Brownsville Independent School District

Hudson Elementary

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

District Mission Statement

Brownsville Independent School District,

rich in cultural heritage,

will produce well-educated graduates

who can pursue higher educational opportunities and

who will become responsible citizens in a changing global

society by utilizing all resources to provide equitable

opportunities for students.

Campus Mission Statement

The administration, faculty and staff at Hubert R. Hudson Elementary

aspire to be partners in education by promoting involvement, raising student achievement and facilitating an environment of lifelong learning

amongst students, parents, staff, and community through effective collaboration, teamwork, communication and the sharing of a common vision.

Vision

Campus Vision Statement

Rigor, Depth and Complexity Leading to Student Success

State Goals and Objectives

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

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.

Table of Contents

Comprehensive Needs Assessment 7
- Demographics 7
- Student Learning 8
- School Processes & Programs 10
- Perceptions 13

Priority Need Statements 15

Comprehensive Needs Assessment Data Documentation 18

Goals 20
- 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). 21
- 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) 44
- 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) 46
- 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) 49
- Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) 51
- 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) 58
- 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) 64
- 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) 67
- 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) 70

State Compensatory 83
- Budget for Hudson Elementary 84
- Personnel for Hudson Elementary 84

Title I Schoolwide Elements 85
- ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 86
- 1.1: Comprehensive Needs Assessment 86
- ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 86
- 2.1: Campus Improvement Plan developed with appropriate stakeholders 86
- 2.2: Regular monitoring and revision 86
- 2.3: Available to parents and community in an understandable format and language 86
- 2.4: Opportunities for all children to meet State standards 87
- 2.5: Increased learning time and well-rounded education 87
- 2.6: Address needs of all students, particularly at-risk 87

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 87
3.1: Develop and distribute Parent and Family Engagement Policy 88
3.2: Offer flexible number of parent involvement meetings 88
Title I Personnel 88
2020-2021 Site Based Decision Making Committee 89
Campus Funding Summary 90
Addendums 93

Comprehensive Needs Assessment

Revised/Approved: May 27, 2020

Demographics

Demographics Summary

Hudson Elementary School is located in Brownsville, Texas. It is one of thirty-four elementary schools in Brownsville ISD; it is the home of 789 Pre-Kinder through 5th grade students. As reported in the 2018-2019 TAPR the campus employed 44.8 teachers, 6.4 professional support staff, 4 campus administrators, 17.5 educational aids for a total staff count of 73.6 employees. The student population includes: 96.3% Hispanics, 2.0% White, 1.4% Asian, 0.3% Arican American, 0% Pacific Islanders, and 0.1% Two or more races, 93.3% Economically Disadvantage, 6.7% Non-Educationally Disadvantage, 37.8% English Language Learner (EL), 73.4% At-Risk, 11.4% Special Education. The Attendance Rate is 97.7% for all students, 97.6% for Economically Disadvantaged, and 96.5% for Special Education, 96.7% for EL students. 16.3% of Student Mobility (17-18).The retention rate is 2.6% for all students.

The following information originated from the 2018-2019 TAPR results.

Texas Accountability Inventory System (TAIS)

Demographics Strengths

83% Of All 4th grade students Met Level II Phase II STAAR Reading.

93% of All 3rd grade students Met Level II Phase II on STAAR Math.

90% of All 4th grade students Met Level II Phase II on STAAR Math.

89% of All 5th grade students Met Level II Phase II on STAAR Math.

86% of All 5th grade students Met Level II Phase II on STAAR Reading.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause:** Data shows there is a need in these areas for growth.

Need Statement 2 (Prioritized): Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause:** Data shows a higher percentage of at-risk students in need of academic achievement progress.

Need Statement 3 (Prioritized): Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause:** Campus enrollment decreased by 5 students overall.

Need Statement 4 (Prioritized): Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause:** As noted in the campus participation lists and walk-through data.

Need Statement 5 (Prioritized): Need to monitor language acquisition of bilingual students to show academic progress. **Data Analysis/Root Cause:** Data shows a low number of students exiting the bilingual program.

Student Learning

Student Learning Summary

Teachers have been trained on how to read and analyze data reports from Aware, Tango, and eSchoolPlus Failure Reports. Teachers meet weekly for grade level meetings and planning.All teachers, including tutorial teachers, have been trained in using supplemental resources and planning for differentiated instruction.

A student group that performed less than or equal to the state average is identified as a priority. Based on the review of the data, best practices will be used to address the priority areas of need. Objectives of the Campus Improvement Plan delineate a variety of research-based strategies and are used to address the areas of need.

2018-2019			2017-2018			2016-2017		
	Campus	District		Campus	District		Campus	District
Grade 3			**Grade 3**			**Grade 3**		
Reading	87	80	Reading	85	80	Reading	78	76
Mathematics	92	85	Mathematics	92	86	Mathematics	93	84
Grade 4			**Grade 4**			**Grade 4**		
Reading	94	83	Reading	91	79	Reading	83	76
Mathematics	87	82	Mathematics	95	86	Mathematics	90	81
Writing	84	78	Writing	78	74	Writing	67	72
Grade 5			**Grade 5**			**Grade 5**		
Reading	95	91	Reading	91	90	Reading	86	86
Mathematics	97	96	Mathematics	97	97	Mathematics	89	94
Science	86	84	Science	88	85	Science	78	81

Student Learning Strengths

Hudson Elementary students Met Standard in State Accountability Rating. We also received the following Distinctions: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics,and Post Secondary Readiness.

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Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause:** As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Need Statement 2 (Prioritized): Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause:** As noted in the campus participation lists and walk-through data.

Need Statement 3 (Prioritized): Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause:** As noted int he 2019 CNA survey.

Need Statement 4: Need to increase opportunities for technology in the classroom. **Data Analysis/Root Cause:** As noted int he 2019 CNA survey.

Need Statement 5 (Prioritized): Need to monitor language acquisition of bilingual students to show academic progress. **Data Analysis/Root Cause:** Data shows a low number of students exiting the bilingual program.

Need Statement 6 (Prioritized): Need to increase participation of students in full day PK3 and PK4 by expanding the program. **Data Analysis/Root Cause:** Data is noted in the campus registration lists.

Need Statement 7 (Prioritized): Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause:** As noted int he 2019 CNA survey.

Need Statement 8 (Prioritized): Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause:** Data shows there is a need in these areas for growth.

Need Statement 9 (Prioritized): Need to recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc. **Data Analysis/Root Cause:** As noted int he 2019 CNA survey.

Need Statement 10 (Prioritized): Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause:** Data shows a higher percentage of at-risk students in need of academic achievement progress.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

School Processes & Programs Strengths

INSTRUCTIONAL AND CURRICULAR STRENGTHS:

- Knowledge of Curriculum components and TEKS
- Grade Level weekly planning
- Implementation of small group interventions
- Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances
- Teacher created assessments and benchmarks
- Data Analysis meetings
- Implementation of district and campus goals
- Support for interventions through tutorials, Extended Program, and Summer School

PERSONNEL (RECRUIT/SUPPORT/RETAIN) STRENGTHS:

- Interviews of teacher candidates include teaching a lesson
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provide the needed support to retain and recruit qualify teachers.
- Grade Level Mentor
- High-Quality certified Teachers
- Extensive data analysis and effective professional development for faculty and staff

ORGANIZATIONAL AND ADMINISTRATIVE STRENGTHS:

- Positive and supportive environment
- Walk-throughs in all departments
- Weekly grade level meetings with administration
- Monitor and follow-up students' academic achievements, RTI needs, interventions
- Effective communication between the administrative team, faculty, staff, parents, and community members
- Data Analysis Meetings provide teachers with understanding of data

TECHNOLOGY STRENGTHS:

- Technology being used in different content areas
- Campus Newsletter and Website
- TST on campus
- School Website
- Computer access for students in all classrooms

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause:** As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Need Statement 2: Need to increase the use of technology in the classrooms to support learning. **Data Analysis/Root Cause:** Walkthroughs show a need to increase usage of technology resources and update obsolete.

Need Statement 3 (Prioritized): Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause:** As noted in the 2019 CNA Survey results.

Need Statement 4 (Prioritized): Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause:** As noted int he 2019 CNA survey.

Need Statement 5 (Prioritized): Need to provide trainings on new resources, Ipads, Ipad applications, eSchoolPLUS, RTI, HATCH, and digital platforms. **Data Analysis/Root Cause:** As noted in the 2019 CNA Survey results.

Need Statement 6 (Prioritized): Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause:** As noted int he 2019 CNA survey.

Need Statement 7 (Prioritized): Provide professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative measure and meet student academic needs. **Data Analysis/Root Cause:** As noted in the 2019 CNA Survey results.

Need Statement 8 (Prioritized): Need to increase TELPAS ratings and the number of students that exit the Bilingual program. **Data Analysis/Root Cause:** Campus data shows a performance gap in these areas when compared to the state and the district.

Need Statement 9 (Prioritized): Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning **Data Analysis/Root Cause:** As noted in the 2019 CNA Survey results.

Need Statement 10 (Prioritized): Need to increase teacher preparation and student participation in programs such as Science Fair, Brainsville, Spelling Bee, UIL, Kids Vote, Chess, DI, Tutorial, Extended Day, Summer School, CATCH, etc. **Data Analysis/Root Cause:** Data shows a low student participation in district events.

Need Statement 11: Need to increase opportunities for technology in the classroom. **Data Analysis/Root Cause:** As noted int he 2019 CNA survey.

Need Statement 12: Need to continuously update Hudson website every six weeks. **Data Analysis/Root Cause:** As noted in the 2019 CNA Survey results.

Need Statement 13 (Prioritized): Need to schedule Horizontal and vertical alignment planning. **Data Analysis/Root Cause:** As noted in the 2019 CNA Survey results.

Perceptions

Perceptions Summary

As part of our Campus Needs Assessment, we provide parents, teachers, and students with surveys and questionaires in order to enable them to provide feedback about how to improve and better serve our campus stakeholders. There is a lack of instructional technology and web-based techmology in all classrooms. In addition, there is a need encourage staff to commit to quality work, incentives, and instruction in order to provide a safe and welcoming environment for all campus stakeholders. We need to increase participation in our weekly parental involvement meetings. Our campus needs to provide more on-going classroom management and data analysis teacher trainings.

Perceptions Strengths

PERCEPTION STRENGTHS:

- Administration is visible and available throughout the campus.
- Our school provides a clean and safe learning environment for all campus stakeholders. (Based on CNA 17-18)
- High expectations
- Parental Involvement Activities and meetigs
- Immediate feedback from campus administration by providing a weekly newsletter that includes recent developments, campus procedures, calendar, professional development and relevant school activities.
- Active participating in health and fitness, Fitness Gram, CATCH activities
- Positive faculty & staff culture
- Variety of after-school activities

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause:** Campus enrollment decreased by 5 students overall.

Need Statement 2: Need to increase parent/teacher communication through different sources. **Data Analysis/Root Cause:** As noted in the 2019 CNA survey.

Need Statement 3: Need to increase parent participation in weekly meetings and activities in an effort to improve family engagement. **Data Analysis/Root Cause:** As noted in the weekly parent logs and 2019 CNA survey.

Need Statement 4: Need to increase all stakeholder participation in surveys, campus, and district initiatives. **Data Analysis/Root Cause:** As noted in the 2019 CNA survey results.

Need Statement 5: Need to decrease student perception of bullies on campus through counseling presentations **Data Analysis/Root Cause:** As noted in the 2018-2019 CNA survey results of 52% .

Need Statement 6: Need to increase college and professional awareness amongst all stakeholders. **Data Analysis/Root Cause:** As noted during counselor presentations and a

campus/district initiative.

Priority Need Statements

Need Statement 1: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students.

Data Analysis/Root Cause 1: Data shows there is a need in these areas for growth.

Need Statement 1 Areas: Demographics - Student Learning

Need Statement 2: Need to increase support services to economically disadvantaged students (At-Risk).

Data Analysis/Root Cause 2: Data shows a higher percentage of at-risk students in need of academic achievement progress.

Need Statement 2 Areas: Demographics - Student Learning

Need Statement 3: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction.

Data Analysis/Root Cause 3: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

Need Statement 4: Need to increase Professional Development that builds instructional capacity and recognize teacher achievements.

Data Analysis/Root Cause 4: As noted in the 2019 CNA Survey results.

Need Statement 4 Areas: School Processes & Programs

Need Statement 5: Need to increase Professional Development opportunities for teachers.

Data Analysis/Root Cause 5: As noted int he 2019 CNA survey.

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

Need Statement 6: Need to provide trainings on new resources, Ipads, Ipad applications, eSchoolPLUS, RTI, HATCH, and digital platforms.

Data Analysis/Root Cause 6: As noted in the 2019 CNA Survey results.

Need Statement 6 Areas: School Processes & Programs

Need Statement 7: Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level.

Data Analysis/Root Cause 7: As noted in the campus participation lists and walk-through data.

Need Statement 7 Areas: Demographics - Student Learning

Need Statement 8: Provide professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative measure

and meet student academic needs.

Data Analysis/Root Cause 8: As noted in the 2019 CNA Survey results.

Need Statement 8 Areas: School Processes & Programs

Need Statement 9: Need to increase TELPAS ratings and the number of students that exit the Bilingual program.

Data Analysis/Root Cause 9: Campus data shows a performance gap in these areas when compared to the state and the district.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning

Data Analysis/Root Cause 10: As noted in the 2019 CNA Survey results.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Need to increase teacher preparation and student participation in programs such as Science Fair, Brainsville, Spelling Bee, UIL, Kids Vote, Chess, DI, Tutorial, Extended Day, Summer School, CATCH, etc.

Data Analysis/Root Cause 11: Data shows a low student participation in district events.

Need Statement 11 Areas: School Processes & Programs

Need Statement 12: Need to increase student attendance, provide additional incentives, increase parent liaison home visits.

Data Analysis/Root Cause 12: Campus enrollment decreased by 5 students overall.

Need Statement 12 Areas: Demographics - Perceptions

Need Statement 13: Need to monitor language acquisition of bilingual students to show academic progress.

Data Analysis/Root Cause 13: Data shows a low number of students exiting the bilingual program.

Need Statement 13 Areas: Demographics - Student Learning

Need Statement 14: Need to increase participation of students in full day PK3 and PK4 by expanding the program.

Data Analysis/Root Cause 14: Data is noted in the campus registration lists.

Need Statement 14 Areas: Student Learning

Need Statement 15: Need to increase opportunities for data analysis meetings with administration and special education teachers

Data Analysis/Root Cause 15: As noted int he 2019 CNA survey.

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

Need Statement 16: Need to recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc.

Data Analysis/Root Cause 16: As noted int he 2019 CNA survey.

Need Statement 16 Areas: Student Learning

Need Statement 17: Need to schedule Horizontal and vertical alignment planning.

Data Analysis/Root Cause 17: As noted in the 2019 CNA Survey results.

Need Statement 17 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data

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

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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: May 27, 2020

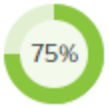
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Hudson 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 3 percentage points.

El desempeno de los estudiantes de Hudson para todos los estudiantes, todos los grados, todas las materias excedera el porcentaje de STAAR 2019.Rendimiento del nivel de grado y el nivel de grado de STAAR Masters en lectura, escritura, matematicas, ciencias y estudios sociales en 3 puntos porcentuales.

Evaluation Data Sources: STAAR performance reports comparing 2021 to 2019

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Dean of Instruction will provide instructional support to staff on district frameworks, research based strategies, and best practices addressed in district and campus professional development. Decano de Instruccion proporcionara apoyo instructivo al personal sobre marcos distritales, estrategias basadas en la investigacion y mejores practicas abordadas en el desarrollo profesional del distrito y del campus. CCNA: SPP5 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, walk-through forms, lesson plans Summative: STAAR Test Results by 3 percentage points EOY TPRI, Tejas Lee, C-PM **Staff Responsible for Monitoring:** Administration PK- 5th grade Teachers, Curriculum Specialist, **Population:** All teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 3 - School Processes & Programs 3, 4				
Strategy 2 Details	**Reviews**			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	35%	75%	85%	100%

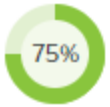
Strategy 2: Utilize research based instructional resources and targeted interventions to ensure that all students (NL, ELL, PD's, Sp. Ed.) are prepared to meet the demands of standardized assessment (local, state, and national). Snacks will be provided to students while STAAR testing and/or benchmarking. Substitutes will be made available for testing days. Supplies will be purchased to support supplement instruction especially in the areas of science, mathematics, and reading.

Utilizar recursos de instruccion basados en la investigacion e intervenciones especificas para asegurar que todos los estudiantes (NL, ELL, PD's, Sp. Ed.) esten preparados para satisfacer las demandas de evaluacion estandarizada (local, estatal y nacional). Se proporcionaran aperitivos a los estudiantes mientras se prueba STAAR y/o benchmarking. Los sustitutos estaran disponibles para los dias de prueba. Los suministros se compraran para apoyar la instruccion de suplementos, especialmente en las areas de la ciencia, las matematicas y la lectura.
STAAR Resources Materials
Forde-Ferrier Information Reading Passages
STEMscopes Texas
Mentoring Minds
TEKas Target Practice for Mathematics, Grades 1-5
Countdown to Reading STAAR
Edusmart
Math Manupulatives
Tango Central/Tango Trends
Review 360
6+1 Writing Traits
Bilingual Resources
SIOP
Esperanza/LE I & II
Early Childhood Resources Circle
RTI Tier Model
TLI Routines/Strategies
Reach/ESL
NIE
Stanford/Aprenda
Figure 19
Dictionaries
Bilingual Dictionaries
Empowering Writers
HATCH
Education Galaxy
Heggerty: Daily Lesson Videos

Milestone's/Strategy's Expected Results/Impact: Formative:
Walk-through forms, Istation usage reports, Think through Math usage reports, Progress reports, progress monitoring assessments, benchmarks

Summative:

Increase student promotional rates by 3 percent points STAAR Scores, EOY TPRI, Tejas Lee, C-PM results **Staff Responsible for Monitoring:** Pk-5th grade Teachers,Administration, Curriculum Specialist **Title I Schoolwide Elements:** 2.4 - **Population:** All Students, AR, TI, MI, AR, ELL/PD Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Copy Paper - 162 State Compensatory - 162-11-6396-00-134-Y-30-000-Y, General Supplies - 162 State Compensatory - 162-11-6399-00-134-Y-30-000-Y, READING MATERIAL - 211 Title I-A - 211-11-6325-00-134-Y-30-0F2-Y - $7,000, COPY PAPER - 211 Title I-A - 211-11-6396-00-134-Y-30-0F2-Y - $2,500, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-134-Y-30-0F2-Y - $32,441, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-11-6299-62-134-Y-30-0F2-Y - $1,497.25, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-16-134-Y-30-0F2-Y - $8,000, Accelearte Learning: Stemscopes - 211 Title I-A - 211-11-6299-62-134-Y-30-0F2-Y-Y - $603.75, - 199 Local funds - $36,725, Education Galaxy - 211 Title I-A - 211-11-6299-62-134-Y-30-0F2-Y-Y - $4,400, Resources - 162 State Compensatory - $58,766				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Improve instruction for all students including ELL, Parental Denials, Special Education, At-Risk, GT and Economically Disadvantaged students by providing teachers focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension (oral language skills, that increase listening/speaking/reading and writing proficiency), SIOP, and intervention strategies based on student performance data to close the achievement gap and demonstrate academic and social progress. (PPCD, SFL, and Life Skills) At the same time, address the need to increase parental involvement. Mejorar la instruccion para todos los estudiantes, incluyendo ELL, Negaciones Parentales, Educacion Especial, En Riesgo, GT y Estudiantes Economicamente Desfavorecidos proporcionando a los maestros oportunidades de aprendizaje enfocadas tales como reuniones basadas en estrategias colaborativas, investigacion desarrollo profesional anclado que apoya la comprension de la lectura (habilidades del lenguaje oral, que aumentan el dominio de la escucha / hablar / lectura y escritura), SIOP, y estrategias de intervencion basadas en los datos de rendimiento de los estudiantes para cerrar el logro brecha y demostrar el progreso academico y social. (PPCD, SFL y Habilidades para la Vida) Al mismo tiempo, abordar la necesidad de aumentar la participacion de los padres. CCNA: D2-4, SAA5, SPP5-8 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO evaluations, walk-through forms, STAAR Benchmark Scores, MOY TPRI, Tejas Lee, CPalls scores, Progress reports Summative: STAAR results to increase by 3 percent, EOY TPRI, Tejas Lee, C-PM **Staff Responsible for Monitoring:** PK-5th grade Teachers, Administration, Curriculum Specialist **Title I Schoolwide Elements:** 2.6 - **Population:** Regular education, Sp.Ed. Migrant, At Risk. Bilingual, PD's, GT students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide teachers with the necessary support, including appropriate researched based strategies, to implement the campus initiatives to meet the needs of all students and ensure their success. Students will be able to visit the campus library on a weekly basis. Proporcionar a los maestros el apoyo necesario, incluyendo estrategias adecuadas basadas en investigacion, para implementar las iniciativas del campus para satisfacer las necesidades de todos los estudiantes y asegurar su exito. Los estudiantes podran visitar la biblioteca del campus semanalmente. Science Fair Brainsville Spelling Bee Review 360 6+1 Traits Balanced Literacy Model Tango Central/Tango Trends				

EduSmart
History Fair
Brownsville Kids Vote
ECH Symposium
TLI Routines/Strategies
ELA Summit
Inclusion
Special Olympics
SIOP/ELPS
Bilingual Model
ELL Portfolio
Reach
MindPlay
Accelerated Reader Point
100 Day of School
Chess
Destination Imagination
Week of the Young Child Activities
Career Day
Scholastic

Milestone's/Strategy's Expected Results/Impact: Formative:
ERO Session Evaluations,
Walk-through forms,

Summative:
Event attendance reports to increase by 3 percent

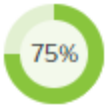
Staff Responsible for Monitoring: Administration, PK- 5th grade Teachers, Curriculum Specialist

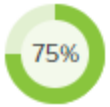
Title I Schoolwide Elements: 2.4 - **Population:** Regular Education, Sp.Ed. Migrant, At Risk. Bilingual, PD's and GT teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021

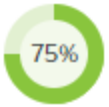
Need Statements: Student Learning 1 - School Processes & Programs 1

Funding Sources: - 199 Local funds, General Supplies - 211 Title I-A

35%	75%	85%	100%

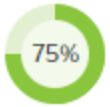
Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job embedded staff development. Construir capacidad de instruccion a traves del uso de grupos de cohortes de lideres de equipo y proporcionar a estos participantes con el desarrollo de personal integrado en el trabajo. Lead Teachers Grade level teachers ELPS GT Dyslexia SIOP TLI Routines/Strategies Data Informed Plan Special Education CCNA: SPP7 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, walk-throughs, STAAR Benchmark results, MOY TPRI, Tejas Lee and CPMA Summative: STAAR Results to increase by 3 percent, EOY TPRI, Tejas Lee, C-PM reports **Staff Responsible for Monitoring:** Administration, PK- 5th grade Teachers, Curriculum Specialist **Population:** All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

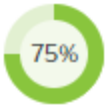
Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Provide annual Response to Intervention (RTI) intervention training to be implemented through the RTI 3 Tier Model in order to support student academic growth and success. Proporcionar capacitacion anual de intervencion de respuesta a la intervencion (RTI) que se implementara a traves del modelo de nivel RTI 3 con el fin de apoyar el crecimiento academico y el exito de los estudiantes. CCNA: SPP8 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, walk-throughs, LessonPlans, Progress reports, Benchmarks, MOY results for TPRI, Tejas Lee, and CPMA Summative: EOY TPRI, Tejas Lee , C-PM results, STAAR Scores to increase by 3 percent **Staff Responsible for Monitoring:** Administration, PK- 5th grade Teachers, Curriculum Specialist **Population:** All Regular education, SpEd., Migrant, At Risk. Bilingual students, Parental Denials, and GT students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Utilize instructional technology within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tables, clickers, Interactive whiteboards, calculators, projectors, document cameras, printers, ink, televisions, hardware and software, etc.) in order to differentiate instruction and meets students educational needs. Project Share TSLP courses, Office 365, One Cloud will further develop the professional learning communities. Utilizar tecnologia instructiva en el contexto de la instruccion en las areas basicas del plan de estudios, mediante el uso de una variedad de equipos tecnologicos (laboratorios informaticos, tablas interactivas, clickers, pizarras interactivas, calculadoras, proyectores, camaras de documentos, impresoras, tinta, televisores, hardware y software, etc.) con el fin de diferenciar la instruccion y satisfacer las necesidades educativas de los estudiantes. Cursos de Project Share TSLP, Office 365, One Cloud desarrollara aun mas las comunidades de aprendizaje profesional. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs, computer lab schedules, lesson plans, progress monitoring assessments Summative: Computer software usage reports, STAAR Scores to increase by 3 percent, EOY Tejas Lee, TPRI, C-PM reports **Staff Responsible for Monitoring:** Administration, PK- 5th grade Teachers, Curriculum Specialist **Title I Schoolwide Elements:** 2.4 - **Population:** All Students, At-Risk, ELL, PD, Economically Disadvantaged - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** General Supplies - 211 Title I-A, - 199 Local funds, General Suuplies - 162 State Compensatory				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: The LPAC committee and teachers will monitor the language acquisition of ELL and Parental Denial students in order to ensure that students show academic progress. El comite de LPAC y los profesores supervisaran la adquisicion de idiomas de los estudiantes de ELL y de Negacion Parental con el fin de garantizar que los estudiantes muestren progreso academico. CCNA: SAA6, SPP2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs, Mindplay reports, District and Campus Benchmarks, BOY and MOY TPRI, Tejas Lee, and C-PM reports, LPAC minutes, M1 M2 progress reports Summative: STAAR scores by 3 percent, TPRI, Tejas Lee, CPMA, Student promotion **Staff Responsible for Monitoring:** Administration, LPAC members, Bilingual Clerk **Population:** ELL/ PD Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1, 2, 5 - Student Learning 5, 8, 10	35%	75%	85%	100%

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: An orientation for preschool children from Head Start to assist with the transition to Hudson Elementary will beheld annually in the Spring. Una orientacion para los ninos en edad preescolar de Head Start para ayudar con la transicion a la Primaria Hudson se llevara a cabo anualmente en la primavera. CCNA: P2 **Milestone's/Strategy's Expected Results/Impact:** Formative: presentation attendance report Summative: Pre-Kinder enrollment to increase by 3% and attendance reports **Staff Responsible for Monitoring:** campus administration, counselors, teachers **Population:** Pre-school head start students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	0%	0%	0%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Administration and Mentor Teacher will meet with New Teacher to assist with their professional development through mentoring of teaching strategies, classroom management, lesson planning, campus and assessment procedures, dissegregation of data, etc. In addition to these and due to the high need of highly qualified teachers, stipends will be provided for lead teachers, supplemental duty, and bilingual. All teachers receive free health insurance, free, extensive and secured parking. Teachers also receive non-monetary incentives. Administracion y el profesor(a) mentor se reuniran con la nueva professor(a) para ayudar con su desarrollo profesional a traves de la tutoria de estrategias de ensenanza, gestion del aula, planificacion de lecciones, cursos de campus y evaluacion, segregacion de datos, etc. Ademas de estos y debido a la alta necesidad de maestros altamente calificados, se proporcionaran estipendios para los maestros principales, el deber suplementario y bilingue. Todos los profesores reciben seguro medico gratuito, estacionamiento gratuito, extenso y seguro. Los maestros tambien reciben incentivos no monetarios. CCNA: SPP9 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, Lesson Plans Summative: ERO transcripts, PDAS **Staff Responsible for Monitoring:** Principal, campus administration **Population:** GT, Bilingual, Sp. Ed. General Ed. and regular education teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: The campus will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE/C-PM, TPRI/Tejas Lee, SAT 10/ APRENDA,STAAR, SELP/SSLP, benchmarks, TELPAS, and Houghton Mifflin Unit Assessments to provide reinforcement of Reading skills for all students. Students not meeting expectation will receive small group or one-to one instruction using MATH Pearson Mentoring Minds so that students master TEKS objectives and STAAR standards. Students will learn the writing process and writing traits to effectively compose a personal narrative and expository essay by writing throughout the year scaffolding throughout K-5th Gr. Writing supplies will be provided as needed; binders, hole puncher, stapler, composition books, etc. Students will use Pearson Realize Science resources. El campus implementara un plan de evaluacion coordinado y sistematico a nivel de aula que incluye el uso de las evaluaciones de la unidad CIRCLE/C-PM, TPRI/Tejas Lee, SAT 10/ APRENDA,STAAR, SELP/SSLP, puntos de referencia, TELPAS y Houghton Mifflin como refuerzo de las habilidades de lectura para todos los estudiantes. Los estudiantes que no cumplan con las expectativas recibiran una instruccion de grupo pequeno o uno a uno usando Math Pearson Mentoring Minds para que los estudiantes dominen los objetivos de TEKS y los estandares STAAR. Los estudiantes aprenderan el proceso de escritura y los rasgos de escritura para componer efectivamente una narrativa personal y un ensayo expositivo escribiendo durante todo el ano los andamios a lo largo de K-5th Gr. Los suministros de escritura se proporcionaran segun sea necesario; aglutinantes, perforador, grapadora, libros de composicion, etc. Los estudiantes utilizaran los recursos de Pearson Realize para la materia de ciencias. CCNA: SAA2-3, SPP3 **Milestone's/Strategy's Expected Results/Impact:** Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores. Summative: EOY, STAAR results by 3% **Staff Responsible for Monitoring:** Principal, classroom teachers, campus administration **Population:** All Regular education, SpEd. Migrant, At Risk. Bilingual students, Parental Denials, GT teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: Campus will promote college awareness during district scheduled College Jersey Days and promote professional career awareness opportunities. Campus will also have a Walk For The Future. Campus will have a college of the week featured in our CNN (Coyote News Network) and campus newsletter. La escuela promovera la concientizacion universitaria durante los Dias de Jersey de la Universidad programados por el distrito y promovera oportunidades de concientizacion profesional de las diferentes carreras. La escuela tendra una actividad llamada "Caminar para el Futuro". La escuela tendra una universidad de la semana destacada que aparecera en nuestra CNN (Coyote News Network) y boletin escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly newsletter, programs, attendance forms Summative: Campus participation reports to increae by 3 % **Staff Responsible for Monitoring:** Principal, Campus Administration, Counselors **Population:** All campus stakeholders - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1, 2 - Student Learning 8, 10 **Funding Sources:** Walk for The Future - 162 State Compensatory - 162-61-6399-00-134-Y--30-WTF-Y	15%	75%	85%	→

Strategy 13 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 13: Hudson Elementary teachers will provide students with ELAR activities as appropriate for level as per the BISD Action Plan through weekly fluency, journals, and novel reading. Los maestros de la Primaria Hudson proporcionaran a los estudiantes actividades ELAR segun el nivel y de acuerdo al Plan de Accion BISD a traves de fluidez semanal, revistas y lectura de novelas. CCNA: SPP1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly fluency reports Summative: CPALLS, TPRI/Tejas Lee Results to increase by 3% **Staff Responsible for Monitoring:** PK-5th Grade teachers **Population:** All regular education and special education teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	35%	75%	85%	100%

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

Demographics

Need Statement 2: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

Need Statement 5: Need to monitor language acquisition of bilingual students to show academic progress. **Data Analysis/Root Cause**: Data shows a low number of students exiting the bilingual program.

Student Learning

Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Need Statement 3: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

Need Statement 5: Need to monitor language acquisition of bilingual students to show academic progress. **Data Analysis/Root Cause**: Data shows a low number of students exiting the bilingual program.

Need Statement 8: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

Need Statement 10: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

School Processes & Programs

Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Need Statement 3: Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause**: As noted in the 2019 CNA Survey results.

Need Statement 4: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

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).

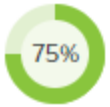
Performance Objective 2: Hudson early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

El desempeno en la primera infancia de Hudson aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2019.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hudson Elementary will support Early Childhood Education in order to increase early literacy, development of students' fine and gross motor skills, and student school readiness following following full day sessions for three year old students who qualify under low SES criteria. BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria. La Primaria Hudson apoyara la Educacion de la Primera Infancia para aumentar la alfabetizacion temprana, el desarrollo de las habilidades motoras finas y gruesas de los estudiantes y la preparacion escolar de los estudiantes despues de las sesiones de dia completo para los estudiantes de tres anos que califican bajo criterios de SES bajos. BISD / NINOS Head Start Collaborative para estudiantes que califican bajo los criterios federales de Free Lunch. *Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluation, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% **Staff Responsible for Monitoring:** Administration, Federal Programs Administrator/supervisor **Population:** PK-3-year-old students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1, 3 - School Processes & Programs 1, 4 **Funding Sources:** Title I-A Personnel - 211 Title I-A				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The Pre-K program will expand and provide full day instruction in order to better prepare qualified students academically. Pre-K Teachers and Paraprofessionals will assist in the academic and social success of the students. El programa de Pre-K se expandira y proporcionara instruccion de dia completo para preparar mejor a los estudiantes calificados academicamente. Los maestros y paraprofesionales de prekinder ayudaran en el exito academico y social de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Master schedule, lesson plans, classroom observations, student progress reports, C-PM (BOY and MOY) Summative: CPMA (EOY) to increase by 3% **Staff Responsible for Monitoring:** Campus administration, Administrator for State Compensatory Education, Pre-Kinder teachers **Population:** AR, TI, MI, LEP - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1, 2, 4 - Student Learning 2, 3, 8, 10 - School Processes & Programs 4 **Funding Sources:** - 211 Title I-A, - 162 State Compensatory				
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

Need Statement 2: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

Need Statement 4: Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause**: As noted in the campus participation lists and walk-through data.

Student Learning

Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Need Statement 2: Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause**: As noted in the campus participation lists and walk-through data.

Need Statement 3: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

Need Statement 8: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

Student Learning

Need Statement 10: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

School Processes & Programs

Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Need Statement 4: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

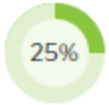
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

En Hudson, el 80% de los estudiantes estaran a nivel de grado dentro de 2 anos y el 70% estara en Aproximadamente el nivel de grado para todas las evaluaciones STAAR.

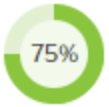
Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

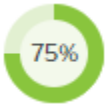
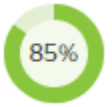
Summative Evaluation: Some progress made toward meeting Objective

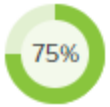
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements are addressed. Los estudiantes migrantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se cumplan los requisitos. CCNA: D5, SAA3 **Milestone's/Strategy's Expected Results/Impact:** Formative: NGS Priority for Service Campus Reports, Summative: STAAR results by 3 %, TELPAS, EOY TPRI, Tejas Lee, C-PM reports **Staff Responsible for Monitoring:** Special Program Administrator, Principal **Population:** PFS Migrant students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1 - Student Learning 8				

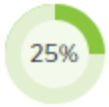
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, ad 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Con el fin de asegurar los datos necesarios para acomodar la colocacion en oportunidades de instruccion suplementarias apropiadas para los estudiantes migrantes de Pre-K, Kinder, 1er y 2do grado, los maestros y administradores utilizaran los resultados de las pruebas previas y posteriores a las pruebas para determinar el rendimiento de los estudiantes migrantes. por debajo del nivel de grado. CCNA: SAA3 **Milestone's/Strategy's Expected Results/Impact:** Formative: NGS Priority for Service Campus Reports, Summative: STAAR by 3%, TELPAS, EOY TPRI, Tejas Lee, C-PM reports **Staff Responsible for Monitoring:** Campus Administration, Pre-Kinder to 2nd Grade teachers **Population:** Migrant students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	30%	75%	85%	

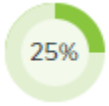
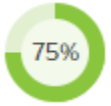
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Elementary migrant students will have an equal opportunity to attend the school district's summer school program to ensure promotion if needed: and/or to participate in the enrichment migrant Summer program. Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir al programa de la escuela de verano del distrito escolar para asegurar la promocion si es necesario: y / o participar en el programa de enriquecimiento para migrantes de verano. CCNA: SPP6 **Milestone's/Strategy's Expected Results/Impact:** Formative: NGS Priority for Service Campus Reports, Summative: STAAR to increase by 3%, TELPAS, EOY TPRI, Tejas Lee, C-PM reports **Staff Responsible for Monitoring:** Pk-5th grade teachers, Administration **Population:** Migrant students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	75%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 3RD-5TH STAAR results will be reviewed to secure accurate placement into the State Assessment remediation opportunities. Los resultados del 3RD-5TH STAAR seran revisados para asegurar una ubicacion precisa en las oportunidades de remediacion de la Evaluacion Estatal. CCNA: SAA8 **Milestone's/Strategy's Expected Results/Impact:** Formative: STAAR remediation, Enrollment Lists, NGS STAAR Reports, Benchmarks Results Summative: STAAR results to increase by 3% **Staff Responsible for Monitoring:** Special Program Administrator, Principal, 3rd -5th grade teachers **Population:** Migrant students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Parents of Migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva. CCNA: P1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Visitation Logs Parent Meeting Evaluations Summative: Session Evaluations Participation to increase by 3% Surveys **Staff Responsible for Monitoring:** Principal, Parent Liaison, Dean of Instruction **Population:** Migrant Parents of PK-2nd grade - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. El progreso academico de los estudiantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y finalmente asegurar la promocion al 2do grado. NOTA: En los sitios atendidos por un maestro migrante, el maestro brindara apoyo de monitoreo adicional y garantizara la participacion en oportunidades complementarias. CCNA: SAA8, SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: Three Week Progress Reports 6 Weeks Report Cards Summative: EOY Promotion Rate to increase by 3% EOY TPRI/Tejas LEE C-PM Results **Staff Responsible for Monitoring:** Special Programs Administrator, Administration **Population:** 1st grade migrant students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, la facultad y el personal del campus de BISD recibiran los informacion para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes. CCNA: SAA5 **Milestone's/Strategy's Expected Results/Impact:** Formative: STAAR Remediation Enrollment Lists Attendance Reports Participant Parent Survey Summative: Session Evaluations to increase by 3% Report Cards **Staff Responsible for Monitoring:** Principal, administrators, staff **Population:** Migrant students and parents - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes. CCNA: P3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Meeting Evaluations Student Session Evaluations Summative: Survey Participation results to increase by 3% **Staff Responsible for Monitoring:** campus administration, Parent Liaison, Pk-5th Grade Teachers **Population:** Migrant students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Extended Day tutorial session may be held for migrant students at elementary, middle school and high school campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Se puede llevar a cabo una sesion de tutoria de dia extendido para estudiantes migrantes en campus de escuelas primarias, intermedias y secundarias donde existe una necesidad documentada de apoyo academico suplementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar desafios academicos que los no -estudiantes inmigrantes. CCNA: SAA3 **Milestone's/Strategy's Expected Results/Impact:** Six Weeks grades Assessment scores Increase promotion rates & test performance **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers, Extended Day Teacher MSC to increase by 2% **Population:** Migrant and PFS students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	0%	60%	75%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. La Academia de Aprendizaje dirigida a las areas centrales de Lectura, Escritura, Matematicas, Estudios Sociales y Ciencias se llevara a cabo para todos los estudiantes de PFS con el fin de perfeccionar sus habilidades y prepararlos academicamente para la evaluacion STAARS. CCNA: SAA3 **Milestone's/Strategy's Expected Results/Impact:** PBMAS Report Increased STAARS Scores for PFS students to by 3% **Staff Responsible for Monitoring:** Campus Counselor **Population:** Elementary PFS Migrant Students - **Start Date:** August 12, 2020 - **End Date:** February 19, 2021	25%	75%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

Student Learning

Need Statement 8: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

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: Hudson will increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, and ELA.

Hudson aumentara el numero de estudiantes en el avance cocurricular y extracurricular en matematicas, ciencias, estudios sociales y ELA.

Evaluation Data Sources: Regional and state competition participation numbers to increase by 3%

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement Reader Theater and musical productions to promote theater arts. Students will participate in the following campus and district events: Implementar producciones musicales y de Reader Theatre para promover las artes teatrales. Los estudiantes participaran en los siguientes eventos del campus y del distrito: Holiday Events End of Year Events Band/Estudiantina UIL Music and Art Memory Brainsville Destination Imagination Christmas/Charro Days Parade CCNA: SPP6 **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs UIL participation list,Permission Slips Summative: Event Program participation to increase by 3%, School rankings **Staff Responsible for Monitoring:** Music Teacher Administration, UIL Coach/Coordinator **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	0%	75%	85%	100%

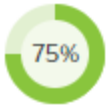
 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hudson Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage decrease by 3% **Staff Responsible for Monitoring:** School Administration Campus Maintenance Staff Faculty and Staff **Population:** All staff - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Campus will implement a systematic approach to renovate, upgrade, and improve Campus facilities in order to prioritize safety and needs of the Campus such as needs assessment survey for Staff members.				

CCNA: SPP11

Milestone's/Strategy's Expected Results/Impact: Formative:
Administration and Custodial Staff walkthrough reports

Summative:
Staff Needs Assessment Survey participation to increase by 3% and Facilities List

Staff Responsible for Monitoring: Administration
Head Custodian
District Maintenance

Population: Hudson faculty, staff, and administration - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021

40%	75%	85%	100%

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hudson Elementary will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments. CCNA: SAA2 **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration DEIC/SBDM Committees **Population:** Campus Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021	40%	75%	85%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

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

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hudson Elementary will celebrate Teacher Appreciation week. CCNA: SPP7 **Milestone's/Strategy's Expected Results/Impact:** Formative: School Calendar of events Summative: CIP/CNA **Staff Responsible for Monitoring:** Campus Administration **Population:** Hudson Staff - **Start Date:** August 12, 2020 - **End Date:** May 10, 2021 **Need Statements:** School Processes & Programs 3	40%	55%	70%	100%

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

Performance Objective 2 Need Statements:

School Processes & Programs
Need Statement 3: Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause**: As noted in the 2019 CNA Survey results.

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hudson Elementary will celebrate Faculty and Staff. CCNA: SPP7 **Milestone's/Strategy's Expected Results/Impact:** Formative: School Website Summative: School Website/CIP to increase number of views by 3% **Staff Responsible for Monitoring:** Campus Administration **Population:** Hudson Faculty and Staff - **Start Date:** October 1, 2020 - **End Date:** June 1, 2021 **Need Statements:** School Processes & Programs 3	30%	60%	75%	→

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

Performance Objective 3 Need Statements:

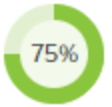
School Processes & Programs
Need Statement 3: Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause**: As noted in the 2019 CNA Survey results.

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

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hudson Elementary will update website at least monthly including showcasing student and community activities. CCNA: SPP13 **Milestone's/Strategy's Expected Results/Impact:** Formative: Website, BISD Website, Campus CNN Summative: number of views on website to increase by 3% **Staff Responsible for Monitoring:** TST Campus Administration **Population:** Hudson Faculty and Staff/Parents/Community - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				
No Progress Accomplished Continue/Modify Discontinue				

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Hudson Elementary actively participated in the District of Innovation voting. The campus voted on various early school calendar options. CCNA: P3 **Milestone's/Strategy's Expected Results/Impact:** Formative and Summative: Calendars, calendar voting results to increase by 3% **Staff Responsible for Monitoring:** Campus faculty and staff Administrators **Title I Schoolwide Elements:** 2.4 - **Population:** Faculty and Staff Members - **Start Date:** January 11, 2021 - **End Date:** June 1, 2021	0%	0%	100%	100%

 No Progress Accomplished Continue/Modify Discontinue

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

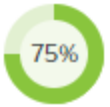
Performance Objective 1: At Hudson Elementary disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

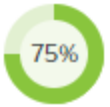
Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, PEIMS Discipline Report or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence,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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: An Emergency Operation Plan (EOP) will be utilized to address and promote campus safety awareness on lockdowns, reversed evacuation, fire/tornado drills, campus evacuations, chemical spills, intruder, shelter in place, drop and cover, and other emergency situations in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, reduce the loss of life and property and harm to the environment The campus EOP will be presented to faculty, staff and parents to promote campus safety awareness during staff and/or parental involvement meetings. CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations Summative: EOP Audit report **Staff Responsible for Monitoring:** EOP Team, Camps Safety Coordinator, Teachers **Population:** All campus personnel - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	25%	65%	75%	100%

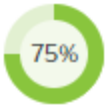
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Practice and implement the lock-down/reversed lock-down system, fire drills, campus evacuation drills four times a year to promote safety awareness when an intruder is on campus and/or in surrounding campus area. CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: Practice of lock-downs and fire drill to increase by 3% Summative: EOP Audit Report **Staff Responsible for Monitoring:** Campus Safety Coordinator, Campus Administration, BISD Security Officer **Population:** All Campus - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	20%	65%	75%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC Faculty and staff will be trained on the Classroom Management and procedures/First 21 Days of School to promote a safe and positive classroom learning environment. (Conduct a refresher training in January). CCNA: SPP11, P1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Signed SCC Acknowledgment Forms Agenda, Sign-In Sheet, ERO Summative: PEIMS Discipline yearly reports **Staff Responsible for Monitoring:** Campus Safety Coordinator, Campus Administrators **Population:** School Personnel - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Counselors will conduct classroom presentations on conflict resolution skills in order to reduce the number of office referrals, such as Gang Awareness, Bullying/Harassment, Dating Violence, Internet Safety, and Drug, Alcohol and Tobacco Awareness, and other topics to promote positive student behavior. They will also promote Just Say No and Red Ribbon Week activities. CCNA: SAA5, P4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Student sign in sheets, Counselor logs Summative: PEIMS report to show a decrease by 3% **Staff Responsible for Monitoring:** Counselors, Principal, Dean of Instruction **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Counselors and other support staff or agencies will provide scheduled professional development based on level of expertise and need in the following areas: Bullying Prevention, Violence/Conflict Resolution, Recent drug use trends, Resiliency/Developmental Assets, Dating Violence, Signs of Child Abuse, RTI Model for behavior research-based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure. CCNA: SAA4, SAA5, SPP8 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, Agendas Summative: yearly PEIMS and PEIMS discipline reports to show a decrease of 3% **Staff Responsible for Monitoring:** Counselor, Campus Administrators **Population:** All Campus Personnel - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	65%	75%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Campus will implement and follow student release procedures when a parent/guardian or designated adult comes to check out a student at any time. CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: Student sign out forms to show 100% usage Summative: student Peims reports **Staff Responsible for Monitoring:** Principal, Office Clerk Administration Teachers Counselors Security Officer **Population:** All campus stakeholders - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	30%	65%	75%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus school ground, foster a safe learning environment, and to prevent victimization of students and staff. CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-In sheets, Raptor Summary Report Summative: PEIMS discipline reports to decrease by 3% **Staff Responsible for Monitoring:** Administration, Campus Security Officer, Emergency Operation Procedures Team **Population:** All students, TI, AR, EL's - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Custodial staff will provide and promote a clean, safe, and well maintained campus that is conducive to positive student learning during classroom and tutorial instruction in order to ensure that all students acquire academic achievement. **Milestone's/Strategy's Expected Results/Impact:** Formative: Custodian schedules Summative: Peims reports **Staff Responsible for Monitoring:** Principal, Campus Administrators, Custodial Personnel **Population:** All campus stakeholders - **Start Date:** August 3, 2020 - **End Date:** June 1, 2021 **Need Statements:** School Processes & Programs 9 **Funding Sources:** Supplies for Maintenance-Custodians - 199 Local funds - 199-51-63-15-00-134-Y-99-0-00-Y				

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Ensure that all Office Personnel and Special Education classroom have immediate access to a telephone and/or handheld radios in order to ensure the safety and well being of all campus stakeholders. Office supplies will be purchased in order to maintain accurate documentation on file as needed and/or as monies become available. **Milestone's/Strategy's Expected Results/Impact:** Formative: Telephone usage reports to increase by 3% Summative: PEIMS reports **Staff Responsible for Monitoring:** Principal, Special Education Teachers, Office Staff **Population:** All campus stakeholders - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** School Processes & Programs 9 **Funding Sources:** Supplies - 166 State Special Ed. - 166-11-6399-00-134-Y-23-0P3-Y - $1,050, Toner - 166 State Special Ed. - 166-11-6399-62-134-Y-23-000-Y - $980, Supplies - 166 State Special Ed. - 166-11-6399-00-134-Y-23-0P0-Y - $1,050, Supplies - 166 State Special Ed. - 166-11-6399-00-134-Y-23-0P1-Y - $1,050, Supplies - 166 State Special Ed. - 166-11-6399-00-134-Y-23-0P4-Y - $1,050, Gloves - 166 State Special Ed. - 166-11-6399-00-134-Y-23-0B0-Y - $1,000	40%	65%	75%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Foster a positive learning community through the increase of school culture and climate initiatives that will grow teachers as leaders and develop human capital. CCNA: SPP7 **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional Development Evaluation Reports Summative: Staff CNA Report to increase by 3% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction **Population:** Teachers and Staff - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	65%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 9: Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning **Data Analysis/Root Cause**: As noted in the 2019 CNA Survey results.

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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan, that includes the purchasing of safety supplies. **Milestone's/Strategy's Expected Results/Impact:** Formative: Safety Meeting Sign-In Sheets Summative: +100% completed District and Campus Emergency Operations Plans. **Staff Responsible for Monitoring:** Security Services Department (edited by Security) **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** School Processes & Programs 9 **Funding Sources:** 211-33-6399-00-134-Y-30-0F2-Y - 211 Title I-A - $10,000	35%	65%	75%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Place and assign security officers throughout the year at Hudson Elementary. CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: Security Officers and Police Officers work schedule assignments Summative: +100% end of year assignments indicating all campuses have officer and or security officer in place **Staff Responsible for Monitoring:** Security Services Department (edited by Security) **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	65%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: copies of Presentations, Sign-In sheets and Agendas Summative: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Guidance & Counseling Department (edited by Counseling) **Population:** All Students and parents/guardians - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	35%	70%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus, foster a safe learning environment, and to prevent victimization of students and staff. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-In sheets, Raptor Summary Report Summative: Decrease PEIMS discipline reports by 3% **Staff Responsible for Monitoring:** Administration, Campus Security Officer, EOP Team **Population:** All Students, TI, AR, LEP - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** School Processes & Programs 9 **Funding Sources:** CONTRACTED MAINTENANCE & REPAIR-Raptor Technologies - 211 Title I-A - 211-23-6249-00-134-Y-30-0F2-Y - $545	40%	65%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

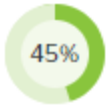
School Processes & Programs
Need Statement 9: Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning **Data Analysis/Root Cause**: As noted in the 2019 CNA Survey results.

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: Hudson will have a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Parents will be invited to participate in weekly parent meetings and events. Light snacks and refreshments will be provided for parents attending, as well as having supplies available for activities. Se invitara a los padres a participar en reuniones y eventos semanales para padres. Se proporcionaran refrigerios y refrigerios para los padres que asistan, ademas de tener suministros disponibles para las actividades. Meet the Teacher Night Fall and Spring Open House Parent Volunteer Title I Meetings CATCH Activities SBDM Committee Parent Orientation Day BISD Community Parental Advisory Committee Student Events such as: Donuts with Dad, Muffins with Mom, Lunch with Grandparents, Christmas programs, EOY Awards, and other activities. TPRI/TJL, TELPAS, STAAR, Health, Nutrition Early Childhood Reading Strategies TLI Special Populations Migrant College Readiness Dropout Prevention Community agencies and organizations. **Milestone's/Strategy's Expected Results/Impact:** Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation Summative: STAAR results to increase by 3% , Students and parents attendance rate, discipline referrals, Survey results **Staff Responsible for Monitoring:** Parent Liaison, Campus Administration, SBDM Teachers **Title I Schoolwide Elements:** 3.2 - **Population:** Parents and campus personnel - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** MISCELLANEOUS OPERATING COSTS - 211 Title I-A - 211-61-6399-00-134-Y-30-0F2-Y - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parent communication will be conducted via phone, email or conference, to discuss student academic progress, attendance, tardiness, and campus goals and objectives. La comunicacion con los padres se llevara a cabo por telefono, correo electronico o conferencia para discutir el progreso academico del estudiante, la asistencia, las tardanzas y las metas y objetivos del campus. CCNA: P2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher calling logs, student progress reports, campus goals and objectives Summative: STAAR results to increase by 3%, Students and parents attendance rate, discipline referrals, Survey results **Staff Responsible for Monitoring:** Administration, teachers, parent liaison **Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	65%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Funds will be allocated for a parent liaison and to provide payment for mileage incurred while parent liaison conducts Attendance and Parental Involvement responsibilities, such as, home visits and parental involvement meetings, trainings and address campus/district attendance goals in order to help campus meet AYP and increase and reach academic achievement. Los fondos se asignaran para un enlace de padres y para proporcionar el pago por el millaje incurrido mientras el enlace de padres lleva a cabo las responsabilidades de asistencia y participacion de los padres, como visitas domiciliarias y reuniones de participacion de los padres, capacitaciones y abordar las metas de asistencia del campus / distrito para ayudar al campus a cumplir con el AYP y aumentar y alcanzar el rendimiento academico. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Minutes, Sign in Sheets, Visitation Logs, Parent Meeting Evaluations Summative: Parent participation survey results to increase by 3% , STAAR results, Students and parents attendance rate, discipline referrals, Survey results **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** All Students and Parents - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** - 211 Title I-A	35%	65%	80%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Conduct the following annual Title I-A required activities: Lleve a cabo las siguientes actividades anuales requeridas por el Titulo I-A: Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level Completar y difundir una Politica de participacion de los padres que delinea como los padres participaran activamente a nivel del distrito / campus. Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Completar y difundir un Pacto entre la escuela, los padres y los estudiantes que indique la responsabilidad de cada grupo para garantizar el rendimiento del estudiante, especificamente en las areas de contenido. Title I-A Meetings to inform parents of the services provided through Title I funds. Related literature and pamphlets will be provided for parents and teachers. Reuniones de Titulo I-A para informar a los padres de los servicios prestados a traves de fondos de Titulo I. Se proporcionaran folletos y literatura relacionada para padres y maestros. Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program. Encuesta para padres de Titulo I-A para evaluar la efectividad del Programa de Participacion de los Padres del Distrito. **Milestone's/Strategy's Expected Results/Impact:** Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation Summative: STAAR results to increase by 3%, Students and parents attendance rate, discipline referrals, Survey results **Staff Responsible for Monitoring:** Administration, Staff, Parent Liaison **Title I Schoolwide Elements:** 3.1 - **Population:** All Students and Parents - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** - 211 Title I-A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: 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: Parental Involvement Policy School-Parent-Student Compact District Improvement Plan. Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: Politica de participacion de los padres Pacto entre la escuela y el estudiante Plan de mejora del distrito. CCNA: P1 **Milestone's/Strategy's Expected Results/Impact:** Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation Summative: STAAR results to increase by 3% , Students and parents attendance rate, - discipline referrals, + participation Survey results **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** All Parents - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	45%	65%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Recognize parent volunteers and business partners for their contribution in campus activities in order to increase attendance and participation. Reconocer a los padres voluntarios y socios comerciales por su contribucion en las actividades del campus para aumentar la asistencia y la participacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Contact Log Summative: STAAR results, Students and parents attendance rate to increase by 3%, discipline referrals **Staff Responsible for Monitoring:** Administration, SBDM Committee, Parent Liaison **Population:** Parents and community - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** - 211 Title I-A	20%	30%	35%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause**: Campus enrollment decreased by 5 students overall.

Perceptions
Need Statement 1: Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause**: Campus enrollment decreased by 5 students overall.

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: At Hudson Elementary, 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 will participate in Vertical Planning and Make-n-Takes for curriculum, assessment, data analysis, and other teaching strategies in order to make informed academic assessment decisions. CCNA: SAA8 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th Summative: Improved scores on Rdg. to increase by 3% & STAAR **Staff Responsible for Monitoring:** Principal, Dean of Instruction, PK-5th Grade teachers **Population:** All Teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 7 - School Processes & Programs 6	40%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: All certified teachers will have their G/T Core Hours and G/T On-Going Hours. CCNA: SAA5 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations Summative: ERO teacher transcripts to show 100% compliance **Staff Responsible for Monitoring:** All GT classroom teachers, Principal, Dean of Instruction **Population:** GT Teachers - **Start Date:** June 1, 2020 - **End Date:** December 18, 2020	40%	100%	100%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: 2nd -5th Grade teachers will participate in half day Pull- Out Planning for data analysis, assessments and teaching strategies in order to make informed academic assessment decisions and plan accordingly to ensure students academic success. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th Summative: Improved scores on Rdg. to increase by 3% TELPAS & STAAR **Staff Responsible for Monitoring:** Principal, Dean of Instruction, 2nd -5th Grade teachers **Population:** 2nd - 5th Gr. Teachers - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 7 - School Processes & Programs 6 **Funding Sources:** Salary/Wages for Substitute Teachers - 211 Title I-A - 211-6112-18-134-Y-30-AYP-Y - $8,000	40%	65%	80%	→

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional educational opportunities. She will also have a full time aide to assist her in the library. *Librarian will participate in the Innovative Approaches to Literacy (IAL) Grant called Project Literacy Innovations for Book Reading Opportunities (LIBRO) CCNA: SAA5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Six weeks AR performance reports Summative: Yearly AR reports usage and perfomance to increase by 3% **Staff Responsible for Monitoring:** Administration, Librarian, and 1st - 5th Grade Teachers **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	70%	80%	100%

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 7: Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

School Processes & Programs

Need Statement 6: Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

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: Hudson 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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Implement technology training for all teachers in Microsoft Office, eSchools, lesson plans, Pearson Realize, Tango, Kentro, Etazo, Math, One Cloud, Office 365, BISD curriculum subsite and Technology Computer Literacy will be implemented for all core areas so students will achieve advanced level of performance. CCNA:: SPP4, 12 **Milestone's/Strategy's Expected Results/Impact:** Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores. Summative: EOY, STAAR results to increase by 3% **Staff Responsible for Monitoring:** Administration, Dean of Instruction **Population:** All Regular education, Sp.Ed. Migrant, At Risk, Bilingual students, GT students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	45%	65%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Through the guidance of teachers Pre-Kinder through 5th grade students will be scheduled computer lab time in order to increase their technology, language, and literacy skills and in order to improve math and reading skills through the use of computerized programs. In addition, they will also practice technology skills and learn command of the keyboard through the use of the internet. CCNA: SPP4 **Milestone's/Strategy's Expected Results/Impact:** Formative: Computer Lab Schedule, Lesson Plans, Classroom Observations, Technology grades, Progress Reports Summative: STAAR results to increase by 3%, EOY, student retention rate **Staff Responsible for Monitoring:** Administration, Pk-5th Grade teachers, Dean of Instruction **Population:** All Regular education, SpEd. Migrant, At Risk, Bilingual students, GT students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	25%	65%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: In order to increase student technology skills, all students in 2nd grade will be issued an I-Pad for use in the 2020-2021 school year. The I-pads and software will be used to further improve their academic success. CCNA: SPP4, 12 **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom Observations, Technology grades, Progress Reports Summative: EOY, student retention rate **Staff Responsible for Monitoring:** 2nd Grade Teachers, Administrations, Dean of Instruction **Population:** 2nd Grade Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	65%	75%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The campus will increase the accessibility for all students in technology based instruction across all subject areas. Students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. Students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. In order to facilitate this strategy, Hudson Elementary School will provide students access to electronic equipment (i.e. projectors, elmos, printers, headphones, etc.), additional desktops specifically dedicated for student use, laptops, teacher desktops, iPads, tablets, and other electronic hardware. All software necessary for proper operation will be purchased separately for all new computer purchases. Printers and ink cartridges will also be purchased so that teachers can print teacher made assessments for student progress monitoring throughout the year. Lessons and activities will be printed in order to meet the higher order STAAR Ready Material assessments. Replacement bulbs for overhead projectors are required to ensure continuous use of equipment. The new equipment will enhance teacher instruction and the learning experience for all students. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmarks, Classroom projects, End of Year grades Summative: Increases Scores in STAAR to increase by 3% TELPAS **Staff Responsible for Monitoring:** Special Programs/Tech Services Administrator, Administration, Teachers **Population:** All students - **Start Date:** June 1, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-62-134-Y-30-0F2-Y, Laptops/Computers - 211 Title I-A, Laptops/Computers - 162 State Compensatory, General Supplies: Headphones - 211 Title I-A - 211-11-6399-62-134-Y-30-0F2-Y - $1,499	35%	65%	75%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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: Hudson Elementary will increase the overall campus attendance rate to 97.8% with a target of 97.5% .

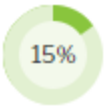
La Primaria Hudson aumentara la tasa de asistencia general del campus al 97,8% con una meta del 97,5%.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will ensure support services for students identified as homeless to receive the full protections of the McKinney-Vento Act. This will include that they enroll immediately even if lacking documentation normally required for enrollment so that they attend and succeed in school. El campus garantizara servicios de apoyo para que los estudiantes identificados como personas sin hogar reciban la proteccion total de la Ley McKinney-Vento. Esto incluira que se inscriban de inmediato, incluso si no tienen la documentacion que normalmente se requiere para la inscripcion, de modo que puedan asistir y tener exito en la escuela. CCNA: D3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Student rosters, student progress reports, benchmark scores Summative: STAAR to increase by 3% , Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Data Entry Clerk, Counselors, Teachers, Administration **Population:** Homeless Students, At-Risk - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. Promover la conciencia en todo el campus con respecto a la disponibilidad de servicios relacionados con personas sin hogar dentro del BISD y las agencias comunitarias para satisfacer las necesidades academicas, sociales, emocionales y fisicas de los jovenes identificados sin hogar y no acompanados. CCNA: P2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Progress Reports, Benchmark Scores, Summative: STAAR to increase by 3%, Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Adminstration, Counselors/Teachers, Parent Liasion, **Population:** AR, TI, MI, LEP - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Implement a food pantry and closet at Hudson to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Implementar una despensa de alimentos y un armario en Hudson para proporcionar a los jovenes identificados sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para satisfacer sus necesidades academicas, sociales, emocionales y fisicas. CCNA: D3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Progress Reports, Benchmark Scores, Summative: STAAR, Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Principal, Counselors, Parent Liasion, Dean of Instruction **Population:** Identified Homeless Students, At-Risk - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Recognized and award All Students with ribbons, trophies, and medals at the EOY Awards for academics, perfect attendance, AR, UIL, Brainsville, DI, Spelling Bee, athletics, Chess, Cheerleading, Estudiantina and Cody Character, etc. Reconocer y premiar a todos los estudiantes con cintas, trofeos y medallas en los premios EOY para academicos, asistencia perfecta, AR, UIL, Brainsville, DI, Spelling Bee, atletismo, Ajedrez, Cheerleading, Estudiantina y Cody Character, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative: Event programs Summative: Student and campus placement to increase by 3% **Staff Responsible for Monitoring:** Principal, Counselors, PK-5th Teachers **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 3 - Student Learning 9 - Perceptions 1 **Funding Sources:** Awards - 199 Local funds - 199-23-6498-00-134-Y-99-000-Y - $1,250, Awards - 211 Title I-A - -11-6498-00-134211-Y-30-0F2-Y - $3,500	5%	45%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Train attendance clerk, parent liaison, parents to monitor attendance through eSchoolPlus. Capacitar al encargado de asistencia, enlace con los padres y a los padres para monitorear la asistencia a traves de eSchoolPlus CCNA: SPP12 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations Summative: eSchools attendance reports to increase by 3% **Staff Responsible for Monitoring:** Campus Administration PEIMS Supervisor, Parent Liaison, PK-5th grade teachers **Population:** Clerks,Parent Liaison - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	40%	65%	80%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Recognize and award incentives to students with perfect attendance and academic achievement and AR every six weeks and at the end of the school year. Reconocer y otorgar incentivos a los estudiantes con asistencia y rendimiento academico perfectos y AR cada seis semanas y al final del ano escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchools six weeks attendance reports event programs Summative: eSchools yearly attendance rate to increase by 3% **Staff Responsible for Monitoring:** PEIMS Administrator, Data Entry Clerk, K-5th grade teachers **Population:** All students, Economically Disadvantaged - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Funding Sources:** Miscellaneous Costs-Awards - 211 Title I-A - 211-11-6498-00-134-Y-30-0F2-Y - $3,500 , Miscellaneous Costs-Awards - 199 Local funds - 199-11-64-98-134-Y-11-0-00-Y - $1,250	40%	60%	80%	100%

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Increase attendance goal by 5% by reducing campus Out-of-School suspensions. Aumentar la meta de asistencia en un 5% al reducir las suspensiones fuera de la escuela del campus. CCNA: D1, SPP8 **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchools daily and six weeks attendance reports, OSS reports Summative: Yearly attendance Rate, Yearly OSS report to show a decrease **Staff Responsible for Monitoring:** Principal, Assistant Principals **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	20%	55%	70%	→

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause**: Campus enrollment decreased by 5 students overall.
Student Learning
Need Statement 9: Need to recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc. **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.
Perceptions
Need Statement 1: Need to increase student attendance, provide additional incentives, increase parent liaison home visits. **Data Analysis/Root Cause**: Campus enrollment decreased by 5 students overall.

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

Hudson desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

Evaluation Data Sources: STAAR 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: Students not meeting reading, writing, math, and/or science standards will be provided accelerated instruction, including but not limited to an extended day/week program, to assist them master content TEKS. Supplemental instructional materials will be provided to support the curriculum and spiral instruction. Los estudiantes que no cumplan con los estandares de lectura, escritura, matematicas y / o ciencias recibiran instruccion acelerada, que incluye, entre otros, un programa extendido de dia / semana, para ayudarlos a dominar el contenido de TEKS. Se proporcionaran materiales de instruccion suplementarios para apoyar el plan de estudios y la instruccion en espiral. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchool Plus tutorial schedule, Tutorial Attendance report, Tutorial lesson plans, tutorial classroom observations, Lesson Plans, benchmark scores and student progress reports Summative: STAAR results to increase by 3% **Staff Responsible for Monitoring:** Administration Classroom Teachers Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.5 - **Population:** All Students, AR, TI, MI, ELL, PD - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 2, 4 - Student Learning 1, 2, 10 - School Processes & Programs 1 **Funding Sources:** Interactive Touch Screen Panels - 162 State Compensatory - 162-6398-00-134-Y-30-000-Y - $4,445, Equipment - 162 State Compensatory - 162-11-6398-00-134-Y-30-000-Y - $14,796, Interactive Touch Screen Panels - 162 State Compensatory - 162-6299-00-134-Y-30-000-Y - $14,360, Interactive Touch Screen Panels - 162 State Compensatory - 162-6399-00-134-Y-30-000-Y - $21,256, Interactive Touch Screen Panels - 162 State Compensatory - 162-6398-62-134-Y-30-000-Y - $136,747				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individuals and/or groups in need of assistance in order to meet the needs of At Risk students. El Decano de Instruccion llevara a cabo el desarrollo del personal sobre estrategias de instruccion y brindara apoyo docente a las personas y / o grupos que necesiten ayuda para satisfacer las necesidades de los estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations report, ERO session attendance report, Teacher lesson plans, classroom observations, Benchmark scores and student progress reports Summative: STAAR results to increase by 3% **Staff Responsible for Monitoring:** Administrator for State Compensatory Education, Principal, Dean of Instruction **Population:** AR, TI, MI, LEP - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 3 - School Processes & Programs 3, 4 **Funding Sources:** - 162 State Compensatory	40%	70%	80%	100%

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Middle School Transition: A transition orientation session for fifth graders going to Middle School will be held prior to completion of student choice slips. Middle school personnel will create an awareness of the Middle School expectations and promote higher education. Transicion a la escuela intermedia: Se llevara a cabo una sesion de orientacion de transicion para los estudiantes de quinto grado que vayan a la escuela intermedia antes de completar las hojas de eleccion de los estudiantes. El personal de la escuela intermedia creara conciencia sobre las expectativas de la escuela intermedia y promovera la educacion superior. CCNA: P5 **Milestone's/Strategy's Expected Results/Impact:** Formative: Student permission slips, choice slips, Student participation to increase by 3% Summative: Student attendance report **Staff Responsible for Monitoring:** Counselors Administration 5th grade teachers, Middle school personnel **Population:** 5th grade students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021	0%	25%	90%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Brindar capacitacion al personal del campus sobre la identificacion de jovenes sin hogar y no acompanados durante el proceso de inscripcion para garantizar que se utilicen tecnicas de sensibilidad, que los procedimientos de inscripcion no creen barreras y que los estudiantes y las familias sean dirigidos al Proyecto de Jovenes sin Hogar para una mayor admision. CCNA: SPP7, P2 **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluation report, ERO session attendance report Summative: STAAR results ,to increase by 3% Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, **Population:** AR, TI, MI, LEP - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Provide a campus wide Dyslexia program for identified students: Identification process will follow Response to Intervention and Dyslexia procedures. Assessment to identify students will meet all specification outlined by the Texas Education Agency in the Dyslexia Handbook. Services provided will include individualized accommodation plans to be implemented in general education classrooms. Dyslexia Lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multi-sensory instruction in a small group setting. Proporcionar un programa de dislexia en todo el campus para estudiantes identificados: El proceso de identificacion seguira los procedimientos de Respuesta a la Intervencion y Dislexia. La evaluacion para identificar a los estudiantes cumplira con todas las especificaciones descritas por la Agencia de Educacion de Texas en el Manual de dislexia. Los servicios proporcionados incluiran planes de acomodacion individualizados que se implementaran en las aulas de educacion general. Los servicios de laboratorio de dislexia se proporcionaran a los estudiantes identificados segun se determine a traves de una evaluacion. Los enfoques educativos incluiran instruccion explicita, individualizada y multisensorial en un entorno de grupo pequeno. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student progress reports, benchmark scores, lesson plans, classroom observations. Summative: STAAR results to increase by 3% **Staff Responsible for Monitoring:** Principal, Dyslexia Teacher, T1 Paraprofessional **Population:** Dyslexia Students, At-Risk Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 2 - Student Learning 1, 10 - School Processes & Programs 1 **Funding Sources:** - 211 Title I-A - $89,327, - 162 State Compensatory				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th Grade students in order to provide academic interventions, tutoring, homework assistance, recreation, fine arts, and academic activities. Se proporcionara un Programa de Enriquecimiento de Dia Extendido para todos los estudiantes de Pre-Kinder a 5to grado con el fin de proporcionar intervenciones academicas, tutoria, ayuda con las tareas, recreacion, bellas artes y actividades academicas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Extended Day Schedule, Attendance report, lesson plans, classroom observations, benchmark scores and student progress reports Summative: STAAR results to increase by 3% , EOY, Promotion Rates **Staff Responsible for Monitoring:** Principal, Campus Administrators, Extended Day Program Teachers **Title I Schoolwide Elements:** 2.5 - **Population:** All students (NL, ELL, PD, AR, SE, Migrant, GT) - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1, 4 - Student Learning 2, 8 **Funding Sources:** PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY - 162 State Compensatory - 162-11-6118-00-134-Y-30-000-Y, PROFESSIONAL EXTRA DUTY PAY-SSI - 162 State Compensatory - 162-11-6118-00-134-Y-24-SSI-Y, PROFESSIONAL EXTRA DUTY PAY - 211 Title I-A - 211-11-618-00-134-Y-30-ASP-Y, SOCIAL SECURITY/MEDICARE - 211 Title I-A - 211-11-6141-00-134-Y-30-ASP-Y, TEACHER RETIREMENT/TRS CARE - 211 Title I-A - 211-11-6146-00-134-Y-30-ASP-Y, EMPLOYEE BENEFITS-LOCALLY DEF - 211 Title I-A - 211-11-6148-00-134-Y-30-ASP-Y, EMPLOYEE BENEFITS - 211 Title I-A - 211-11-6149-00-134-Y-30-ASP-Y	0%	0%	0%	→

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

Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

Need Statement 2: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

Need Statement 4: Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause**: As noted in the campus participation lists and walk-through data.

Student Learning

Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Student Learning

Need Statement 2: Need to increase academic achievement through extended day, tutorial, small group, and one-to-one opportunities for students who are performing below grade level. **Data Analysis/Root Cause**: As noted in the campus participation lists and walk-through data.

Need Statement 3: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

Need Statement 8: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.

Need Statement 10: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

School Processes & Programs

Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

Need Statement 3: Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause**: As noted in the 2019 CNA Survey results.

Need Statement 4: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted int he 2019 CNA survey.

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: Hudson will 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.

Hudson implementara un sistema de salud escolar coordinado y sostenible que proporciona herramientas y recursos de bienestar que promueven el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: In an effort to promote physically and emotionally healthy students, we will implement the CATCH (Coordinated Approach to Child Health) activities that will evaluate the implementation of district initiatives such as: En un esfuerzo por promover la salud fisica y emocional de los estudiantes, implementaremos las actividades CATCH (Enfoque coordinado de la salud infantil) que evaluaran la implementacion de iniciativas del distrito tales como: School Health Index Jump Rope for Heart Track & Field Encampment Puberty Presentation Health Curriculum Physical activities at least 30 minutes a day or 135 minutes weekly. CCNA: SPP6 **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs, PE schedule Summative: Fitness Gram participation results to increase by 3% **Staff Responsible for Monitoring:** PK-5th grade Teachers/Coaches, Administration, Campus Nurse, Counselors **Population:** All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT Students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: In an effort to maintain physically healthy students and staff, PPE supplies will be purchased and available for student and staff use. En un esfuerzo por mantener a los estudiantes y al personal fisicamente saludables, se compraran suministros de PPE y estaran disponibles para el uso de los estudiantes y el personal. **Milestone's/Strategy's Expected Results/Impact:** Reports, Documentation **Staff Responsible for Monitoring:** Administration, nurse, teachers **Title I Schoolwide Elements:** 2.6 - **Population:** Students and Staff - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021 - **Revision Date:** March 4, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 1	0%	50%	65%	100%

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Need Statements:

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2019 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

State Compensatory

Budget for Hudson Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-134-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$8,596.00
162-11-6118-00-134-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$6,200.00
	6100 Subtotal:	**$14,796.00**
6200 Professional and Contracted Services		
162-11-6299-00-134-Y-30-000-Y	6299 Miscellaneous Contracted Services	$14,360.00
	6200 Subtotal:	**$14,360.00**
6300 Supplies and Services		
162-11-6398-00-134-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	$4,445.00
162-11-6398-62-134-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	$136,747.00
162-11-6399-00-134-Y-30-000-Y	6399 General Supplies	$21,256.00
	6300 Subtotal:	**$162,448.00**

Personnel for Hudson Elementary

Name	Position	Program	FTE
Dean of Instruction	Dean of Instruction		1.0
Teacher	Dyslexia Teacher	Dyslexia	1.0
Teacher	Dyslexia Teacher	Dyslexia	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students and staff were not able to complete an end of year needs assessment survey during the months of March and April due to Covid-19. Parents completed an end of year needs assessment survey during the month of March before Covid-19 of this school year. The campus leadership team and SBDM members met as a committee to discuss the purpose of the committee and to review the available survey results from students, staff, and parents. This information was then discussed and reviewed with the campus leadership team and grade levels with emphasis on retention data for each grade level. As part of the meeting, multiple measure areas were reviewed identifying strengths and challenges for each.

CCNA was revised and reviewed in May 27, 2020

Conclusions/Priorities: Reviewing the CNA 2019-2020 and SBDM committee continues to believe that technology and the professional development in this area is a high priority within our campus and that closing the achievement gaps is an area of need. Amongst our highest stregnth continues to be student and teacher attendance.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan has been developed as a committee with the SBDM members. SBDM members take information to other campus personnel and review and discuss changes, needs, and improvements.

* SBDM meetings held in May 27, 2020

- Participants: Rachel R. Ayala (Administrator), Nilda Martinez (Meeting Facilitator), Marvelia Vela (Non-Classroom Professional), Juan De Leon (district-level Professional), David Alaniz (Classroom Teacher), Deifilia de los Santos (Classroom Teacher), Marvella Herrera (Classroom Teacher), Mary Ruiz (Classroom Teacher), Lidia Rangel (Classroom Teacher), Claudia Olivo (Classroom Teacher), Eugenio Quinones (Parent), Eduardo Martinez (Parent)

2.2: Regular monitoring and revision

Every SBDM meeting time is dedicated to review, update and make the formative review as a committee for the CIP. Hudson Elementary will continue to monitor and revise all school academic initiatives to improve academic performance every six weeks and as necessary in order to meet student needs. Teachers will continue to be included in decisions regarding the use and selection of academic assessments to measure student performance. Data obtained from state and district assessments will be utilized to make program decisions that directly impact the implementation of new instructional strategies and modify existing ones in order to better meet student needs as noted in the results. SBDM meeting dates will be held in October 2020, December 2020, and April 2021.

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

Campus Improvement plan is available and in an understandable format and language and can be found on the Hudson Elementary website. CIP is in English and some areas in Spanish. Any parent wanting the CIP in any other language may request translation from any of the SBDM members.

2.4: Opportunities for all children to meet State standards

Hudson Elementary gives students numerous opportunties to meet State standards such as:

-SSI tutorials

-Year long Extended Day tutorials until 5:30 PM

-Regular tutorials

-Community Presentations

-Hands On actvities

-Academic Resources

2.5: Increased learning time and well-rounded education

Hudson Elementary strives to increase teacher preparation with professional development to bring back new strategies to the classroom to increase learning time. Hudson Elementary also brings community members to educate our students in all areas and expose them to real life experiences and create well rounded students and also by implemented various extra curriculuar oppportunities.

* Tutorials

*EDEP

*Dyslexia Program

(3.1.1, 3.2.1, 7.1.1, 9.2.4)

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

At risk students are constantly monitoried through the DATA wall located at the deans office in every grade level meeting.

At risk students are placed on TIER II or III and given small group instruction with interventions.

(7.1.1, 7.1.5, 9.2.4, 9.2.5)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Hudson Elementary jointly developed with parents of participating students, a written parent and family engagement policy, agreed on by such parents that shall describe the means for carrying out the following requirements:

- Parents will be notified of the policy in an understandable and uniform format
- Information will be provided in a language that parents can understand
- Updated policy shall be made available to parents and the local community on the campus website
- Policy was distributed to parents in the Fall
- Policy was presented and discussed in April 2020 with SBDM

(6.1.2, 6.1.3,6.1.8)

3.2: Offer flexible number of parent involvement meetings

Hudson Elementary will offer a number of flexible parental involvement meetings. Meetings will be offered at different times, such as in the morning or evening and in both English and Spanish. Parent and Family Engagement meetings are held at 9:00 AM in the parent center on campus during the school day every Wednesday, unless otherwise notified to parents through a weekly newsletter sent by parent liaison. Afternoon meetings are offered to parents in the cafeteria at 5:00 PM, and as requested by parents. Parent Liaison will conduct parent meetings on campus to keep parents informed of campus and district initiatives, conduct home visits when necessary, and perform other responsibilities. Funds will be allotted for the Parent Liaison to purchase materials, supplies, and food for parent meetings to be conducted on campus.

(6.1.2., 6.1.3.,6.1.8)

Title I Personnel

Name	Position	Program	FTE
Dyslexia Aide	Dyslexia Aide		1.0
Library Aide	Library Aide		1.0
Paraprofessional	Title 1 Teacher Aide		1.0
Parent Liaison	Parent Liaison		1.0
School Nurse	Nurse		.40

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Nilda Martinez	Dean of Instruction
Administrator	Rachel R. Ayala	Principal
Non-classroom Professional	Marvelia Vela	Counselor-Y2
District-level Professional	Juan De Leon	State Compensatory-Y2
Classroom Teacher	David Alaniz	5th Grade teacher-Y1
Classroom Teacher	Deifilia De Los Santos	PK Teacher-Y1
Classroom Teacher	Marvella Herrera	1st Grade teacher-Y1
Classroom Teacher	Mary Ruiz	2nd grade Teacher-Y1
Classroom Teacher	Lidia Rangel	3rd Grade teacher-Y1
Classroom Teacher	Claudia Olivo	4th Grade Teacher-Y1
Parent	Eugenio Quinones	Parent Y2
Parent	Eduardo Martinez	Parent Y2
Community Representative	Ofelia Montiel	Community Rep. Y2
Business Representative	Berta Garza	Business Representative Y2
Community Representative	Linda Garza	Community Representative
Business Representative	Cristina Alvarado	Business Representative

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$36,725.00
1	1	4			$0.00
1	1	7			$0.00
5	1	8	Supplies for Maintenance-Custodians	199-51-63-15-00-134-Y-99-0-00-Y	$0.00
9	1	4	Awards	199-23-6498-00-134-Y-99-000-Y	$1,250.00
9	1	6	Miscellaneous Costs-Awards	199-11-64-98-134-Y-11-0-00-Y	$1,250.00
				Sub-Total	$39,225.00
				Budgeted Fund Source Amount	$39,225.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Copy Paper	162-11-6396-00-134-Y-30-000-Y	$0.00
1	1	2	General Supplies	162-11-6399-00-134-Y-30-000-Y	$0.00
1	1	2	Resources		$58,766.00
1	1	7	General Suuplies		$0.00
1	1	12	Walk for The Future	162-61-6399-00-134-Y--30-WTF-Y	$0.00
1	2	2			$0.00
8	1	4	Laptops/Computers		$0.00
9	2	1	Interactive Touch Screen Panels	162-6398-00-134-Y-30-000-Y	$4,445.00
9	2	1	Equipment	162-11-6398-00-134-Y-30-000-Y	$14,796.00
9	2	1	Interactive Touch Screen Panels	162-6299-00-134-Y-30-000-Y	$14,360.00
9	2	1	Interactive Touch Screen Panels	162-6399-00-134-Y-30-000-Y	$21,256.00
9	2	1	Interactive Touch Screen Panels	162-6398-62-134-Y-30-000-Y	$136,747.00
9	2	2			$0.00
9	2	5			$0.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY	162-11-6118-00-134-Y-30-000-Y	$0.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-SSI	162-11-6118-00-134-Y-24-SSI-Y	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$250,370.00
				Budgeted Fund Source Amount	$250,370.00
				+/- Difference	$0.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
5	1	9	Supplies	166-11-6399-00-134-Y-23-0P3-Y	$1,050.00
5	1	9	Toner	166-11-6399-62-134-Y-23-000-Y	$980.00
5	1	9	Supplies	166-11-6399-00-134-Y-23-0P0-Y	$1,050.00
5	1	9	Supplies	166-11-6399-00-134-Y-23-0P1-Y	$1,050.00
5	1	9	Supplies	166-11-6399-00-134-Y-23-0P4-Y	$1,050.00
5	1	9	Gloves	166-11-6399-00-134-Y-23-0B0-Y	$1,000.00
				Sub-Total	$6,180.00
				Budgeted Fund Source Amount	$6,180.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	READING MATERIAL	211-11-6325-00-134-Y-30-0F2-Y	$7,000.00
1	1	2	COPY PAPER	211-11-6396-00-134-Y-30-0F2-Y	$2,500.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-134-Y-30-0F2-Y	$32,441.00
1	1	2	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-62-134-Y-30-0F2-Y	$1,497.25
1	1	2	GENERAL SUPPLIES	211-11-6399-16-134-Y-30-0F2-Y	$8,000.00
1	1	2	Accelearte Learning: Stemscopes	211-11-6299-62-134-Y-30-0F2-Y-Y	$603.75
1	1	2	Education Galaxy	211-11-6299-62-134-Y-30-0F2-Y-Y	$4,400.00
1	1	4	General Supplies		$0.00
1	1	7	General Supplies		$0.00
1	2	1	Title I-A Personnel		$0.00
1	2	2			$0.00
5	2	1	211-33-6399-00-134-Y-30-0F2-Y		$10,000.00
5	2	4	CONTRACTED MAINTENANCE & REPAIR-Raptor Technologies	211-23-6249-00-134-Y-30-0F2-Y	$545.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1	MISCELLANEOUS OPERATING COSTS	211-61-6399-00-134-Y-30-0F2-Y	$1,000.00
6	1	3			$0.00
6	1	4			$0.00
6	1	6			$0.00
7	1	3	Salary/Wages for Substitute Teachers	211-6112-18-134-Y-30-AYP-Y	$8,000.00
8	1	4	GENERAL SUPPLIES	211-11-6399-62-134-Y-30-0F2-Y	$0.00
8	1	4	Laptops/Computers		$0.00
8	1	4	General Supplies: Headphones	211-11-6399-62-134-Y-30-0F2-Y	$1,499.00
9	1	4	Awards	-11-6498-00-134211-Y-30-0F2-Y	$3,500.00
9	1	6	Miscellaneous Costs-Awards	211-11-6498-00-134-Y-30-0F2-Y	$3,500.00
9	2	5			$89,327.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY	211-11-618-00-134-Y-30-ASP-Y	$0.00
9	2	6	SOCIAL SECURITY/MEDICARE	211-11-6141-00-134-Y-30-ASP-Y	$0.00
9	2	6	TEACHER RETIREMENT/TRS CARE	211-11-6146-00-134-Y-30-ASP-Y	$0.00
9	2	6	EMPLOYEE BENEFITS-LOCALLY DEF	211-11-6148-00-134-Y-30-ASP-Y	$0.00
9	2	6	EMPLOYEE BENEFITS	211-11-6149-00-134-Y-30-ASP-Y	$0.00
				Sub-Total	$173,813.00
				Budgeted Fund Source Amount	$173,813.00
				+/- Difference	$0.00
				Grand Total	$469,588.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **HUDSON EL**

Campus Number: **031901134**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**87%**	-	88%	*	-	*	-	-	71%	-	89%	77%	86%	80%
	2018	77%	80%	**85%**	-	86%	*	-	-	-	*	58%	*	84%	100%	85%	83%
At Meets Grade Level or Above	2019	45%	46%	**57%**	-	57%	*	-	*	-	-	36%	-	56%	62%	56%	33%
	2018	43%	42%	**47%**	-	47%	*	-	-	-	*	25%	*	46%	57%	45%	38%
At Masters Grade Level	2019	27%	26%	**31%**	-	31%	*	-	*	-	-	14%	-	32%	23%	30%	13%
	2018	25%	22%	**23%**	-	22%	*	-	-	-	*	0%	*	22%	43%	22%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**92%**	-	93%	*	-	*	-	-	71%	-	94%	77%	91%	91%
	2018	78%	86%	**92%**	-	93%	*	-	-	-	*	92%	*	92%	86%	91%	98%
At Meets Grade Level or Above	2019	49%	56%	**73%**	-	73%	*	-	*	-	-	43%	-	74%	69%	71%	61%
	2018	47%	54%	**64%**	-	64%	*	-	-	-	*	42%	*	65%	57%	61%	70%
At Masters Grade Level	2019	25%	27%	**46%**	-	46%	*	-	*	-	-	7%	-	49%	23%	45%	35%
	2018	23%	27%	**30%**	-	30%	*	-	-	-	*	8%	*	29%	43%	28%	40%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**94%**	*	95%	*	-	-	-	-	77%	*	93%	100%	94%	94%
	2018	73%	79%	**91%**	-	91%	-	-	*	-	-	75%	-	91%	93%	90%	85%
At Meets Grade Level or Above	2019	44%	51%	**62%**	*	62%	*	-	-	-	-	54%	*	59%	82%	59%	53%
	2018	46%	49%	**61%**	-	61%	-	-	*	-	-	56%	-	61%	60%	59%	53%
At Masters Grade Level	2019	22%	23%	**19%**	*	18%	*	-	-	-	-	8%	*	17%	27%	16%	14%
	2018	24%	23%	**28%**	-	28%	-	-	*	-	-	25%	-	28%	27%	28%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**87%**	*	87%	*	-	-	-	-	77%	*	86%	91%	85%	86%
	2018	78%	86%	**95%**	-	95%	-	-	*	-	-	88%	-	94%	100%	94%	93%
At Meets Grade Level or Above	2019	48%	53%	**39%**	*	39%	*	-	-	-	-	46%	*	38%	45%	36%	53%
	2018	49%	56%	**64%**	-	64%	-	-	*	-	-	50%	-	62%	73%	61%	58%
At Masters Grade Level	2019	28%	30%	**20%**	*	19%	*	-	-	-	-	15%	*	20%	18%	20%	22%
	2018	27%	30%	**36%**	-	37%	-	-	*	-	-	13%	-	35%	47%	32%	29%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
	2018	63%	74%	**78%**	-	78%	-	-	*	-	-	29%	-	76%	87%	76%	76%
At Meets Grade Level or Above	2019	35%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
	2018	39%	48%	**56%**	-	57%	-	-	*	-	-	29%	-	56%	60%	53%	47%
At Masters Grade Level	2019	11%	14%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
	2018	11%	14%	**16%**	-	16%	-	-	*	-	-	0%	-	15%	27%	13%	10%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**95%**	-	95%	-	-	*	-	-	80%	-	94%	100%	94%	89%
	2018	84%	90%	**91%**	-	91%	-	-	-	-	-	50%	*	90%	100%	92%	90%
At Meets Grade Level or Above	2019	54%	56%	**65%**	-	65%	-	-	*	-	-	35%	-	65%	58%	63%	53%
	2018	54%	59%	**57%**	-	57%	-	-	-	-	-	21%	*	55%	71%	56%	52%

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**34%**	-	35%	-	-	*	-	-	10%	-	32%	58%	32%	26%
	2018	26%	28%	**24%**	-	24%	-	-	-	-	-	0%	*	24%	29%	23%	24%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**97%**	-	97%	-	-	*	-	-	85%	-	97%	100%	97%	96%
	2018	91%	97%	**97%**	-	97%	-	-	-	-	-	87%	*	97%	100%	97%	98%
At Meets Grade Level or Above	2019	58%	70%	**78%**	-	78%	-	-	*	-	-	40%	-	78%	83%	76%	74%
	2018	58%	74%	**76%**	-	76%	-	-	-	-	-	47%	*	75%	86%	76%	76%
At Masters Grade Level	2019	36%	46%	**47%**	-	47%	-	-	*	-	-	25%	-	47%	50%	45%	44%
	2018	30%	43%	**46%**	-	46%	-	-	-	-	-	20%	*	44%	71%	43%	47%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**86%**	-	87%	-	-	*	-	-	60%	-	85%	100%	85%	77%
	2018	76%	85%	**88%**	-	88%	-	-	-	-	-	53%	*	87%	100%	89%	86%
At Meets Grade Level or Above	2019	49%	60%	**63%**	-	63%	-	-	*	-	-	50%	-	60%	83%	61%	52%
	2018	41%	51%	**45%**	-	45%	-	-	-	-	-	20%	*	45%	43%	47%	51%
At Masters Grade Level	2019	24%	28%	**28%**	-	28%	-	-	*	-	-	15%	-	27%	33%	25%	23%
	2018	17%	20%	**14%**	-	14%	-	-	-	-	-	0%	*	14%	14%	13%	19%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**90%**	*	91%	0%	-	80%	-	-	72%	100%	90%	93%	90%	88%
	2018	77%	78%	**90%**	-	90%	*	-	*	-	*	67%	88%	89%	95%	89%	88%
At Meets Grade Level or Above	2019	50%	52%	**62%**	*	62%	0%	-	60%	-	-	42%	50%	61%	69%	60%	53%
	2018	48%	49%	**59%**	-	59%	*	-	*	-	*	37%	50%	58%	64%	57%	56%
At Masters Grade Level	2019	24%	23%	**30%**	*	30%	0%	-	60%	-	-	13%	0%	30%	32%	29%	25%
	2018	22%	21%	**27%**	-	27%	*	-	*	-	*	9%	25%	26%	36%	25%	26%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**92%**	*	93%	*	-	*	-	-	77%	*	92%	92%	92%	88%
	2018	74%	74%	**89%**	-	89%	*	-	*	-	*	62%	83%	89%	97%	89%	86%
At Meets Grade Level or Above	2019	48%	47%	**61%**	*	62%	*	-	*	-	-	40%	*	61%	67%	60%	46%
	2018	46%	44%	**55%**	-	55%	*	-	*	-	*	36%	50%	54%	62%	54%	48%
At Masters Grade Level	2019	21%	18%	**28%**	*	28%	*	-	*	-	-	11%	*	28%	36%	27%	19%
	2018	19%	17%	**25%**	-	25%	*	-	*	-	*	10%	33%	25%	31%	24%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**92%**	*	93%	*	-	*	-	-	79%	*	93%	89%	92%	92%
	2018	81%	85%	**95%**	-	95%	*	-	*	-	*	88%	83%	94%	97%	94%	96%
At Meets Grade Level or Above	2019	52%	57%	**65%**	*	65%	*	-	*	-	-	43%	*	64%	67%	63%	64%
	2018	50%	55%	**68%**	-	68%	*	-	*	-	*	47%	50%	67%	72%	66%	68%
At Masters Grade Level	2019	26%	31%	**38%**	*	38%	*	-	*	-	-	17%	*	39%	31%	38%	35%
	2018	24%	28%	**37%**	-	37%	*	-	*	-	*	14%	17%	36%	52%	34%	39%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
	2018	66%	71%	**78%**	-	78%	-	-	*	-	-	29%	-	76%	87%	76%	76%
At Meets Grade Level or Above	2019	38%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
	2018	41%	45%	**56%**	-	57%	-	-	*	-	-	29%	-	56%	60%	53%	47%
At Masters Grade Level	2019	14%	15%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
	2018	13%	13%	**16%**	-	16%	-	-	*	-	-	0%	-	15%	27%	13%	10%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**86%**	-	87%	-	-	*	-	-	60%	-	85%	100%	85%	77%
	2018	80%	82%	**88%**	-	88%	-	-	-	-	-	53%	*	87%	100%	89%	86%
At Meets Grade Level or Above	2019	54%	55%	**63%**	-	63%	-	-	*	-	-	50%	-	60%	83%	61%	52%
	2018	51%	51%	**45%**	-	45%	-	-	-	-	-	20%	*	45%	43%	47%	51%
At Masters Grade Level	2019	25%	21%	**28%**	-	28%	-	-	*	-	-	15%	-	27%	33%	25%	23%
	2018	23%	19%	**14%**	-	14%	-	-	-	-	-	0%	*	14%	14%	13%	19%

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

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**64**	*	65	*	-	-	-	-	73	*	66	50	65	66
	2018	63	65	**72**	-	72	-	-	*	-	-	90	-	74	56	71	75
Grade 4 Mathematics	2019	65	64	**43**	*	43	*	-	-	-	-	69	*	43	39	43	48
	2018	65	66	**69**	-	69	-	-	*	-	-	90	-	68	73	67	69
Grade 5 ELA/Reading	2019	81	78	**75**	-	74	-	-	*	-	-	58	-	73	95	73	71
	2018	80	81	**74**	-	74	-	-	-	-	-	64	*	72	100	72	81
Grade 5 Mathematics	2019	83	88	**86**	-	86	-	-	*	-	-	82	-	86	85	85	84
	2018	81	87	**91**	-	91	-	-	-	-	-	90	*	91	83	90	92
All Grades Both Subjects	2019	69	69	**68**	*	68	*	-	*	-	-	70	*	68	68	68	70
	2018	69	71	**76**	-	76	-	-	*	-	-	84	75	76	75	74	79
All Grades ELA/Reading	2019	68	67	**70**	*	70	*	-	*	-	-	64	*	70	74	70	69
	2018	69	69	**73**	-	73	-	-	*	-	-	78	*	73	73	71	78
All Grades Mathematics	2019	70	71	**67**	*	67	*	-	*	-	-	77	*	67	63	67	70
	2018	70	72	**79**	-	79	-	-	*	-	-	90	*	79	76	78	80

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**50%**	-	53%	*	-	-	-	-	36%	53%	62%
	2018	38%	44%	**59%**	-	59%	-	-	-	-	-	40%	62%	55%
Mathematics	2019	45%	57%	**64%**	-	70%	*	-	-	-	-	71%	64%	*
	2018	47%	57%	**75%**	-	75%	-	-	-	-	-	63%	73%	80%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	**91%**	-	90%	-	-	*	-	-	69%	90%	75%
Students Requiring Accelerated Instruction	2019	22%	16%	**9%**	-	10%	-	-	*	-	-	31%	10%	25%
STAAR Cumulative Met Standard	2019	86%	91%	**95%**	-	95%	-	-	*	-	-	75%	94%	84%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	**97%**	-	97%	-	-	*	-	-	81%	97%	91%
Students Requiring Accelerated Instruction	2019	17%	8%	**3%**	-	3%	-	-	*	-	-	19%	3%	9%
STAAR Cumulative Met Standard	2019	90%	96%	**98%**	-	98%	-	-	*	-	-	88%	98%	94%

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%	**90%**	84%	84%	-	-	-	*	*	-	63%	84%	83%
	2018	77%	78%	**90%**	83%	83%	-	-	-	-	-	-	79%	83%	83%
At Meets Grade Level or Above	2019	50%	52%	**62%**	40%	40%	-	-	-	*	*	-	50%	40%	40%
	2018	48%	49%	**59%**	41%	41%	-	-	-	-	-	-	21%	41%	40%
At Masters Grade Level	2019	24%	23%	**30%**	13%	13%	-	-	-	*	*	-	25%	13%	13%
	2018	22%	21%	**27%**	15%	15%	-	-	-	-	-	-	5%	15%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**92%**	83%	83%	-	-	-	*	*	-	*	83%	84%
	2018	74%	74%	**89%**	80%	80%	-	-	-	-	-	-	71%	80%	79%
At Meets Grade Level or Above	2019	48%	47%	**61%**	29%	29%	-	-	-	*	*	-	*	29%	31%
	2018	46%	44%	**55%**	29%	29%	-	-	-	-	-	-	14%	29%	28%
At Masters Grade Level	2019	21%	18%	**28%**	6%	6%	-	-	-	*	*	-	*	6%	6%
	2018	19%	17%	**25%**	10%	10%	-	-	-	-	-	-	0%	10%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**92%**	90%	90%	-	-	-	*	*	-	*	90%	88%
	2018	81%	85%	**95%**	93%	93%	-	-	-	-	-	-	100%	93%	94%
At Meets Grade Level or Above	2019	52%	57%	**65%**	55%	55%	-	-	-	*	*	-	*	56%	55%
	2018	50%	55%	**68%**	58%	58%	-	-	-	-	-	-	29%	58%	56%
At Masters Grade Level	2019	26%	31%	**38%**	25%	25%	-	-	-	*	*	-	*	24%	25%
	2018	24%	28%	**37%**	28%	28%	-	-	-	-	-	-	14%	28%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**84%**	87%	87%	-	-	-	-	-	-	*	87%	84%
	2018	66%	71%	**78%**	66%	66%	-	-	-	-	-	-	-	66%	66%
At Meets Grade Level or Above	2019	38%	44%	**55%**	35%	35%	-	-	-	-	-	-	*	35%	32%
	2018	41%	45%	**56%**	29%	29%	-	-	-	-	-	-	-	29%	29%
At Masters Grade Level	2019	14%	15%	**12%**	4%	4%	-	-	-	-	-	-	*	4%	4%
	2018	13%	13%	**16%**	6%	6%	-	-	-	-	-	-	-	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**86%**	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	80%	82%	**88%**	81%	81%	-	-	-	-	-	-	60%	81%	77%
At Meets Grade Level or Above	2019	54%	55%	**63%**	29%	29%	-	-	-	-	-	-	-	29%	29%
	2018	51%	51%	**45%**	42%	42%	-	-	-	-	-	-	20%	42%	39%
At Masters Grade Level	2019	25%	21%	**28%**	6%	6%	-	-	-	-	-	-	-	6%	6%
	2018	23%	19%	**14%**	4%	4%	-	-	-	-	-	-	0%	4%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**68%**	69%	69%	-	-	-	-	-	-	*	69%	68%
	2018	69%	71%	**76%**	78%	78%	-	-	-	-	-	-	85%	78%	79%
All Grades ELA/Reading	2019	68%	67%	**70%**	68%	68%	-	-	-	-	-	-	*	68%	69%
	2018	69%	69%	**73%**	78%	78%	-	-	-	-	-	-	90%	78%	79%
All Grades Mathematics	2019	70%	71%	**67%**	69%	69%	-	-	-	-	-	-	*	69%	67%
	2018	70%	72%	**79%**	78%	78%	-	-	-	-	-	-	80%	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**50%**	62%	62%	-	-	-	-	-	-	-	62%	62%
	2018	38%	44%	**59%**	58%	58%	-	-	-	-	-	-	*	58%	55%
Mathematics	2019	45%	57%	**64%**	*	*	-	-	-	-	-	-	-	*	*
	2018	47%	57%	**75%**	71%	71%	-	-	-	-	-	-	*	71%	80%

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	95%	**95%**	60%	96%	100%	-	42%	-	-	91%	94%	91%
Not Included in Accountability													
Mobile	4%	2%	**3%**	40%	3%	0%	-	0%	-	-	5%	3%	4%
Other Exclusions	1%	2%	**2%**	0%	1%	0%	-	58%	-	-	4%	2%	6%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	*	-	*	-	*	98%	100%	100%
Included in Accountability	94%	95%	**92%**	*	92%	*	-	*	-	*	90%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	**5%**	*	5%	*	-	*	-	*	6%	5%	6%
Other Exclusions	1%	2%	**2%**	*	2%	*	-	*	-	*	2%	2%	5%
Not Tested	1%	0%	**0%**	*	0%	*	-	*	-	*	2%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	*	-	*	2%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%

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

	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%	**97.7%**	*	97.7%	94.5%	*	*	-	*	96.7%	97.6%	97.8%
2016-17	95.7%	95.8%	**97.3%**	*	97.3%	98.2%	-	*	-	*	96.5%	97.3%	97.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

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

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

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

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

	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%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

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

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

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	789	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	1	0.1%	0.2%	0.3%
Pre-Kindergarten	123	15.6%	8.0%	4.4%
Kindergarten	99	12.5%	5.9%	6.9%
Grade 1	106	13.4%	6.8%	7.1%
Grade 2	116	14.7%	6.6%	7.2%
Grade 3	114	14.4%	6.5%	7.3%
Grade 4	106	13.4%	6.9%	7.6%
Grade 5	124	15.7%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	2	0.3%	0.1%	12.6%
Hispanic	760	96.3%	98.3%	52.6%
White	16	2.0%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	11	1.4%	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	736	93.3%	88.5%	60.6%
Non-Educationally Disadvantaged	53	6.7%	11.5%	39.4%
Section 504 Students	76	9.6%	8.7%	6.5%
English Learners (EL)	298	37.8%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	56	7.1%	5.4%	3.6%
At-Risk	579	73.4%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	90			
By Type of Primary Disability				
Students with Intellectual Disabilities	36	40.0%	55.3%	42.4%
Students with Physical Disabilities	18	20.0%	11.5%	21.9%
Students with Autism	13	14.4%	12.2%	13.7%
Students with Behavioral Disabilities	17	18.9%	18.9%	20.6%
Students with Non-Categorical Early Childhood	6	6.7%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	104	16.3%	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	101	15.8%		
White	1	0.2%		
American Indian	1	0.2%		
Asian	1	0.2%		
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	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	9.3%	10.7%	3.1%	6.3%	16.2%	5.5%
Grade 2	0.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	3.2%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	2.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.1%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.9	19.2	18.9
Grade 1	18.6	17.8	18.8
Grade 2	20.9	17.8	18.7
Grade 3	20.5	19.2	18.9
Grade 4	30.2	21.6	19.2
Grade 5	37.7	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.6	100.0%	100.0%	100.0%
Professional Staff:	56.2	76.3%	56.5%	64.1%
Teachers	44.8	60.8%	44.0%	49.8%
Professional Support	6.4	8.6%	9.5%	10.1%
Campus Administration (School Leadership)	5.0	6.8%	2.9%	3.0%
Educational Aides:	17.5	23.7%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	67.9	92.2%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	39.5	88.3%	90.3%	27.7%
White	5.2	11.7%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.1	9.3%	32.0%	23.8%
Females	40.7	90.7%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	35.7	79.6%	79.4%	73.6%
Masters	9.1	20.4%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	2.1	4.8%	14.3%	28.9%
6-10 Years Experience	3.3	7.3%	17.6%	19.0%
11-20 Years Experience	26.3	58.8%	39.3%	29.3%
Over 20 Years Experience	13.1	29.2%	26.0%	15.7%
Number of Students per Teacher	17.6	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.8	6.3
Average Years Experience of Principals with District	4.0	8.4	5.4
Average Years Experience of Assistant Principals	10.3	8.4	5.3
Average Years Experience of Assistant Principals with District	10.3	8.2	4.7
Average Years Experience of Teachers:	16.9	15.1	11.1
Average Years Experience of Teachers with District:	15.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	$46,266	$49,170	$50,408
6-10 Years Experience	$50,614	$50,423	$52,786
11-20 Years Experience	$53,160	$55,575	$56,041
Over 20 Years Experience	$61,559	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,097	$55,810	$54,122
Professional Support	$56,612	$67,073	$64,069
Campus Administration (School Leadership)	$87,440	$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: HUDSON EL
Campus Number: 031901134

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	286	36.2%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	67	8.5%	12.0%	8.1%
Special Education	90	11.4%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	4.2%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	37.6	84.0%	78.8%	71.4%
Special Education	5.3	11.8%	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

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 1 — Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 91% to 96% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	92%	91%	90%
2021	93%	92%	91%
2022	94%	93%	92%
2023	95%	94%	93%
2024	96%	95%	94%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1 — Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	99%	99%	100%
2021	100%	100%	100%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 2 — Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 85% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	86%	87%	77%
2021	87%	88%	78%
2022	88%	89%	79%
2023	89%	90%	80%
2024	90%	91%	81%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2 — Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 67% to 72% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	69%	70%	71%	72%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	67%	68%	75%
2021	68%	69%	76%
2022	69%	70%	77%
2023	70%	71%	78%
2024	71%	72%	79%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade — Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 84% to 89% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
85%	86%	87%	88%	89%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	83%	85%	77%	59%
2021	84%	86%	78%	60%
2022	85%	87%	79%	61%
2023	86%	88%	80%	62%
2024	87%	89%	81%	63%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade — Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 20% to 25% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade — Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 20% to 25% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 69% to 74% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
70%	71%	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner
2020	69%	81%	69%	64%
2021	70%	82%	70%	65%
2022	71%	83%	71%	66%
2023	72%	84%	72%	67%
2024	73%	85%	73%	68%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 24% to 29% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	26%	27%	28%	29%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	21%	14%	16%
2021	22%	15%	17%
2022	23%	16%	18%
2023	24%	17%	19%
2024	25%	18%	20%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 42% to 47% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
43%	44%	45%	46%	47%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	40%	32%	34%
2021	41%	33%	35%
2022	42%	34%	36%
2023	43%	35%	37%
2024	44%	36%	38%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 54% to 59% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
55%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	57%	55%	43%	9%
2021	58%	56%	44%	10%
2022	59%	57%	45%	11%
2023	60%	58%	46%	12%
2024	61%	59%	47%	13%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 63% to 68% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	65%	66%	67%	68%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	66%	63%	50%	9%
2021	67%	64%	51%	10%
2022	68%	65%	52%	11%
2023	69%	66%	53%	12%
2024	70%	67%	54%	13%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **HUDSON EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 57% to 62% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58%	59%	60%	61%	62%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	58%		57%	34%	37%
2021	59%	1%	58%	35%	38%
2022	60%	2%	59%	36%	39%
2023	61%	3%	60%	37%	40%
2024	62%	4%	61%	38%	41%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 73% to 78% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
74%	75%	76%	77%	78%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	74%		72%	62%	44%
2021	75%	1%	73%	63%	45%
2022	76%	2%	74%	64%	46%
2023	77%	3%	75%	65%	47%
2024	78%	4%	76%	66%	48%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

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

Policy

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

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

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

Internet Posting

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

Prevention and Mediation

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

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

Education Code 37.0832

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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

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

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

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

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

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

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

District Action

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

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

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

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **HUDSON EL**

Campus Number: **031901134**

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

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District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**87%**	-	88%	*	-	*	-	-	71%	-	89%	77%	86%	80%
	2018	77%	80%	**85%**	-	86%	*	-	-	-	*	58%	*	84%	100%	85%	83%
At Meets Grade Level or Above	2019	45%	46%	**57%**	-	57%	*	-	*	-	-	36%	-	56%	62%	56%	33%
	2018	43%	42%	**47%**	-	47%	*	-	-	-	*	25%	*	46%	57%	45%	38%
At Masters Grade Level	2019	27%	26%	**31%**	-	31%	*	-	*	-	-	14%	-	32%	23%	30%	13%
	2018	25%	22%	**23%**	-	22%	*	-	-	-	*	0%	*	22%	43%	22%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**92%**	-	93%	*	-	*	-	-	71%	-	94%	77%	91%	91%
	2018	78%	86%	**92%**	-	93%	*	-	-	-	*	92%	*	92%	86%	91%	98%
At Meets Grade Level or Above	2019	49%	56%	**73%**	-	73%	*	-	*	-	-	43%	-	74%	69%	71%	61%
	2018	47%	54%	**64%**	-	64%	*	-	-	-	*	42%	*	65%	57%	61%	70%
At Masters Grade Level	2019	25%	27%	**46%**	-	46%	*	-	*	-	-	7%	-	49%	23%	45%	35%
	2018	23%	27%	**30%**	-	30%	*	-	-	-	*	8%	*	29%	43%	28%	40%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**94%**	*	95%	*	-	-	-	-	77%	*	93%	100%	94%	94%
	2018	73%	79%	**91%**	-	91%	-	-	*	-	-	75%	-	91%	93%	90%	85%
At Meets Grade Level or Above	2019	44%	51%	**62%**	*	62%	*	-	-	-	-	54%	*	59%	82%	59%	53%
	2018	46%	49%	**61%**	-	61%	-	-	*	-	-	56%	-	61%	60%	59%	53%
At Masters Grade Level	2019	22%	23%	**19%**	*	18%	*	-	-	-	-	8%	*	17%	27%	16%	14%
	2018	24%	23%	**28%**	-	28%	-	-	*	-	-	25%	-	28%	27%	28%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**87%**	*	87%	*	-	-	-	-	77%	*	86%	91%	85%	86%
	2018	78%	86%	**95%**	-	95%	-	-	*	-	-	88%	-	94%	100%	94%	93%
At Meets Grade Level or Above	2019	48%	53%	**39%**	*	39%	*	-	-	-	-	46%	*	38%	45%	36%	53%
	2018	49%	56%	**64%**	-	64%	-	-	*	-	-	50%	-	62%	73%	61%	58%
At Masters Grade Level	2019	28%	30%	**20%**	*	19%	*	-	-	-	-	15%	*	20%	18%	20%	22%
	2018	27%	30%	**36%**	-	37%	-	-	*	-	-	13%	-	35%	47%	32%	29%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
	2018	63%	74%	**78%**	-	78%	-	-	*	-	-	29%	-	76%	87%	76%	76%
At Meets Grade Level or Above	2019	35%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
	2018	39%	48%	**56%**	-	57%	-	-	*	-	-	29%	-	56%	60%	53%	47%
At Masters Grade Level	2019	11%	14%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
	2018	11%	14%	**16%**	-	16%	-	-	*	-	-	0%	-	15%	27%	13%	10%

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

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)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**95%**	-	95%	-	-	*	-	-	80%	-	94%	100%	94%	89%
	2018	84%	90%	**91%**	-	91%	-	-	-	-	-	50%	*	90%	100%	92%	90%
At Meets Grade Level or Above	2019	54%	56%	**65%**	-	65%	-	-	*	-	-	35%	-	65%	58%	63%	53%
	2018	54%	59%	**57%**	-	57%	-	-	-	-	-	21%	*	55%	71%	56%	52%
At Masters Grade Level	2019	29%	28%	**34%**	-	35%	-	-	*	-	-	10%	-	32%	58%	32%	26%
	2018	26%	28%	**24%**	-	24%	-	-	-	-	-	0%	*	24%	29%	23%	24%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**97%**	-	97%	-	-	*	-	-	85%	-	97%	100%	97%	96%
	2018	91%	97%	**97%**	-	97%	-	-	-	-	-	87%	*	97%	100%	97%	98%
At Meets Grade Level or Above	2019	58%	70%	**78%**	-	78%	-	-	*	-	-	40%	-	78%	83%	76%	74%
	2018	58%	74%	**76%**	-	76%	-	-	-	-	-	47%	*	75%	86%	76%	76%
At Masters Grade Level	2019	36%	46%	**47%**	-	47%	-	-	*	-	-	25%	-	47%	50%	45%	44%
	2018	30%	43%	**46%**	-	46%	-	-	-	-	-	20%	*	44%	71%	43%	47%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**86%**	-	87%	-	-	*	-	-	60%	-	85%	100%	85%	77%
	2018	76%	85%	**88%**	-	88%	-	-	-	-	-	53%	*	87%	100%	89%	86%
At Meets Grade Level or Above	2019	49%	60%	**63%**	-	63%	-	-	*	-	-	50%	-	60%	83%	61%	52%
	2018	41%	51%	**45%**	-	45%	-	-	-	-	-	20%	*	45%	43%	47%	51%
At Masters Grade Level	2019	24%	28%	**28%**	-	28%	-	-	*	-	-	15%	-	27%	33%	25%	23%
	2018	17%	20%	**14%**	-	14%	-	-	-	-	-	0%	*	14%	14%	13%	19%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**90%**	*	91%	0%	-	80%	-	-	72%	100%	90%	93%	90%	88%
	2018	77%	78%	**90%**	-	90%	*	-	*	-	*	67%	88%	89%	95%	89%	88%
At Meets Grade Level or Above	2019	50%	52%	**62%**	*	62%	0%	-	60%	-	-	42%	50%	61%	69%	60%	53%
	2018	48%	49%	**59%**	-	59%	*	-	*	-	*	37%	50%	58%	64%	57%	56%
At Masters Grade Level	2019	24%	23%	**30%**	*	30%	0%	-	60%	-	-	13%	0%	30%	32%	29%	25%
	2018	22%	21%	**27%**	-	27%	*	-	*	-	*	9%	25%	26%	36%	25%	26%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**92%**	*	93%	*	-	*	-	-	77%	*	92%	92%	92%	88%
	2018	74%	74%	**89%**	-	89%	*	-	*	-	*	62%	83%	89%	97%	89%	86%
At Meets Grade Level or Above	2019	48%	47%	**61%**	*	62%	*	-	*	-	-	40%	*	61%	67%	60%	46%
	2018	46%	44%	**55%**	-	55%	*	-	*	-	*	36%	50%	54%	62%	54%	48%
At Masters Grade Level	2019	21%	18%	**28%**	*	28%	*	-	*	-	-	11%	*	28%	36%	27%	19%
	2018	19%	17%	**25%**	-	25%	*	-	*	-	*	10%	33%	25%	31%	24%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**92%**	*	93%	*	-	*	-	-	79%	*	93%	89%	92%	92%
	2018	81%	85%	**95%**	-	95%	*	-	*	-	*	88%	83%	94%	97%	94%	96%
At Meets Grade Level or Above	2019	52%	57%	**65%**	*	65%	*	-	*	-	-	43%	*	64%	67%	63%	64%

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

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)
	2018	50%	55%	**68%**	-	68%	*	-	*	-	*	47%	50%	67%	72%	66%	68%
At Masters Grade Level	2019	26%	31%	**38%**	*	38%	*	-	*	-	-	17%	*	39%	31%	38%	35%
	2018	24%	28%	**37%**	-	37%	*	-	*	-	*	14%	17%	36%	52%	34%	39%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
	2018	66%	71%	**78%**	-	78%	-	-	*	-	-	29%	-	76%	87%	76%	76%
At Meets Grade Level or Above	2019	38%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
	2018	41%	45%	**56%**	-	57%	-	-	*	-	-	29%	-	56%	60%	53%	47%
At Masters Grade Level	2019	14%	15%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
	2018	13%	13%	**16%**	-	16%	-	-	*	-	-	0%	-	15%	27%	13%	10%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**86%**	-	87%	-	-	*	-	-	60%	-	85%	100%	85%	77%
	2018	80%	82%	**88%**	-	88%	-	-	-	-	-	53%	*	87%	100%	89%	86%
At Meets Grade Level or Above	2019	54%	55%	**63%**	-	63%	-	-	*	-	-	50%	-	60%	83%	61%	52%
	2018	51%	51%	**45%**	-	45%	-	-	-	-	-	20%	*	45%	43%	47%	51%
At Masters Grade Level	2019	25%	21%	**28%**	-	28%	-	-	*	-	-	15%	-	27%	33%	25%	23%
	2018	23%	19%	**14%**	-	14%	-	-	-	-	-	0%	*	14%	14%	13%	19%

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**64**	*	65	*	-	-	-	-	73	*	66	50	65	66
	2018	63	65	**72**	-	72	-	-	*	-	-	90	-	74	56	71	75
Grade 4 Mathematics	2019	65	64	**43**	*	43	*	-	-	-	-	69	*	43	39	43	48
	2018	65	66	**69**	-	69	-	-	*	-	-	90	-	68	73	67	69
Grade 5 ELA/Reading	2019	81	78	**75**	-	74	-	-	*	-	-	58	-	73	95	73	71
	2018	80	81	**74**	-	74	-	-	-	-	-	64	*	72	100	72	81
Grade 5 Mathematics	2019	83	88	**86**	-	86	-	-	*	-	-	82	-	86	85	85	84
	2018	81	87	**91**	-	91	-	-	-	-	-	90	*	91	83	90	92
All Grades Both Subjects	2019	69	69	**68**	*	68	*	-	*	-	-	70	*	68	68	68	70
	2018	69	71	**76**	-	76	-	-	*	-	-	84	75	76	75	74	79
All Grades ELA/Reading	2019	68	67	**70**	*	70	*	-	*	-	-	64	*	70	74	70	69
	2018	69	69	**73**	-	73	-	-	*	-	-	78	*	73	73	71	78
All Grades Mathematics	2019	70	71	**67**	*	67	*	-	*	-	-	77	*	67	63	67	70
	2018	70	72	**79**	-	79	-	-	*	-	-	90	*	79	76	78	80

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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**50%**	-	53%	*	-	-	-	-	36%	53%	62%
	2018	38%	44%	**59%**	-	59%	-	-	-	-	-	40%	62%	55%
Mathematics	2019	45%	57%	**64%**	-	70%	*	-	-	-	-	71%	64%	*
	2018	47%	57%	**75%**	-	75%	-	-	-	-	-	63%	73%	80%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	**91%**	-	90%	-	-	*	-	-	69%	90%	75%
Students Requiring Accelerated Instruction	2019	22%	16%	**9%**	-	10%	-	-	*	-	-	31%	10%	25%
STAAR Cumulative Met Standard	2019	86%	91%	**95%**	-	95%	-	-	*	-	-	75%	94%	84%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	**97%**	-	97%	-	-	*	-	-	81%	97%	91%
Students Requiring Accelerated Instruction	2019	17%	8%	**3%**	-	3%	-	-	*	-	-	19%	3%	9%
STAAR Cumulative Met Standard	2019	90%	96%	**98%**	-	98%	-	-	*	-	-	88%	98%	94%

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 757
Grade Span: EE - 05
(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%	**90%**	84%	84%	-	-	-	*	*	-	63%	84%	83%
	2018	77%	78%	**90%**	83%	83%	-	-	-	-	-	-	79%	83%	83%
At Meets Grade Level or Above	2019	50%	52%	**62%**	40%	40%	-	-	-	*	*	-	50%	40%	40%
	2018	48%	49%	**59%**	41%	41%	-	-	-	-	-	-	21%	41%	40%
At Masters Grade Level	2019	24%	23%	**30%**	13%	13%	-	-	-	*	*	-	25%	13%	13%
	2018	22%	21%	**27%**	15%	15%	-	-	-	-	-	-	5%	15%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**92%**	83%	83%	-	-	-	*	*	-	*	83%	84%
	2018	74%	74%	**89%**	80%	80%	-	-	-	-	-	-	71%	80%	79%
At Meets Grade Level or Above	2019	48%	47%	**61%**	29%	29%	-	-	-	*	*	-	*	29%	31%
	2018	46%	44%	**55%**	29%	29%	-	-	-	-	-	-	14%	29%	28%
At Masters Grade Level	2019	21%	18%	**28%**	6%	6%	-	-	-	*	*	-	*	6%	6%
	2018	19%	17%	**25%**	10%	10%	-	-	-	-	-	-	0%	10%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**92%**	90%	90%	-	-	-	*	*	-	*	90%	88%
	2018	81%	85%	**95%**	93%	93%	-	-	-	-	-	-	100%	93%	94%
At Meets Grade Level or Above	2019	52%	57%	**65%**	55%	55%	-	-	-	*	*	-	*	56%	55%
	2018	50%	55%	**68%**	58%	58%	-	-	-	-	-	-	29%	58%	56%
At Masters Grade Level	2019	26%	31%	**38%**	25%	25%	-	-	-	*	*	-	*	24%	25%
	2018	24%	28%	**37%**	28%	28%	-	-	-	-	-	-	14%	28%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**84%**	87%	87%	-	-	-	-	-	-	*	87%	84%
	2018	66%	71%	**78%**	66%	66%	-	-	-	-	-	-	-	66%	66%
At Meets Grade Level or Above	2019	38%	44%	**55%**	35%	35%	-	-	-	-	-	-	*	35%	32%
	2018	41%	45%	**56%**	29%	29%	-	-	-	-	-	-	-	29%	29%
At Masters Grade Level	2019	14%	15%	**12%**	4%	4%	-	-	-	-	-	-	*	4%	4%
	2018	13%	13%	**16%**	6%	6%	-	-	-	-	-	-	-	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**86%**	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	80%	82%	**88%**	81%	81%	-	-	-	-	-	-	60%	81%	77%
At Meets Grade Level or Above	2019	54%	55%	**63%**	29%	29%	-	-	-	-	-	-	-	29%	29%
	2018	51%	51%	**45%**	42%	42%	-	-	-	-	-	-	20%	42%	39%
At Masters Grade Level	2019	25%	21%	**28%**	6%	6%	-	-	-	-	-	-	-	6%	6%
	2018	23%	19%	**14%**	4%	4%	-	-	-	-	-	-	0%	4%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**68%**	69%	69%	-	-	-	-	-	-	*	69%	68%
	2018	69%	71%	**76%**	78%	78%	-	-	-	-	-	-	85%	78%	79%
All Grades ELA/Reading	2019	68%	67%	**70%**	68%	68%	-	-	-	-	-	-	*	68%	69%
	2018	69%	69%	**73%**	78%	78%	-	-	-	-	-	-	90%	78%	79%
All Grades Mathematics	2019	70%	71%	**67%**	69%	69%	-	-	-	-	-	-	*	69%	67%
	2018	70%	72%	**79%**	78%	78%	-	-	-	-	-	-	80%	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**50%**	62%	62%	-	-	-	-	-	-	-	62%	62%
	2018	38%	44%	**59%**	58%	58%	-	-	-	-	-	-	*	58%	55%
Mathematics	2019	45%	57%	**64%**	*	*	-	-	-	-	-	-	-	*	*
	2018	47%	57%	**75%**	71%	71%	-	-	-	-	-	-	*	71%	80%

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 789
Grade Span: EE - 05
School Type: Elementary

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%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	95%	**95%**	60%	96%	100%	-	42%	-	-	91%	94%	91%
Not Included in Accountability													
Mobile	4%	2%	**3%**	40%	3%	0%	-	0%	-	-	5%	3%	4%
Other Exclusions	1%	2%	**2%**	0%	1%	0%	-	58%	-	-	4%	2%	6%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	*	-	*	-	*	98%	100%	100%
Included in Accountability	94%	95%	**92%**	*	92%	*	-	*	-	*	90%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	**5%**	*	5%	*	-	*	-	*	6%	5%	6%
Other Exclusions	1%	2%	**2%**	*	2%	*	-	*	-	*	2%	2%	5%
Not Tested	1%	0%	**0%**	*	0%	*	-	*	-	*	2%	0%	0%
Absent	1%	0%	**0%**	*	0%	*	-	*	-	*	2%	0%	0%
Other	0%	0%	**0%**	*	0%	*	-	*	-	*	0%	0%	0%

Texas Education Agency
Texas Academic Performance Report
2019-20 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													
2018-19	95.4%	95.0%	**97.9%**	*	97.9%	97.1%	-	99.5%	-	-	96.6%	97.9%	97.9%
2017-18	95.4%	95.4%	**97.7%**	*	97.7%	94.5%	*	*	-	*	96.7%	97.6%	97.8%
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%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 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	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

	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%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	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%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

	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%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

	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%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	757	100.0%	42,989	5,479,173	758	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	1	0.1%	0.1%	0.3%	1	0.1%	0.2%	0.5%
Pre-Kindergarten	134	17.7%	8.3%	4.5%	134	17.7%	8.3%	4.5%
Kindergarten	95	12.5%	5.9%	7.0%	95	12.5%	5.9%	7.0%
Grade 1	103	13.6%	6.5%	7.1%	104	13.7%	6.5%	7.1%
Grade 2	109	14.4%	6.5%	7.1%	109	14.4%	6.4%	7.1%
Grade 3	108	14.3%	6.7%	7.1%	108	14.2%	6.7%	7.1%
Grade 4	108	14.3%	6.6%	7.3%	108	14.2%	6.6%	7.3%
Grade 5	99	13.1%	7.1%	7.6%	99	13.1%	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	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	3	0.4%	0.1%	12.6%	3	0.4%	0.1%	12.6%
Hispanic	730	96.4%	98.3%	52.8%	731	96.4%	98.3%	52.8%
White	17	2.2%	1.3%	27.0%	17	2.2%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	7	0.9%	0.2%	4.6%	7	0.9%	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	351	46.4%	49.1%	48.8%	352	46.4%	49.1%	48.8%
Male	406	53.6%	50.9%	51.2%	406	53.6%	50.9%	51.2%
Economically Disadvantaged	705	93.1%	89.5%	60.3%	706	93.1%	89.5%	60.2%
Non-Educationally Disadvantaged	52	6.9%	10.5%	39.7%	52	6.9%	10.5%	39.8%
Section 504 Students	73	9.6%	8.6%	6.9%	73	9.6%	8.6%	6.9%
English Learners (EL)	290	38.3%	36.1%	20.3%	290	38.3%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	67	8.9%	5.9%	4.1%	67	8.8%	5.9%	4.1%
Foster Care	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Homeless	23	3.0%	3.4%	1.4%	23	3.0%	3.4%	1.4%
Immigrant	0	0.0%	1.1%	2.3%	0	0.0%	1.1%	2.3%
Migrant	2	0.3%	1.4%	0.3%	2	0.3%	1.4%	0.3%
Title I	757	100.0%	98.5%	65.1%	758	100.0%	98.5%	65.1%
Military Connected	2	0.3%	0.5%	1.9%	2	0.3%	0.5%	1.9%
At-Risk	608	80.3%	67.8%	50.6%	609	80.3%	67.7%	50.5%

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

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	284	37.5%	35.6%	20.6%	284	37.5%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	54	7.1%	11.6%	8.1%	54	7.1%	11.6%	8.1%
Special Education	102	13.5%	13.3%	10.5%	103	13.6%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	102							
By Type of Primary Disability								
Students with Intellectual Disabilities	37	36.3%	54.6%	42.4%				
Students with Physical Disabilities	22	21.6%	11.7%	21.4%				
Students with Autism	17	16.7%	12.1%	13.8%				
Students with Behavioral Disabilities	19	18.6%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	7	6.9%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	88	14.4%	14.1%	15.3%				
By Ethnicity:								
African American	1	0.2%						
Hispanic	83	13.6%						
White	3	0.5%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	98	14.7%						

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	1.1%	1.2%	1.6%	6.7%	3.3%	5.5%
Grade 1	2.3%	7.6%	2.9%	12.5%	15.7%	4.9%
Grade 2	2.1%	4.1%	1.6%	23.5%	4.6%	2.0%
Grade 3	2.3%	2.9%	0.9%	4.8%	2.2%	0.8%
Grade 4	1.1%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

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

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.7	19.0	19.0
Grade 1	19.1	16.9	18.9
Grade 2	19.0	17.9	18.8
Grade 3	19.0	22.2	19.0
Grade 4	37.2	23.3	19.2
Grade 5	?	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	76.1	100.0%	100.0%	100.0%
Professional Staff:	57.5	75.6%	56.7%	63.7%
Teachers	46.5	61.1%	44.1%	49.4%
Professional Support	6.0	7.9%	9.7%	10.2%
Campus Administration (School Leadership)	5.0	6.6%	2.8%	3.0%
Educational Aides:	18.6	24.4%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	71.7	94.2%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	42.2	90.9%	89.8%	28.1%
White	4.3	9.1%	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	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	5.7	12.2%	31.5%	23.8%
Females	40.8	87.8%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	36.7	78.9%	79.4%	73.4%
Masters	9.8	21.1%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	2.2	4.7%	13.3%	27.9%
6-10 Years Experience	5.2	11.3%	17.3%	19.4%
11-20 Years Experience	26.0	55.9%	40.1%	29.4%
Over 20 Years Experience	13.1	28.2%	27.1%	15.9%
Number of Students per Teacher	16.3	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

Total Students: 757
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	9.6	6.2
Average Years Experience of Principals with District	5.0	9.1	5.3
Average Years Experience of Assistant Principals	11.3	9.1	5.3
Average Years Experience of Assistant Principals with District	11.3	8.9	4.7
Average Years Experience of Teachers:	17.1	15.4	11.1
Average Years Experience of Teachers with District:	16.6	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,807	$49,868
1-5 Years Experience	$47,518	$51,636	$52,823
6-10 Years Experience	$52,420	$53,468	$55,756
11-20 Years Experience	$57,079	$58,689	$59,308
Over 20 Years Experience	$72,531	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$60,460	$58,957	$57,091
Professional Support	$60,051	$73,071	$67,352
Campus Administration (School Leadership)	$87,438	$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	1.8	3.8%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	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	38.2	82.2%	78.7%	70.9%
Special Education	6.5	14.0%	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