 - Student Learning 1<br>**Funding Sources:** Digital Software (Demographics #1 / Student Learning #1) - 163 State Bilingual - 163-11-6395-62-004-y-25-031-y, Training (Demographics #1 / Student Learning #1) - 163 State Bilingual - 163-13-6291-00-004-y-25-031-y | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Need Statements:**

| Demographics |
|---|
| **Need Statement 1**: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause**: Historically EL and IDEA students have scored lower than their counterparts in ELA and math. |

| Student Learning |
|---|
| **Need Statement 1**: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause**: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting. |

**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 campus attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

**Summative Evaluation:** Met Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Verify attendance from counseling center, competition, life skills, and sports activities to be sure all students are accounted for.<br>**Milestone's/Strategy's Expected Results/Impact:** Consistent, accurate attendance at 96% or better.<br>**Staff Responsible for Monitoring:** Principal<br>Attendance clerk<br>Asst. Principals<br>**Comprehensive Support Strategy - Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 | 35% | 60% | 85% | → |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Provide a Drop Out Specialist who will work with At Risk students daily to provide support strategies and encouragement to complete school and focus on a career after Graduation. Provide funding for training or conference attendance.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Ensure all students are accounted for when school starts and coded correctly by PEIMS Snapshot.<br>Summative: Ensure all students matriculate from one grade level to the next and seniors graduate with their cohort. Provide interventions.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>**Title I Schoolwide Elements:** 2.6 - **Population:** At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** September 30, 2020<br>**Need Statements:** Demographics 1 | 35% | 60% | 85% | → |

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

**Performance Objective 1 Need Statements:**

| Demographics |
|---|
| **Need Statement 1**: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause**: Historically EL and IDEA students have scored lower than their counterparts in ELA and math. |

**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:** Increase our Completion Rate to 95% and increase the Graduation Rate to 91.3%

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** The high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed.<br>*High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual/ Recovery programs to ensure on time graduation.<br>*A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded.<br>*Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative:<br>migrant files<br>Summative:<br>+increased On-time promotion and on-time graduation<br>+Decreased dropout rates<br>+PBMAS improved staging<br>**Staff Responsible for Monitoring:** District Migrant Coordinator<br>HS Principal<br>HS Migrant Teachers<br>HS Migrant Clerk<br>MSC<br>**TEA Priorities:** Connect high school to career and college - **Population:** HS Migrant Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Demographics 1<br>**Funding Sources:** wages and fringes (Demographics #1) - 212 Title I-C (Migrant) - 212-xx-6xxx-0x-004-y-24-of2-y - $15,016, student transportation (Demographics #1) - 212 Title I-C (Migrant) - 212-11-6494-00-004-y-24-of2-y | | | | |

 No Progress Accomplished Continue/Modify Discontinue

**Performance Objective 2 Need Statements:**

| Demographics |
| --- |
| **Need Statement 1**: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause**: Historically EL and IDEA students have scored lower than their counterparts in ELA and math. |

**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:** Rivera ECHS will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%

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

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

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Interventions will include WALK TO THE FUTURE to engage students to return to school and then provide additional instruction for At Risk students who fail to receive credit for coursework because of excessive absences and/or failing grades. Parents will participate by co-signing a contract for each student in this situation. GearUP will support with additional staff.<br>**Milestone's/Strategy's Expected Results/Impact:** Increased attendance and graduation rates.<br>**Staff Responsible for Monitoring:** Principal<br>Dean<br>At-Risk Team<br>**Population:** At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Demographics 1 - Perceptions 2<br>**Funding Sources:** Provide Walk to the Future intervention supplies/potential dropouts (Demographics #1/Perceptions #2) - 162 State Compensatory - 162-61-6399-00-004-Y-30-WTF-Y - $200, Walk to the Future - Operating Costs (Demographics #1/Perceptions #2) - 162 State Compensatory - 162-61-6499-53-004-Y-30-WTF-Y - $100, Gear-UP counselor substitutes para part-time (Demographics #1/Perceptions #2) - 274 GEAR UP Funds - 274-xx-xxxx-xx-004-y-24-RGV-y - $111,796.40 | 35% | 60% | 85% | → |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 2:** Provide Communities in Schools and Probation Officer for At Risk students support.<br>**Milestone's/Strategy's Expected Results/Impact:** Students in crisis will be supported by professionals who will be able to access other agencies and support systems to reduce the percentage of truancy, vagrancy, and drop-outs by 5%.<br>**Staff Responsible for Monitoring:** At Risk Specialist<br>Dean<br>**Title I Schoolwide Elements:** 2.6 - **Population:** At -Risk Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Demographics 1<br>**Funding Sources:** Contracted Services - CIS (Demographics #1) - 162 State Compensatory - 162-32-6299-00-004-y-24-CIS-Y - $12,500, Contracted Services - JPO (Demographics #1) - 162 State Compensatory - 162-32-6299-00-004-y-24-JPO-Y - $10,000 | 35% | 60% | 85% | → |

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

**Performance Objective 3 Need Statements:**

## Demographics

**Need Statement 1**: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause**: Historically EL and IDEA students have scored lower than their counterparts in ELA and math.

## Perceptions

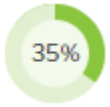
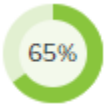
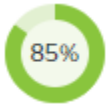
**Need Statement 2**: Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement. **Data Analysis/Root Cause**: Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork.

**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:** Significant progress made toward meeting Objective

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| **Strategy 1:** Activities the entire campus can participate in to instill healthy habits to promote overall health.<br>**Milestone's/Strategy's Expected Results/Impact:** Formative: Students will participate in various activities to address their emotional, physical, and corporal well-being.<br>Summative: The campus will address all of the components of the CDC's School Health Index and the CATCH Program.<br>**Staff Responsible for Monitoring:** CATCH team:<br>Dean<br>Health Teachers<br>Nurses<br>Cafeteria Manager<br>Counselors<br>Athletic Coordinator<br>PE/Athletic staff<br>**Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021<br>**Need Statements:** Perceptions 2<br>**Funding Sources:** Supplies to promote Health on campus (Perceptions #2) - 199 Local funds - 199-33-6399-00-004-y-99-000-y - $2,250 |  |  |  | |

 No Progress Accomplished Continue/Modify Discontinue

## Performance Objective 4 Need Statements:

| Perceptions |
|---|
| **Need Statement 2**: Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement. **Data Analysis/Root Cause**: Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork. |

# State Compensatory

## Budget for Rivera Early College High School

| Account Code | Account Title | Budget |
|---|---|---|
| 6100 Payroll Costs | | |
| 162-11-6112-18-004-Y-30-000-Y | 6112 Salaries or Wages for Substitute Teachers or Other Professionals | $7,000.00 |
| 162-11-6118-XX-004-Y-XX-XXX-Y | 6118 Extra Duty Stipend - Locally Defined | $102,345.00 |
| | **6100 Subtotal:** | **$109,345.00** |
| | | |
| 6200 Professional and Contracted Services | | |
| 162-11-6299-62-004-Y-30-000-Y | 6299 Miscellaneous Contracted Services | $52,500.00 |
| 162-32-6299-00-004-Y-24-XXX-Y | 6299 Miscellaneous Contracted Services | $22,500.00 |
| | **6200 Subtotal:** | **$75,000.00** |
| | | |
| 6300 Supplies and Services | | |
| 162-11-6396-00-004-Y-30-000-Y | 6396 Supplies and Materials - Locally Defined | $3,973.00 |
| 162-XX-6398-XX-004-Y-30-000-Y | 6398 Computer Supplies/Software - Locally Defined | $205,554.00 |
| 162-XX-6399-XX-004-Y-30-000-Y | 6399 General Supplies | $104,200.00 |
| | **6300 Subtotal:** | **$313,727.00** |
| | | |
| 6400 Other Operating Costs | | |
| 162-13-6411-23-004-Y-30-000-Y | 6411 Employee Travel | $1,000.00 |
| 162-61-6499-53-004-Y-30-WTF-Y | 6499 Miscellaneous Operating Costs | $100.00 |
| | **6400 Subtotal:** | **$1,100.00** |

# Personnel for Rivera Early College High School

| Name | Position | Program | FTE |
|---|---|---|---|
| Baldomero Ramos | Drop Out Specialist | State Compensatory | 1.0 |
| Criselda Rookstool | English Teacher | State Compensatory | 1.0 |
| Emiliano C. Camarillo | Dean of Instruction | State Compensatory | 1.0 |
| Giovanna de la Garza | Dyslexia Teacher | State Compensatory | 1.0 |
| Jose Serrato | At-Risk Counselor | State Compensatory | 1.0 |
| Manuel Rodriguez | Math Teacher | State Compensatory | 1.0 |
| Robert Pizana | Math Teacher | State Compensatory | 1.0 |
| Sergio Sanchez | STARS Teacher | State Compensatory | 1.0 |

# Title I Schoolwide Elements

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

## 1.1: Comprehensive Needs Assessment

On May 7, 2020 the Rivera ECHS SBDM ccmmitee met via Zoom #698-061-093 to begin the process for completeing/updating the Comprehensince Needs Assessment.

Data Sources Used:

(1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)

(2) Use of data from academic assessments - Due to COVID 19 there were no STAAR/EOC Scores to review, BISD Benchmarks / CPAS

(3) Data Analysis Meetings (BOY/MOY Benchmark Results)...record of dates, agendas, sign-in sheets with Dean of Instruction

(4) Number of students failing per six weeks and ultimately attending summer school based on report card grade (six weeks failing reports)

(5) Number of students on RtI's

(6) Formal and informal communication with parents (communication logs).

(7) College Tests (ACT, SAT. AP. TSI)

Summary of CNA: The above allowed the campus to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students. Areas of strengths and needs were identified and documented. CNA Process: The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments.

The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2020-2021 school year and to increase the Masters performance level in all content areas.

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

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Needs Assessment Committee adopted the Goals and Performance Objectives of the District Improvement Plan and reviewed the needs generated from the Parent, Teacher, and Student Surveys and data from the Needs Assessment Committee. Strand leaders met with the department chairs and identified strategies important to the improvement. Allocated funding was assigned to those strategies in the Campus Improvement Plan. Elements of the Campus Improvement Plan are reviewed weekly with Sub Committees on Thursdays and also at monthly meetings for the entire SBDM. The Campus Improvement Plan is available in its entirety on both the District and Campus websites:  www.bisd.us and www.bisd.us/rivera.

On May 7, 2020 the Rivera ECHS SBDM ccmmitee met via Zoom #698-061-093 to begin the process for completeing/updating the Comprehensince Needs Assessment.

This is the list of the people and titles who developed, reviewed, and revised the Rivera ECHS CIP.

| **Joel Guzman** | **ECHS Cohort Teacher** | **joelguzman@bisd.us** | **Classroom Teacher** |
|---|---|---|---|
| Linda Teran-Tolman | AVID Teacher | lmteran@bisd.us | Classroom Teacher |
| Deborah Parkin | Art Teacher (DE/AP) | dcparkin@bisd.us | Classroom Teacher |
| Minerva Rodriguez | Geometry Teacher | mirodriguez@bisd.us | Classroom Teacher |
| Jesus Cordoba | World History Teacher | jcordoba@bisd.us | Classroom Teacher |
| Donna Browne | Librarian LMS | dbrowne@bisd.us | Non-classroom Professional |
| Darby Grant | ROTC Instructor | dgrant@bisd.us | Classroom Teacher |
| Minerva Rodriguez | Math Teacher | mrodriguez@bisd.us | Classroom Teacher |
| Melinda Zarate | CTE Teacher | melzarate@bisd.us | Classroom Teacher |
| Armando Fraire | IDEA Teacher | afraire@bisd.us | Classroom Teacher |
| Beatriz Escobedo-Guerra Bethal | Science Teacher | baeguerra@bisd.us | Classroom Teacher |
| Norma Jean Canales | Principal | njc@bisd.us | Administrator |
| Genny Sterling | Dean | rgsterling@bisd.us | Meeting Faciliator |
| Thomas Brashear | History Teacher/Coach | tkbrashear@bisd.us | Classroom Teacher |
| Arcelia Villalobos | Parent | palmaraz@bisd.us | Parent |
| Isabel Gonzalez | Parent | palmaraz | Parent |
| Donna Marhoun | Federal Programs/Title I Coordinator | dcmarhoun@bisd.us | District-level Professional |
| Jose Serrato | At-Risk Counselor | joserrato@bisd.us | Non-classroom Professional |
| Jessica Olivarez-Mazone | ESOL Teacher | jomazone@bisd.us | Classroom Teacher |
| Lillian Martinez | Classroom Teacher | lamartinez2@bisd.us | Classroom Teacher |
| Jesse Vela | Catering Business | riveracomm@bisd.us | Community Representative |
| John A. Sanchez | Law Enforcement | BISanchez@bisd.us | Community Representative |
| Antonio Salazar | Moore Supplies | ASalazar@bisd.us | Business Representative |
| Kristen Garcia | 4M Sunscreens | KGarcia@bisd.us | Business Representative |

## 2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored quarterly for progress and revision. In addition, sub-committees are formed to address formative decisions and provide data and feedback to use in SBDM as needed.

The first SBDM Meeting to address the 2020-2021 CCNA was on May 7, 2020.

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

The Campus Improvement Plan is located on the school website (www.riveraechs.bisd.us) in addition to the district website (www.bisd.us) and is written in simple language and includes visuals that are easy to understand.

The Campus Improvement Plan can be orally translated to Spanish upon request.

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

The Campus Improvement Plan includes strategies based on scientific, research-based protocols with scaffolded expectations and rewards for student success. Stakeholders have shared ideas from many perspectives and incorporated them for the coming year's instruction to ensure progress for each student.

The campus provides the following opportunities for all students to meet State standards:

1. Each teacher provides an overview, resources, lessons and sample evaluations on their course Weebly online, available 24 hours per day.
2. Each department provides extended day tutorial opportunities for students before and after school, on campus and a minimum of two times at the university.
3. Computer Software is provided with student access 24/7 to practice or complete assignments in vitually every course for instruction and assessment.
4. New textbooks were purchassed for English I and II to provide TEKS aligned Honors standards to all English I and II students to improve scores on STAAR and TSI.
5. Computers and iPads are available for teachers to use with their classes to access the internet, practice skills, or assess.
6. The campus provides space in the library with technology and teachers to assist students 3 days per week until 7pm.
7. AVID-trained teachers use scientifically-based strategies with students to promote responsibility and good study habits.

### Schoolwide Reform Strategies that the school will be implementing to address school needs:

Rivera ECHS will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

Examples:

**Goal#1 - Performance Objective #4 - Strategy#3**

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

Opportunities for extended learning time through web-based programs, tutorials, and weekend events provide assistance for students struggling with difficult concepts. Students are provided supper after school to prepare them for extracurricular activities and academic events in addition to transportation when needed to assist in participation.

Several times per year the campus invites the community to attend concerts, recitals, shows, and expositions where students spotlight academic learning. Each Open House students showcase important concepts they have learned by holding demonstrations in the lobby and other open areas of the campus.

All students are encouraged to excel by studying to pass the Reading, Writing, and Math portions of the TSI and enroll in Advanced Placement and Dual Credit courses with the college and university to propel them into their chosen career pathway.

Opportunities to participate in the Student by Student Leadership Conference, RGV Lead, and other valley leadership conferences give students an opportunity to see what the rest of the regional students are studying and what issues our community face now and in the future. This campus promotes United Nations' 17 Sustainable Goals which connects our students to the rest of the world by understanding that everything they learn will provide the skills to find solutions to the world's problems:

Students use the Goals to make connections to their learning.

### Schoolwide Reform Strategies that the school will be implementing to address school needs:

Rivera ECHS will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a wellrounded education.

Examples:

**Goal#1 - Performance Objective #1 - Strategy#1**

**Goal#1 - Performance Objective #1 - Strategy#2**

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

Each year begins with a Walk for the Future to visit the homes of students who have not yet enrolled in school, explain how important they are, meet their families and urge them to come back to school to complete their education. This campus reaches out to homeless students and provides food, clothing and sometimes shelter or assistance with utilities enabling them to attend school regularly. The migrant program includes a classroom/computer lab where students can work to regain credits, receive academic help, are provided school supplies, food, and connections to other support measures to make their lifestyle less demanding.

This campus provides a full-time nursing staff and well-supplied exam rooms to serve students needing medical assistance throughout the day. The nursing staff also organizes Health Fairs during Open House and works as a vital component of our CATCH team, providing training for our students on breast and testicular cancer, diabetes, smoking, allergies, CPR, Epipen, and Blood-borne Pathogens.

Our Library Media Service provides a Makerspace for students to explore technology, learn how things work, learn to and participate in recycling technology parts, train students to provide technology training to teachers and staff district-wide, and provide resources so students can create products using VIVE VR, greenscreen, robots/coding, 3D printing, and other types of problem-solving and creative products.

Our Parent Liaison holds weekly meetings with parents to provide information on the many programs available to students to prepare them for their future. The College Advisor, teachers, program instructors, and the testing coordinator all meet with parents on schedule to provide information and answer questions. Strategies for parents to use to prepare their children to be successful are always on the agenda. Summer Bridge students always have an invitational for parents to see what they are learning to prepare for high school and college coursework.

Response-to-Intervention, Dyslexia, 504, and At-Risk personnel are the primary campus experts on campus and address the learning concerns posed by trained teachers when students need additional support. Attendance Liaisons visit homes when questions arise about attendance and other concerns. A Communities in Schools representative provides intensive one-on-one support to the student and family in dire situations and the campus also houses a probation officer and at-risk counselor.

## Schoolwide Reform Strategies that the school will be implementing to address school needs:

Rivera ECHS will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Examples:

**Goal#9 - Performance Objective #1 - Strategy#2**

**Goal#9 - Performance Objective #3 - Strategy#2**

# ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

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

With support from the District Parental Involvement department, our campus parent representatives met to review and revise our Parent and Family Engagement Policy. The Policy is distributed in English and Spanish to parents at the beginning of the year, and is located on our website.

Updates to the Policy are made public as they occur.

The beginning of the development and distribution of the Parent and Family Engagement Policy stared on May 7, 2020.

This is the list of the people and titles who developed, reviewed, and revised the Rivera ECHS Parent and Family Engagement Policy.

| **Joel Guzman** | **ECHS Cohort Teacher** | **joelguzman@bisd.us** | **Classroom Teacher** |
|---|---|---|---|
| Linda Teran-Tolman | AVID Teacher | lmteran@bisd.us | Classroom Teacher |
| Deborah Parkin | Art Teacher (DE/AP) | dcparkin@bisd.us | Classroom Teacher |
| Minerva Rodriguez | Geometry Teacher | mirodriguez@bisd.us | Classroom Teacher |
| Jesus Cordoba | World History Teacher | jcordoba@bisd.us | Classroom Teacher |
| Donna Browne | Librarian LMS | dbrowne@bisd.us | Non-classroom Professional |
| Darby Grant | ROTC Instructor | dgrant@bisd.us | Classroom Teacher |
| Minerva Rodriguez | Math Teacher | mrodriguez@bisd.us | Classroom Teacher |
| Melinda Zarate | CTE Teacher | melzarate@bisd.us | Classroom Teacher |
| Armando Fraire | IDEA Teacher | afraire@bisd.us | Classroom Teacher |
| Beatriz Escobedo-Guerra Bethal | Science Teacher | baeguerra@bisd.us | Classroom Teacher |
| Norma Jean Canales | Principal | njc@bisd.us | Administrator |
| Genny Sterling | Dean | rgsterling@bisd.us | Meeting Faciliator |
| Thomas Brashear | History Teacher/Coach | tkbrashear@bisd.us | Classroom Teacher |
| Arcelia Villalobos | Parent | palmaraz@bisd.us | Parent |
| Isabel Gonzalez | Parent | palmaraz | Parent |
| Donna Marhoun | Federal Programs/Title I Coordinator | dcmarhoun@bisd.us | District-level Professional |

| | | | |
|---|---|---|---|
| Jose Serrato | At-Risk Counselor | joserrato@bisd.us | Non-classroom Professional |
| Jessica Olivarez-Mazone | ESOL Teacher | jomazone@bisd.us | Classroom Teacher |
| Lillian Martinez | Classroom Teacher | lamartinez2@bisd.us | Classroom Teacher |
| Jesse Vela | Catering Business | riveracomm@bisd.us | Community Representative |
| John A. Sanchez | Law Enforcement | BISanchez@bisd.us | Community Representative |
| Antonio Salazar | Moore Supplies | ASalazar@bisd.us | Business Representative |
| Kristen Garcia | 4M Sunscreens | KGarcia@bisd.us | Business Representative |

Example:

**Goal#6 - Performance Objective #1 - Strategy#4**

## 3.2: Offer flexible number of parent involvement meetings

Parents attend events and meetings throughout the year at this campus and at different times of the day and evening. There are Gear Up and 21st Century parent meetings each month for the parents of the Gear Up and 21st Century students identified at the beginning of each school year. The band, choir, football, soccer, estudiantina, basketball, track, softball, and other groups - all of which include a parental support group meet regularly to support their students but also to make suggestions for the improvement of the school as a whole.

**Our Parent Liaison meets with parents every week on Monday mornings** and has a schedule of services including speakers for topics of interest for parents, meetings with teachers, information sessions about college readiness, healthy lifestyles, parenting, community guest speakers, financial aid for college, and other topics generated by our annual survey and discussions throughout the year with parents. Rivera is proud to provide parental involvement services through the following partnerships:

1. Texas Southmost College 21st Century Grant which provides Deans from each School and Admissions personnel to walk parents through the college application process monthly. They also provide training for parents selected as Advisors to assist in targeting topics of interest to parents and providing Round Table Discussions.
2. Texas A&M College Advisor who presents various topics at Parent Meetings.
3. GEARUp for the students entering this summer into Rivera as freshmen. This grant will match funding for this cohort of students and provide training for parents throughout their high school career, starting in August.

In addition to the weekly meetings, parents will be offered a flexible number of meetings presented on dates/times other than Monday mornings througout the school year to reiterate the same information from weekly meetings and to provide them information on...

(1) Title IA required activities and funding,

(2) Parental Invovlement Policy that delineates how parents can actively be involved at the district/campus level,

(3) School-Parent-Student Compact indicating group responsibility to ensure student schievement,

(4) An Annual Title I meetings to inform parents of services provided through Title I funds,

(5) Description and explanation of the curriculum used at school, the forms of academic assessments use to measure student progress and achievement levels of the challenging State academic standards

(6) Literacy and Technology training to help parents work with their children to improve their children's achievement

This campus has a full-time Parent Liaison that plans training and activities for parents based on their interests and she also provides suggestions for the academic improvement of their children. This is supported through the district Parental Involvement Department office, whose website includes a schedule of activities, upcoming events, resources in English and Spanish, and support staff to provide training and support throughout the school life of the students they serve. This effort results in training sessions on healthy eating and exercise, cooking classes, ZUMBA, craft classes, cyberbulling, state testing, college awareness, financial aid, and other topics designed to improve communication among parents, between teachers and parents, and parents and their children.

In addition to these, the campus hosts Open House two times per year and always includes a Health Fair and different related events.

Other parent meetings address the topics related to college readiness, preparation for college, dual enrollment and concurrent enrollment, FAFSA and financial aid, scholarships, college careers, local college and university options, career pathways, military careers, and the various tests students take such as AP, ACT, PSAT, SAT, TSI, and ASVAB.

Parents review the SBDM agenda and are solicited for SBDM topics monthly during their Monday meetings. Parents are invited to campus SBDM meetings and participate in 21st Century Advisory Meetings Upward Bound Parent Meetings, and ECHS Parent Meetings where their opinions and requests are valued as part of the decision-making process.

Example:

**Goal#6 - Performance Objective #1 - Strategy#4**

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Astrid Martinez | Library Aide | Title I | 1.0 |
| Blanca Mahuad | Nurse | Title I | 0.40 |
| Carlos Melendez | Math Teacher | Title I | 1.0 |
| Edna Cervantes | Science Teacher | Title I | 1.0 |
| Jesus Vela | Home Liaison | Title I | 1.0 |
| Minerva Rodriguez | Math Teacher | Title I | 1.0 |
| Nancy Cepeda | Parent Liaison | Title I | 1.0 |
| Patricia Vasquez | Library Aide | Title I | 1.0 |
| Ruben Rivas | Home Liaison | Title I | 1.0 |
| Viviana Vasquez | English Teacher | Title I | 1.0 |

# 2020-2021 Needs Assessment Team

| Committee Role | Name | Position |
|---|---|---|
| Administrator | Emiliano Camarillo | Dean of Instruction |
| Non-classroom Professional | Donna Browne | Librarian Library Media Services |
| Classroom Teacher | Claudia Cantu | Math Dept. Chair |
| Classroom Teacher | Maj. Pedro Gonzalez | AFjROTC Senior Aerospace Science Instructor |
| Classroom Teacher | Mary Ann Gonzalez | IDEA Department Chair |
| Classroom Teacher | Farley Trevino | Science Dept. Chair |
| Classroom Teacher | Teddy Cumberworth | English II Department Chair |
| Classroom Teacher | Deborah Parkin | Fine Arts Department Chair |
| Classroom Teacher | Irma Magallanes | LOTE Department Chair |
| Classroom Teacher | Shirley Zuniga | PE/Athletics Department Chair |
| Classroom Teacher | Adrian Tovar | Social Studies Department Chair |
| Classroom Teacher | Kim Kizer | AP Department Chair |

# 2020-2021 Site Based Decision Making Committee

| Committee Role | Name | Position |
|---|---|---|
| Classroom Teacher | Linda Teran-Tolman (T2) | AVID Teacher |
| Classroom Teacher | Minerva Rodriguez (T2) | Geometry Teacher |
| Classroom Teacher | Joel Guzman (T2) | ECHS Cohort Teacher |
| Classroom Teacher | Gilberto Delgado (T1) | Govt/Economics |
| Non-classroom Professional | Donna Browne (T1) | Librarian LMS |
| Classroom Teacher | Darby Grant (T2) | ROTC Instructor |
| Classroom Teacher | Melinda Zarate (T2) | CTE Teacher |
| Classroom Teacher | Deborah Parkin (T1) | Art Teacher (DE/AP) |
| Classroom Teacher | Armando Fraire (T1) | IDEA Teacher |
| Classroom Teacher | Beatriz Escobedo-Guerra Bethal (T2) | Science Teacher |
| Administrator | Norma Jean Canales | Principal |
| Meeting Faciliator | Emiliano Camarillo | Dean |
| Classroom Teacher | Thomas Brashear (T1) | History Teacher/Coach |
| Parent | Brisa Ceniceros | Parent |
| Parent | Lourdes Ortiz | Parent |
| District-level Professional | Arturo Gracia | Federal Programs/Title I Coordinator |
| Non-classroom Professional | Jose Serrato (T2) | At-Risk Counselor |
| Classroom Teacher | Teddy Cumberworth (T1) | English II |
| Classroom Teacher | Lillian Martinez (T2) | Classroom Teacher |
| Community Representative | Jesse Vela | Catering Business |
| Community Representative | John A. Sanchez | Law Enforcement |
| Business Representative | Antonio Salazar | Moore Supplies |
| Business Representative | Kristen Garcia | 4M Sunscreens |

# Campus Funding Summary

| 199 Local funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Administrative equipment and supplies to support instruction (Student Learning #123) | 199-23-639x-00-004-y-99-000-y | $12,500.00 |
| 1 | 1 | 1 | Copy Paper (Student Learning #123) | 199-11-6396-00-004-y-11-000-y | $15,000.00 |
| 1 | 1 | 1 | furniture (Student Learning #123) | 199-23-6399-45-004-y-99-000-y | $9,000.00 |
| 1 | 1 | 1 | Consumable supplies - administrative (Student Learning #123) | 199-13-639x-00-004-y-99-000-y | $4,000.00 |
| 1 | 1 | 1 | Consumable supplies (Student Learning #123) | 199-11-6399-00-004-y-110-00-y | $4,000.00 |
| 1 | 1 | 1 | Library Media and Resource Center and travel (Student Learning #123) | 199-12-639x-xx-004-y-99-000-y | $8,000.00 |
| 1 | 1 | 1 | Computer Instructional Supplies (Student Learning #123) | 199-11-6399-62-004-y-11-000-y | $500.00 |
| 1 | 2 | 3 | Curriculum Writing (Student Learning #2, SPP#1, Perceptions #3) | 199-13-6117-00-004-y-99-000-y | $1,500.00 |
| 1 | 2 | 3 | Professional Extra Duty Pay (Student Learning #2, SPP#1, Perceptions #3) | 199-11-6118-00-004-y-11-000-y | $2,250.00 |
| 1 | 2 | 3 | UIL Instructional Stipends (Student Learning #2, SPP#1, Perceptions #3) | 199-36-6117-00-004-y-99-020-y | $21,000.00 |
| 1 | 2 | 3 | Substitutes (Student Learning #2, SPP#1, Perceptions #3) | 199-11-6112-18-004-Y-xx-000-y | $2,000.00 |
| 1 | 5 | 1 | Expenses for instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students including travel and fees. (Perceptions #3) | 199-11-xxxx-00-004-y-11-000-y | $23,500.00 |
| 1 | 5 | 1 | Student Transportation - school sponsored co-curricular activities/extracurricular activities outside the school day such as intramural athletics, interscholastic competition, student organization travel, fees and awards. (Perceptions #3) | 199-36-xxxx-00-004-y-99-xxx-y | $30,500.00 |
| 1 | 5 | 2 | student field trips (Perceptions #3) | 199-11-64xx-00-004-y-11-000-y | $0.00 |
| 2 | 1 | 1 | Contracted maintenance (Student Learning #3) | 199-11-6249-62-004-y-11-000-y | $0.00 |
| 2 | 1 | 1 | Supplies - Maintenance (Student Learning #3) | 199-51-6315-00-004-Y-99-000-Y | $39,395.00 |
| 2 | 1 | 1 | Custodial Overtime (Student Learning #3) | 199-51-6121-46-004-y-99-000-y | $2,000.00 |
| 3 | 1 | 1 | Supplies/materials (Perceptions #3) | 199-11-6399-00-004-y-11-000-y | $0.00 |
| 3 | 1 | 1 | supplies/materials (Perceptions #3) | 199-11-6399-62-004-y-11-000-y | $0.00 |
| 3 | 1 | 1 | student travel and subsistence (Perceptions #3) | 199-11-6412-00-004-y-11-000-y | $0.00 |
| 3 | 1 | 1 | reclassified travel (Perceptions #3) | 199-11-6494-00-004-y-11-000-y | $0.00 |
| 3 | 1 | 1 | misc. operating costs - fees (Perceptions #3) | 199-11-6497-00-004-y-11-000-y | $0.00 |

| 199 Local funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 1 | 1 | Student travel to competition/sustenance (Perceptions #3) | 199-36-64xx-0x-004-y-99-0xx-y | $0.00 |
| 3 | 1 | 2 | Reading materials - Library (Student Learning #3) | 199-12-6329-00-004-y-99-000-y | $0.00 |
| 3 | 1 | 2 | General Supplies - Library (Student Learning #3) | 199-12-6399-00-004-y-99-000-y | $0.00 |
| 3 | 1 | 2 | Supplies and Materials - LCL Def (Student Learning #3) | 199-12-6398-62-004-y-99-000-y | $0.00 |
| 3 | 1 | 2 | General Supplies (Student Learning #3) | 199-12-6399-62-004-y-99-000-y | $0.00 |
| 3 | 1 | 2 | Travel - Conference (Student Learning #3) | 199-12-6411-23-004-y-99-000-y | $0.00 |
| 3 | 1 | 3 | General Supplies - campus clinic/nursing staff (Perceptions #2) | 199-33-6399-00-004-y-99-000-y | $0.00 |
| 3 | 1 | 3 | General Supplies - computer supplies (Perceptions #2) | 199-33-6399-65-004-y-99-000-y | $0.00 |
| 3 | 1 | 4 | Extra Duty Pay for paraprofessionals/overtime (Student Learning #2, Perceptions #1) | 199-23-6121-08-004-y-99-000-y | $9,250.00 |
| 3 | 1 | 5 | Administrative Travel (Perceptions #3) | 199-13-6411-23-004-y-99-000-y | $7,000.00 |
| 3 | 2 | 1 | Co-Curricular Stipends (Perceptions #3) | 199-36-6117-00-004-y-99-020-y | $0.00 |
| 3 | 2 | 1 | Student Travel (Perceptions #3) | 199-36-6412-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 1 | Reclassified Transportation (Perceptions #3) | 199-36-6494-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 1 | Student travel and subsistence (Perceptions #3) | 199-36-6412-00-004-y-99-019-y | $0.00 |
| 3 | 2 | 1 | Reclassified Transportation Expense (Perceptions #3) | 199-36-6494-00-004-y-99-019-y | $0.00 |
| 3 | 2 | 1 | Reclassified Transportation Expense (Perceptions #3) | 199-36-6494-00-004-y-99-020-y | $0.00 |
| 3 | 2 | 1 | Extra Duty Overtime Sup PE (Perceptions #3) | 199-51-6121-46-004-y-99-000-y | $0.00 |
| 3 | 2 | 1 | Supplies for Maintenance/Operating Custodians (Perceptions #3) | 199-51-6315-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 2 | Stipends for teachers (Student Learning #2) | 199-13-6117-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 2 | UIL stipends (Student Learning #2) | 199-26-6399-17-004-y-99-020-y | $0.00 |
| 3 | 2 | 3 | Employee Travel - subs (Perceptions #3) | 199-11-641x-23-004-y-99-000-y | $0.00 |
| 3 | 2 | 3 | Employee travel - administration (Perceptions #3) | 199-13-6411-23-004-y-99-000-y | $0.00 |
| 3 | 2 | 3 | teacher workshop (Perceptions #3) | 199-13-6117-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 3 | staff development (Perceptions #3) | 199-13-639x-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 3 | supplies (Perceptions #3) | 199-13-6399-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 4 | Supplies and materials -(Student Learning #3) | 199-23-6398-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 4 | General Supplies (Student Learning #3) | 199-23-6399-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 4 | supplies (Student Learning #3) | 199-33-6399-xx-004-y-99-000-y | $0.00 |

| 199 Local funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 3 | 2 | 5 | Misc. Operating costs - Graduation and Parent mtg. (Perceptions #2) | 199-23-6499-53-004-y-99-000-y | $0.00 |
| 3 | 2 | 5 | Awards - teachers (Perceptions #2) | 199-23-6498-00-004-y-99-000-y | $0.00 |
| 3 | 2 | 5 | Awards - students (Perceptions #2) | 199-11-6498-00-004-y-11-000-y | $0.00 |
| 3 | 2 | 6 | Capital Assets - Other (Student Learning #1) | 199-23-6649-65-004-y-99-000-y | $0.00 |
| 3 | 3 | 1 | awards and incentives for faculty $150-500 (Perceptions #2) | 199-13-6398-00-004-y-99-000-y | $0.00 |
| 3 | 3 | 1 | Misc Operating Costs - Awards for teachers (Perceptions #2) | 199-23-6498-00-004-y-99-000-y | $0.00 |
| 3 | 3 | 1 | Supplies and Materials - LCL Def (Perceptions #2) | 199-13-6399-00-004-y-99-000-y | $0.00 |
| 7 | 1 | 1 | Substitute teacher (SPP #1) | 199-13-6112-00-004-y-99-000-y | $0.00 |
| 7 | 1 | 1 | Travel for 2019 Texas Librarians Conference (SPP #1) | 199-12-6411-23-00-004-y-99-000-y | $0.00 |
| 8 | 1 | 2 | Maintenance and repair for machines, computers and other equipment, software upgrades, and renewal of maintenance agreements or fee. (Student Learning #1) | 199-11-6249-62-004-y-110-00-y | $500.00 |
| 9 | 4 | 1 | Supplies to promote Health on campus (Perceptions #2) | 199-33-6399-00-004-y-99-000-y | $2,250.00 |
| | | | | **Sub-Total** | $194,145.00 |
| | | | | **Budgeted Fund Source Amount** | $194,145.00 |
| | | | | **+/- Difference** | $0.00 |

| 162 State Compensatory | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | extra duty pay for tutorials EOC (Student Learning #123) | 162-11-6118-00-004-Y-24-EOC-Y | $40,000.00 |
| 1 | 1 | 1 | Copy Paper (Student Learning #123) | 162-11-6396-00-004-Y-30-000-Y | $3,973.00 |
| 1 | 1 | 1 | Miscellaneous Contracted Services - Edgenuity (Student Learning #123) | 162-11-6299-62-004-Y-30-000-Y | $29,500.00 |
| 1 | 1 | 1 | instructional tech items greater than $500 and less than $5000 (Student Learning #123) | 162-11-6398-62-004-Y-30-000-Y | $179,554.00 |
| 1 | 1 | 1 | Instructional Supplies and consumables (Student Learning #123) | 162-11-6399-00-004-Y-30-000-Y | $91,023.00 |
| 1 | 1 | 1 | Media center printing for instructional purposes (Student Learning #123) | 162-11-6399-16-004-Y-30-000-Y | $4,000.00 |
| 1 | 1 | 1 | Professional Extra Duty Pay (Student Learning #123) | 162-11-6118-00-004-y-30-000-y | $20,000.00 |
| 1 | 1 | 1 | Computers - CPUs | 162-13-6398-62-004-Y-30-000-Y | $6,000.00 |
| 1 | 3 | 1 | Membean | 162-11-6395-65-004-Y-30-000-Y | $8,977.00 |
| 1 | 3 | 3 | Tuition Enrollment / Adjunct Professors | 162-11-XXXX-15-004-Y-30-000-Y | $42,345.00 |
| 1 | 4 | 1 | Substitutes - on-site testing (SPP#2) | 162-11-6112-18-004-Y-30-000-Y | $7,000.00 |
| 5 | 2 | 3 | Eduguide Software (Student Learning #1) | 162-11-6299-62-004-Y-30-000-y | $23,000.00 |

| 162 State Compensatory | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 7 | 1 | 1 | Employee Travel | 162-13-6411-23-004-Y-30-000-Y | $1,000.00 |
| 8 | 1 | 2 | computer supplies/TV Panels at a cost more than $150 and less than $5000 - projectors (Student Learning #1) | 162-13-6398-00-004-Y-30-000-Y | $20,000.00 |
| 9 | 3 | 1 | Provide Walk to the Future intervention supplies/potential dropouts (Demographics #1/Perceptions #2) | 162-61-6399-00-004-Y-30-WTF-Y | $200.00 |
| 9 | 3 | 1 | Walk to the Future - Operating Costs (Demographics #1/Perceptions #2) | 162-61-6499-53-004-Y-30-WTF-Y | $100.00 |
| 9 | 3 | 2 | Contracted Services - CIS (Demographics #1) | 162-32-6299-00-004-y-24-CIS-Y | $12,500.00 |
| 9 | 3 | 2 | Contracted Services - JPO (Demographics #1) | 162-32-6299-00-004-y-24-JPO-Y | $10,000.00 |
| | | | | **Sub-Total** | $499,172.00 |
| | | | | **Budgeted Fund Source Amount** | $499,172.00 |
| | | | | **+/- Difference** | $0.00 |

| 163 State Bilingual | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | LPAC Professional Development supplies (Student Learning #123) | 163-13-6399 | $1,000.00 |
| 1 | 1 | 1 | ESOL Instructional resources/10th grade (Student Learning #123) | 163-11-6399 | $3,000.00 |
| 1 | 1 | 1 | LPAC Professional Development supplies (Student Learning #123) | 163-13-6399 | $1,000.00 |
| 1 | 1 | 1 | ESOL Instructional resources/9th grade(Student Learning #123) | 163-11-6399 | $2,242.00 |
| 1 | 4 | 3 | Bilingual/ESOL Paraprofessional (Demographics #1, Student Learning #2) | 163-11-6129-50-004-y25-000-y | $0.00 |
| 1 | 4 | 3 | Stipends for LPAC Chair (Demographics #1, Student Learning #2) | 163-13-6117-00-004-y25-L12-y | $0.00 |
| 1 | 4 | 3 | Stipends Bilingual/ESOL (Demographics #1, Student Learning #2) | 163-11-6117-00-004-Y25-031-y | $0.00 |
| 1 | 4 | 3 | School Leadership Training (Demographics #1, Student Learning #2) | 163-23-6411-23-004-Y25-031-Y | $0.00 |
| 7 | 1 | 1 | Remote training for Robotel Language Lab (SPP #1) | 163-13-6291-00-004-y-25-000-y | $0.00 |
| 8 | 1 | 1 | Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery. | 163-11-6299-62-004-Y-25-000-Y | $4,483.00 |
| 8 | 2 | 1 | Digital Software (Demographics #1 / Student Learning #1) | 163-11-6395-62-004-y-25-031-y | $0.00 |
| 8 | 2 | 1 | Training (Demographics #1 / Student Learning #1) | 163-13-6291-00-004-y-25-031-y | $0.00 |
| | | | | **Sub-Total** | $11,725.00 |
| | | | | **Budgeted Fund Source Amount** | $11,725.00 |
| | | | | **+/- Difference** | $0.00 |

| 164 State Career and Technical Education | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 2 | 1 | Equipment and specialized furniture (Student Learning #1,3/Perceptions#3) | 164-11-6639-xx-004-y-22-000-y | $31,000.00 |
| 1 | 2 | 1 | software license (Student Learning #1,3/Perceptions#3) | 164-11-6299-xx-004-y | $50,600.00 |
| 1 | 2 | 1 | student textbooks (Student Learning #1,3/Perceptions#3) | 164-11-6321-AC-004-Y-22-000-Y | $46,200.00 |
| 1 | 2 | 1 | site license-single use (Student Learning #1,3/Perceptions#3) | 164-11-6395-62-004-Y-22-000-Y | $61,834.00 |
| 1 | 2 | 1 | copy paper (Student Learning #1,3/Perceptions#3) | 164-11-6396-01-004-Y-22-000-Y | $3,650.00 |
| 1 | 2 | 1 | Equipment and equipment for instruction (Student Learning #1,3/Perceptions#3) | 164-11-6398-xx-004-Y-22-000-Y | $64,366.00 |
| 1 | 2 | 1 | supplies (Student Learning #1,3/Perceptions#3) | 164-11-6399-xx-004-Y-22-000-Y | $89,097.95 |
| 1 | 2 | 1 | fees, permits, online course fees (Student Learning #1,3/Perceptions#3) | 164-11-6497-xx-004-Y-22-000-Y | $58,820.00 |
| 1 | 2 | 1 | graduation awards and food (Student Learning #1,3/Perceptions#3) | 164-xx-649x-xx-004-Y-22-000-Y | $5,750.00 |
| 1 | 2 | 1 | Printing media center (Student Learning #1,3/Perceptions#3) | 164-31-6399-xx-004-Y-22-000-y | $20,000.00 |
| 1 | 2 | 2 | Skills USA Supplies and Equipment (Perceptions #3) | 163-3699-SK-004-Y-22-000-y | $1,000.00 |
| 1 | 2 | 2 | Student, teacher, and administrative travel for CTE (Perceptions #3) | 164-xx-641x-xx-004-y-220-xx-y | $167,320.00 |
| | | | | **Sub-Total** | $599,637.95 |
| | | | | **Budgeted Fund Source Amount** | $599,637.95 |
| | | | | **+/- Difference** | $0.00 |

| 166 State Special Ed. | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | IDEA supplies (Student Learning #123) | 166-11-6399-00-004-y-23-0xx-y | $17,280.00 |
| 1 | 1 | 1 | IDEA copy paper (Student Learning #123) | 166-11-6396-00-004-y-23-000-y | $1,000.00 |
| 1 | 1 | 1 | IDEA awards (Student Learning #123) | 166-11-6498-00-004-y-23-OP2-y | $500.00 |
| | | | | **Sub-Total** | $18,780.00 |
| | | | | **Budgeted Fund Source Amount** | $18,780.00 |
| | | | | **+/- Difference** | $0.00 |

| 211 Title I-A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Scholastic Order | 211-11-6325-00-004-Y-30-0F2-Y | $5,000.00 |
| 1 | 1 | 1 | SUPPLIES - toner (Student Learning #123) | 211-11-6399-62-004-y-30-of2-y | $34,679.00 |
| 1 | 1 | 1 | TST and Clerical Help Distribute Materials | 211-61-61XX-00-004-Y-030-BDG-Y | $4,036.00 |

| 211 Title I-A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | Extra duty pay for tutorials (Student Learning #123) | 211-11-6118-00-004-Y-30-of2-Y | $19,500.00 |
| 1 | 1 | 1 | copy paper (Student Learning #123) | 211-11-6396-00-004-Y-30-of2-Y | $4,000.00 |
| 1 | 1 | 1 | supplies (Student Learning #123) | 211-11-6399-00-004-Y-30-of2-Y | $48,530.00 |
| 1 | 1 | 1 | Transportation for tutorials (Student Learning #123) | 211-11-6494-00-004-Y-30-of2-Y | $25,350.00 |
| 1 | 2 | 3 | Curriculum Writing for English Teachers (Fall 2020) | 211-13-6118-00-004-Y-30-AYP-Y | $7,000.00 |
| 1 | 3 | 1 | Software (Student Learning #1) | 211-11-6395-62-004-Y-30-of2-Y | $3,000.00 |
| 1 | 3 | 1 | Computers (Student Learning #1) | 211-11-6398-62-004-Y-30-of2-Y | $4,000.00 |
| 1 | 3 | 1 | Tech supplies over $150 and less than $5000 (Student Learning #1) | 211-11-6398-00-004-Y-30-of2-y | $0.00 |
| 1 | 3 | 1 | Turnitin, Nearpod, Kuta, etc. (Student Learning #1) | 211-11-6299-62-004-y-30-of2-y | $18,750.00 |
| 1 | 3 | 1 | General supplies (Student Learning #1) | 211-23-6399-00-004-y-30-of2-y | $458.00 |
| 1 | 3 | 1 | Computer Equipment <$5000 | 211-23-6398-65-004-Y30-0F2-Y | $2,985.00 |
| 1 | 3 | 2 | College Advisor-Contracted Services (SPP#2) | 211-31-6299-00-004-Y-30-TUK-Y | $10,000.00 |
| 1 | 4 | 1 | AP and SAT testing materials (SPP#2) | 211-11-6339-00-004-Y-30-of2-Y | $35,180.00 |
| 1 | 4 | 2 | Emp Benefits - Locally defined (SPP#2) | 211-11-6148-00-004-y-30-BDG-y | $42.00 |
| 1 | 4 | 2 | Extra Duty Pay for Summer Bridge (SPP#2) | 211-11-6118-00-004-Y-30-BDG-Y | $1,964.00 |
| 1 | 4 | 2 | Transportation for Summer Bridge (SPP#2) | 211-11-6494-00-004-Y-30-BDG-Y | $0.00 |
| 1 | 4 | 2 | Social Security/Medicare (SPP#2) | 211-11-6141-00-004-y-30-bdg-y | $261.00 |
| 1 | 4 | 2 | Group Health and Life Insurance (SPP#2) | 211-11-6142-00-004-y-30-bdg-y | $270.00 |
| 1 | 4 | 2 | Teacher Retirement/TRS Care (SPP#2) | 211-11-6146-00-004-y-30-30-bdg-y | $1,607.00 |
| 1 | 4 | 4 | AVID membership fees (SPP #2) | 211-11-6495-00-004-Y-30-of2-y | $3,999.00 |
| 3 | 3 | 2 | Student Awards (Perceptions #2) | 211-11-6498-00-004-y-30-ayp-y | $0.00 |
| 6 | 1 | 1 | refreshments for parent meetings (Perceptions #1) | 211-61-6499-53-004-Y-30-of2-Y | $900.00 |
| 6 | 1 | 1 | supplies for parent center (Perceptions #1) | 211-61-6399-00-004-Y-30-of2-Y | $418.00 |
| 6 | 1 | 1 | employee travel (Perceptions #1) | 211-61-6411-00-004-y-30-of2-y | $687.00 |
| 6 | 1 | 2 | Printer/Scanner for Parent Liaison | 211-61-6398-XX-004-Y-30-0F2-Y | $695.00 |
| 7 | 1 | 1 | substitutes on campus (SPP #1) | 211-11-6112-00-004-Y-30-AYP-Y | $7,000.00 |
| 7 | 1 | 1 | Teacher training and Content Conferences (SPP #1) | 211-13-6411-23-004-Y-30-AYP-Y | $10,000.00 |
| 7 | 1 | 1 | Region One Training for EOC (SPP #1) | 211-13-6239-00-004-Y-30-AYP-Y | $0.00 |
| 7 | 1 | 1 | Employee Travel in District (SPP #1) | 211-13-6411-00-004-y-30-ayp-y | $0.00 |

| 211 Title I-A | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 7 | 1 | 1 | ONLINE / Virtual Training Courses | 211-13-6497-00-004-Y-30-AYP-Y | $21,772.00 |
| 8 | 1 | 2 | Computers (Student Learning #1) | 211-11-6398-62-004-Y-30-of2-Y | $104,820.00 |
| 8 | 1 | 2 | Projection equipment (Student Learning #1) | 211-11-6398-00-004-y-30-0f2-y | $16,740.00 |
| 8 | 1 | 2 | computer supplies/TV Panels at a cost more than $150 and less than $5000 - projectors (Student Learning #1) | 211-11-6398-00-004-Y-30-000-Y | $30,436.00 |
| | | | | **Sub-Total** | $424,079.00 |
| | | | | **Budgeted Fund Source Amount** | $424,079.00 |
| | | | | **+/- Difference** | $0.00 |

| 212 Title I-C (Migrant) | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 6 | 1 | supplies, clothing, hygiene products (Demographics #1) | 212-11-6399-00-004-y-24-of2-y | $2,185.00 |
| 1 | 6 | 1 | consulting services - PFS Academy (Demographics #1) | 212-11-6291-00-004-y-24-0f2-y | $395.00 |
| 1 | 6 | 2 | Substitutes (Demographics #1) | 212-11-6112-00-004-y-24-0f2-y | $450.00 |
| 1 | 6 | 2 | Math Academy - ESC fee (Demographics #1) | 212-11-6239-00-004-y-24-0f2-y | $395.00 |
| 1 | 6 | 2 | Transportation (Demographics #1) | 212-11-6494-00-004-y-24-0f2-y | $450.00 |
| 6 | 1 | 1 | Migrant parent meetings (2) (Perceptions #1) | 212-61-6499-53-004-y-24-0f2-y | $50.00 |
| 6 | 1 | 3 | Parent Meetings - Refreshments (Perceptions #1) | 212-61-6499-53-004-y-24-of2-y | $0.00 |
| 7 | 1 | 2 | Training fees (SPP #1) | 212-11-62xx-00-004-y-24-of2-y | $0.00 |
| 9 | 2 | 1 | wages and fringes (Demographics #1) | 212-xx-6xxx-0x-004-y-24-of2-y | $15,016.00 |
| 9 | 2 | 1 | student transportation (Demographics #1) | 212-11-6494-00-004-y-24-of2-y | $0.00 |
| | | | | **Sub-Total** | $18,941.00 |
| | | | | **Budgeted Fund Source Amount** | $18,941.00 |
| | | | | **+/- Difference** | $0.00 |

| 263 Title III-A Bilingual | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 7 | 1 | 1 | ESOL Equipment (SPP #1) | 263-13-6398 | $1,009.00 |
| 8 | 1 | 1 | Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery. | 263-11-6299-62-004-Y-25-000-Y | $5,500.00 |
| 8 | 1 | 1 | PD for Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery. | 263-13-6291-00-0004-Y-25-000-Y | $995.00 |
| | | | | **Sub-Total** | $7,504.00 |

| 263 Title III-A Bilingual | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| | | | | **Budgeted Fund Source Amount** | $7,504.00 |
| | | | | **+/- Difference** | $0.00 |

| 274 GEAR UP Funds | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | GearUP General Supplies (Student Learning #123) | 274-xx-6399-00-004-y-24-RGV-Y | $2,562.89 |
| 1 | 4 | 2 | GearUP- student travel (SPP#2) | 274-11-6412-00-004-y-24-RGV-y | $1,071.90 |
| 1 | 4 | 2 | GearUp transportation (SPP#2) | 274-11-6494-00-004-y-24-RGV-y | $4,700.00 |
| 3 | 2 | 6 | GearUP - equipment (Student Learning #1) | 274-31-6398-65-004-y-24-RGV-y | $812.00 |
| 6 | 1 | 9 | Gear-UP Parent training/refreshments (Perceptions #1) | 274-61-6499-53-004-y-24-RGV-y | $252.69 |
| 8 | 1 | 2 | Gear-UP laptops, cart and MOBI pads (Student Learning #1) | 274-11-6398-62-004-y-24-RGV-y | $46,142.00 |
| 9 | 3 | 1 | Gear-UP counselor substitutes para part-time (Demographics #1/Perceptions #2) | 274-xx-xxxx-xx-004-y-24-RGV-y | $111,796.40 |
| | | | | **Sub-Total** | $167,337.88 |
| | | | | **Budgeted Fund Source Amount** | $167,337.88 |
| | | | | **+/- Difference** | $0.00 |
| | | | | **Grand Total** | $1,941,321.83 |

# Addendums

# 2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901004**

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

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District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus STAAR Performance

Total Students: 2,385
Grade Span: 09 - 12
School Type: High School

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

| | | State | 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% | **65%** | - | 65% | 67% | - | - | - | - | 28% | 63% | 68% | 52% | 64% | 54% |
| | 2018 | 65% | 65% | **61%** | * | 62% | 44% | - | * | - | - | 28% | * | 64% | 48% | 62% | 44% |
| At Meets Grade Level or Above | 2019 | 50% | 49% | **44%** | - | 44% | 29% | - | - | - | - | 15% | 38% | 47% | 27% | 43% | 31% |
| | 2018 | 44% | 43% | **36%** | * | 36% | 31% | - | * | - | - | 11% | * | 37% | 30% | 36% | 18% |
| At Masters Grade Level | 2019 | 11% | 10% | **8%** | - | 8% | 24% | - | - | - | - | 8% | 0% | 9% | 6% | 7% | 3% |
| | 2018 | 7% | 6% | **5%** | * | 5% | 0% | - | * | - | - | 8% | * | 5% | 5% | 5% | 1% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 67% | **63%** | * | 63% | 67% | - | * | - | - | 30% | 60% | 65% | 54% | 62% | 44% |
| | 2018 | 67% | 64% | **57%** | - | 58% | 40% | - | - | - | - | 21% | 60% | 61% | 37% | 58% | 35% |
| At Meets Grade Level or Above | 2019 | 49% | 45% | **37%** | * | 37% | 50% | - | * | - | - | 14% | 20% | 39% | 28% | 36% | 16% |
| | 2018 | 48% | 43% | **35%** | - | 35% | 30% | - | - | - | - | 11% | 40% | 38% | 20% | 35% | 12% |
| At Masters Grade Level | 2019 | 8% | 6% | **4%** | * | 4% | 0% | - | * | - | - | 7% | 0% | 4% | 2% | 3% | 0% |
| | 2018 | 8% | 5% | **3%** | - | 4% | 0% | - | - | - | - | 6% | 0% | 4% | 0% | 4% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 94% | **87%** | - | 87% | 90% | - | - | - | - | 62% | 71% | 87% | 84% | 87% | 89% |
| | 2018 | 83% | 90% | **83%** | * | 82% | 100% | - | * | - | - | 58% | * | 82% | 85% | 83% | 84% |
| At Meets Grade Level or Above | 2019 | 61% | 82% | **66%** | - | 65% | 80% | - | - | - | - | 35% | 57% | 67% | 58% | 67% | 67% |
| | 2018 | 55% | 71% | **55%** | * | 54% | 64% | - | * | - | - | 27% | * | 57% | 44% | 55% | 51% |
| At Masters Grade Level | 2019 | 37% | 62% | **43%** | - | 42% | 60% | - | - | - | - | 22% | 43% | 43% | 43% | 43% | 42% |
| | 2018 | 32% | 48% | **32%** | * | 33% | 14% | - | * | - | - | 17% | * | 35% | 18% | 32% | 28% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 90% | **84%** | - | 84% | 83% | - | - | - | - | 61% | 86% | 85% | 78% | 84% | 81% |
| | 2018 | 87% | 88% | **84%** | * | 84% | 82% | - | * | - | - | 58% | 100% | 86% | 77% | 85% | 79% |
| At Meets Grade Level or Above | 2019 | 62% | 60% | **51%** | - | 50% | 61% | - | - | - | - | 31% | 57% | 53% | 38% | 50% | 37% |
| | 2018 | 59% | 55% | **41%** | * | 41% | 29% | - | * | - | - | 23% | 20% | 44% | 25% | 41% | 22% |
| At Masters Grade Level | 2019 | 25% | 18% | **12%** | - | 12% | 17% | - | - | - | - | 16% | 14% | 13% | 8% | 11% | 4% |
| | 2018 | 24% | 16% | **11%** | * | 11% | 6% | - | * | - | - | 10% | 0% | 11% | 11% | 11% | 2% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 93% | 94% | **93%** | - | 93% | * | - | - | - | - | 79% | * | 93% | 90% | 92% | 84% |
| | 2018 | 92% | 92% | **93%** | - | 92% | * | - | - | - | - | 71% | * | 93% | 90% | 93% | 86% |
| At Meets Grade Level or Above | 2019 | 73% | 72% | **62%** | - | 62% | * | - | - | - | - | 44% | * | 65% | 44% | 61% | 39% |
| | 2018 | 70% | 68% | **65%** | - | 64% | * | - | - | - | - | 31% | * | 66% | 57% | 65% | 42% |
| At Masters Grade Level | 2019 | 45% | 40% | **27%** | - | 27% | * | - | - | - | - | 20% | * | 29% | 17% | 26% | 7% |
| | 2018 | 40% | 33% | **27%** | - | 28% | * | - | - | - | - | 10% | * | 28% | 20% | 28% | 9% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | **76%** | * | 76% | 79% | - | * | - | - | 46% | 71% | 78% | 67% | 75% | 66% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus STAAR Performance

Total Students: 2,385
Grade Span: 09 - 12
School Type: High School

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

| | | State | 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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | 77% | 78% | **73%** | * | 73% | 70% | - | * | - | - | 41% | 84% | 75% | 63% | 74% | 61% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **50%** | * | 49% | 56% | - | * | - | - | 25% | 43% | 52% | 36% | 49% | 36% |
| | 2018 | 48% | 49% | **45%** | * | 45% | 43% | - | * | - | - | 18% | 53% | 47% | 32% | 45% | 25% |
| At Masters Grade Level | 2019 | 24% | 23% | **16%** | * | 15% | 32% | - | * | - | - | 13% | 14% | 17% | 12% | 15% | 9% |
| | 2018 | 22% | 21% | **13%** | * | 14% | 5% | - | * | - | - | 10% | 5% | 14% | 9% | 14% | 6% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **64%** | * | 64% | 67% | - | * | - | - | 29% | 62% | 66% | 53% | 63% | 50% |
| | 2018 | 74% | 74% | **59%** | * | 60% | 42% | - | * | - | - | 24% | 67% | 62% | 42% | 60% | 40% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **41%** | * | 41% | 33% | - | * | - | - | 15% | 31% | 43% | 28% | 40% | 25% |
| | 2018 | 46% | 44% | **36%** | * | 36% | 31% | - | * | - | - | 11% | 56% | 37% | 25% | 36% | 15% |
| At Masters Grade Level | 2019 | 21% | 18% | **6%** | * | 6% | 19% | - | * | - | - | 7% | 0% | 7% | 4% | 5% | 2% |
| | 2018 | 19% | 17% | **4%** | * | 4% | 0% | - | * | - | - | 7% | 0% | 4% | 3% | 4% | 1% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **87%** | - | 87% | 90% | - | - | - | - | 62% | 71% | 87% | 84% | 87% | 89% |
| | 2018 | 81% | 85% | **83%** | * | 82% | 100% | - | * | - | - | 58% | * | 82% | 85% | 83% | 84% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **66%** | - | 65% | 80% | - | - | - | - | 35% | 57% | 67% | 58% | 67% | 67% |
| | 2018 | 50% | 55% | **55%** | * | 54% | 64% | - | * | - | - | 27% | * | 57% | 44% | 55% | 51% |
| At Masters Grade Level | 2019 | 26% | 31% | **43%** | - | 42% | 60% | - | - | - | - | 22% | 43% | 43% | 43% | 43% | 42% |
| | 2018 | 24% | 28% | **32%** | * | 33% | 14% | - | * | - | - | 17% | * | 35% | 18% | 32% | 28% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **84%** | - | 84% | 83% | - | - | - | - | 61% | 86% | 85% | 78% | 84% | 81% |
| | 2018 | 80% | 82% | **84%** | * | 84% | 82% | - | * | - | - | 58% | 100% | 86% | 77% | 85% | 79% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **51%** | - | 50% | 61% | - | - | - | - | 31% | 57% | 53% | 38% | 50% | 37% |
| | 2018 | 51% | 51% | **41%** | * | 41% | 29% | - | * | - | - | 23% | 20% | 44% | 25% | 41% | 22% |
| At Masters Grade Level | 2019 | 25% | 21% | **12%** | - | 12% | 17% | - | - | - | - | 16% | 14% | 13% | 8% | 11% | 4% |
| | 2018 | 23% | 19% | **11%** | * | 11% | 6% | - | * | - | - | 10% | 0% | 11% | 11% | 11% | 2% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | **93%** | - | 93% | * | - | - | - | - | 79% | * | 93% | 90% | 92% | 84% |
| | 2018 | 78% | 80% | **93%** | - | 92% | * | - | - | - | - | 71% | * | 93% | 90% | 93% | 86% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | **62%** | - | 62% | * | - | - | - | - | 44% | * | 65% | 44% | 61% | 39% |
| | 2018 | 53% | 51% | **65%** | - | 64% | * | - | - | - | - | 31% | * | 66% | 57% | 65% | 42% |
| At Masters Grade Level | 2019 | 33% | 29% | **27%** | - | 27% | * | - | - | - | - | 20% | * | 29% | 17% | 26% | 7% |
| | 2018 | 31% | 26% | **27%** | - | 28% | * | - | - | - | - | 10% | * | 28% | 20% | 28% | 9% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus Progress

Total Students: 2,385
Grade Span: 09 - 12
School Type: High School

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

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EL (Current & Monitored) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **School Progress Domain - Academic Growth Score by Grade and Subject** | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 68 | **66** | * | 65 | * | - | * | - | - | 69 | * | 65 | 71 | 64 | 67 |
| | 2018 | 67 | 69 | **63** | - | 63 | 43 | - | - | - | - | 39 | * | 62 | 69 | 63 | 61 |
| End of Course Algebra I | 2019 | 75 | 91 | **83** | - | 83 | 84 | - | - | - | - | 65 | 80 | 83 | 79 | 83 | 82 |
| | 2018 | 72 | 85 | **75** | * | 75 | 77 | - | * | - | - | 53 | * | 75 | 78 | 75 | 73 |
| All Grades Both Subjects | 2019 | 69 | 69 | **73** | * | 73 | 86 | - | * | - | - | 67 | 63 | 73 | 74 | 73 | 75 |
| | 2018 | 69 | 71 | **68** | * | 68 | 65 | - | * | - | - | 46 | 50 | 67 | 73 | 68 | 67 |
| All Grades ELA/Reading | 2019 | 68 | 67 | **66** | * | 65 | * | - | * | - | - | 69 | * | 65 | 71 | 64 | 67 |
| | 2018 | 69 | 69 | **63** | - | 63 | 43 | - | - | - | - | 39 | * | 62 | 69 | 63 | 61 |
| All Grades Mathematics | 2019 | 70 | 71 | **83** | - | 83 | 84 | - | - | - | - | 65 | 80 | 83 | 79 | 83 | 82 |
| | 2018 | 70 | 72 | **75** | * | 75 | 77 | - | * | - | - | 53 | * | 75 | 78 | 75 | 73 |

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



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

| | | State | 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 5 Reading** | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2018 | 97% | 100% | * | - | * | - | - | - | - | - | - | * | - |
| **Grade 8 Reading** | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2018 | 99% | 95% | **100%** | - | 100% | 100% | - | - | - | - | 100% | 100% | 100% |
| STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9 | 2019 | 13% | 15% | **15%** | - | 15% | - | - | - | - | - | 0% | 17% | 23% |
| **Grade 8 Mathematics** | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2018 | 98% | 90% | **100%** | - | 100% | * | - | - | - | - | 100% | 100% | 100% |
| STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9 | 2019 | 50% | 75% | **50%** | - | 50% | - | - | - | - | - | 60% | 50% | * |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

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

Total Students: 2,385
Grade Span: 09 - 12
(Current EL Students)

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

| | | State | 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% | **76%** | - | - | - | - | - | 53% | 11% | 54% | 80% | 53% | 53% |
| | 2018 | 77% | 78% | **73%** | - | - | - | - | - | 48% | 48% | - | 73% | 48% | 48% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **50%** | - | - | - | - | - | 22% | 0% | 22% | 50% | 22% | 22% |
| | 2018 | 48% | 49% | **45%** | - | - | - | - | - | 15% | 15% | - | 9% | 15% | 15% |
| At Masters Grade Level | 2019 | 24% | 23% | **16%** | - | - | - | - | - | 6% | 0% | 6% | 10% | 6% | 6% |
| | 2018 | 22% | 21% | **13%** | - | - | - | - | - | 3% | 3% | - | 0% | 3% | 3% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **64%** | - | - | - | - | - | 34% | 0% | 35% | 71% | 34% | 34% |
| | 2018 | 74% | 74% | **59%** | - | - | - | - | - | 26% | 26% | - | 57% | 26% | 26% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **41%** | - | - | - | - | - | 12% | 0% | 12% | 43% | 12% | 12% |
| | 2018 | 46% | 44% | **36%** | - | - | - | - | - | 7% | 7% | - | 0% | 7% | 7% |
| At Masters Grade Level | 2019 | 21% | 18% | **6%** | - | - | - | - | - | 1% | 0% | 1% | 0% | 1% | 1% |
| | 2018 | 19% | 17% | **4%** | - | - | - | - | - | 1% | 1% | - | 0% | 1% | 1% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **87%** | - | - | - | - | - | 84% | * | 84% | * | 84% | 84% |
| | 2018 | 81% | 85% | **83%** | - | - | - | - | - | 71% | 71% | - | * | 71% | 72% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **66%** | - | - | - | - | - | 56% | * | 57% | * | 56% | 56% |
| | 2018 | 50% | 55% | **55%** | - | - | - | - | - | 39% | 39% | - | * | 39% | 38% |
| At Masters Grade Level | 2019 | 26% | 31% | **43%** | - | - | - | - | - | 30% | * | 30% | * | 30% | 31% |
| | 2018 | 24% | 28% | **32%** | - | - | - | - | - | 17% | 17% | - | * | 17% | 16% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **84%** | - | - | - | - | - | 72% | * | 72% | * | 72% | 72% |
| | 2018 | 80% | 82% | **84%** | - | - | - | - | - | 70% | 70% | - | * | 70% | 71% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **51%** | - | - | - | - | - | 19% | * | 19% | * | 19% | 20% |
| | 2018 | 51% | 51% | **41%** | - | - | - | - | - | 10% | 10% | - | * | 10% | 10% |
| At Masters Grade Level | 2019 | 25% | 21% | **12%** | - | - | - | - | - | 2% | * | 2% | * | 2% | 2% |
| | 2018 | 23% | 19% | **11%** | - | - | - | - | - | 1% | 1% | - | * | 1% | 1% |
| All Grades Social Studies | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | **93%** | - | - | - | - | - | 77% | * | 78% | - | 77% | 77% |
| | 2018 | 78% | 80% | **93%** | - | - | - | - | - | 79% | 79% | - | * | 79% | 80% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | **62%** | - | - | - | - | - | 29% | * | 30% | - | 29% | 29% |
| | 2018 | 53% | 51% | **65%** | - | - | - | - | - | 35% | 35% | - | * | 35% | 35% |
| At Masters Grade Level | 2019 | 33% | 29% | **27%** | - | - | - | - | - | 4% | * | 4% | - | 4% | 4% |
| | 2018 | 31% | 26% | **27%** | - | - | - | - | - | 6% | 6% | - | * | 6% | 6% |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 69% | **73%** | - | - | - | - | - | 74% | - | 74% | 70% | 74% | 74% |
| | 2018 | 69% | 71% | **68%** | - | - | - | - | - | 63% | 63% | - | * | 63% | 63% |
| All Grades ELA/Reading | 2019 | 68% | 67% | **66%** | - | - | - | - | - | 70% | - | 70% | * | 70% | 70% |
| | 2018 | 69% | 69% | **63%** | - | - | - | - | - | 60% | 60% | - | - | 60% | 60% |
| All Grades Mathematics | 2019 | 70% | 71% | **83%** | - | - | - | - | - | 76% | - | 76% | * | 76% | 77% |
| | 2018 | 70% | 72% | **75%** | - | - | - | - | - | 67% | 67% | - | * | 67% | 66% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus STAAR Participation

Total Students: 2,347
Grade Span: 09 - 12
School Type: High School

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

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **2019 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **100%** | * | 100% | 100% | - | * | - | - | 99% | 100% | 100% |
| Included in Accountability | 94% | 95% | **93%** | * | 94% | 89% | - | * | - | - | 94% | 94% | 85% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 2% | **4%** | * | 4% | 4% | - | * | - | - | 5% | 4% | 5% |
| Other Exclusions | 1% | 2% | **2%** | * | 2% | 7% | - | * | - | - | 0% | 2% | 9% |
| 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% |
| **2018 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **99%** | * | 99% | 100% | - | * | - | - | 98% | 99% | 100% |
| Included in Accountability | 94% | 95% | **93%** | * | 93% | 94% | - | * | - | - | 92% | 93% | 88% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | **5%** | * | 5% | 6% | - | * | - | - | 7% | 4% | 5% |
| Other Exclusions | 1% | 2% | **1%** | * | 1% | 0% | - | * | - | - | 0% | 1% | 7% |
| Not Tested | 1% | 0% | **1%** | * | 1% | 0% | - | * | - | - | 2% | 1% | 0% |
| Absent | 1% | 0% | **1%** | * | 1% | 0% | - | * | - | - | 2% | 1% | 0% |
| Other | 0% | 0% | **0%** | * | 0% | 0% | - | * | - | - | 0% | 0% | 0% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
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** | | | | | | | | | | | | | |
| 2018-19 | 95.4% | 95.0% | **94.0%** | * | 93.9% | 95.2% | - | * | - | - | 92.9% | 93.8% | 93.9% |
| 2017-18 | 95.4% | 95.4% | **93.7%** | * | 93.7% | 95.3% | * | * | - | * | 91.7% | 93.8% | 93.5% |
| **Annual Dropout Rate (Gr 7-8)** | | | | | | | | | | | | | |
| 2018-19 | 0.4% | 0.3% | **-** | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 0.4% | 0.5% | **-** | - | - | - | - | - | - | - | - | - | - |
| **Annual Dropout Rate (Gr 9-12)** | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 0.7% | **0.7%** | * | 0.7% | 2.5% | - | * | - | - | 2.8% | 0.8% | 0.5% |
| 2017-18 | 1.9% | 1.1% | **0.9%** | * | 0.9% | 0.0% | * | * | - | * | 2.8% | 0.9% | 1.2% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 93.7% | **92.2%** | * | 92.2% | * | - | - | - | - | 82.0% | 91.9% | 76.2% |
| Received TxCHSE | 0.5% | 0.2% | **0.2%** | * | 0.2% | * | - | - | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.7% | 3.0% | **4.4%** | * | 4.4% | * | - | - | - | - | 6.0% | 4.2% | 19.0% |
| Dropped Out | 5.9% | 3.2% | **3.2%** | * | 3.2% | * | - | - | - | - | 12.0% | 3.8% | 4.8% |
| Graduates and TxCHSE | 90.4% | 93.9% | **92.4%** | * | 92.4% | * | - | - | - | - | 82.0% | 92.1% | 76.2% |
| Graduates, TxCHSE, and Continuers | 94.1% | 96.8% | **96.8%** | * | 96.8% | * | - | - | - | - | 88.0% | 96.2% | 95.2% |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.8% | **92.1%** | - | 92.1% | * | - | * | - | - | 66.0% | 92.5% | 87.3% |
| Received TxCHSE | 0.4% | 0.3% | **0.2%** | - | 0.2% | * | - | * | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.8% | 3.0% | **3.3%** | - | 3.3% | * | - | * | - | - | 9.4% | 3.4% | 5.5% |
| Dropped Out | 5.7% | 3.9% | **4.4%** | - | 4.4% | * | - | * | - | - | 24.5% | 3.9% | 7.3% |
| Graduates and TxCHSE | 90.4% | 93.1% | **92.3%** | - | 92.3% | * | - | * | - | - | 66.0% | 92.7% | 87.3% |
| Graduates, TxCHSE, and Continuers | 94.3% | 96.1% | **95.6%** | - | 95.6% | * | - | * | - | - | 75.5% | 96.1% | 92.7% |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 95.1% | **94.5%** | - | 94.4% | * | - | * | - | - | 71.7% | 95.1% | 92.9% |
| Received TxCHSE | 0.6% | 0.5% | **0.2%** | - | 0.2% | * | - | * | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 1.1% | 0.7% | **0.9%** | - | 0.9% | * | - | * | - | - | 3.8% | 0.8% | 0.0% |
| Dropped Out | 6.1% | 3.7% | **4.4%** | - | 4.4% | * | - | * | - | - | 24.5% | 3.9% | 7.1% |
| Graduates and TxCHSE | 92.8% | 95.6% | **94.6%** | - | 94.6% | * | - | * | - | - | 71.7% | 95.3% | 92.9% |
| Graduates, TxCHSE, and Continuers | 93.9% | 96.3% | **95.6%** | - | 95.6% | * | - | * | - | - | 75.5% | 96.1% | 92.9% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 95.4% | **96.9%** | - | 96.9% | * | - | - | - | - | 86.5% | 97.1% | 96.0% |
| 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% | * | - | - | - | - | 1.9% | 0.4% | 0.0% |
| Dropped Out | 6.3% | 3.8% | **2.7%** | - | 2.7% | * | - | - | - | - | 11.5% | 2.5% | 4.0% |
| Graduates and TxCHSE | 92.6% | 95.7% | **96.9%** | - | 96.9% | * | - | - | - | - | 86.5% | 97.1% | 96.0% |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | **97.3%** | - | 97.3% | * | - | - | - | - | 88.5% | 97.5% | 96.0% |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 95.7% | **96.9%** | - | 96.9% | * | - | - | - | - | 86.8% | 97.1% | 96.0% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
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 | 0.7% | 0.3% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Continued HS | 0.6% | 0.2% | **0.4%** | - | 0.4% | * | - | - | - | - | 1.9% | 0.4% | 0.0% |
| Dropped Out | 6.3% | 3.8% | **2.7%** | - | 2.7% | * | - | - | - | - | 11.3% | 2.5% | 4.0% |
| Graduates and TxCHSE | 93.2% | 96.1% | **96.9%** | - | 96.9% | * | - | - | - | - | 86.8% | 97.1% | 96.0% |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | **97.3%** | - | 97.3% | * | - | - | - | - | 88.7% | 97.5% | 96.0% |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 95.4% | **96.6%** | - | 96.8% | * | - | - | - | - | 87.0% | 96.6% | 87.1% |
| Received TxCHSE | 0.8% | 0.4% | **0.4%** | - | 0.4% | * | - | - | - | - | 1.9% | 0.4% | 0.0% |
| Continued HS | 0.5% | 0.1% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.6% | 4.2% | **2.9%** | - | 2.7% | * | - | - | - | - | 11.1% | 3.0% | 12.9% |
| Graduates and TxCHSE | 92.9% | 95.7% | **97.1%** | - | 97.3% | * | - | - | - | - | 88.9% | 97.0% | 87.1% |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.8% | **97.1%** | - | 97.3% | * | - | - | - | - | 88.9% | 97.0% | 87.1% |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2019 | 90.0% | 92.1% | **90.9%** | * | 90.8% | * | - | - | - | - | 70.7% | 90.4% | 75.0% |
| Class of 2018 | 90.0% | 91.9% | **91.4%** | - | 91.4% | * | - | * | - | - | 62.5% | 91.9% | 87.3% |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2019 | 73.3% | * | **-** | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 68.5% | 85.7% | * | - | * | - | - | - | - | - | * | * | - |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2019 | 4.2% | 17.3% | **92.6%** | * | 92.7% | * | - | - | - | - | 84.4% | 92.1% | 66.7% |
| Class of 2018 | 5.0% | 3.6% | **5.4%** | - | 5.4% | * | - | * | - | - | 3.1% | 5.3% | 8.3% |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2019 | 83.5% | 79.9% | **6.3%** | * | 6.2% | * | - | - | - | - | 3.1% | 6.8% | 27.1% |
| Class of 2018 | 82.0% | 93.2% | **91.4%** | - | 91.3% | * | - | * | - | - | 96.9% | 91.7% | 68.8% |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2019 | 87.6% | 97.2% | **98.9%** | * | 98.9% | * | - | - | - | - | 87.5% | 98.9% | 93.8% |
| Class of 2018 | 86.8% | 96.8% | **96.6%** | - | 96.6% | * | - | * | - | - | 97.0% | 96.8% | 77.1% |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2018-19 | 32.7% | 32.3% | **0.0%** | - | 0.0% | - | - | - | - | - | 0.0% | * | - |
| 2017-18 | 37.7% | 58.8% | **44.0%** | - | 44.0% | - | - | - | - | - | 6.7% | 44.0% | * |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2018-19 | 4.4% | 16.3% | **93.0%** | - | 93.0% | * | - | - | - | - | 84.4% | 92.4% | 75.5% |
| 2017-18 | 4.9% | 3.6% | **6.1%** | * | 6.1% | - | - | * | - | - | 3.1% | 6.0% | 11.6% |
| **FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2018-19 | 82.1% | 79.5% | **5.5%** | - | 5.5% | * | - | - | - | - | 3.1% | 6.1% | 20.4% |
| 2017-18 | 81.5% | 94.3% | **93.9%** | * | 93.9% | - | - | * | - | - | 96.9% | 94.0% | 88.4% |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2018-19 | 85.9% | 94.6% | **97.6%** | - | 97.6% | * | - | - | - | - | 75.7% | 97.6% | 95.9% |
| 2017-18 | 85.1% | 96.1% | **97.3%** | * | 97.3% | - | - | * | - | - | 70.2% | 97.3% | 100.0% |

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus Graduation Profile



| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2018-19 Annual Graduates)** | | | | |
| Total Graduates | 558 | 100.0% | 3,285 | 355,615 |
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | 2 | 43,953 |
| Hispanic | 557 | 99.8% | 3,255 | 180,673 |
| White | 1 | 0.2% | 18 | 105,577 |
| American Indian | 0 | 0.0% | 1 | 1,293 |
| Asian | 0 | 0.0% | 8 | 16,564 |
| Pacific Islander | 0 | 0.0% | 0 | 537 |
| Two or More Races | 0 | 0.0% | 1 | 7,018 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 5 | 0.9% | 42 | 2,248 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 20 | 1,090 |
| Foundation H.S. Program (No Endorsement) | 18 | 3.2% | 198 | 51,579 |
| Foundation H.S. Program (Endorsement) | 505 | 90.5% | 516 | 15,160 |
| Foundation H.S. Program (DLA) | 30 | 5.4% | 2,509 | 285,538 |
| Special Education Graduates | 47 | 8.4% | 299 | 27,598 |
| Economically Disadvantaged Graduates | 474 | 84.9% | 2,760 | 186,364 |
| LEP Graduates | 49 | 8.8% | 462 | 25,189 |
| At-Risk Graduates | 354 | 63.4% | 2,003 | 146,432 |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
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) | | | | | | | | | | | | | |
| 2018-19 | 72.9% | 79.7% | **82.0%** | - | 82.0% | * | - | - | - | - | 71.3% | 81.1% | 75.5% |
| 2017-18 | 65.5% | 67.4% | **66.1%** | * | 66.2% | - | - | * | - | - | 78.6% | 65.9% | 69.3% |
| **College Ready Graduates** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 53.0% | 50.1% | **50.4%** | - | 50.3% | * | - | - | - | - | 2.1% | 48.5% | 38.8% |
| 2017-18 | 50.0% | 51.9% | **45.8%** | * | 45.7% | - | - | * | - | - | 6.1% | 45.5% | 61.4% |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 60.7% | 58.8% | **53.2%** | - | 53.1% | * | - | - | - | - | 2.1% | 50.0% | 10.2% |
| 2017-18 | 58.2% | 61.1% | **52.9%** | * | 52.9% | - | - | * | - | - | 8.2% | 52.9% | 15.9% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 48.6% | 46.2% | **41.9%** | - | 41.8% | * | - | - | - | - | 8.5% | 41.1% | 10.2% |
| 2017-18 | 46.0% | 49.9% | **36.7%** | * | 36.4% | - | - | * | - | - | 6.1% | 36.9% | 13.6% |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 44.2% | 41.1% | **35.7%** | - | 35.5% | * | - | - | - | - | 2.1% | 34.2% | 4.1% |
| 2017-18 | 42.1% | 44.9% | **33.2%** | * | 33.1% | - | - | * | - | - | 6.1% | 33.4% | 6.8% |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 23.1% | 23.7% | **28.7%** | - | 28.5% | * | - | - | - | - | 2.1% | 25.5% | 4.1% |
| 2017-18 | 20.7% | 20.1% | **22.6%** | * | 22.5% | - | - | * | - | - | 2.0% | 22.7% | 9.1% |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2018-19 | 21.1% | 19.9% | **19.4%** | - | 19.4% | * | - | - | - | - | 0.0% | 19.4% | 38.8% |
| 2017-18 | 20.4% | 18.6% | **21.2%** | * | 21.1% | - | - | * | - | - | 2.0% | 20.9% | 59.1% |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 1.9% | 0.0% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| 2017-18 | 1.4% | 0.0% | **0.0%** | * | 0.0% | - | - | * | - | - | 0.0% | 0.0% | 0.0% |
| OnRamps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.3% | 0.0% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| 2017-18 | 1.0% | 0.0% | **0.0%** | * | 0.0% | - | - | * | - | - | 0.0% | 0.0% | 0.0% |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 40.4% | 61.4% | **65.5%** | - | 65.5% | * | - | - | - | - | 71.3% | 64.7% | 52.0% |
| 2017-18 | 28.7% | 36.1% | **41.6%** | * | 41.6% | - | - | * | - | - | 76.5% | 41.9% | 30.7% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 10.7% | 25.8% | **31.2%** | - | 31.2% | * | - | - | - | - | 8.5% | 30.2% | 8.2% |
| 2017-18 | 4.8% | 4.4% | **6.2%** | * | 6.0% | - | - | * | - | - | 0.0% | 6.3% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018-19 | 2.3% | 1.6% | **0.7%** | - | 0.7% | * | - | - | - | - | 8.5% | 0.6% | 0.0% |
| 2017-18 | 1.7% | 0.7% | **1.2%** | * | 1.2% | - | - | * | - | - | 12.2% | 1.2% | 0.0% |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 55.6% | 81.7% | **88.7%** | - | 88.7% | * | - | - | - | - | 57.4% | 87.3% | 77.6% |
| 2017-18 | 38.7% | 53.1% | **62.7%** | * | 62.8% | - | - | * | - | - | 40.8% | 63.5% | 61.4% |
| U.S. Armed Forces Enlistment (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 5.0% | 7.7% | **4.1%** | - | 4.1% | * | - | - | - | - | 0.0% | 4.4% | 8.2% |
| 2017-18 | 4.3% | 4.1% | **2.5%** | * | 2.5% | - | - | * | - | - | 2.0% | 2.5% | 0.0% |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 2.7% | 4.4% | **5.0%** | - | 5.0% | * | - | - | - | - | 59.6% | 5.3% | 6.1% |
| 2017-18 | 2.6% | 4.9% | **6.4%** | * | 6.4% | - | - | * | - | - | 67.3% | 6.3% | 0.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2018-19 | 0.6% | 0.0% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| 2017-18 | 0.6% | 0.0% | **0.0%** | * | 0.0% | - | - | * | - | - | 0.0% | 0.0% | 0.0% |

| | 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 | | | | | | | | | | | | | |
| 2018-19 | 33.4% | 52.8% | **45.3%** | - | 45.2% | * | - | - | - | - | 2.1% | 42.0% | 8.2% |
| 2017-18 | 32.1% | 54.8% | **43.8%** | * | 43.8% | - | - | * | - | - | 4.1% | 43.9% | 6.8% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 24.7% | 43.2% | **36.0%** | - | 35.9% | * | - | - | - | - | 8.5% | 34.6% | 10.2% |
| 2017-18 | 23.7% | 44.4% | **33.0%** | * | 32.8% | - | - | * | - | - | 0.0% | 33.2% | 13.6% |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 18.8% | 36.6% | **29.2%** | - | 29.1% | * | - | - | - | - | 2.1% | 27.6% | 4.1% |
| 2017-18 | 18.1% | 39.1% | **28.6%** | * | 28.5% | - | - | * | - | - | 0.0% | 28.7% | 6.8% |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2018-19 | 59.0% | 84.3% | **89.8%** | - | 89.8% | * | - | - | - | - | 63.8% | 88.6% | 79.6% |
| 2017-18 | 58.4% | 82.3% | **90.0%** | * | 89.9% | - | - | * | - | - | 63.3% | 90.2% | 93.2% |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 5.1% | 2.8% | **2.0%** | - | 2.0% | * | - | - | - | - | 0.0% | 2.3% | 2.0% |
| 2017-18 | 2.0% | 1.7% | **0.6%** | * | 0.6% | - | - | * | - | - | 0.0% | 0.4% | 2.3% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 7.3% | 3.3% | **5.0%** | - | 5.0% | * | - | - | - | - | 0.0% | 5.5% | 0.0% |
| 2017-18 | 3.9% | 4.6% | **0.8%** | * | 0.8% | - | - | * | - | - | 0.0% | 0.8% | 0.0% |
| Both Subjects | | | | | | | | | | | | | |
| 2018-19 | 2.6% | 0.5% | **0.5%** | - | 0.5% | * | - | - | - | - | 0.0% | 0.6% | 0.0% |
| 2017-18 | 0.9% | 0.7% | **0.0%** | * | 0.0% | - | - | * | - | - | 0.0% | 0.0% | 0.0% |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2019 | 25.2% | 27.6% | **20.1%** | - | 19.9% | 60.0% | - | - | - | - | n/a | 18.9% | n/a |
| 2018 | 25.8% | 24.1% | **20.9%** | * | 20.9% | 12.5% | - | * | - | * | n/a | 20.9% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 14.5% | 16.1% | **10.0%** | - | 10.0% | 20.0% | - | - | - | - | n/a | 9.0% | n/a |
| 2018 | 15.3% | 15.6% | **12.8%** | * | 12.7% | 12.5% | - | * | - | * | n/a | 12.9% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2019 | 7.4% | 3.6% | **5.0%** | - | 5.0% | 0.0% | - | - | - | - | n/a | 4.9% | n/a |
| 2018 | 7.3% | 2.0% | **1.7%** | * | 1.7% | 0.0% | - | * | - | * | n/a | 1.7% | n/a |
| Science | | | | | | | | | | | | | |
| 2019 | 10.4% | 8.1% | **1.8%** | - | 1.8% | 0.0% | - | - | - | - | n/a | 1.5% | n/a |
| 2018 | 10.8% | 5.5% | **1.5%** | * | 1.6% | 0.0% | - | * | - | * | n/a | 1.6% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2019 | 13.9% | 16.7% | **10.8%** | - | 10.8% | 20.0% | - | - | - | - | n/a | 10.0% | n/a |
| 2018 | 14.5% | 13.6% | **14.6%** | * | 14.6% | 12.5% | - | * | - | * | n/a | 14.6% | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2019 | 51.0% | 23.3% | **14.7%** | - | 14.8% | * | - | - | - | - | n/a | 15.4% | n/a |
| 2018 | 50.7% | 27.6% | **20.2%** | - | 19.9% | * | - | * | - | - | n/a | 20.0% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2019 | 41.2% | 9.2% | **6.9%** | - | 7.0% | * | - | - | - | - | n/a | 6.7% | n/a |
| 2018 | 42.5% | 14.2% | **12.8%** | - | 12.2% | * | - | * | - | - | n/a | 12.2% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2019 | 52.2% | 6.9% | **10.3%** | - | 10.3% | - | - | - | - | - | n/a | 10.2% | n/a |

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| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2018 | 52.8% | 14.8% | **30.0%** | - | 30.0% | - | - | - | - | - | n/a | 30.0% | n/a |
| Science | | | | | | | | | | | | | |
| 2019 | 40.6% | 5.1% | **4.8%** | - | 4.8% | - | - | - | - | - | n/a | 0.0% | n/a |
| 2018 | 38.0% | 7.4% | **5.6%** | - | 5.6% | - | - | - | - | - | n/a | 5.6% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2019 | 46.3% | 9.5% | **3.2%** | - | 3.2% | * | - | - | - | - | n/a | 4.0% | n/a |
| 2018 | 44.6% | 11.7% | **2.9%** | - | 3.0% | * | - | * | - | - | n/a | 3.0% | n/a |
| **SAT/ACT Results (Annual Graduates)** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2018-19 | 75.0% | 74.1% | **79.0%** | - | 78.8% | * | - | - | - | - | n/a | 75.9% | n/a |
| 2017-18 | 74.6% | 76.9% | **79.9%** | * | 79.3% | ? | - | * | - | - | n/a | 80.4% | n/a |
| At/Above Criterion for All Examinees | | | | | | | | | | | | | |
| 2018-19 | 36.1% | 17.5% | **14.5%** | - | 14.6% | * | - | - | - | - | n/a | 14.4% | n/a |
| 2017-18 | 37.9% | 22.5% | **18.1%** | * | 18.1% | * | - | * | - | - | n/a | 18.2% | n/a |
| **Average SAT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 1027 | 943 | **925** | - | 926 | * | - | - | - | - | n/a | 919 | n/a |
| 2017-18 | 1036 | 960 | **939** | * | 940 | * | - | * | - | - | n/a | 939 | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2018-19 | 517 | 478 | **468** | - | 468 | * | - | - | - | - | n/a | 464 | n/a |
| 2017-18 | 521 | 489 | **480** | * | 480 | * | - | * | - | - | n/a | 480 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 510 | 464 | **457** | - | 458 | * | - | - | - | - | n/a | 456 | n/a |
| 2017-18 | 515 | 472 | **459** | * | 460 | * | - | * | - | - | n/a | 459 | n/a |
| **Average ACT Score (Annual Graduates)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018-19 | 20.6 | 18.0 | **17.4** | - | 17.4 | * | - | - | - | - | n/a | 17.2 | n/a |
| 2017-18 | 20.6 | 18.1 | **17.7** | - | 17.6 | * | - | * | - | - | n/a | 17.6 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 20.3 | 17.7 | **17.0** | - | 17.0 | * | - | - | - | - | n/a | 16.7 | n/a |
| 2017-18 | 20.3 | 17.7 | **17.3** | - | 17.2 | * | - | * | - | - | n/a | 17.3 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4 | 17.8 | **17.3** | - | 17.3 | * | - | - | - | - | n/a | 17.1 | n/a |
| 2017-18 | 20.6 | 18.1 | **17.5** | - | 17.5 | * | - | * | - | - | n/a | 17.5 | n/a |
| Science | | | | | | | | | | | | | |
| 2018-19 | 20.8 | 18.4 | **17.9** | - | 17.9 | * | - | - | - | - | n/a | 17.7 | n/a |
| 2017-18 | 20.9 | 18.5 | **18.0** | - | 17.9 | * | - | * | - | - | n/a | 17.9 | n/a |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
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 | | | | | | | | | | | | | |
| 2018-19 | 44.6% | 53.7% | **42.1%** | * | 42.4% | 20.6% | - | * | - | - | 9.1% | 40.5% | 22.4% |
| 2017-18 | 43.4% | 49.1% | **37.3%** | * | 37.4% | 28.6% | - | * | - | * | 6.9% | 38.1% | 15.5% |
| English Language Arts | | | | | | | | | | | | | |
| 2018-19 | 17.8% | 27.5% | **12.4%** | * | 12.5% | 3.2% | - | * | - | - | 0.4% | 11.3% | 1.8% |
| 2017-18 | 17.3% | 26.5% | **15.7%** | * | 15.8% | 3.8% | - | * | - | - | 0.8% | 16.1% | 1.4% |
| Mathematics | | | | | | | | | | | | | |
| 2018-19 | 20.4% | 27.5% | **25.9%** | * | 26.2% | 6.5% | - | * | - | - | 5.0% | 24.5% | 15.9% |
| 2017-18 | 20.7% | 24.5% | **20.0%** | * | 20.2% | 11.1% | - | * | - | - | 3.6% | 20.5% | 12.5% |
| Science | | | | | | | | | | | | | |
| 2018-19 | 21.7% | 16.4% | **15.8%** | * | 16.0% | 6.5% | - | * | - | - | 4.6% | 15.5% | 6.2% |
| 2017-18 | 21.2% | 18.3% | **14.2%** | * | 14.3% | 3.8% | - | * | - | - | 3.7% | 14.6% | 3.3% |
| Social Studies | | | | | | | | | | | | | |
| 2018-19 | 23.6% | 26.0% | **19.8%** | * | 19.8% | 12.1% | - | * | - | - | 1.5% | 18.2% | 4.8% |
| 2017-18 | 22.8% | 24.9% | **15.9%** | * | 15.9% | 10.7% | - | * | - | - | 1.2% | 16.2% | 1.4% |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2017-18 | 53.4% | 58.9% | **57.5%** | * | 57.4% | - | - | * | - | - | 22.4% | 57.9% | 31.8% |
| 2016-17 | 54.6% | 59.3% | **60.1%** | - | 60.2% | * | - | - | - | - | 25.5% | 60.0% | 62.0% |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2017-18 | 60.7% | 53.6% | **42.9%** | * | 42.9% | - | - | * | - | - | 9.1% | 42.9% | 7.1% |
| 2016-17 | 59.2% | 63.5% | **53.2%** | - | 53.2% | - | - | - | - | - | 0.0% | 53.4% | 19.4% |

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus Student Information



| | Membership | | | | Enrollment | | | |
|---|---|---|---|---|---|---|---|---|
| | Campus | | | | Campus | | | |
| **Student Information** | **Count** | **Percent** | **District** | **State** | **Count** | **Percent** | **District** | **State** |
| Total Students | 2,385 | 100.0% | 42,989 | 5,479,173 | 2,385 | 100.0% | 43,028 | 5,493,940 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.2% | 0.5% |
| Pre-Kindergarten | 0 | 0.0% | 8.3% | 4.5% | 0 | 0.0% | 8.3% | 4.5% |
| Kindergarten | 0 | 0.0% | 5.9% | 7.0% | 0 | 0.0% | 5.9% | 7.0% |
| Grade 1 | 0 | 0.0% | 6.5% | 7.1% | 0 | 0.0% | 6.5% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.5% | 7.1% | 0 | 0.0% | 6.4% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 4 | 0 | 0.0% | 6.6% | 7.3% | 0 | 0.0% | 6.6% | 7.3% |
| Grade 5 | 0 | 0.0% | 7.1% | 7.6% | 0 | 0.0% | 7.1% | 7.6% |
| Grade 6 | 0 | 0.0% | 7.0% | 7.7% | 0 | 0.0% | 7.0% | 7.7% |
| Grade 7 | 0 | 0.0% | 6.9% | 7.7% | 0 | 0.0% | 6.9% | 7.7% |
| Grade 8 | 0 | 0.0% | 7.2% | 7.5% | 0 | 0.0% | 7.2% | 7.5% |
| Grade 9 | 719 | 30.1% | 8.5% | 8.2% | 719 | 30.1% | 8.5% | 8.2% |
| Grade 10 | 612 | 25.7% | 8.0% | 7.4% | 612 | 25.7% | 8.0% | 7.4% |
| Grade 11 | 511 | 21.4% | 7.5% | 6.9% | 511 | 21.4% | 7.5% | 6.9% |
| Grade 12 | 543 | 22.8% | 7.2% | 6.4% | 543 | 22.8% | 7.2% | 6.4% |
| Ethnic Distribution: | | | | | | | | |
| African American | 3 | 0.1% | 0.1% | 12.6% | 3 | 0.1% | 0.1% | 12.6% |
| Hispanic | 2,341 | 98.2% | 98.3% | 52.8% | 2,341 | 98.2% | 98.3% | 52.8% |
| White | 40 | 1.7% | 1.3% | 27.0% | 40 | 1.7% | 1.3% | 27.0% |
| American Indian | 0 | 0.0% | 0.0% | 0.4% | 0 | 0.0% | 0.0% | 0.4% |
| Asian | 1 | 0.0% | 0.2% | 4.6% | 1 | 0.0% | 0.2% | 4.6% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.0% | 2.5% | 0 | 0.0% | 0.0% | 2.5% |
| Sex: | | | | | | | | |
| Female | 1,220 | 51.2% | 49.1% | 48.8% | 1,220 | 51.2% | 49.1% | 48.8% |
| Male | 1,165 | 48.8% | 50.9% | 51.2% | 1,165 | 48.8% | 50.9% | 51.2% |
| Economically Disadvantaged | 2,100 | 88.1% | 89.5% | 60.3% | 2,100 | 88.1% | 89.5% | 60.2% |
| Non-Educationally Disadvantaged | 285 | 11.9% | 10.5% | 39.7% | 285 | 11.9% | 10.5% | 39.8% |
| Section 504 Students | 158 | 6.6% | 8.6% | 6.9% | 158 | 6.6% | 8.6% | 6.9% |
| English Learners (EL) | 474 | 19.9% | 36.1% | 20.3% | 474 | 19.9% | 36.1% | 20.3% |
| Students w/ Disciplinary Placements (2018-19) | 48 | 1.9% | 0.9% | 1.5% | | | | |
| Students w/ Dyslexia | 101 | 4.2% | 5.9% | 4.1% | 101 | 4.2% | 5.9% | 4.1% |
| Foster Care | 11 | 0.5% | 0.4% | 0.3% | 11 | 0.5% | 0.4% | 0.3% |
| Homeless | 67 | 2.8% | 3.4% | 1.4% | 67 | 2.8% | 3.4% | 1.4% |
| Immigrant | 20 | 0.8% | 1.1% | 2.3% | 20 | 0.8% | 1.1% | 2.3% |
| Migrant | 47 | 2.0% | 1.4% | 0.3% | 47 | 2.0% | 1.4% | 0.3% |
| Title I | 2,337 | 98.0% | 98.5% | 65.1% | 2,337 | 98.0% | 98.5% | 65.1% |
| Military Connected | 3 | 0.1% | 0.5% | 1.9% | 3 | 0.1% | 0.5% | 1.9% |
| At-Risk | 1,562 | 65.5% | 67.8% | 50.6% | 1,562 | 65.5% | 67.7% | 50.5% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
Grade Span: 09 - 12
School Type: High School

| Student Information | Membership Count (Campus) | Membership Percent (Campus) | Membership District | Membership State | Enrollment Count (Campus) | Enrollment Percent (Campus) | Enrollment District | Enrollment State |
|---|---|---|---|---|---|---|---|---|
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 469 | 19.7% | 35.6% | 20.6% | 469 | 19.7% | 35.6% | 20.6% |
| Career & Technical Education | 2,193 | 91.9% | 33.0% | 27.6% | | | | |
| Career & Technical Education (9-12 grades only) | 1,820 | 76.3% | 81.9% | 50.8% | 1,820 | 76.3% | 81.9% | 50.8% |
| Gifted & Talented Education | 314 | 13.2% | 11.6% | 8.1% | 314 | 13.2% | 11.6% | 8.1% |
| Special Education | 313 | 13.1% | 13.3% | 10.5% | 313 | 13.1% | 13.4% | 10.7% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 313 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 206 | 65.8% | 54.6% | 42.4% | | | | |
| Students with Physical Disabilities | 6 | 1.9% | 11.7% | 21.4% | | | | |
| Students with Autism | 37 | 11.8% | 12.1% | 13.8% | | | | |
| Students with Behavioral Disabilities | 64 | 20.4% | 19.4% | 20.8% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 2.2% | 1.5% | | | | |
| Mobility (2018-19): | | | | | | | | |
| Total Mobile Students | 351 | 13.9% | 14.1% | 15.3% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 1 | 0.0% | | | | | | |
| Hispanic | 337 | 13.3% | | | | | | |
| White | 12 | 0.5% | | | | | | |
| American Indian | 0 | 0.0% | | | | | | |
| Asian | 1 | 0.0% | | | | | | |
| Pacific Islander | 0 | 0.0% | | | | | | |
| Two or More Races | 0 | 0.0% | | | | | | |
| Student Attrition (2018-19): | | | | | | | | |
| Total Student Attrition | 237 | 13.1% | | | | | | |

| Student Information | Non-Special Education Rates Campus | Non-Special Education Rates District | Non-Special Education Rates State | Special Education Rates Campus | Special Education Rates District | Special Education Rates State |
|---|---|---|---|---|---|---|
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 1.2% | 1.6% | - | 3.3% | 5.5% |
| Grade 1 | - | 7.6% | 2.9% | - | 15.7% | 4.9% |
| Grade 2 | - | 4.1% | 1.6% | - | 4.6% | 2.0% |
| Grade 3 | - | 2.9% | 0.9% | - | 2.2% | 0.8% |
| Grade 4 | - | 1.0% | 0.5% | - | 0.6% | 0.4% |
| Grade 5 | - | 0.4% | 0.4% | - | 0.2% | 0.5% |
| Grade 6 | - | 2.7% | 0.4% | - | 0.9% | 0.5% |
| Grade 7 | - | 3.2% | 0.5% | - | 1.4% | 0.6% |
| Grade 8 | - | 2.1% | 0.4% | - | 1.3% | 0.6% |
| Grade 9 | 13.6% | 9.1% | 7.8% | 28.7% | 19.1% | 13.1% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
Grade Span: 09 - 12
School Type: High School

| Class Size Information | Campus | District | State |
|---|---|---|---|
| Class Size Averages by Grade and Subject (Derived from teacher responsibility records): | | | |
| Elementary: | | | |
| Kindergarten | - | 19.0 | 19.0 |
| Grade 1 | - | 16.9 | 18.9 |
| Grade 2 | - | 17.9 | 18.8 |
| Grade 3 | - | 22.2 | 19.0 |
| Grade 4 | - | 23.3 | 19.2 |
| Grade 5 | - | 24.1 | 20.9 |
| Grade 6 | - | 22.9 | 20.4 |
| Secondary: | | | |
| English/Language Arts | 17.0 | 16.3 | 16.4 |
| Foreign Languages | 16.0 | 17.8 | 18.7 |
| Mathematics | 18.3 | 19.5 | 17.8 |
| Science | 18.8 | 19.3 | 18.8 |
| Social Studies | 20.5 | 19.0 | 19.3 |

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus Staff Information



| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 208.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 183.0 | 87.7% | 56.7% | 63.7% |
| Teachers | 156.6 | 75.1% | 44.1% | 49.4% |
| Professional Support | 19.9 | 9.6% | 9.7% | 10.2% |
| Campus Administration (School Leadership) | 6.5 | 3.1% | 2.8% | 3.0% |
| Educational Aides: | 25.6 | 12.3% | 11.9% | 10.6% |
| Librarians & Counselors (Headcount): | | | | |
| Librarians | | | | |
| Full-time | 2.0 | n/a | 58.0 | 4,373.0 |
| Part-time | 0.0 | n/a | 0.0 | 595.0 |
| Counselors | | | | |
| Full-time | 8.0 | n/a | 155.0 | 12,901.0 |
| Part-time | 1.0 | n/a | 8.0 | 1,103.0 |
| Total Minority Staff: | 182.7 | 87.6% | 94.1% | 51.1% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 0.6% | 0.2% | 10.8% |
| Hispanic | 131.9 | 84.2% | 89.8% | 28.1% |
| White | 22.5 | 14.4% | 8.4% | 57.7% |
| American Indian | 0.0 | 0.0% | 0.1% | 0.3% |
| Asian | 0.0 | 0.0% | 0.1% | 1.8% |
| Pacific Islander | 1.2 | 0.8% | 1.4% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.1% |
| Males | 82.7 | 52.8% | 31.5% | 23.8% |
| Females | 73.8 | 47.2% | 68.5% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 4.5 | 2.9% | 1.3% | 1.3% |
| Bachelors | 106.4 | 68.0% | 79.4% | 73.4% |
| Masters | 44.6 | 28.5% | 18.9% | 24.5% |
| Doctorate | 1.0 | 0.6% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.2 | 1.4% | 2.3% | 7.4% |
| 1-5 Years Experience | 30.2 | 19.3% | 13.3% | 27.9% |
| 6-10 Years Experience | 24.6 | 15.7% | 17.3% | 19.4% |
| 11-20 Years Experience | 49.7 | 31.8% | 40.1% | 29.4% |
| Over 20 Years Experience | 49.9 | 31.9% | 27.1% | 15.9% |
| Number of Students per Teacher | 15.2 | n/a | 15.0 | 15.1 |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,385
Grade Span: 09 - 12
School Type: High School

| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 13.0 | 9.6 | 6.2 |
| Average Years Experience of Principals with District | 13.0 | 9.1 | 5.3 |
| Average Years Experience of Assistant Principals | 10.6 | 9.1 | 5.3 |
| Average Years Experience of Assistant Principals with District | 10.6 | 8.9 | 4.7 |
| Average Years Experience of Teachers: | 15.1 | 15.4 | 11.1 |
| Average Years Experience of Teachers with District: | 14.1 | 14.6 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $45,811 | $50,807 | $49,868 |
| 1-5 Years Experience | $51,030 | $51,636 | $52,823 |
| 6-10 Years Experience | $52,105 | $53,468 | $55,756 |
| 11-20 Years Experience | $57,105 | $58,689 | $59,308 |
| Over 20 Years Experience | $64,817 | $67,128 | $65,449 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $57,447 | $58,957 | $57,091 |
| Professional Support | $63,566 | $73,071 | $67,352 |
| Campus Administration (School Leadership) | $94,756 | $95,913 | $82,512 |
| Instructional Staff Percent: | n/a | 58.9% | 64.6% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 3,598.0 | 6,309.0 |

# Texas Education Agency
## Texas Academic Performance Report
## 2019-20 Campus Staff Information



| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.8 | 0.5% | 2.7% | 6.5% |
| Career & Technical Education | 27.4 | 17.5% | 5.7% | 5.0% |
| Compensatory Education | 0.0 | 0.0% | 0.6% | 2.8% |
| Gifted & Talented Education | 0.0 | 0.0% | 0.4% | 1.9% |
| Regular Education | 112.8 | 72.0% | 78.7% | 70.9% |
| Special Education | 15.6 | 10.0% | 11.7% | 9.3% |
| 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.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report**

# 2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901004**

2019 Accountability Rating: **B**

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



| | | 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% | **65%** | - | 65% | 67% | - | - | - | - | 28% | 63% | 68% | 52% | 64% | 54% |
| | 2018 | 65% | 65% | **61%** | * | 62% | 44% | - | * | - | - | 28% | * | 64% | 48% | 62% | 44% |
| At Meets Grade Level or Above | 2019 | 50% | 49% | **44%** | - | 44% | 29% | - | - | - | - | 15% | 38% | 47% | 27% | 43% | 31% |
| | 2018 | 44% | 43% | **36%** | * | 36% | 31% | - | * | - | - | 11% | * | 37% | 30% | 36% | 18% |
| At Masters Grade Level | 2019 | 11% | 10% | **8%** | - | 8% | 24% | - | - | - | - | 8% | 0% | 9% | 6% | 7% | 3% |
| | 2018 | 7% | 6% | **5%** | * | 5% | 0% | - | * | - | - | 8% | * | 5% | 5% | 5% | 1% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 67% | **63%** | * | 63% | 67% | - | * | - | - | 30% | 60% | 65% | 54% | 62% | 44% |
| | 2018 | 67% | 64% | **57%** | - | 58% | 40% | - | - | - | - | 21% | 60% | 61% | 37% | 58% | 35% |
| At Meets Grade Level or Above | 2019 | 49% | 45% | **37%** | * | 37% | 50% | - | * | - | - | 14% | 20% | 39% | 28% | 36% | 16% |
| | 2018 | 48% | 43% | **35%** | - | 35% | 30% | - | - | - | - | 11% | 40% | 38% | 20% | 35% | 12% |
| At Masters Grade Level | 2019 | 8% | 6% | **4%** | * | 4% | 0% | - | * | - | - | 7% | 0% | 4% | 2% | 3% | 0% |
| | 2018 | 8% | 5% | **3%** | - | 4% | 0% | - | - | - | - | 6% | 0% | 4% | 0% | 4% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 85% | 94% | **87%** | - | 87% | 90% | - | - | - | - | 62% | 71% | 87% | 84% | 87% | 89% |
| | 2018 | 83% | 90% | **83%** | * | 82% | 100% | - | * | - | - | 58% | * | 82% | 85% | 83% | 84% |
| At Meets Grade Level or Above | 2019 | 61% | 82% | **66%** | - | 65% | 80% | - | - | - | - | 35% | 57% | 67% | 58% | 67% | 67% |
| | 2018 | 55% | 71% | **55%** | * | 54% | 64% | - | * | - | - | 27% | * | 57% | 44% | 55% | 51% |
| At Masters Grade Level | 2019 | 37% | 62% | **43%** | - | 42% | 60% | - | - | - | - | 22% | 43% | 43% | 43% | 43% | 42% |
| | 2018 | 32% | 48% | **32%** | * | 33% | 14% | - | * | - | - | 17% | * | 35% | 18% | 32% | 28% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 88% | 90% | **84%** | - | 84% | 83% | - | - | - | - | 61% | 86% | 85% | 78% | 84% | 81% |
| | 2018 | 87% | 88% | **84%** | * | 84% | 82% | - | * | - | - | 58% | 100% | 86% | 77% | 85% | 79% |
| At Meets Grade Level or Above | 2019 | 62% | 60% | **51%** | - | 50% | 61% | - | - | - | - | 31% | 57% | 53% | 38% | 50% | 37% |
| | 2018 | 59% | 55% | **41%** | * | 41% | 29% | - | * | - | - | 23% | 20% | 44% | 25% | 41% | 22% |
| At Masters Grade Level | 2019 | 25% | 18% | **12%** | - | 12% | 17% | - | - | - | - | 16% | 14% | 13% | 8% | 11% | 4% |
| | 2018 | 24% | 16% | **11%** | * | 11% | 6% | - | * | - | - | 10% | 0% | 11% | 11% | 11% | 2% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 93% | 94% | **93%** | - | 93% | * | - | - | - | - | 79% | * | 93% | 90% | 92% | 84% |
| | 2018 | 92% | 92% | **93%** | - | 92% | * | - | - | - | - | 71% | * | 93% | 90% | 93% | 86% |
| At Meets Grade Level or Above | 2019 | 73% | 72% | **62%** | - | 62% | * | - | - | - | - | 44% | * | 65% | 44% | 61% | 39% |
| | 2018 | 70% | 68% | **65%** | - | 64% | * | - | - | - | - | 31% | * | 66% | 57% | 65% | 42% |
| At Masters Grade Level | 2019 | 45% | 40% | **27%** | - | 27% | * | - | - | - | - | 20% | * | 29% | 17% | 26% | 7% |
| | 2018 | 40% | 33% | **27%** | - | 28% | * | - | - | - | - | 10% | * | 28% | 20% | 28% | 9% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 78% | 81% | **76%** | * | 76% | 79% | - | * | - | - | 46% | 71% | 78% | 67% | 75% | 66% |
| | 2018 | 77% | 78% | **73%** | * | 73% | 70% | - | * | - | - | 41% | 84% | 75% | 63% | 74% | 61% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **50%** | * | 49% | 56% | - | * | - | - | 25% | 43% | 52% | 36% | 49% | 36% |
| | 2018 | 48% | 49% | **45%** | * | 45% | 43% | - | * | - | - | 18% | 53% | 47% | 32% | 45% | 25% |
| At Masters Grade Level | 2019 | 24% | 23% | **16%** | * | 15% | 32% | - | * | - | - | 13% | 14% | 17% | 12% | 15% | 9% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

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

Total Students: 2,347
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) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2018 | 22% | 21% | **13%** | * | 14% | 5% | - | * | - | - | 10% | 5% | 14% | 9% | 14% | 6% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **64%** | * | 64% | 67% | - | * | - | - | 29% | 62% | 66% | 53% | 63% | 50% |
| | 2018 | 74% | 74% | **59%** | * | 60% | 42% | - | * | - | - | 24% | 67% | 62% | 42% | 60% | 40% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **41%** | * | 41% | 33% | - | * | - | - | 15% | 31% | 43% | 28% | 40% | 25% |
| | 2018 | 46% | 44% | **36%** | * | 36% | 31% | - | * | - | - | 11% | 56% | 37% | 25% | 36% | 15% |
| At Masters Grade Level | 2019 | 21% | 18% | **6%** | * | 6% | 19% | - | * | - | - | 7% | 0% | 7% | 4% | 5% | 2% |
| | 2018 | 19% | 17% | **4%** | * | 4% | 0% | - | * | - | - | 7% | 0% | 4% | 3% | 4% | 1% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **87%** | - | 87% | 90% | - | - | - | - | 62% | 71% | 87% | 84% | 87% | 89% |
| | 2018 | 81% | 85% | **83%** | * | 82% | 100% | - | * | - | - | 58% | * | 82% | 85% | 83% | 84% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **66%** | - | 65% | 80% | - | - | - | - | 35% | 57% | 67% | 58% | 67% | 67% |
| | 2018 | 50% | 55% | **55%** | * | 54% | 64% | - | * | - | - | 27% | * | 57% | 44% | 55% | 51% |
| At Masters Grade Level | 2019 | 26% | 31% | **43%** | - | 42% | 60% | - | - | - | - | 22% | 43% | 43% | 43% | 43% | 42% |
| | 2018 | 24% | 28% | **32%** | * | 33% | 14% | - | * | - | - | 17% | * | 35% | 18% | 32% | 28% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **84%** | - | 84% | 83% | - | - | - | - | 61% | 86% | 85% | 78% | 84% | 81% |
| | 2018 | 80% | 82% | **84%** | * | 84% | 82% | - | * | - | - | 58% | 100% | 86% | 77% | 85% | 79% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **51%** | - | 50% | 61% | - | - | - | - | 31% | 57% | 53% | 38% | 50% | 37% |
| | 2018 | 51% | 51% | **41%** | * | 41% | 29% | - | * | - | - | 23% | 20% | 44% | 25% | 41% | 22% |
| At Masters Grade Level | 2019 | 25% | 21% | **12%** | - | 12% | 17% | - | - | - | - | 16% | 14% | 13% | 8% | 11% | 4% |
| | 2018 | 23% | 19% | **11%** | * | 11% | 6% | - | * | - | - | 10% | 0% | 11% | 11% | 11% | 2% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | **93%** | - | 93% | * | - | - | - | - | 79% | * | 93% | 90% | 92% | 84% |
| | 2018 | 78% | 80% | **93%** | - | 92% | * | - | - | - | - | 71% | * | 93% | 90% | 93% | 86% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | **62%** | - | 62% | * | - | - | - | - | 44% | * | 65% | 44% | 61% | 39% |
| | 2018 | 53% | 51% | **65%** | - | 64% | * | - | - | - | - | 31% | * | 66% | 57% | 65% | 42% |
| At Masters Grade Level | 2019 | 33% | 29% | **27%** | - | 27% | * | - | - | - | - | 20% | * | 29% | 17% | 26% | 7% |
| | 2018 | 31% | 26% | **27%** | - | 28% | * | - | - | - | - | 10% | * | 28% | 20% | 28% | 9% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
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 | **66** | * | 65 | * | - | * | - | - | 69 | * | 65 | 71 | 64 | 67 |
| | 2018 | 67 | 69 | **63** | - | 63 | 43 | - | - | - | - | 39 | * | 62 | 69 | 63 | 61 |
| End of Course Algebra I | 2019 | 75 | 91 | **83** | - | 83 | 84 | - | - | - | - | 65 | 80 | 83 | 79 | 83 | 82 |
| | 2018 | 72 | 85 | **75** | * | 75 | 77 | - | * | - | - | 53 | * | 75 | 78 | 75 | 73 |
| All Grades Both Subjects | 2019 | 69 | 69 | **73** | * | 73 | 86 | - | * | - | - | 67 | 63 | 73 | 74 | 73 | 75 |
| | 2018 | 69 | 71 | **68** | * | 68 | 65 | - | * | - | - | 46 | 50 | 67 | 73 | 68 | 67 |
| All Grades ELA/Reading | 2019 | 68 | 67 | **66** | * | 65 | * | - | * | - | - | 69 | * | 65 | 71 | 64 | 67 |
| | 2018 | 69 | 69 | **63** | - | 63 | 43 | - | - | - | - | 39 | * | 62 | 69 | 63 | 61 |
| All Grades Mathematics | 2019 | 70 | 71 | **83** | - | 83 | 84 | - | - | - | - | 65 | 80 | 83 | 79 | 83 | 82 |
| | 2018 | 70 | 72 | **75** | * | 75 | 77 | - | * | - | - | 53 | * | 75 | 78 | 75 | 73 |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
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 5 Reading** | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2018 | 97% | 100% | * | - | * | - | - | - | - | - | - | * | - |
| **Grade 8 Reading** | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2018 | 99% | 95% | **100%** | - | 100% | 100% | - | - | - | - | 100% | 100% | 100% |
| STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9 | 2019 | 13% | 15% | **15%** | - | 15% | - | - | - | - | - | 0% | 17% | 23% |
| **Grade 8 Mathematics** | | | | | | | | | | | | | | |
| STAAR Non-Proficient Students Promoted by Grade Placement Committee | 2018 | 98% | 90% | **100%** | - | 100% | * | - | - | - | - | 100% | 100% | 100% |
| STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9 | 2019 | 50% | 75% | **50%** | - | 50% | - | - | - | - | - | 60% | 50% | * |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language



| | | 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% | **76%** | - | - | - | - | - | 53% | 11% | 54% | 80% | 53% | 53% |
| | 2018 | 77% | 78% | **73%** | - | - | - | - | - | 48% | 48% | - | 73% | 48% | 48% |
| At Meets Grade Level or Above | 2019 | 50% | 52% | **50%** | - | - | - | - | - | 22% | 0% | 22% | 50% | 22% | 22% |
| | 2018 | 48% | 49% | **45%** | - | - | - | - | - | 15% | 15% | - | 9% | 15% | 15% |
| At Masters Grade Level | 2019 | 24% | 23% | **16%** | - | - | - | - | - | 6% | 0% | 6% | 10% | 6% | 6% |
| | 2018 | 22% | 21% | **13%** | - | - | - | - | - | 3% | 3% | - | 0% | 3% | 3% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 75% | 76% | **64%** | - | - | - | - | - | 34% | 0% | 35% | 71% | 34% | 34% |
| | 2018 | 74% | 74% | **59%** | - | - | - | - | - | 26% | 26% | - | 57% | 26% | 26% |
| At Meets Grade Level or Above | 2019 | 48% | 47% | **41%** | - | - | - | - | - | 12% | 0% | 12% | 43% | 12% | 12% |
| | 2018 | 46% | 44% | **36%** | - | - | - | - | - | 7% | 7% | - | 0% | 7% | 7% |
| At Masters Grade Level | 2019 | 21% | 18% | **6%** | - | - | - | - | - | 1% | 0% | 1% | 0% | 1% | 1% |
| | 2018 | 19% | 17% | **4%** | - | - | - | - | - | 1% | 1% | - | 0% | 1% | 1% |
| All Grades Mathematics | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 82% | 86% | **87%** | - | - | - | - | - | 84% | * | 84% | * | 84% | 84% |
| | 2018 | 81% | 85% | **83%** | - | - | - | - | - | 71% | 71% | - | * | 71% | 72% |
| At Meets Grade Level or Above | 2019 | 52% | 57% | **66%** | - | - | - | - | - | 56% | * | 57% | * | 56% | 56% |
| | 2018 | 50% | 55% | **55%** | - | - | - | - | - | 39% | 39% | - | * | 39% | 38% |
| At Masters Grade Level | 2019 | 26% | 31% | **43%** | - | - | - | - | - | 30% | * | 30% | * | 30% | 31% |
| | 2018 | 24% | 28% | **32%** | - | - | - | - | - | 17% | 17% | - | * | 17% | 16% |
| All Grades Science | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 84% | **84%** | - | - | - | - | - | 72% | * | 72% | * | 72% | 72% |
| | 2018 | 80% | 82% | **84%** | - | - | - | - | - | 70% | 70% | - | * | 70% | 71% |
| At Meets Grade Level or Above | 2019 | 54% | 55% | **51%** | - | - | - | - | - | 19% | * | 19% | * | 19% | 20% |
| | 2018 | 51% | 51% | **41%** | - | - | - | - | - | 10% | 10% | - | * | 10% | 10% |
| At Masters Grade Level | 2019 | 25% | 21% | **12%** | - | - | - | - | - | 2% | * | 2% | * | 2% | 2% |
| | 2018 | 23% | 19% | **11%** | - | - | - | - | - | 1% | 1% | - | * | 1% | 1% |
| All Grades Social Studies | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 81% | 83% | **93%** | - | - | - | - | - | 77% | * | 78% | - | 77% | 77% |
| | 2018 | 78% | 80% | **93%** | - | - | - | - | - | 79% | 79% | - | * | 79% | 80% |
| At Meets Grade Level or Above | 2019 | 55% | 54% | **62%** | - | - | - | - | - | 29% | * | 30% | - | 29% | 29% |
| | 2018 | 53% | 51% | **65%** | - | - | - | - | - | 35% | 35% | - | * | 35% | 35% |
| At Masters Grade Level | 2019 | 33% | 29% | **27%** | - | - | - | - | - | 4% | * | 4% | - | 4% | 4% |
| | 2018 | 31% | 26% | **27%** | - | - | - | - | - | 6% | 6% | - | * | 6% | 6% |
| **School Progress Domain - Academic Growth Score** | | | | | | | | | | | | | | | |
| All Grades Both Subjects | 2019 | 69% | 69% | **73%** | - | - | - | - | - | 74% | - | 74% | 70% | 74% | 74% |
| | 2018 | 69% | 71% | **68%** | - | - | - | - | - | 63% | 63% | - | * | 63% | 63% |
| All Grades ELA/Reading | 2019 | 68% | 67% | **66%** | - | - | - | - | - | 70% | - | 70% | * | 70% | 70% |
| | 2018 | 69% | 69% | **63%** | - | - | - | - | - | 60% | 60% | - | - | 60% | 60% |
| All Grades Mathematics | 2019 | 70% | 71% | **83%** | - | - | - | - | - | 76% | - | 76% | * | 76% | 77% |
| | 2018 | 70% | 72% | **75%** | - | - | - | - | - | 67% | 67% | - | * | 67% | 66% |

District Name: BROWNSVILLE ISD
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Total Students: 2,347
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% | **100%** | * | 100% | 100% | - | * | - | - | 99% | 100% | 100% |
| Included in Accountability | 94% | 95% | **93%** | * | 94% | 89% | - | * | - | - | 94% | 94% | 85% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 2% | **4%** | * | 4% | 4% | - | * | - | - | 5% | 4% | 5% |
| Other Exclusions | 1% | 2% | **2%** | * | 2% | 7% | - | * | - | - | 0% | 2% | 9% |
| 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% |
| **2018 STAAR Participation (All Grades)** | | | | | | | | | | | | | |
| **All Tests** | | | | | | | | | | | | | |
| Assessment Participant | 99% | 100% | **99%** | * | 99% | 100% | - | * | - | - | 98% | 99% | 100% |
| Included in Accountability | 94% | 95% | **93%** | * | 93% | 94% | - | * | - | - | 92% | 93% | 88% |
| Not Included in Accountability | | | | | | | | | | | | | |
| Mobile | 4% | 3% | **5%** | * | 5% | 6% | - | * | - | - | 7% | 4% | 5% |
| Other Exclusions | 1% | 2% | **1%** | * | 1% | 0% | - | * | - | - | 0% | 1% | 7% |
| Not Tested | 1% | 0% | **1%** | * | 1% | 0% | - | * | - | - | 2% | 1% | 0% |
| Absent | 1% | 0% | **1%** | * | 1% | 0% | - | * | - | - | 2% | 1% | 0% |
| Other | 0% | 0% | **0%** | * | 0% | 0% | - | * | - | - | 0% | 0% | 0% |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2018-19 Campus Attendance, Graduation, and Dropout Rates



| | 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% | **93.7%** | * | 93.7% | 95.3% | * | * | - | * | 91.7% | 93.8% | 93.5% |
| 2016-17 | 95.7% | 95.8% | **95.1%** | * | 95.1% | 97.6% | - | * | - | * | 94.2% | 95.1% | 94.7% |
| **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% | **0.9%** | * | 0.9% | 0.0% | * | * | - | * | 2.8% | 0.9% | 1.2% |
| 2016-17 | 1.9% | 1.3% | **0.5%** | * | 0.6% | 0.0% | - | * | - | * | 1.9% | 0.6% | 0.6% |
| **4-Year Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 90.0% | 92.8% | **92.1%** | - | 92.1% | * | - | * | - | - | 66.0% | 92.5% | 87.3% |
| Received TxCHSE | 0.4% | 0.3% | **0.2%** | - | 0.2% | * | - | * | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.8% | 3.0% | **3.3%** | - | 3.3% | * | - | * | - | - | 9.4% | 3.4% | 5.5% |
| Dropped Out | 5.7% | 3.9% | **4.4%** | - | 4.4% | * | - | * | - | - | 24.5% | 3.9% | 7.3% |
| Graduates and TxCHSE | 90.4% | 93.1% | **92.3%** | - | 92.3% | * | - | * | - | - | 66.0% | 92.7% | 87.3% |
| Graduates, TxCHSE, and Continuers | 94.3% | 96.1% | **95.6%** | - | 95.6% | * | - | * | - | - | 75.5% | 96.1% | 92.7% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 89.7% | 91.6% | **93.4%** | - | 93.4% | * | - | - | - | - | 78.0% | 93.6% | 92.2% |
| Received TxCHSE | 0.4% | 0.2% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Continued HS | 4.0% | 4.8% | **3.9%** | - | 3.9% | * | - | - | - | - | 12.0% | 3.9% | 3.9% |
| Dropped Out | 5.9% | 3.4% | **2.7%** | - | 2.7% | * | - | - | - | - | 10.0% | 2.5% | 3.9% |
| Graduates and TxCHSE | 90.1% | 91.9% | **93.4%** | - | 93.4% | * | - | - | - | - | 78.0% | 93.6% | 92.2% |
| Graduates, TxCHSE, and Continuers | 94.1% | 96.6% | **97.3%** | - | 97.3% | * | - | - | - | - | 90.0% | 97.5% | 96.1% |
| **5-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.0% | 95.4% | **96.9%** | - | 96.9% | * | - | - | - | - | 86.5% | 97.1% | 96.0% |
| 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% | * | - | - | - | - | 1.9% | 0.4% | 0.0% |
| Dropped Out | 6.3% | 3.8% | **2.7%** | - | 2.7% | * | - | - | - | - | 11.5% | 2.5% | 4.0% |
| Graduates and TxCHSE | 92.6% | 95.7% | **96.9%** | - | 96.9% | * | - | - | - | - | 86.5% | 97.1% | 96.0% |
| Graduates, TxCHSE, and Continuers | 93.7% | 96.2% | **97.3%** | - | 97.3% | * | - | - | - | - | 88.5% | 97.5% | 96.0% |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 91.6% | 94.7% | **96.2%** | - | 96.4% | * | - | - | - | - | 83.9% | 96.2% | 87.1% |
| Received TxCHSE | 0.7% | 0.3% | **0.2%** | - | 0.2% | * | - | - | - | - | 1.8% | 0.2% | 0.0% |
| Continued HS | 1.2% | 0.8% | **0.6%** | - | 0.6% | * | - | - | - | - | 5.4% | 0.6% | 0.0% |
| Dropped Out | 6.6% | 4.3% | **2.9%** | - | 2.7% | * | - | - | - | - | 8.9% | 3.0% | 12.9% |
| Graduates and TxCHSE | 92.2% | 94.9% | **96.4%** | - | 96.6% | * | - | - | - | - | 85.7% | 96.4% | 87.1% |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.7% | **97.1%** | - | 97.3% | * | - | - | - | - | 91.1% | 97.0% | 87.1% |
| **6-Year Extended Longitudinal Rate (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2016 | | | | | | | | | | | | | |
| Graduated | 92.1% | 95.4% | **96.6%** | - | 96.8% | * | - | - | - | - | 87.0% | 96.6% | 87.1% |

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

## 2018-19 Campus Attendance, Graduation, and Dropout Rates



| | 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%** | - | 0.4% | * | - | - | - | - | 1.9% | 0.4% | 0.0% |
| Continued HS | 0.5% | 0.1% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.6% | 4.2% | **2.9%** | - | 2.7% | * | - | - | - | - | 11.1% | 3.0% | 12.9% |
| Graduates and TxCHSE | 92.9% | 95.7% | **97.1%** | - | 97.3% | * | - | - | - | - | 88.9% | 97.0% | 87.1% |
| Graduates, TxCHSE, and Continuers | 93.4% | 95.8% | **97.1%** | - | 97.3% | * | - | - | - | - | 88.9% | 97.0% | 87.1% |
| Class of 2015 | | | | | | | | | | | | | |
| Graduated | 91.8% | 95.2% | **96.1%** | - | 96.1% | * | - | - | - | - | 88.6% | 96.2% | 85.4% |
| Received TxCHSE | 1.0% | 0.3% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Continued HS | 0.6% | 0.3% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.7% | 4.2% | **3.9%** | - | 3.9% | * | - | - | - | - | 11.4% | 3.8% | 14.6% |
| Graduates and TxCHSE | 92.8% | 95.5% | **96.1%** | - | 96.1% | * | - | - | - | - | 88.6% | 96.2% | 85.4% |
| Graduates, TxCHSE, and Continuers | 93.3% | 95.8% | **96.1%** | - | 96.1% | * | - | - | - | - | 88.6% | 96.2% | 85.4% |
| **4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)** | | | | | | | | | | | | | |
| Class of 2018 | 90.0% | 91.9% | **91.4%** | - | 91.4% | * | - | * | - | - | 62.5% | 91.9% | 87.3% |
| Class of 2017 | 89.7% | 90.5% | **92.2%** | - | 92.2% | * | - | - | - | - | 69.0% | 92.4% | 92.2% |
| **RHSP/DAP Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 68.5% | 85.7% | * | - | * | - | - | - | - | - | * | * | - |
| Class of 2017 | 88.5% | 96.3% | **96.9%** | - | 96.9% | * | - | - | - | - | 61.5% | 96.9% | 100.0% |
| **FHSP-E Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 5.0% | 3.6% | **5.4%** | - | 5.4% | * | - | * | - | - | 3.1% | 5.3% | 8.3% |
| Class of 2017 | 6.0% | 13.2% | **-** | - | - | - | - | - | - | - | - | - | - |
| **FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 82.0% | 93.2% | **91.4%** | - | 91.3% | * | - | * | - | - | 96.9% | 91.7% | 68.8% |
| Class of 2017 | 60.8% | 73.7% | **-** | - | - | - | - | - | - | - | - | - | - |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)** | | | | | | | | | | | | | |
| Class of 2018 | 86.8% | 96.8% | **96.6%** | - | 96.6% | * | - | * | - | - | 97.0% | 96.8% | 77.1% |
| Class of 2017 | 85.9% | 96.2% | **96.9%** | - | 96.9% | * | - | - | - | - | 61.5% | 96.9% | 100.0% |
| **RHSP/DAP Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2017-18 | 37.7% | 58.8% | **44.0%** | - | 44.0% | - | - | - | - | - | 6.7% | 44.0% | * |
| 2016-17 | 87.2% | 95.1% | **95.0%** | - | 95.0% | * | - | - | - | - | 52.0% | 95.2% | 97.5% |
| **FHSP-E Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2017-18 | 4.9% | 3.6% | **6.1%** | * | 6.1% | - | - | * | - | - | 3.1% | 6.0% | 11.6% |
| 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% | **93.9%** | * | 93.9% | - | - | * | - | - | 96.9% | 94.0% | 88.4% |
| 2016-17 | 56.5% | 52.7% | **5.6%** | - | 5.6% | - | - | - | - | - | * | 5.9% | 7.7% |
| **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)** | | | | | | | | | | | | | |
| 2017-18 | 85.1% | 96.1% | **97.3%** | * | 97.3% | - | - | * | - | - | 70.2% | 97.3% | 100.0% |
| 2016-17 | 84.0% | 94.1% | **91.8%** | - | 91.7% | * | - | - | - | - | 51.0% | 92.1% | 75.5% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
Grade Span: 09 - 12
School Type: High School

| | Campus Count | Campus Percent | District Count | State Count |
|---|---|---|---|---|
| **Graduates (2017-18 Annual Graduates)** | | | | |
| Total Graduates | 518 | 100.0% | 3,253 | 347,893 |
| By Ethnicity: | | | | |
| African American | 1 | 0.2% | 4 | 43,502 |
| Hispanic | 516 | 99.6% | 3,215 | 173,272 |
| White | 0 | 0.0% | 25 | 107,052 |
| American Indian | 0 | 0.0% | 0 | 1,226 |
| Asian | 1 | 0.2% | 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 | 14 | 2.7% | 61 | 5,855 |
| Recommended H.S. Program/Distinguished Achievement Program | 11 | 2.1% | 87 | 3,538 |
| Foundation H.S. Program (No Endorsement) | 2 | 0.4% | 113 | 49,432 |
| Foundation H.S. Program (Endorsement) | 30 | 5.8% | 110 | 16,542 |
| Foundation H.S. Program (DLA) | 461 | 89.0% | 2,882 | 272,526 |
| Special Education Graduates | 49 | 9.5% | 286 | 25,962 |
| Economically Disadvantaged Graduates | 512 | 98.8% | 3,134 | 166,956 |
| LEP Graduates | 44 | 8.5% | 405 | 21,359 |
| At-Risk Graduates | 265 | 51.2% | 1,769 | 144,805 |

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| | 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% | **66.1%** | * | 66.2% | - | - | * | - | - | 78.6% | 65.9% | 69.3% |
| **College Ready Graduates *** ** | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 50.0% | 51.9% | **45.8%** | * | 45.7% | - | - | * | - | - | 6.1% | 45.5% | 61.4% |
| TSI Criteria Graduates (Annual Graduates) | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 58.2% | 61.1% | **52.9%** | * | 52.9% | - | - | * | - | - | 8.2% | 52.9% | 15.9% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 46.0% | 49.9% | **36.7%** | * | 36.4% | - | - | * | - | - | 6.1% | 36.9% | 13.6% |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 42.1% | 44.9% | **33.2%** | * | 33.1% | - | - | * | - | - | 6.1% | 33.4% | 6.8% |
| Dual Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 20.1% | **22.6%** | * | 22.5% | - | - | * | - | - | 2.0% | 22.7% | 9.1% |
| 2016-17 | 19.9% | 18.7% | **29.8%** | - | 29.8% | * | - | - | - | - | 2.0% | 29.9% | 11.3% |
| AP/IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| Any Subject | | | | | | | | | | | | | |
| 2017-18 | 20.4% | 18.6% | **21.2%** | * | 21.1% | - | - | * | - | - | 2.0% | 20.9% | 59.1% |
| 2016-17 | 20.1% | 22.4% | **28.6%** | - | 28.6% | * | - | - | - | - | 0.0% | 28.7% | 49.1% |
| Associate's Degree | | | | | | | | | | | | | |
| Associate's Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.4% | 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% |
| **Career/Military Ready Graduates** | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 28.7% | 36.1% | **41.6%** | * | 41.6% | - | - | * | - | - | 76.5% | 41.9% | 30.7% |
| 2016-17 | 13.2% | 22.8% | **26.8%** | - | 26.8% | * | - | - | - | - | 14.7% | 26.9% | 23.6% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 4.8% | 4.4% | **6.2%** | * | 6.0% | - | - | * | - | - | 0.0% | 6.3% | 0.0% |
| 2016-17 | 2.7% | 4.0% | **1.2%** | - | 1.2% | * | - | - | - | - | 0.0% | 1.2% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 1.7% | 0.7% | **1.2%** | * | 1.2% | - | - | * | - | - | 12.2% | 1.2% | 0.0% |
| 2016-17 | 1.0% | 0.4% | **0.0%** | - | 0.0% | * | - | - | - | - | 0.0% | 0.0% | 0.0% |
| CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 38.7% | 53.1% | **62.7%** | * | 62.8% | - | - | * | - | - | 40.8% | 63.5% | 61.4% |
| 2016-17 | 17.3% | 37.2% | **47.7%** | - | 47.8% | * | - | - | - | - | 29.4% | 47.9% | 47.2% |

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| | 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% | **2.5%** | * | 2.5% | - | - | * | - | - | 2.0% | 2.5% | 0.0% |
| 2016-17 | 2.2% | 1.8% | **2.6%** | - | 2.6% | * | - | - | - | - | 0.0% | 2.6% | 0.0% |
| Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2017-18 | 2.6% | 4.9% | **6.4%** | * | 6.4% | - | - | * | - | - | 67.3% | 6.3% | 0.0% |
| 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% |
| 2016-17 | 0.5% | 0.0% | **0.2%** | - | 0.2% | * | - | - | - | - | 0.0% | 0.2% | 0.0% |

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| | 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% | **43.8%** | * | 43.8% | - | - | * | - | - | 4.1% | 43.9% | 6.8% |
| 2016-17 | 23.4% | 53.1% | **45.1%** | - | 45.2% | * | - | - | - | - | 9.8% | 45.3% | 15.1% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 23.7% | 44.4% | **33.0%** | * | 32.8% | - | - | * | - | - | 0.0% | 33.2% | 13.6% |
| 2016-17 | 19.8% | 45.4% | **40.8%** | - | 40.9% | * | - | - | - | - | 5.9% | 41.0% | 18.9% |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 18.1% | 39.1% | **28.6%** | * | 28.5% | - | - | * | - | - | 0.0% | 28.7% | 6.8% |
| 2016-17 | 12.9% | 39.0% | **32.4%** | - | 32.5% | * | - | - | - | - | 2.0% | 32.5% | 9.4% |
| **CTE Coherent Sequence (Annual Graduates)** | | | | | | | | | | | | | |
| 2017-18 | 58.4% | 82.3% | **90.0%** | * | 89.9% | - | - | * | - | - | 63.3% | 90.2% | 93.2% |
| 2016-17 | 50.5% | 81.8% | **90.1%** | - | 90.1% | * | - | - | - | - | 62.7% | 90.3% | 86.8% |
| **Completed and Received Credit for College Prep Courses (Annual Graduates)** | | | | | | | | | | | | | |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 2.0% | 1.7% | **0.6%** | * | 0.6% | - | - | * | - | - | 0.0% | 0.4% | 2.3% |
| 2016-17 | 0.8% | 2.5% | **1.2%** | - | 1.2% | * | - | - | - | - | 0.0% | 1.2% | 0.0% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 3.9% | 4.6% | **0.8%** | * | 0.8% | - | - | * | - | - | 0.0% | 0.8% | 0.0% |
| 2016-17 | 1.4% | 2.3% | **2.6%** | - | 2.6% | * | - | - | - | - | 0.0% | 2.6% | 0.0% |
| Both Subjects | | | | | | | | | | | | | |
| 2017-18 | 0.9% | 0.7% | **0.0%** | * | 0.0% | - | - | * | - | - | 0.0% | 0.0% | 0.0% |
| 2016-17 | 0.2% | 0.2% | **0.4%** | - | 0.4% | * | - | - | - | - | 0.0% | 0.4% | 0.0% |
| **AP/IB Results (Participation) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 25.8% | 24.1% | **20.9%** | * | 20.9% | 12.5% | - | * | - | * | n/a | 20.9% | n/a |
| 2017 | 26.2% | 31.9% | **23.0%** | * | 22.9% | * | - | * | - | * | n/a | 23.0% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 15.3% | 15.6% | **12.8%** | * | 12.7% | 12.5% | - | * | - | * | n/a | 12.9% | n/a |
| 2017 | 15.9% | 23.4% | **11.1%** | * | 11.0% | * | - | * | - | * | n/a | 11.1% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 7.3% | 2.0% | **1.7%** | * | 1.7% | 0.0% | - | * | - | * | n/a | 1.7% | n/a |
| 2017 | 7.2% | 3.3% | **1.1%** | * | 1.1% | * | - | * | - | * | n/a | 1.1% | n/a |
| Science | | | | | | | | | | | | | |
| 2018 | 10.8% | 5.5% | **1.5%** | * | 1.6% | 0.0% | - | * | - | * | n/a | 1.6% | n/a |
| 2017 | 10.9% | 8.5% | **0.8%** | * | 0.8% | * | - | * | - | * | n/a | 0.8% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2018 | 14.5% | 13.6% | **14.6%** | * | 14.6% | 12.5% | - | * | - | * | n/a | 14.6% | n/a |
| 2017 | 15.0% | 22.7% | **13.7%** | * | 13.6% | * | - | * | - | * | n/a | 13.7% | n/a |
| **AP/IB Results (Examinees >= Criterion) (Grades 11-12)** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2018 | 50.7% | 27.6% | **20.2%** | - | 19.9% | * | - | * | - | - | n/a | 20.0% | n/a |
| 2017 | 49.1% | 23.2% | **33.2%** | - | 33.1% | * | - | * | - | - | n/a | 33.3% | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2018 | 42.5% | 14.2% | **12.8%** | - | 12.2% | * | - | * | - | - | n/a | 12.2% | n/a |
| 2017 | 41.3% | 8.5% | **19.3%** | - | 18.6% | - | - | * | - | - | n/a | 19.3% | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2018 | 52.8% | 14.8% | **30.0%** | - | 30.0% | - | - | - | - | - | n/a | 30.0% | n/a |

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| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EL (Current) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2017 | 51.3% | 8.1% | **41.7%** | - | 41.7% | - | - | - | - | - | n/a | 41.7% | n/a |
| Science | | | | | | | | | | | | | |
| 2018 | 38.0% | 7.4% | **5.6%** | - | 5.6% | - | - | - | - | - | n/a | 5.6% | n/a |
| 2017 | 38.3% | 5.0% | **0.0%** | - | 0.0% | - | - | - | - | - | n/a | 0.0% | n/a |
| Social Studies | | | | | | | | | | | | | |
| 2018 | 44.6% | 11.7% | **2.9%** | - | 3.0% | * | - | * | - | - | n/a | 3.0% | n/a |
| 2017 | 41.4% | 6.9% | **5.4%** | - | 4.8% | * | - | * | - | - | n/a | 5.5% | n/a |
| **SAT/ACT Results (Annual Graduates) *** ** | | | | | | | | | | | | | |
| Tested | | | | | | | | | | | | | |
| 2017-18 | 74.6% | 76.9% | **79.9%** | * | 79.3% | ? | - | * | - | - | n/a | 80.4% | n/a |
| 2016-17 | 73.5% | 71.0% | **71.4%** | - | 71.3% | 100.0% | - | - | - | - | n/a | 71.3% | n/a |
| At/Above Criterion | | | | | | | | | | | | | |
| 2017-18 | 37.9% | 22.5% | **18.1%** | * | 18.1% | * | - | * | - | - | n/a | 18.2% | n/a |
| **Average SAT Score (Annual Graduates) *** ** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 1036 | 960 | **939** | * | 940 | * | - | * | - | - | n/a | 939 | n/a |
| English Language Arts and Writing | | | | | | | | | | | | | |
| 2017-18 | 521 | 489 | **480** | * | 480 | * | - | * | - | - | n/a | 480 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 515 | 472 | **459** | * | 460 | * | - | * | - | - | n/a | 459 | n/a |
| **Average ACT Score (Annual Graduates) *** ** | | | | | | | | | | | | | |
| All Subjects | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 18.1 | **17.7** | - | 17.6 | * | - | * | - | - | n/a | 17.6 | n/a |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 20.3 | 17.7 | **17.3** | - | 17.2 | * | - | * | - | - | n/a | 17.3 | n/a |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.6 | 18.1 | **17.5** | - | 17.5 | * | - | * | - | - | n/a | 17.5 | n/a |
| Science | | | | | | | | | | | | | |
| 2017-18 | 20.9 | 18.5 | **18.0** | - | 17.9 | * | - | * | - | - | n/a | 17.9 | n/a |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
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% | **37.3%** | * | 37.4% | 28.6% | - | * | - | * | 6.9% | 38.1% | 15.5% |
| 2016-17 | 37.1% | 47.1% | **38.1%** | * | 38.0% | 43.8% | - | * | - | - | 18.3% | 38.5% | 26.1% |
| English Language Arts | | | | | | | | | | | | | |
| 2017-18 | 17.3% | 26.5% | **15.7%** | * | 15.8% | 3.8% | - | * | - | - | 0.8% | 16.1% | 1.4% |
| 2016-17 | 16.8% | 29.4% | **19.5%** | * | 19.5% | 26.7% | - | * | - | - | 15.9% | 19.8% | 16.6% |
| Mathematics | | | | | | | | | | | | | |
| 2017-18 | 20.7% | 24.5% | **20.0%** | * | 20.2% | 11.1% | - | * | - | - | 3.6% | 20.5% | 12.5% |
| 2016-17 | 19.5% | 19.8% | **16.6%** | * | 16.6% | 13.3% | - | * | - | - | 3.6% | 16.9% | 9.3% |
| Science | | | | | | | | | | | | | |
| 2017-18 | 21.2% | 18.3% | **14.2%** | * | 14.3% | 3.8% | - | * | - | - | 3.7% | 14.6% | 3.3% |
| 2016-17 | 5.7% | 2.5% | **0.0%** | * | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | 0.0% |
| Social Studies | | | | | | | | | | | | | |
| 2017-18 | 22.8% | 24.9% | **15.9%** | * | 15.9% | 10.7% | - | * | - | - | 1.2% | 16.2% | 1.4% |
| 2016-17 | 21.8% | 25.3% | **15.4%** | * | 15.4% | 7.1% | - | * | - | - | 0.8% | 15.6% | 1.7% |
| **Graduates Enrolled in Texas Institution of Higher Education (TX IHE)** | | | | | | | | | | | | | |
| 2016-17 | 54.6% | 59.3% | **60.1%** | - | 60.2% | * | - | - | - | - | 25.5% | 60.0% | 62.0% |
| 2015-16 | 54.7% | 56.8% | **50.8%** | - | 51.1% | * | - | - | - | - | 25.0% | 51.2% | 36.1% |
| **Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course** | | | | | | | | | | | | | |
| 2016-17 | 59.2% | 63.5% | **53.2%** | - | 53.2% | - | - | - | - | - | 0.0% | 53.4% | 19.4% |
| 2015-16 | 55.7% | 62.5% | **53.7%** | - | 53.7% | - | - | - | - | - | 7.1% | 53.1% | 73.3% |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
Grade Span: 09 - 12
School Type: High School

| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Total Students | 2,347 | 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 | 672 | 28.6% | 8.2% | 8.1% |
| Grade 10 | 540 | 23.0% | 7.6% | 7.4% |
| Grade 11 | 571 | 24.3% | 7.6% | 6.9% |
| Grade 12 | 564 | 24.0% | 7.3% | 6.5% |
| Ethnic Distribution: | | | | |
| African American | 1 | 0.0% | 0.1% | 12.6% |
| Hispanic | 2,312 | 98.5% | 98.3% | 52.6% |
| White | 33 | 1.4% | 1.4% | 27.4% |
| American Indian | 0 | 0.0% | 0.0% | 0.4% |
| Asian | 1 | 0.0% | 0.2% | 4.5% |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.0% | 2.4% |
| Economically Disadvantaged | 2,061 | 87.8% | 88.5% | 60.6% |
| Non-Educationally Disadvantaged | 286 | 12.2% | 11.5% | 39.4% |
| Section 504 Students | 149 | 6.3% | 8.7% | 6.5% |
| English Learners (EL) | 359 | 15.3% | 34.6% | 19.5% |
| Students w/ Disciplinary Placements (2017-18) | 38 | 1.5% | 1.0% | 1.4% |
| Students w/ Dyslexia | 92 | 3.9% | 5.4% | 3.6% |
| At-Risk | 1,447 | 61.7% | 67.3% | 50.1% |
| Students with Disabilities by Type of Primary Disability: | | | | |
| Total Students with Disabilities | 285 | | | |
| By Type of Primary Disability | | | | |
| Students with Intellectual Disabilities | 191 | 67.0% | 55.3% | 42.4% |
| Students with Physical Disabilities | 5 | 1.8% | 11.5% | 21.9% |
| Students with Autism | 29 | 10.2% | 12.2% | 13.7% |
| Students with Behavioral Disabilities | 60 | 21.1% | 18.9% | 20.6% |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 2.1% | 1.4% |
| Mobility (2017-18): | | | | |
| Total Mobile Students | 372 | 14.7% | 15.0% | 15.4% |

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



| Student Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| By Ethnicity: | | | | |
| African American | 0 | 0.0% | | |
| Hispanic | 365 | 14.4% | | |
| White | 5 | 0.2% | | |
| American Indian | 1 | 0.0% | | |
| Asian | 1 | 0.0% | | |
| Pacific Islander | 0 | 0.0% | | |
| Two or More Races | 0 | 0.0% | | |

| Student Information | Non-Special Education Rates: Campus | Non-Special Education Rates: District | Non-Special Education Rates: State | Special Education Rates: Campus | Special Education Rates: District | Special Education Rates: 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 | 9.8% | 6.5% | 7.2% | 35.1% | 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 | 16.9 | 17.0 | 16.6 |
| Foreign Languages | 19.7 | 20.8 | 18.9 |
| Mathematics | 21.7 | 19.9 | 17.8 |
| Science | 20.8 | 20.1 | 18.9 |
| Social Studies | 20.8 | 19.8 | 19.3 |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
Grade Span: 09 - 12
School Type: High School

| Staff Information | Campus Count/Average | Campus Percent | District | State |
|---|---|---|---|---|
| Total Staff | 207.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 183.8 | 88.5% | 56.5% | 64.1% |
| Teachers | 160.8 | 77.4% | 44.0% | 49.8% |
| Professional Support | 18.5 | 8.9% | 9.5% | 10.1% |
| Campus Administration (School Leadership) | 4.5 | 2.2% | 2.9% | 3.0% |
| Educational Aides: | 24.0 | 11.5% | 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 | 7.0 | n/a | 149.0 | 12,433.0 |
| Part-time | 1.0 | n/a | 11.0 | 1,097.0 |
| Total Minority Staff: | 180.0 | 86.6% | 94.0% | 50.4% |
| Teachers by Ethnicity and Sex: | | | | |
| African American | 1.0 | 0.6% | 0.3% | 10.6% |
| Hispanic | 134.5 | 83.6% | 90.3% | 27.7% |
| White | 24.3 | 15.1% | 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 | 0.6% | 0.3% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 0.0% | 1.1% |
| Males | 87.6 | 54.5% | 32.0% | 23.8% |
| Females | 73.2 | 45.5% | 68.0% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 3.4 | 2.1% | 1.2% | 1.4% |
| Bachelors | 107.7 | 67.0% | 79.4% | 73.6% |
| Masters | 48.7 | 30.3% | 19.0% | 24.3% |
| Doctorate | 1.0 | 0.6% | 0.4% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 12.0 | 7.5% | 2.7% | 7.0% |
| 1-5 Years Experience | 27.4 | 17.0% | 14.3% | 28.9% |
| 6-10 Years Experience | 24.6 | 15.3% | 17.6% | 19.0% |
| 11-20 Years Experience | 43.6 | 27.1% | 39.3% | 29.3% |
| Over 20 Years Experience | 53.3 | 33.1% | 26.0% | 15.7% |
| Number of Students per Teacher | 14.6 | n/a | 15.2 | 15.1 |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
Grade Span: 09 - 12
School Type: High School

| Staff Information | Campus | District | State |
|---|---|---|---|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 12.0 | 8.8 | 6.3 |
| Average Years Experience of Principals with District | 12.0 | 8.4 | 5.4 |
| Average Years Experience of Assistant Principals | 10.4 | 8.4 | 5.3 |
| Average Years Experience of Assistant Principals with District | 10.1 | 8.2 | 4.7 |
| Average Years Experience of Teachers: | 15.0 | 15.1 | 11.1 |
| Average Years Experience of Teachers with District: | 13.5 | 14.3 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | $47,460 | $49,007 | $47,218 |
| 1-5 Years Experience | $47,697 | $49,170 | $50,408 |
| 6-10 Years Experience | $49,627 | $50,423 | $52,786 |
| 11-20 Years Experience | $55,378 | $55,575 | $56,041 |
| Over 20 Years Experience | $63,315 | $64,161 | $62,039 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | $55,230 | $55,810 | $54,122 |
| Professional Support | $61,791 | $67,073 | $64,069 |
| Campus Administration (School Leadership) | $98,900 | $84,030 | $78,947 |
| Instructional Staff Percent: | n/a | 58.7% | 64.5% |
| Contracted Instructional Staff (not incl. above): | 0.0 | 3,598.0 | 6,043.6 |

District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

Total Students: 2,347
Grade Span: 09 - 12
School Type: High School

| Program Information | Campus Count | Campus Percent | District | State |
|---|---|---|---|---|
| Student Enrollment by Program: | | | | |
| Bilingual/ESL Education | 353 | 15.0% | 34.1% | 19.7% |
| Career & Technical Education | 2,257 | 96.2% | 31.3% | 26.3% |
| Gifted & Talented Education | 325 | 13.8% | 12.0% | 8.1% |
| Special Education | 285 | 12.1% | 12.1% | 9.6% |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.1 | 0.7% | 2.7% | 6.4% |
| Career & Technical Education | 26.4 | 16.4% | 5.6% | 4.9% |
| Compensatory Education | 0.0 | 0.0% | 0.9% | 2.7% |
| Gifted & Talented Education | 0.0 | 0.0% | 0.5% | 2.0% |
| Regular Education | 118.2 | 73.5% | 78.8% | 71.4% |
| Special Education | 15.1 | 9.4% | 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**

# Brownsville Independent School District

## College, Career & Military Readiness

## HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

### Rivera Early College High School

**CCMR Progress Measure 1**

The percentage of Rivera ECHS graduates that meet the criteria for TSI will increase from 29% to 39% by August 2024.

**Yearly Target Goals**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| 31% | 33% | 35% | 37% | 39% |

**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 | 2% | 30% | * | * | 100% | * | * | 2% | 31% | 2% | 9% | 32% | 13% |
| 2021 | 4% | 32% | * | * | 100% | * | * | 4% | 33% | 4% | 11% | 34% | 15% |
| 2022 | 6% | 34% | * | * | 100% | * | * | 6% | 35% | 6% | 13% | 36% | 17% |
| 2023 | 8% | 36% | * | * | 100% | * | * | 8% | 37% | 8% | 15% | 38% | 19% |
| 2024 | 10% | 38% | * | * | 100% | * | * | 10% | 39% | 10% | 17% | 40% | 21% |

**CCMR Progress Measure 2**

The percentage of Rivera ECHS graduates that earn at least 9 hours of dual credit will increase from 23% to 33% by August 2024.

**Yearly Target Goals**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| 25% | 27% | 29% | 31% | 33% |

**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 | 2% | 24% | * | * | 100% | * | * | 4% | 25% | 2% | 11% | 26% | 8% |
| 2021 | 4% | 26% | * | * | 100% | * | * | 6% | 27% | 4% | 13% | 28% | 10% |
| 2022 | 6% | 28% | * | * | 100% | * | * | 8% | 29% | 6% | 15% | 30% | 12% |
| 2023 | 8% | 30% | * | * | 100% | * | * | 10% | 31% | 8% | 17% | 32% | 14% |
| 2024 | 10% | 32% | * | * | 100% | * | * | 12% | 33% | 10% | 19% | 34% | 16% |

**CCMR Progress Measure 3**

The percentage of Rivera ECHS graduates that earn at least one certification or certificate will increase from 6% to 16% by August 2024.

**Yearly Target Goals**

| 2020 | 2021 | 2022 | 2023 | 2024 |
|---|---|---|---|---|
| 8% | 10% | 12% | 14% | 16% |

**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 | 2% | 8% | * | * | 100% | * | * | 2% | 8% | 2% | 2% | 9% | 4% |
| 2021 | 4% | 10% | * | * | 100% | * | * | 4% | 10% | 4% | 4% | 11% | 6% |
| 2022 | 6% | 12% | * | * | 100% | * | * | 6% | 12% | 6% | 6% | 13% | 8% |
| 2023 | 8% | 14% | * | * | 100% | * | * | 8% | 14% | 8% | 8% | 15% | 10% |
| 2024 | 10% | 16% | * | * | 100% | * | * | 10% | 16% | 10% | 10% | 17% | 12% |

**CCMR Targeted Professional Development Plan**

1. Provide detailed overview of TSI instructional and testing requirements for administrative staff and the relationship to ECHS, CCMR, and Federal Accountability.
2. Utilize College Board schematic and online materials to train teachers to prepare students for success on the TSI college entrance exam.
3. Prepare parents and students to understand the benefits of the TSI: entrance requirement for college or university, pre-requisite for one and two-year certification programs and technical programs.

BISD does not discriminate on the basis of race, color, national origin, gender, religion, age, disability or genetic information in employment or provision of services, programs or activities.

# Brownsville Independent School District

## College, Career & Military Readiness

## HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

### 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 | 2024 |
|---|---|---|---|---|
| 68% | 70% | 72% | 74% | 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 | 2024 |
|---|---|---|---|---|
| 47% | 49% | 51% | 53% | 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 | 2024 |
|---|---|---|---|---|
| 22% | 24% | 26% | 28% | 30% |

**CCMR Progress Measure 3**

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

**Yearly Target Goals**

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

BISD does not discriminate on the basis of race, color, national origin, gender, religion, age, disability or genetic information in employment or provision of services, programs or activities.

***Note:*** This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Discrimination**

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

**Prohibited Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

**Sexual Harassment**

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
    a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
    b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

**Gender-Based Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

**Dating Violence**

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

**Retaliation**

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

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

**False Claim**

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

**Prohibited Conduct**

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

**Reporting Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

*Definition of District Officials*

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX Coordinator*

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA / Section 504 Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

*Superintendent* The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.

**Alternative Reporting Procedures** A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.

A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.

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

**Notice to Parents** The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

**Investigation of the Report** The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.

Initial Assessment Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.

If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.

Interim Action If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.

District Investigation The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

Criminal Investigation

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

Concluding the Investigation

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of Outcome*

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

**District Action**

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

*Corrective Action*

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct — If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

**Confidentiality** — To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

**Appeal** — A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

**Records Retention** — The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

**Access to Policy and Procedures** — Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

**Planning and Decision-Making Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

*Education Code 11.251(g), .252(e), .253(f)*

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

*Education Code 11.251(d)*

**Federal Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

**Required Plans**

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

*Education Code 11.251(a)*

Shared Services Arrangement for DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

*19 TAC 103.1201(b)*

District Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all stu-

dent groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.

3. Strategies for improvement of student performance that include:

    a. Instructional methods for addressing the needs of student groups not achieving their full potential.

    b. Methods for addressing the needs of students for special programs, including:

        (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];

        (2) Conflict resolution programs;

        (3) Violence prevention programs; and

        (4) Dyslexia treatment programs.

    c. Dropout reduction.

    d. Integration of technology in instructional and administrative programs.

    e. Discipline management.

    f. Staff development for professional staff of a district.

    g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

    h. Accelerated education.

4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:

    a. Higher education admissions and financial aid opportunities.

b. The TEXAS grant program and the Teach for Texas grant program.

c. The need for students to make informed curriculum choices to be prepared for success beyond high school.

d. Sources of information on higher education admissions and financial aid.

5. Resources needed to implement identified strategies.

6. Staff responsible for ensuring the accomplishment of each strategy.

7. Timelines for ongoing monitoring of the implementation of each improvement strategy.

8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.

9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

*Education Code 11.252(a)*

10. The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]

11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*

12. A dating violence policy that must:

    a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and

    b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

    *Education Code 37.0831* [See FFH]

13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:

    a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];

    b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and

    c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

    The policy must be included in any informational handbook provided to students and parents.

    *Education Code 11.252(a)(9), 38.0041*

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.

2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.

3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
    a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
    b. Student academic performance data;
    c. Student attendance rates;
    d. The percentage of students who are educationally disadvantaged;
    e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
    f. Any other indicator recommended by the local school health advisory council.

*Education Code 11.253(d)*

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

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

**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting Procedures**

Student Report

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

Employee Report

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

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

**Notice of Report** — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

**Prohibited Conduct** — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

**Investigation of Report** — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

**Concluding the Investigation** — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

**Notice to Parents** — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

**District Action**

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

*Discipline* — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

**Assignments**

A board or its designee may assign and transfer any student from one school facility or classroom to another facility or classroom within its jurisdiction. *Education Code 25.031*

A board or its designee must make the decision concerning the assignment or transfer of a student on an individual basis and may not consider as a factor in its decision any matter relating to the national origin of the student or the student's ancestral language. *Education Code 25.032*

**Multiple Birth Siblings**

"Multiple birth sibling" means a twin, triplet, quadruplet, or other sibling resulting from a multiple birth.

"Parent" includes a person standing in parental relation.

Placement

The parent of multiple birth siblings who are assigned to the same grade level and school may request in writing, not later than the 14th day after the first day of enrollment, that the school place the siblings in the same classroom or in separate classrooms.

A school shall provide the placement requested, except that a district is not required to place multiple birth siblings in separate classrooms if the request would require the district to add an additional class to the grade level of the siblings.

The school may recommend to a parent the appropriate classroom placement and may provide professional educational advice to assist the parent with the decision.

These provisions do not affect:

1. A right or obligation regarding the individual placement decisions of the admission, review, and dismissal (ARD) committee with respect to students receiving special education services [see EHBAB]; or
2. The right of a district or teacher to remove a student from a classroom under Chapter 37 [see FOA].

Reassignment by Principal

At the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings.

*Appeal*

A parent may appeal the principal's classroom placement in the manner provided by district policy. During an appeal, the siblings shall remain in the classroom chosen by the parent. [See FNG]

*Education Code 25.043*

**Placement of Older Students**

A person who is 21 years of age or older who is admitted by a district to complete the requirements for a high school diploma and who has not attended school in the three preceding school years may not be placed with a student who is 18 years of age or younger in a classroom setting, a cafeteria, or another district-sanctioned school activity. This restriction does not prevent the student from attending a school-sponsored event that is open to the public as a member of the public. *Education Code 25.001(b-2)*

**Petitions and Objections**

The parent or person standing in parental relation to any student may by written petition either:

1. Request the assignment or transfer of the student to a designated school or to a school to be designated by the board; or
2. File objections to the assignment of the student to the school to which the student has been assigned.

*Education Code 25.033, 26.003(a)(1)*

Procedure

Upon receiving a written petition, a board shall proceed as follows:

1. If no hearing is requested, act on the petition not later than the 30th day after the petition is submitted and notify the petitioner of its conclusion; or
2. If a hearing is requested, designate a time and place for holding a hearing not later than the 30th day after the petition is submitted.

If a hearing is requested, it shall be conducted by a board in compliance with the following:

1. The petitioner may present evidence relevant to the student.
2. The board may conduct investigations as to the objection or request, examine any student involved, and employ agents, professional or otherwise, for the purpose of examinations and investigations.

Board's Decision

The board must grant the request made in the petition unless the board determines that there is a reasonable basis for denying the request. The decision of a board, with or without a hearing, is final, unless the student, or the parent, guardian, or custodian of the student as next friend, files an exception to the decision as constituting a denial of any right of the student guaranteed under the U.S. Constitution.

If such an exception is filed, a board may reconsider its decision. If a board has not ruled on the exception before the 16th day after the date of the filing, the objection is considered overruled. If the

exception is overruled, an appeal of a board's decision may be filed in the district court of the county in which the board is located.

*Education Code 25.034*

**Students Who Are Victims of Bullying**

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, a board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.

**Students Who Engage in Bullying**

The board may transfer the student who engaged in bullying to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

The transfer of a student with a disability who receives special education services and who engaged in bullying may be made only by a duly constituted ARD committee under Education Code 37.004.

Definition

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Verification

A board or designee shall verify that a student has been a victim of bullying before transferring the student. A board may consider past student behavior when identifying a bully.

The determination by a board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 [see Petitions and Objections—Procedure, above] do not apply to a transfer under this provision.

A district is not required to provide transportation to a student who transfers to another campus under this provision.

*Education Code 25.0342*

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***Note:*** For bullying rising to the level of prohibited harassment, see FFH. For all other bullying, see FFI.

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**Others in Special Education Student's Household**

If a district assigns a student to a district campus other than the campus the student would attend based on the student's residence, for purposes of receiving special education services, the district shall permit the student's parent, guardian, or other person standing in parental relation to the student to obtain a transfer to the assigned campus for any other student residing in the household of the student receiving special education services, provided that:

1. The other student is entitled to attend school in the district [see FD]; and
2. The appropriate grade level for the other student is offered at the campus.

This provision does not apply if the student receiving special education services resides in a residential facility.

Education Code 25.034 [see Petitions and Objections—Procedure, above] does not apply to a transfer under this provision.

Transportation

A district is not required to provide transportation to a student who transfers to another campus under this provision. This provision does not affect any transportation services provided by a district in accordance with other law for the student receiving special education services.

*Education Code 25.0343*

**Students in Unacceptable Schools**

A student is eligible to attend another public school in the district in which the student resides if the student is assigned to attend a public school campus assigned an unacceptable rating that is made publicly available under Education Code 39.054 for:

1. The student achievement domain under Education Code 39.053(c)(1); and
2. The school progress domain under Education Code 39.053(c)(2). [See AIA]

*Education Code 29.202(a)* [See FDAA]

**Students in Schools Identified for Support and Improvement**

A district may provide all students enrolled in a school identified by TEA for comprehensive support and improvement under 20 U.S.C. 6311(c)(4)(D)(i) with the option to transfer to another public school served by the district, unless such an option is prohibited by state law.

A district shall give priority to the lowest achieving children from low-income families. A student who uses the option to transfer shall be enrolled in classes and other activities in the public school to

which the student transfers in the same manner as all other students at the public school.

A district shall permit a student who transfers to another school to remain in that school until the child has completed the highest grade in that school. A district may spend an amount equal to not more than five percent of its allocation under 20 U.S.C. Chapter 70, Part A, Subpart 2 (Title I basic program allocations) to pay for the provision of transportation for students who transfer under these provisions to the schools to which they transfer.

*20 U.S.C. 6311(d)(1)(D)*

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***Note:*** See FDE for the school safety transfer option in Title I programs.

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**Class Changes**

A parent or person standing in parental relation is entitled to reasonable access to the school principal, or to a designated administrator with authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student. The decision of a board regarding such a request is final and may not be appealed. *Education Code 26.002, .003(a)(2), (b)* [See FNG]