Brownsville Independent School District

Brownsville Early College High School

2021-2022 Campus Improvement Plan

Board Approval Date: December 14, 2021
Public Presentation Date: December 14, 2021

Mission Statement

The mission of the Brownsville Early College High School, working in partnership with the University of Texas RGV and Texas Southmost College is to develop knowledgeable citizens and emerging leaders who are engaged in the life of their community. We embrace teaching excellence, active inquiry, lifelong learning and rigorous scholarship in service to the common good. We honor the creative, cultural and environmental heritage of our region.

Vision

BECHS will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing society by utilizing all resources to provide equitable opportunities for all students.

Value Statement

We believe that: high expectations are essential in fostering higher achievement; academic success nurtures lifelong learning; everyone flourishes in a safe and healthy environment; all persons in our educational community have inherent value, gifts and strengths; the success of each student, teacher, staff member, administrator and family is essential for the success of the entire school community; families share responsibility for the development and mentoring of our students; perseverance and hard work are essential for success; sensitivity is essential to understanding the needs of others; and students are the number one resource for our future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brownsville Early College High School, BECHS, is located at 343 Ringgold Road in Brownsville, Texas. BECHS is one of seven high schools in the Brownsville Independent School District, BISD. BISD is an Early College district which includes six comprehensive, school within a school, early college high schools. However, BECHS is the only standalone early college high school and is considered a Title I campus. The campus was established in 2008 at the Clearwater Elementary campus until a new building was built on land donated by Texas Southmost College. Today, the new campus building is located a short walk from the University of Texas Rio Grande Valley and Texas Southmost College (UTRGV/TSC). We are in partnership with both UTRGV and TSC.

The student population at BECHS is approximately 420 and serves students in grades 9 through 12. This year, 21-22 we will have our 11th graduating class. BECHS students have the opportunity to enroll in dual credit courses as early as their 9th grade year while juniors and seniors are enrolled at the university full time. Our goal at BECHS is to ensure all students graduate core complete with UTRGV and earn an Associates Degree in General Studies with Texas Southmost College. As a result, students earn their 42 core hours and up to 60 hours towards a bachelor's degree.

We have a 99.2% Hispanic student population where 90% are classified as low socioeconomic status. Therefore, all of our students qualify for a free breakfast, lunch, and dinner. We have at-risk, migrant, ELL, and 504 and IDEA students enrolled in our campus. Enrollment numbers are increasing as the community becomes aware of BECHS and the opportunities it provides.

According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic - 99.2%, White .53%; African American 1%; Asian .27%; Economically Disadvantaged 86%; Limited English Proficient (LEP) .27%; At-Risk 26.47%; Migrant .53% and Special Education/504 -- 4%. Additionally, the mobility rate is 2%; the retention rate is 0% for All Students, for At-Risk students and for all other categories of special populations. Overall, the attendance rate for the school year is 99.2% for all students. The completion rates for the school year is 100% and the graduation rate is the same --100%-- for all students and for at-risk students. Consequently, the dropout rate for the school year is 0%.

The current staff at Brownsville Early College High School is comprised of 17 teachers,one vacancy,two campus administrators, one nurse, two counselors, two staff members with one vacancy and two custodians. The teaching staff is 44% male and 56% female, GT certified, and Advanced Placement trained through College Board. Additionally, 73% of our teachers hold a master's degree.

Demographics Strengths

We extend our recruitment efforts to all 8th grade counselors. We meet with them as a group to explain what distinguishes BECHS from other early college high schools and to explain the importance of the embedded rigor in each of the core area classrooms. In our recruitment efforts, we are explicit about the supports which are provided to our students (before and after school tutorials, peer mentoring, support classes) to encourage those students who are unsure of themselves that BECHS is a viable option as an educational choice for them to consider. We are able to help those students who might normally struggle on their own. Because our students are individually interviewed along with their parents and/or

guardians prior to entering BECHS, students have a clear understanding of the expectations of a college preparatory academy. The students understand that this is a school of choice, and that it will be academically rigorous. Students select this school because they are academically focused and have a desire to attend the university. All of our students are TSI ready by spring break of their sophomore year. We offer a credit recovery program (Edgenuity) in case students fail a course. Students are encouraged to participate in clubs and are encouraged to participate in community projects. Edgenuity and APEX among other resources are used to prepare students for ACT/SAT, TSI, Advanced Placement tests,and End of Course.

The students of Brownsville Early College High School are recipients of a well-balanced curriculum. Our students follow both the Student Code of Conduct (prepared by BISD) and the Student Handbook (a product of both UTRGV and BECHS). Courses are offered in every subject area necessary for college admission as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Honors, Advanced Placement, and dual credit in collaboration with the University of Texas RGV and Texas Southmost College. Students at our school have access to various graduation plans: these include the Foundation High School Plan and Distinguished Level of Achievement, with endorsements and performance acknowledgments. All students are required to meet the passing standard of the five assessments which comprise of the State of Texas Assessments of Academic Readiness (STAAR).

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 2 (Prioritized): Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause:** increase in student enrollment in Dual Courses

Need Statement 3: Need to increase at risk enrollment for incoming 9th graders

Need Statement 4: Need to continue providing free services to include but not limited to food, health care, tuition assistance, since 95% of our students are economically disadvantaged and most receive aid, **Data Analysis/Root Cause:** low socio economic area,

Need Statement 5 (Prioritized): need for a library at BECHS to better facilitate the growing enrollment in dual and honors courses **Data Analysis/Root Cause:** no available space or room

Need Statement 6: Need for an area to host parent meetings- TITLE 1, ECHS Parent Meetings **Data Analysis/Root Cause:** No available Library

Need Statement 7 (Prioritized): Need to increase parental involvement and engagement. **Data Analysis/Root Cause:** low attendance at monthly meeting

Need Statement 8 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional Supports **Data Analysis/Root Cause:** Additional state requirements and district student and employee indicate need

Student Learning

Student Learning Summary

Overall students at BECHS perform well on the state End of Course(EOC) exams. Campus and district benchmark data is used to plan targeted and effective instruction. This data also facilitates the planning for EOC Prep Tutorials in place for all tested areas. Tutorial sessions are provided daily in the morning, during lunch, afterschool, and on Saturdays as needed. Moreover, all students are expected to pass all three parts of the Texas Success Initiative, TSI, so they can transition to UTRGV on their 11th grade year. All freshmen and sophomores are provided the opportunity, throughout the school year, to pass each of the three sections before the university deadline. To achieve this, students take advantage of the tutorials offered before and after school, the peer mentoring, and retesting opportunities.

The graduating class of 2021 graduated with 68 students earning an Associates Degree from TSC. BECHS will continue to offer rigourous course work through the 2021-2022 school year to provide students mutliple opportunities to graduate with an Associates degree.

Teachers have been trained on how to read and analyze data reports from Aware, Tango, and eSchoolPlus Failure Reports. Teachers meet weekly during Scorpion Summits to collaoborate, review current data, and plan. 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.

CAMPUS data for 2017-2019 from TAPR reports--no STAAR data is available for Spring 2020 due to COVID-19 cancellation of State Assessments and Spring 2021 data was strongly impacted by COVID-19.

2020-2021 All Grades					
	Eng I EOC	Eng II EOC	Alg I EOC	Bio EOC	US History EOC
Approaches	97%	94%	94%	96%	100%
Meets	93%	92%	57%	80%	89%
Masters	39%	24%	23%	33%	50%

2018-2019				2017-2018					2016-2017				
	Campus	Eco. Dis.	SPED	EB		Campus	Eco. Dis.	SPED	EB		Campus	Eco. Dis.	SPED	EB
Eng I EOC					Eng I EOC					Eng I EOC				
Approaches	95%	94%	*	86%	Approaches	100%	100%	*	*	Approaches	97%	97%	*	*
Meets	82%	80%	*	66%	Meets	98%	98%	*	*					
Masters	21%	16%	*	7%	Masters	27%	28%	*	*					
Eng II EOC					Eng II EOC					Eng II EOC				
Approaches	99%	99%	*	*	Approaches	99%	99%	*	100%	Approaches	97%	97%	*	*
Meets	96%	95%	*	*	Meets	92%	93%	*	91%					
Masters	16%	15%	*	*	Masters	14%	14%	*	0%					
Alg I EOC					Alg I EOC					Alg I EOC				

2018-2019					2017-2018					2016-2017				
Approaches	100%	100%	*	100%	Approaches	100%	100%	*	*	Approaches	100%	100%	*	*
Meets	91%	91%	*	88%	Meets	68%	67%	*	*					
Masters	66%	66%	*	63%	Masters	37%	39%	*	*					
Bio EOC					**Bio EOC**					**Bio EOC**				
Approaches	98%	97%	*	96%	Approaches	99%	99%	*	*	Approaches	100%	100%	*	*
Meets	79%	77%	*	63%	Meets	86%	87%	*	*					
Masters	22%	22%	*	11%	Masters	39%	40%	*						
US History EOC					**US History EOC**					**US History EOC**				
Approaches	100%	100%	*	*	Approaches	100%	100%	*	100%	Approaches	100%	100%	*	*
Meets	97%		*	*	Meets	93%		*	88%					
Masters	59%		*	*	Masters	58%		*	38%					

Student Learning Strengths

Teacher moral and motivation is high, resulting in cultivating and embracing new ideas to deliver instruction. This attitude reflects upon the students and their own motivation to succeed. To ensure student success, parents are encouraged to sign up to access Home Access Center, HAC, to ensure they keep abreast of their child's progress throughout the school year. Parents are provided with a progress report every three weeks, and teacher call, email, and hold parent conferences when students are at risk of failing.

Students at BECHS attend the university during their junior and senior year as part of their high school experience. Therefore, everyone needs to be TSI ready by March of their 10th grade year. The university promotes a strong partnership with BECHS and frequently communicates information necessary to provide support to our struggling students, and to provide additional educational opportunities available.

Our campus improvement plan is monitored every quarter. The CIP is developed and reviewed at the beginning of the year and at the end of the year as a whole group project. During one of our parent meetings at the begining of the year we go over our scores for End of Course, TSI, dual credit completion and our campus budget. We share the amount we received from state comp, local and Title I. We share our projected expenditures for the new school year.

Students' academic successes are celebrated often on campus. These National Honor Society Induction, Sociedad Honoraria Hispanica Induction, Graduation Ring Ceremony, and Awards and Achievement Night. Announcements of student successes are made through the intercom and displays student awards, trophies and certificates are visible in the office and on the campus website. One of the most celebrated events on the campus, which includes all stakeholders, is graduation. Graduation takes place at the TSC Fine Arts Center where all participants (students and faculty) wear their academic regalia.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause:** Staff and Parent surveys indicate the need to support the different learning modalities.

Need Statement 2 (Prioritized): Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause:** paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 3 (Prioritized): Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause:** COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 4 (Prioritized): need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5 (Prioritized): Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause:** TEA blueprint expectation

Need Statement 6 (Prioritized): Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, aftershool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 7 (Prioritized): Need desk top computer upgrades, printers for student and teacher use, laptops, interactive hardware and software for streaming, coursework, online learning **Data Analysis/Root Cause:** surveys indicate students need laptops to take home and do work from home.

Need Statement 8: Need to increase availability of library resources for our students **Data Analysis/Root Cause:** No Library available for our students

Need Statement 9: Need to improve TSI passing rates in Math and Reading **Data Analysis/Root Cause:** Data shows math and reading passing rates are lower than writing.

Need Statement 10 (Prioritized): Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. **Data Analysis/Root Cause:** new on line/at home learning surveys show some students will be working from home.

Need Statement 11 (Prioritized): Need to purchase AP Exams and TSI units for students to test college readiness tests **Data Analysis/Root Cause:** passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree

Need Statement 12 (Prioritized): Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause:** increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 13 (Prioritized): Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.

Need Statement 14 (Prioritized): need for a library at BECHS to better facilitate the growing enrollment in dual and honors courses **Data Analysis/Root Cause:** no available space or room

Need Statement 15 (Prioritized): decrease of attendance rates, teacher moral. **Data Analysis/Root Cause:** Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

Need Statement 16 (Prioritized): Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments. **Data Analysis/Root Cause:** EOC Meets and Masters level passing rates are low.

Need Statement 17 (Prioritized): Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits **Data Analysis/Root Cause:** Increase in attendance and academic success

Need Statement 18 (Prioritized): Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments. **Data Analysis/Root Cause:** daily usage of materials

Need Statement 19 (Prioritized): Need to provide transportation to students for different co curricula or extra curricula activities **Data Analysis/Root Cause:** student competition, student by student conferences

School Processes & Programs

School Processes & Programs Summary

The close partnership with UTRGV promotes high teacher expectations from students. The two years of high school are taught with advanced placement concepts to ensure students are ready for the rigor they will face in dual credit courses as early as 9th grade. All students attending the university are projected to complete up to 60+ hours of university classes (the requirements they need for students to be core complete) and obtain an Associates Degree with TSC. Teachers implement I3 teaching strategies and Honors/AP rigor. Additional professional development is required for teachers to remain GT/Honors/AP certified. Campus data shows students are successful on End of Course.

Students must successfully complete their EOC exams necessary for graduation. Students must pass all three parts of the TSI test and all their classes before they can be enrolled at UTRGV. Students who struggle academically have the opportunity to attend targeted tutorials, before, during and afterschool. Saturday academies will be made available to students who need reinforcement and reteaching of concepts. The Saturday academies will focus on reading, writing, math skills. Core teachers monitor student-level date on campus and district assessments, including but not limited to Check Point Assessments (CPAs) and benchmarks, throughout the school year to monitor student progress. Additionally, students progress monitor their own academic growth by tracking their EOC, TSI, SAT, and ACT data.

Student mentoring program is in place to help struggling students. The National Honor Society has initiated a mentorship program to help struggling BECHS students. Coupled with the best practices exhibited by AVID teachers and the use of TSI tutorials, APEX and other programs, students of all populations have access to a great deal of necessary academic support. Programs such as Edgenuity, and Turnitin are used to reenforce concepts, regain credits and check their academic honesty before turning in any research projects/papers. BECHS orientation is required so students understand the importance of all the responsibilities associated with being a BECHS/UTRGV/TSC student.

Presentations and report-outs by core area department chairs and counselor at all meetings keep all who attend informed of student successes and needs. There is close monitoring by our counselors of student grades with rapid follow up and parental conferences/meetings, as needed.

Staff Quality, Recruitment, and Retention Summary:

BECHS works in closely with UTRGV. We have implemented professional development idea sharing days with professors from UTRGV. We are aligning our teaching and instruction to better meet the needs of the students attending the university. Since UTRGV works hand-in-hand with BECHS, it is preferred that our teachers have a Master's Degree with five years of teaching experience in the field assigned. All core area teachers are experienced and are aided by support personnel of non-core area teachers (AVID, Spanish, Computer Technology, Physical and Health Education and Engineering), two campus administrators, two counselors, two custodians and one LVN along with three office staff members. There is little turn over at this campus. When recruitment is required, generally there are excess teachers at another campus and they are interviewed for the needed position at BECHS. This school year 20-21 we are requesting a Math Dual Enrollment Teacher to better faciliate the learning of concepts necessary to take the upper level math courses.

School Processes & Programs Strengths

Curriculum, Instruction, Assessment Strengths:

BECHS teachers work will together and work well with the districts Curriculum Specialists. Frequent visitation by the curriculum and instruction specialists ensures consistent monitoring of the TEKS, Scope and Sequence and our tested curriculum. Teachers write targeted curriculum and revise as the needs of the student change. Teachers work on their own assessments for each of the marking periods and disaggregate their students data in a timely manner. They provide tutorials based on thier locally developed assessment. The teachers are excited about the use of technology, mobile devices at school and at home. The TST teacher provides training to teachers on various technological software and hardware. District and state interim assessments are

The assessment department provides data periodically. They provide EOC, TSI data comparison charts from month to month. This helps teachers adjust their lesson to ensure we are reteaching any misconceptions

Staff Quality, Recruitment, and Retention Strength:

BECHS is fortunate to have dedicated teachers that insist on rigor in the classroom. Having a small school environment, ensures teachers have the opportunity to identify students' strength and areas of growth. All teachers are AP, Honors, and GT trained, turnover rate is extremely low amongst the staff. Since, we only have 9th and 10th grade teachers, they are able to meet and discuss students progress, attendance and behavior. All teachers are involved with student clubs and community service. Teachers take ownership of the student's success. There are 17 teachers on campus and 12 have a Master's degree (70%).

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, aftershool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause:** TSI passing rates need to increase, EOC Master levels passing rates are below state average.

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Need Statement 11 (Prioritized): Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause:** TEA blueprint expectation

Need Statement 12 (Prioritized): Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause:** Staff and Parent surveys indicate the need to support the different learning modalities.

Need Statement 13 (Prioritized): Need students to get more CTE certifications towards CCMR **Data Analysis/Root Cause:** CCMR requirement

Need Statement 14 (Prioritized): Need to purchase equipment and supplies to provide a safe, clean learning environment for our students. This will include cleaning products, sanitizer, shields, etc. for classroom use. **Data Analysis/Root Cause:** COVID -19

Need Statement 15 (Prioritized): Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits **Data Analysis/Root Cause:** Increase in attendance and academic success

Perceptions

Perceptions Summary

The early college designation of a standalone high school encourages teachers and students to excel, fostering a culture and climate of excellence. The expectation elevated by a rigorous curriculum ensures students become successful full-time university students. All stake holders collaborate to guarantee BECHS students are successful at every level.

Teachers actively seek professional development opportunities for their own professional growth and stay up to date with current teaching strategies. Teachers and students uphold the mission to engage in the life of the community by volunteering their time and donating monetary or necessary items to local nonprofit organizations, becoming knowledgeable citizens and emerging leaders.

Leadership at BECHS ensures fostering of effective communication and relationships with family, community, and stakeholders by involving them in the academics and activities offered to the students. Our commitment to fulfill our student needs include providing hot meals for breakfast, lunch and dinner.

Perceptions Strengths

Our small school culture allows students to form strong bonds with their instructors and form cooperative study groups. Highly effective tutorials are implemented and individualized student data disaggregation takes place through Aware and Tango. Some laptops are available for students to facilitate university curriculum, promote email communication between university professors and students, between BECHS, and between teachers and students. Our goal at BECHS is for every student to have access to a laptop, ensuring a means to submit university assignments. BECHS communicates its successes, needs, and progress throughout the year via announcements, call-outs, and the campus website to the community. Additionally, parents are notified via flyers and school messenger, in both Spanish and English, about parental involvement meetings held to update parents concerning assessments (district, state & national), activities, projects, expectations and to address general needs, concerns, questions and annual goals.

We utilize the parent liaisons provided by the Parental Involvement Department to present to our parents on district topics. These individuals are bilingual and well trained. Meetings in English and Spanish help parents feel comfortable. The meetings are informative and dialogue is highly encouraged. All brochures are produced with the teacher's classroom phone number, conference period, and email address to promote increased communication. Brochures and booklets are update for easy reference. Additionally, parents have access to the campus website, where materials are available for their convenience.

BECHS adheres to the TITLE I regulations. Teachers understand and know how important parents are to the success of our students and our TITLE I incentives. We ensure students take home and return the Title I parent -teacher- student compact. BECHS holds a TITLE I parent meeting to provide them a review of federal money expenditures.

Parent activities include - mini health fairs, fall festival, open house and volunteer opportunities.

In addition, the parent meeting dates are listed on the web site. The meeting dates of the year are published and the subsequent meeting is announced at the current monthly meeting. To further entice parents to attend, local speakers from the community are brought in to discuss areas of interest. Teachers provide their email address to parents who, in turn, utilize email to voice their concerns. All faculty and staff emails are listed on the school website. Forms for Home Access Center, HAC, are available to parents.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI

testing, and overall betterment of the students. **Data Analysis/Root Cause:** paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 2 (Prioritized): need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause:** materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 3 (Prioritized): Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause:** maintenance of a safe, healthy and orderly environment conducive to learning.

Need Statement 4 (Prioritized): Need to increase parental involvement and engagement. **Data Analysis/Root Cause:** low attendance at monthly meeting

Need Statement 5 (Prioritized): Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments. **Data Analysis/Root Cause:** daily usage of materials

Priority Need Statements

Need Statement 4: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education.

Data Analysis/Root Cause 4: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 1: Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc.

Data Analysis/Root Cause 1: Staff and Parent surveys indicate the need to support the different learning modalities.

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

Need Statement 5: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students.

Data Analysis/Root Cause 5: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

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

Need Statement 7: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, aftershool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes.

Data Analysis/Root Cause 7: TSI passing rates need to increase, EOC Master levels passing rates are below state average.

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

Need Statement 14: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas.

Data Analysis/Root Cause 14: increase in student enrollment in Dual Courses

Need Statement 14 Areas: Demographics - School Processes & Programs

Need Statement 3: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement.

Data Analysis/Root Cause 3: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

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

Need Statement 2: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework

and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university.

Data Analysis/Root Cause 2: new on line/at home learning surveys show some students will be working from home.

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

Need Statement 10: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office)

Data Analysis/Root Cause 10: maintenance of a safe, healthy and orderly environment conducive to learning.

Need Statement 10 Areas: Student Learning - Perceptions

Need Statement 17: Need to increase parental involvement and engagement.

Data Analysis/Root Cause 17: low attendance at monthly meeting

Need Statement 17 Areas: Demographics - Perceptions

Need Statement 16: need for a library at BECHS to better facilitate the growing enrollment in dual and honors courses

Data Analysis/Root Cause 16: no available space or room

Need Statement 16 Areas: Demographics - Student Learning

Need Statement 6: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge

Data Analysis/Root Cause 6: TEA blueprint expectation

Need Statement 6 Areas: Student Learning - School Processes & Programs

Need Statement 18: Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments.

Data Analysis/Root Cause 18: daily usage of materials

Need Statement 18 Areas: Student Learning - Perceptions

Need Statement 13: Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments.

Data Analysis/Root Cause 13: EOC Meets and Masters level passing rates are low.

Need Statement 13 Areas: Student Learning - School Processes & Programs

Need Statement 12: Need desk top computer upgrades, printers for student and teacher use, laptops, interactive hardware and software for streaming, coursework, online learning

Data Analysis/Root Cause 12: surveys indicate students need laptops to take home and do work from home.

Need Statement 12 Areas: Student Learning

Need Statement 22: Need to increase supports for student and family access to physical and mental health as well as nutritional Supports

Data Analysis/Root Cause 22: Additional state requirements and district student and employee indicate need

Need Statement 22 Areas: Demographics

Need Statement 11: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university.

Data Analysis/Root Cause 11: increase in enrollment of dual enrollment students. University professor change of book.

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

Need Statement 8: Need to purchase AP Exams and TSI units for students to test college readiness tests

Data Analysis/Root Cause 8: passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree

Need Statement 8 Areas: Student Learning - School Processes & Programs

Need Statement 15: Need students to get more CTE certifications towards CCMR

Data Analysis/Root Cause 15: CCMR requirement

Need Statement 15 Areas: School Processes & Programs

Need Statement 21: Need to purchase equipment and supplies to provide a safe, clean learning environment for our students. This will include cleaning products, sanitizer, shields, etc. for classroom use.

Data Analysis/Root Cause 21: COVID -19

Need Statement 21 Areas: School Processes & Programs

Need Statement 20: Need to provide supplemental duty pay to personnel to provide assistance in distribution of laptops, hardware/supplies, information, home visits

Data Analysis/Root Cause 20: Increase in attendance and academic success

Need Statement 20 Areas: Student Learning - School Processes & Programs

Need Statement 9: decrease of attendance rates, teacher moral.

Data Analysis/Root Cause 9: Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

Need Statement 9 Areas: Student Learning

Need Statement 19: Need to provide transportation to students for different co curricula or extra curricula activities

Data Analysis/Root Cause 19: student competition, student by student conferences

Need Statement 19 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 26, 2021

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: Brownsville Early College High School student performance for all students, all grades, all subjects will exceed 2021 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in English I, English II, Algebra I, Biology an US History by 3 percentage points

Evaluation Data Sources: STAAR/EOC performance report

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All teachers will utilize proven academic strategies in the core area classrooms to engage students, provide timely rationales for the importance of the material and to ensure student success in all core areas. Teachers will be attending relevant professional development, trainings and conferences to better enhance their teaching methodologies and increase student achievement.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Walk through forms, EOC results, TSI results, discussions w/UTRGV professors, semester averages, course completion study, professional development sign-in sheets, professional development agendas. T-TESS Formal Observations Dept. Meetings Data Meetings Chair Meetings **Staff Responsible for Monitoring:** Principal Assistant Principal Department Chairs Counselors Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All student, AT Risk, GT, Title I, SPED, 504, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021 **Need Statements:** Demographics 1, 2 - Student Learning 3 - School Processes & Programs 5, 6 **Funding Sources:** Professional Development - 199 Local funds - 199-23-6411-23-008-Y-99-000Y - $3,000, Trainings - 162 State Compensatory - 162-11-6411-00-008-Y-30-000-Y - $6,028	25%	50%	75%	→

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Instructional Materials and supplies will be purchased and provided to our teachers to facilitate the implementation of the state curriculum, AP curriculum, for tutorial sessions. Essential Instructional materials will include but not limited to school supplies, supplemental resources and software for all subject areas.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Students will pass courses with a minimum of a 70% in all courses offered at BECHS/UTRGV/TSC. Students will perform well on standardized testing. **Staff Responsible for Monitoring:** Principal Assistant Principal Department Chairs **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students, 504, EB, SPED, Title I. AR, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 1, 4, 7, 10, 12, 18 - School Processes & Programs 2, 3, 8, 12 - Perceptions 2, 5 **Funding Sources:** Instructional materials, software, consumables, supplemental duty pay - 162 State Compensatory - 162-11-6399-62-008-Y-30-000-Y - $7,000, Instructional Supplies, consumables, copy paper - 211 Title I-A - 211-11-6396-00-008-Y-30-OF2-Y - $500, Instructional Supplies, consumables, copy paper - 211 Title I-A - 211-11-6399-00-008-Y-30-OF2-Y - $12,000.88, Copy paper - 162 State Compensatory - 162-11-6396-00-008-Y-30-000-Y - $500, ESL lab supplies - 163 State Bilingual - $525, Software - 211 Title I-A - 211-11-6395-62-008-Y-30-OF2-Y - $2,500, Supplies - 199 Local funds - 199-11-6399-00-008-Y-99-000-Y - $1,525, General Supplies for Library - 211 Title I-A - 211-12-6399-00-008Y-30-0F2-4 - $215.12, Magazine Subscriptions - 211 Title I-A - 211-12-6325-00-008-Y-30-0F2-Y - $692, Library Books - 211 Title I-A - 211-12-6329-00-008-Y-30-30-0F2-Y, Library Books - 281 ESSER II Grant Funds - 281-12-6329-00-008-Y-99-OCG-Y - $8,000, eBooks - 281 ESSER II Grant Funds - 281-12-6299-00-008-Y-99-OCG-Y - $956.25	25%	50%	85%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Provide curricular academic support and counseling help to all students who are encountering significant obstacles to their college-going success. Counselors will provide extended day services to students struggling with core classes, EOC and TSI. Counselors will interpret data to appropriately identify students at risk for literacy difficulties and respond appropriately across all tiers of the RTI model. Counselors will be provided necessary materials supplies to carry out their day to day operation and ensure students are being serviced towards success.	**Nov**	**Jan**	**Mar**	**June**
	25%	55%	80%	→

Milestone's/Strategy's Expected Results/Impact: Students will be given the opportunity to test TSI afterschool. Counselors will facilitate the extended day tutorials and testing for TSI.

Staff Responsible for Monitoring:
Principal
Counselors

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - **Population:** All students: Title 1; EB; SPED; 504, AR, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021

Need Statements: Student Learning 2, 4, 5 - School Processes & Programs 3, 10, 11 - Perceptions 1, 2

Funding Sources: supplemental duty pay - 211 Title I-A - 211-31-6118-00-008-Y-30-OF2-Y - $4,000, Supplies - 211 Title I-A - 211-13-6399-00-008-Y-30-OF2-Y - $1,500

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Summer Bridge will be held during the summer to help students bridge the gap between 8th and 9th grade. Summer bridge will include core area and elective area curriculum to include TSI preparation and testing. General supplies will be purchased to carryout the day to day instructional activities during Summer Bridge. Custodial supplies will be ordered for the upkeep of the campus during the summer.	**Nov**	**Jan**	**Mar**	**June**
	100%	100%	100%	→

Milestone's/Strategy's Expected Results/Impact: School Climate and culture

Staff Responsible for Monitoring: Administration

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students: GT, AT Risk, EB, IDEA, 504, Title 1 Econ Dis - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021

Need Statements: Student Learning 5 - School Processes & Programs 11

Funding Sources: Summer Bridge, Supplies, supplemental duty, incentives - 211 Title I-A - 211-11-6118-00-008-Y-30-BDG-Y - $12,333, General Supplies - 162 State Compensatory - 162-11-6399-00-008-Y-30-000-Y - $3,830

Strategy 5 Details	Reviews			
Strategy 5: Teachers will implement tutorials to provide intense instructional support for students in need. Tutorials and regaining of credit courses will be available after school, before school, during lunch, and Saturday. Tutorials will include homework help, research projects, learning assistance as well.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Increase in all areas: EOC/TSI/ACT/SAT **Staff Responsible for Monitoring:** Principal Counselor Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students, AT Risk, GT, EB, 504, SPED Title I - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 6 - School Processes & Programs 1 **Funding Sources:** Supplemental duty pay teachers, counselors - 162 State Compensatory - 162-11-6118-00-008-Y-30-000-Y - $3,206, Supplemental duty pay - 211 Title I-A - 211-11-6118-00-008-Y-30-OF2-Y - $17,000, Supplemental duty - 162 State Compensatory - 162-11-6118-00-008-Y-24-EOC-Y - $8,000, Supplemental duty pay - 282 ESSER III Grant Funds - 282-11-6118-00-008-Y-24-OCG-Y - $21,240, Supplemental duty pay - 281 ESSER II Grant Funds - 281-11-6118-00-008-Y-99-OCG-Y - $32,289	25%	55%	80%	→

Strategy 6 Details	Reviews			
Strategy 6: In order to increase awareness of migrant student needs, BECHS campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Students will be able to catch up and ensure they are being successful. **Staff Responsible for Monitoring:** Principal PEIMS DATA Entry/REgistrar Counselor Main office Migrant Office **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 3.1 - **Population:** Migrant Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	25%	55%	80%	→

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

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 2: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause**: increase in student enrollment in Dual Courses

Student Learning

Need Statement 1: Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause**: Staff and Parent surveys indicate the need to support the different learning modalities.

Need Statement 2: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause**: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 4: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause**: TEA blueprint expectation

Need Statement 6: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, aftershool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause**: TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 7: Need desk top computer upgrades, printers for student and teacher use, laptops, interactive hardware and software for streaming, coursework, online learning **Data Analysis/Root Cause**: surveys indicate students need laptops to take home and do work from home.

Need Statement 10: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. **Data Analysis/Root Cause**: new on line/at home learning surveys show some students will be working from home.

Need Statement 12: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause**: increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 18: Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments. **Data Analysis/Root Cause**: daily usage of materials

School Processes & Programs

Need Statement 1: Need to provide supplemental duty pay for teachers and counselors to service students struggling and enable learners to attend tutorials before, during, aftershool and Saturday academies for testing TSI and EOC prep. Based on the data, tutorials sessions are offered to students before school, afterschool and Saturdays. Saturday tutorials are an integral part to student success at BECHS. Teachers will plan once every nine weeks to go over student performance data, discipline data, attendance data and align needs with curriculum outcomes. **Data Analysis/Root Cause**: TSI passing rates need to increase, EOC Master levels passing rates are below state average.

Need Statement 2: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. **Data Analysis/Root Cause**: new on line/at home learning surveys show some students will be working from home.

Need Statement 3: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 6: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause**: increase in student enrollment in Dual Courses

Need Statement 8: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause**: increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 10: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause**: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 11: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause**: TEA blueprint expectation

Need Statement 12: Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause**: Staff and Parent surveys indicate the need to support the different learning modalities.

Perceptions

Need Statement 1: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause**: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Need Statement 2: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5: Additional supplies essential for teaching include but are not limited to: core area supplemental textbooks, novels, graph and patty paper, and testing scantrons. Science specific (Chemistry & Biology) supplies and equipment like aprons, lab coats, preserved dissecting kits, microscopes, probes, loggers and eyewear are needed in order to conduct safe productive experiments. **Data Analysis/Root Cause**: daily usage of materials

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

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

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: All 9th and 10th grade students will be enrolled in a CTE course. Students will be highly encouraged to participate in BPA and TSA to ensure BECHS is represented at all levels for competition.	Nov	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Student numbers in CTE increase.
    Staff Responsible for Monitoring: Principal
counselor
PEIMS Supervisor
CTE teachers
 	
    ESF Levers: Lever 5: Effective Instruction - **Population:** GT, AR, 504, SPED, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021
	25%	55%	80%	→

    0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
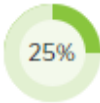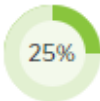
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 3: Brownsville Early College High School will implement the early college high school model to maintain designation and improve performance as measured by the ECHS Blueprint.
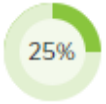
> **Evaluation Data Sources:** TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

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

Strategy 1 Details	Reviews			
Strategy 1: BECHS will purchase AP tests to provide Students the opportunity to take and challenge AP tests, TSI tests, SAT and ACT thus, enhancing the opportunity to gain college credit. Meanwhile, teachers will implement SAT vocabulary in context cross the curriculum in order to better prepare for college entrance exams. Teachers will be utilizing instructional strategies to enhance student learning and opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Increase number of students taking and passing the AP exams. Increase scores in both ACT/SAT and campus scores on TSI **Staff Responsible for Monitoring:** Counselor Admin **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students: Title 1-Econ Dis, SPED, 504, EB, Migrant, AR, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 5, 11 - School Processes & Programs 9, 11 **Funding Sources:** pay for AP tests, TSI units - 211 Title I-A - 211-11-6339-00-008-Y-30-OF2-Y - $16,400	25%	50%	85%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: BECHS will purchase necessary resources, access codes and textbooks for students enrolled and attending UTRGV. BECHS will be paying for adjuncts and tuition and registration for our students attending Texas Southmost College. The students need to be ready from the start of the semester with their resources because professors require reading before the actual start date at the university.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Students will be ready for the first day of class at the university **Staff Responsible for Monitoring:** BECHS Administration Advanced Academics UTRGV Dual Credit Director **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students: At risk, EB, SPED, 504, Title 1, Migrant, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 4, 12 - School Processes & Programs 3, 8 - Perceptions 2 **Funding Sources:** Supplies - 199 Local funds - 199-11-6399-51-008-Y-11-000-Y, Tuition, Registration - 162 State Compensatory - 162-11-6299-15-008-Y-30-0F2-Y - $20,000	25%	55%	80%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: BECHS will purchase student planners to ensure students remain current with assignments, projects, and exams/quizzes.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Students will be better prepared for assignments and six weeks, semester and final exams. Projects will be turned in on time. **Staff Responsible for Monitoring:** Principal AVID Teachers Content Teachers Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students: Title 1; EB; SPED 504; Migrant, GT, AR - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 4, 12 - School Processes & Programs 3, 8 - Perceptions 2 **Funding Sources:** Student planners - 211 Title I-A - 211-11-6399-00-008-Y-30-OF2-Y - $5,000	25%	100%	100%	→

Strategy 4 Details	Reviews			

Strategy 4: Annual AVID Membership and subscription along with ADOBE Professional will be bought to ensure teachers and students are aware of the current best practices.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

    Milestone's/Strategy's Expected Results/Impact: Continue to be an AVID recognized campus. Receive weekly newsletters and implement a college readiness curriculum

    Staff Responsible for Monitoring: AVID Teachers
Admin
Counselors

	Formative			Summative
	25%	55%	80%	→

    ESF Levers: Lever 5: Effective Instruction - **Population:** All students: GT, AR, EB, IDEA, 504, Migrant, Title 1 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021
    Need Statements: Demographics 1 - Student Learning 1, 3, 4 - School Processes & Programs 3, 5, 12 - Perceptions 2
    Funding Sources: AVID Registration and dues - 211 Title I-A - 211-11-6495-00-008-Y-30-OF2-Y - $4,500, Adobe - 211 Title I-A - 211-11-6395-00-008-Y-30-0F2-Y - $1,500

Strategy 5 Details	Reviews			

Strategy 5: BECHS will display the different university, colleges and university conferences banners, pennants and flags to promote a college going culture. The banners/pennants will provide a point of reference to engage their curiosity thus, in turn want to do some research about the university/college being displayed.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

    Milestone's/Strategy's Expected Results/Impact: Student engagement and curiosity about universities in the different conference in the nation.

Create a college going culture and promote post secondary learning and curiosity.
    Staff Responsible for Monitoring: Counselor
Admin
AVID Teachers

	Formative			Summative
	25%	50%	75%	→

    Schoolwide and Targeted Assistance Title I Elements: 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** AR, GT, EB, Migrant, SPED, 504 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2021 - **Revision Date:** June 2, 2021

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: BECHS will provide updated literature and information on the instructional programs, graduation data and other pertinent information to advise parents and the community about BECHS. Graduation programs, flyers, tri-folds and informational products will be sent to print or printed on campus to maintain our community up to date.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Printed informational products. **Staff Responsible for Monitoring:** Counselor Admin **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students: AR, GT, Title 1; SPED; EB; Migrant;504 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Demographics 7 - Perceptions 4 **Funding Sources:** printing services - 199 Local funds - 199-11-6399-16-008-Y-11-0-00-Y - $3,000	25%	50%	85%	→

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

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Need Statement 7: Need to increase parental involvement and engagement. **Data Analysis/Root Cause**: low attendance at monthly meeting
Student Learning
Need Statement 1: Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause**: Staff and Parent surveys indicate the need to support the different learning modalities.
Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Need Statement 4: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance
Need Statement 5: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause**: TEA blueprint expectation
Need Statement 11: Need to purchase AP Exams and TSI units for students to test college readiness tests **Data Analysis/Root Cause**: passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree
Need Statement 12: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause**: increase in enrollment of dual enrollment students. University professor change of book.

School Processes & Programs

Need Statement 3: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 8: Need to purchase necessary instructional materials for our students enrolled at both TSC and UTRGV to include but not limited to college textbooks, access codes, supplemental materials are required by the university. **Data Analysis/Root Cause**: increase in enrollment of dual enrollment students. University professor change of book.

Need Statement 9: Need to purchase AP Exams and TSI units for students to test college readiness tests **Data Analysis/Root Cause**: passing TSI and AP exams will enhance their chances of obtaining more college credits towards an AA degree

Need Statement 11: Need to provide a summer bridge program for incoming 9th graders and purchase instructional materials necessary to carry out the activities during the bridge **Data Analysis/Root Cause**: TEA blueprint expectation

Need Statement 12: Need technology equipment, software and hardware to support the different instructional models and platforms for online, at home, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause**: Staff and Parent surveys indicate the need to support the different learning modalities.

Perceptions

Need Statement 2: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 4: Need to increase parental involvement and engagement. **Data Analysis/Root Cause**: low attendance at monthly meeting

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: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5%.

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: BECHS Students will be able to choose and participate in various activities of their choice. Transportation will be provided to students attending different co-curricular or instructional relevant events. Transportation, food and snacks will be provided during competition.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Students will participate in extra co-curricular activities. **Staff Responsible for Monitoring:** Teachers Principal Counselor **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** All students: At risk, EB, IDEA, Title 1, Migrant 504 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 19 **Funding Sources:** Transportation and subsistence - 199 Local funds - 199-36-6412-00-008-Y-99-000-Y - $500, transportation - 199 Local funds - 199-11-6494-00-008-Y-11-000-Y - $1,500	25%	55%	80%	→
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 4 Need Statements:

Student Learning
Need Statement 19: Need to provide transportation to students for different co curricula or extra curricula activities **Data Analysis/Root Cause**: student competition, student by student conferences

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: Brownsville Early College High School will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: BECHS will promote energy conservation tips to support BISD and UTRGV system.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Complete implementation of BECHS energy conservation plan and compare its usage to prior years. Formative: Monthly comparison of energy consumption Summative: Annual comparison of annual energy consumption **Staff Responsible for Monitoring:** BECHS Administration Custodians Teachers Counselors **Population:** AR, GT, SPED, 504, Title 1 , EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	**Nov**	**Jan**	**Mar**	**June**
	25%	50%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: BECHS will provide necessary equipment, resources, supplies, to custodial staff to ensure the campus is safe, clean and is conducive for learning. Maintenance and day to day operation of campus by custodians is essential for an effective learning environment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Provide clean environment conducive to learning. **Staff Responsible for Monitoring:** Administration Custodians

ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** All students: AR, GT, EB; 504. SPED, TITLE 1; Econ dis - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** School Processes & Programs 14 **Funding Sources:** Supplies to maintain a clean, safe environment conducive to learning - 199 Local funds - 199-51-6315-00-008-Y-99-0-00-Y - $3,300, Supplies to maintain a clean, safe environment conducive to learning - 199 Local funds - 199-51-6399-00-008-Y-99-0-00-Y - $3,800 | 25% | 50% | 85% | → |
| 0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue | | | | |

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 14: Need to purchase equipment and supplies to provide a safe, clean learning environment for our students. This will include cleaning products, sanitizer, shields, etc. for classroom use. **Data Analysis/Root Cause**: COVID -19

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: Brownsville Early College High School will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: BECHS will support and monitor the effective usage of all funds based on student needs assessment.	**Formative**			**Summative**
Population: All stakeholders	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: BECHS budget allocated funds will be base on priority student needs. Formative: monthly budget reports Summative: end of year budget reports **Staff Responsible for Monitoring:** BECHS Administration DEIC/SBDM Committees **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** AT, GT, EB, Title 1, 504, SPED - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	25%	50%	75%	→
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: Brownsville Early College High School will create and provide faculty and staff recognition, provide incentives to teachers 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			
Strategy 1: BECHS will have teacher and student recognition celebrations and/or ceremonies to highlight successes throughout the year. Graduation materials and decorations, diplomas, awards and flowers will be purchased to ensure a memorable ceremony. Teachers will receive recognition and appreciation gifts during Teacher appreciation week.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Student and Teacher recognition will motivate and create a culture of appreciation and increase teacher quality. **Staff Responsible for Monitoring:** BECHS Administration	25%	55%	80%	→
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Population:** All students: GT, AT Risk, EB; 504, Title 1;IDEA; Migrant - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 15 **Funding Sources:** Teacher Awards- Teacher appreciation - 199 Local funds - 199-13-6498-00-008-Y-99-0-00-Y - $2,500, Grand Celebration Graduation TSC Art Center Reservation Fee - 199 Local funds - 199-11-6269-00-008-Y-00-000-Y - $2,000, End of year celebration/recognition - 199 Local funds - 199-11-6499-53-008-Y-11-000-Y - $1,500, Student celebration recognition awards, diplomas, cords - 199 Local funds - 199-13-6498-00-008-Y-11-000-Y - $2,500, Administration - 199 Local funds - 199-23-6498-00-008-Y-99-000-Y - $4,000, Student academic recognition - 281 ESSER II Grant Funds - 281-11-6498-00-008-Y-24-0CG-Y - $1,659				

Strategy 2 Details	Reviews			
Strategy 2: BECHS will implement a positive school culture by providing breakfast, luncheons, snacks and having drawings once a month for teachers, staff and students	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Positive school culture by praising and rewarding teachers periodically. **Staff Responsible for Monitoring:** BECHS Administration **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** All student: EB, , AT RISK, IDEA, 504, Migrant, Title 1, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 15 **Funding Sources:** Teacher appreciation - 199 Local funds - 199-13-6499-53-008-Y-99-0-00-Y - $500	25%	50%	80%	→

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

Performance Objective 2 Need Statements:

Student Learning
Need Statement 15: decrease of attendance rates, teacher moral. **Data Analysis/Root Cause**: Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

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: Brownsville Early College High School 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			
Strategy 1: Provide the Public Information Office with newspaper articles, television interviews, student/parents/staff and community events.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Regular media showcasing the accomplishments of the students, faculty, staff and parents. **Staff Responsible for Monitoring:** BECHS Administration Faculty **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** AR, GT, TITLE 1, 504, SPED, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	25%	50%	75%	→
0% No Progress	100% 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: BECHS will follow 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: Significant progress made toward meeting Objective
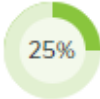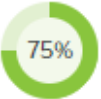
Strategy 1 Details	Reviews			
Strategy 1: BECHS will ensure to follow the district of innovation school calendar. The calendar will be shared to our IHE partners yearly to better plan for the upcoming school year.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Regular monitoring of schedules for both the district and the IHE. **Staff Responsible for Monitoring:** BECHS Administration Teachers IHE Partners **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** AT, GT, 504, IDEA, LEP, Title 1, Migrant, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	25%	60%	80%	→

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

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective
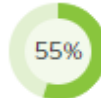
Strategy 1 Details	Reviews			
Strategy 1: Communicate UTRGV and BECHS expectations through the dissemination of Student Code of Conduct and Student Handbook (which combines expectations from BECHS and UTRGV). Required BECHS Orientation also reinforces these expectations and provides guidance for student safety. Students will be given an ID to ensure we are able to identify students 9th-12th grade.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Event sign-in sheets, campus attendance records, event agendas, EOY incident reports, medical reports, Signed Student Code of Conduct Orientation for all parents during the current instructional school year. **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Counselor Nurse Police Officer **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Population:** AR, GT, IDEA, 504, EB, Title 1, Migrant - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	25%	50%	75%	→
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	
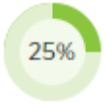
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% 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, or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: BECHS will monitor the population assigned to OSS and ISS. New teachers to the campus will be trained and campus will conduct refresher training to all teachers on how to document discipline referrals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Every six weeks discipline reports shall decrease. **Staff Responsible for Monitoring:** Principal Assistant Principal **Population:** All Students, Hispanic, EB, SPED, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	25%	55%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Campus Counselors and community/non-profit organizations, will address current mental health, safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Copies of presentations, sign in sheets, agendas **Staff Responsible for Monitoring:** Guidance and Counseling **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	25%	50%	75%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Campus counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends, and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Copies of presentations, sign in sheets, agendas, counselor logs **Staff Responsible for Monitoring:** Guidance and Counseling **Population:** All students, AR, EB, Title I, SPED, Migrant, DYS, 504 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** December 10, 2021 **Need Statements:** Student Learning 2 - School Processes & Programs 10 - Perceptions 1 **Funding Sources:** stress balls and other SEL items for students - 211 Title I-A - 211-31-6399-00-008-Y-30-0F2-Y - $500	25%	55%	80%	→

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

Performance Objective 2 Need Statements:
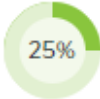
Student Learning
Need Statement 2: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause**: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

School Processes & Programs
Need Statement 10: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause**: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

Perceptions
Need Statement 1: Need 2 counselors at BECHS, due to increase of dual enrollment opportunities at both TSC and UTRGV. Individual PGP's are priority for every student and meeting deadlines and timelines for our higher ed partners. Supplemental duty pay is necessary for counselors to meet the demands of PGP's, group counseling, TSI testing, and overall betterment of the students. **Data Analysis/Root Cause**: paperwork demands for both institutions have increased over the past 2 years. increase in student enrollment towards Associates degree

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

Performance Objective 3: BECHS will refine and implement all safety plans 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: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide annual inservice trainings to faculty and staff to ensure the implementation and review of the Emergency Operations plans.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Monthly logs of practices and trainings, sign-in sheets, agendas, attendance **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Population:** AR, GT, 504, IDEA, Title 1, EB, Migrant - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	25%	50%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Security Officer or Police officer will be on campus throughout the school day for the school year, including all campus and off-campus events. Security issues will be addressed with parents as needed.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Work schedule assignments End of year incident reports Calendar of events **Staff Responsible for Monitoring:** Principal Assistant Principal Security Officer **ESF Levers:** Lever 3: Positive School Culture - **Population:** AR, GT, EB, title 1, 504, Migrant Sped - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	25%	55%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: The school nurse will available during the day for the entire school year to help students and staff to promote healthy practices. This increases attendance and helps with disease prevention. Nurse is available as needed to provide general health information to all faculty and staff members. Necessary supplies will be purchased for the nurse to carry out the day to day responsibilities.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Agendas, sign in sheets, attendance Medical reports Incident reports Review 360 **Staff Responsible for Monitoring:** Principal Assistant Principal Nurse **ESF Levers:** Lever 5: Effective Instruction - **Population:** All Students: EB, AT Risk, IDEA, Migrant, Title 1 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 13 - Perceptions 3 **Funding Sources:** Nurses supplies to provide a safe and healthy environment - 211 Title I-A - 211-33-6399-00-008-Y-30-0F2-Y - $800	25%	50%	75%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: BECHS will provide necessary items to keep a safe and clean classroom to provide instruction to students returning to campus. items such as sanitizing wipes, disinfecting sprays, hand sanitizer	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Attendance Improvement Student Engagement **Staff Responsible for Monitoring:** Principal, All BECHS Staff **Population:** All Students: SPED, AR, EB, GT, 504, ECON - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 13 - Perceptions 3 **Funding Sources:** 211-11-6399-00-008-Y-30-OF2-Y - 211 Title I-A - $2,000	25%	55%	85%	→

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Campuses will provide Threat Assessment Training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Practice Safety drills				

Population: All students and Staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021

25% 50% 80% →

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

Performance Objective 3 Need Statements:

Student Learning
Need Statement 13: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause**: maintenance of a safe, healthy and orderly environment conducive to learning.

Perceptions
Need Statement 3: Need to purchase through our the year to include summer, necessary items to carryout the day to day operations of the campus, such as, custodial items for indoor and outdoor use, items for the healthcare of our students (nurses' office) **Data Analysis/Root Cause**: maintenance of a safe, healthy and orderly environment conducive to learning.

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) (BISD Goal #5)

Performance Objective 1: BECHS will have a 5% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.

Evaluation Data Sources: Formative:
Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus

Summative:
Increase % parent participation
Increase % student attendance
Increase student STAAR scores

Summative Evaluation: Significant progress made toward meeting Objective
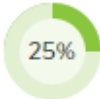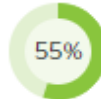
Strategy 1 Details	Reviews			
Strategy 1: BECHS will Adhere to Title 1 Parental Involvement requirements: share decision-making through Meetings; increase parental involvement meetings; host parental meetings to share information regarding district and state mandates as well as expectations of campus programs and UTRGV at BECHS cafeteria using sound system and video presentations that are clearly visible to all attendants. Meetings will be held on the 3rd Thursday of every month in the evening and on the following Friday morning to give an opportunity for parents to attend. The SBDM committee will review the parent/student/campus compact and revise upon agreement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	50%	75%	→
Milestone's/Strategy's Expected Results/Impact: Formative: Use of Sign in Sheets Summative: Surveys **Staff Responsible for Monitoring:** Principal Assistant Principal Parental Involvement Dept. Counselor **Schoolwide and Targeted Assistance Title I Elements:** 3.1, 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** AR, GT, Title 1, MIgrant, DYS, RTI, 504, IDEA, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide snacks, water, coffee and other supplies during the parent meetings, open house, transitional meetings to parents.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Sign in Sheets Summative: Surveys **Staff Responsible for Monitoring:** Principal Assistant Principal Counselor **ESF Levers:** Lever 3: Positive School Culture - **Population:** All students: At risk, EB, SPED, 504, Title 1, Migrant, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021 **Need Statements:** Demographics 7 - Perceptions 4 **Funding Sources:** General supplies to host parent meetings - 211 Title I-A - 211-61-6399-00-008-Y-30-OF2-Y - $1,200	25%	55%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas:	Nov	Jan	Mar	June
* Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities * Monitoring of course completion for PFS students * Monitoring of late entry/early withdrawals * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Coordination Inter-state and intra-state (TMIP) activities * Coordination with UT Austin Migrant Graduation Enhancement Program * Assist with OSY Initiative * Assist with the monitoring of campus migrant staff Population: Migrant Students Migrant Parents	25%	45%	80%	→
Milestone's/Strategy's Expected Results/Impact: Formative:Graduation plans, entry/withdrawls Summative: Increase on- time graduation and on-time promotion and decrease dropout rate PBMAS				
Staff Responsible for Monitoring: Principal Migrant Office				
ESF Levers: Lever 1: Strong School Leadership and Planning - **Population:** AR, GT, Migrant, Title 1, 504, SPED, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: BECHS will ensure that our campus improvement plan is reviewed and revised every quarter starting in September of the school year. The campus improvement plan will be revised by the SBDM and members of the campus to ensure we are targeting areas of need to improve student achievement. The CIP will be available to all stakeholders, via-print, or on line. The campus improvement plan will be presented a parent meeting and will be announced periodically it is available for viewing. Flexible Parent meetings times will be held to ensure we reach the majority of our parents. Morning and evening meetings will be held at BECHS in the cafeteria. The CIP and all it's content will be translated into Spanish upon request.	Nov	Jan	Mar	June
	25%	45%	80%	→

Milestone's/Strategy's Expected Results/Impact: Parental involvement Increase Awareness of campus funding expenses

Staff Responsible for Monitoring: admin, counselors

Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Population:** AR, GT, Title 1, MIgrant, EB, SPED, 504 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: BECHS will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Ensures the School-Parent-Student Compact outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards.	Nov	Jan	Mar	June
	25%	50%	75%	→

Milestone's/Strategy's Expected Results/Impact: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus

Summative:
Increase % parent participation
Increase % student attendance
Increase student STAAR scores
Completed Parental Involvement Policies, Campuses S-P-S Compacts
Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas
Summative Impact:
100% Completed Title I-A Parental Involvement Compliance Checklist
100% Signed S-P-S Compact
Training Session Evaluations

Staff Responsible for Monitoring: Administration

Schoolwide and Targeted Assistance Title I Elements: 3.1 - **Population:** AR, SPED, GT, Title I, Migrant, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021

Strategy 6 Details	Reviews			
Strategy 6: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees. Parents will participate in the annual review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan (Goal 6) **Milestone's/Strategy's Expected Results/Impact:** Parent representative Sign in sheets Calendars, Agendas **Staff Responsible for Monitoring:** Principal **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	Formative			Summative
	Nov	Jan	Mar	June
	20%	50%	80%	→

Strategy 7 Details	Reviews			
Strategy 7: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Create partnerships through a campus volunteer program. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. **Milestone's/Strategy's Expected Results/Impact:** Monthly meeting reports **Staff Responsible for Monitoring:** Counselors Admin **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	Formative			Summative
	Nov	Jan	Mar	June
	25%	55%	80%	→

Strategy 8 Details	Reviews			

Strategy 8 Details	Reviews			
Strategy 8: BECHS will provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas: * Building Capacity through training using appropriate equipment and materials for parent and community access to resources * College Readiness * Community agencies and organizations resources * Drop-out and Violence Prevention * Early Childhood Literacy Strategies * Effective teaching strategies in content areas * Health and Wellness Education * Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life * Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc. **Milestone's/Strategy's Expected Results/Impact:** Weekly Reports **Staff Responsible for Monitoring:** Counselors Admin **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	55%	80%	→

Strategy 9 Details	Reviews			
Strategy 9: The Parent Liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. **Milestone's/Strategy's Expected Results/Impact:** Monthly Meetings Conduct surveys to see the need **Staff Responsible for Monitoring:** Administration **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	55%	85%	→

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

Performance Objective 1 Need Statements:
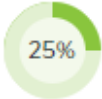
Demographics
Need Statement 7: Need to increase parental involvement and engagement. **Data Analysis/Root Cause**: low attendance at monthly meeting

Perceptions
Need Statement 4: Need to increase parental involvement and engagement. **Data Analysis/Root Cause**: low attendance at monthly meeting

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will attend the Advanced Placement Institutes either during the school year or summer. Teachers will gain knowledge by attending the APSI.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Increase teacher efficacy and content knowledge. Increase the ability to incorporate higher order thinking skills. problem based learning and projects. **Staff Responsible for Monitoring:** BECHS Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Population:** AR, GT, Title 1, Migrant, 504, SPED, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	25%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Teacher will attend AVID training/institutes to better prepare students for the rigor of the course work offered at BECHS.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Increase College Readiness Increase knowledge on how to incorporate Cornell notes in all subjects. Align all teachers in teaching strategies. **Staff Responsible for Monitoring:** BECHS Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Population:** All Students: AT risk, EB, SPED, IDEA, 504, Migrant , Title 1 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Demographics 1 - Student Learning 3 - School Processes & Programs 5 **Funding Sources:** travel funds, lodging, registration, food, expenses - 199 Local funds - 199-13-6411-23-008-Y-99-000-Y	25%	50%	75%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Administration, Counselors, and Teachers will attend National, State and Regional Conferences and/or training to gain knowledge on research based interventions, gain knowledge on new and innovative teaching methodologies to better serve our students either with at home, blended, or face to face interaction and teaching/counseling sessions.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Gain knowledge in TEKS. Incorporate Higher Order Thinking Problem Solving Techniques. Questioning Techniques **Staff Responsible for Monitoring:** Administration Counselors Teachers Dept. Chairs C n I specialists **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All Students: AT Risk, Title 1, SPED, 504, EB, Migrant - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Demographics 1, 2 - Student Learning 3 - School Processes & Programs 5, 6 **Funding Sources:** Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training. - 211 Title I-A - 211-31-6411-00-008-Y-30-OF2-Y, Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training. - 211 Title I-A - 211-23-6411-23-008-Y-30-OF2-Y, Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training. - 211 Title I-A - 211-13-6411-23-008-Y-30-OF2-Y	25%	50%	85%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Substitutes will be hired to give teachers the opportunity to plan once every 9 weeks. Core area, CTE, and elective teachers will co-plan and produce classroom instructional materials based on student performance on exams.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Completion of instructional materials including exams, quizzes, and group activities. Review scope and sequence, adjust timelines and teaching strategies **Staff Responsible for Monitoring:** Principal Teachers **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Population:** All students: At risk, EB, 504 SPED, Title 1, Migrant, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 16 - School Processes & Programs 7 **Funding Sources:** Substitute Teacher - 211 Title I-A - 211-13-6112-00-008-Y-30-AYP-Y, Substitutes - 199 Local funds - 199-11-6112-18-008-Y-11-000-Y	25%	50%	80%	→

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Need Statement 2: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause**: increase in student enrollment in Dual Courses

Student Learning
Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Need Statement 16: Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments. **Data Analysis/Root Cause**: EOC Meets and Masters level passing rates are low.

School Processes & Programs
Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Need Statement 6: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause**: increase in student enrollment in Dual Courses
Need Statement 7: Need substitutes for core teachers to give them more opportunities to plan, review and revise the scope and sequence based on student needs, benchmark data, interim assessments. **Data Analysis/Root Cause**: EOC Meets and Masters level passing rates are low.

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

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

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

    Summative Evaluation: Significant progress made toward meeting Objective

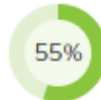| Strategy 1 Details	Reviews			
Strategy 1: BECHS teachers will participate in on going professional development to stay current with new technological advances, new teaching strategies to help reluctant students. Teachers will implement learned technology strategies in the classroom to heighten the rigor in all areas. Meals will be provided for afterschool trainings and meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: The use of technology will broaden students knowledge base. Make available different learning management systems
    Staff Responsible for Monitoring: CTE Teachers
CTE Deparment
BECHS administration
 	
    ESF Levers: Lever 5: Effective Instruction - **Population:** All students, At risk, EB, SPED, 504, Migrant, Title 1, GT - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 10, 2021
    Need Statements: Demographics 1, 2 - Student Learning 3 - School Processes & Programs 5, 6
    Funding Sources: General supplies to carry out training sessions - 211 Title I-A - 211-13-6399-00-008-Y-30-AYP-Y
	20%	50%	75%	→

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.
Need Statement 2: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause**: increase in student enrollment in Dual Courses

Student Learning

Need Statement 3: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

School Processes & Programs

Need Statement 5: Need to provide professional development opportunities to teachers in instructional strategies that would better serve students for the now 21st century learning create a college going culture, online learning tools and strategies to better prepare our students and teachers for the rigor of a post secondary education. **Data Analysis/Root Cause**: COVID-19 school closure, 21st century learning, survey results from both teachers and students indicate the need for professional development.

Need Statement 6: Need to provide highly qualified teachers/Dual teachers/AP/Honors. Teacher training is essential in those areas. **Data Analysis/Root Cause**: increase in student enrollment in Dual Courses

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

Performance Objective 3: All campus staff will participate in required on going trainings related to trauma informed care and safe and supportive schools

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All teachers, administration and counselors will complete trauma informed care training from a state approved program to increase awareness and implement best practice to support students' well being and apply interventions for academic and emotional support (Policy FFBA)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative : End of Year Reports
 	
    Staff Responsible for Monitoring: Counselors
Admin
Campus Threat Assessment Team Leaders
 	
    Population: All Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021
	25%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: BECHS will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multi-hazard emergency operations plan (policy FFB)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative: End of year reports
 	
    Staff Responsible for Monitoring: Admin
counselors
Campus Threat Assessment Team Leaders
 	
    Population: ALL CAMPUS STAFF - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021
	25%	55%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: BECHS will train designated staff on child sexual abuse, sex trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Training records, six weeks reporting of presentations Summative: end of year reports trainings **Staff Responsible for Monitoring:** Administration Campus Threat Assessment Team Leaders **Population:** All Campus Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	30%	45%	75%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: BECHS will train all faculty and staff on social-emotional learning and trauma-informed care training to meet student academic, behavioral, and mental-wellness needs. Students will be provided access to Suite 360 SEL curriculum materials to learn about SEL core competencies.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Agendas, copies of training materials **Staff Responsible for Monitoring:** Administration, Counselors, MTSS **Population:** All students, AR, Title I, Migrant, EB, SPED, DYS, 504, RTI - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** December 10, 2021	15%	50%	75%	→

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

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

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

Evaluation Data Sources: Learning Management System for usage reports, walkthroughs, professional development session info

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware for computer/technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative: LMS progress reports **Staff Responsible for Monitoring:** Administration, Teachers, TST **ESF Levers:** Lever 5: Effective Instruction - **Population:** All Students: EB, AT risk, Title 1. Migrant 504, SPED - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021 **Need Statements:** Student Learning 1, 4, 7 - School Processes & Programs 3, 12 - Perceptions 2 **Funding Sources:** Technology for students and teachers - 211 Title I-A - 211-11-6398-62-008-Y-30-OF2-Y - $63,553	30%	55%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Purchase and implement instructional software to support student's credit recovery, acceleration and remediation through the A+ and Edgenuity/Odyessy software. Living With Science software for the science department. The use of a software to check authenticity of work being turned in. TurnitIn program helps student prevent plagiarism. ALEK, APEX for TSI, ACT/SAT, Edusmart, Gizmos, Virtual Labs, IXL, SIRIUS, NearPod, Flocabulary, Membean	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Review of budgetary expenses to view purchases. Review of student's credit recovery on Compass Review of A+ and Odyessy use Review Living With Science Turnit In Sofware will be used to chek student authentic work **Staff Responsible for Monitoring:** Principal Assistant Principal Technology Support Teacher (TST) Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students: AT risk, EB, SPED, 504, Migrant,Title 1 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 1, 10 - School Processes & Programs 2, 12 **Funding Sources:** Computer software, programs for Student enrichment, reteaching, Credit recovery - 211 Title I-A - 211-11-6395-62-008-Y-30-OF2-Y - $2,500, Purchase of Software - 211 Title I-A - 211-11-6249-00-008-Y-30-OF2-Y - $3,000, purchase of software - 162 State Compensatory - 162-11-6299-62-008-Y-30-000-Y - $6,500	35%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Purchase teacher and student technology hardware to facilitate instruction and increase student learning. Teacher and administration desktops, teacher laptops, chargeable laptop carts, projectors, audio visual equipment and document cameras, recording equipment and printers will be purchased. Student laptops, tablets along with virtual reality hardware and software to better prepare students for 21st century learning will be purchased to increase global learning and experiences. Toner will be purchased in order to facilitate printing in the classrooms and any other work station for students.		Formative		Summative
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Increase the use of technology in all content areas. **Staff Responsible for Monitoring:** Counselors Admin Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students: At risk, Title 1, 504, SPED, Migrant, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021 **Need Statements:** Student Learning 1, 4, 7 - School Processes & Programs 3, 12 - Perceptions 2 **Funding Sources:** Technology equipment for teachers, admin, toner for printers, printers, - 211 Title I-A - 211-11-6399-62-008-Y-30-OF2-Y - $3,500, toner, printers, technology equipment - 199 Local funds - 199-11-6399-16-008-Y-11-000-Y - $3,000, technology equipment - 496 Elon Musk Grant Funds - 496-11-6398-62-008-Y-11-O00-Y - $13,286, Technology Teacher/Student - 211 Title I-A - 211-11-6398-62-008-Y30-0F2-Y - $76,092, TEchnology accessories and hardware - 162 State Compensatory - 162-11-6399-62-008-Y-30-000-Y - $3,000, technology equipment - 281 ESSER II Grant Funds - 281-11-6398-62-008-Y-24-OCG-Y - $16,170	25%	50%	85%	→

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause**: Staff and Parent surveys indicate the need to support the different learning modalities.
Need Statement 4: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance
Need Statement 7: Need desk top computer upgrades, printers for student and teacher use, laptops, interactive hardware and software for streaming, coursework, online learning **Data Analysis/Root Cause**: surveys indicate students need laptops to take home and do work from home.
Need Statement 10: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. **Data Analysis/Root Cause**: new on line/at home learning surveys show some students will be working from home.

School Processes & Programs

Need Statement 2: Computer software and software renewals are needed to increase student engagement and student achievement. Interactive software for streaming, coursework and online learning. All Teachers need access to technology, laptops, ipads, calculators and programs and applications to engage students, to have student/teacher interaction and prepare students for college and or career. The need for more interactive technology can be facilitated through purchase of Computers on Wheels Carts, laptops, VR glasses, printers, etc. The need for the latest and greatest technology is of the essence at BECHS in order for our students to excel at BECHS and at the university. **Data Analysis/Root Cause**: new on line/at home learning surveys show some students will be working from home.

Need Statement 3: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

Need Statement 12: Need technology equipment, software and hardware to support the different instructional models and platforms for online, athome, blended and or face to face instruction. Teacher desktops, laptops, interactive hardware that will facilitate at home learning, printers, cameras, etc. **Data Analysis/Root Cause**: Staff and Parent surveys indicate the need to support the different learning modalities.

Perceptions

Need Statement 2: need to purchase instructional, consumable supplies, and technology to include media center printing to increase student participation, engagement and achievement. **Data Analysis/Root Cause**: materials are consistently being used by the teachers and students to carry out the state curriculum. celebrations to recognize students attendance

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

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

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will provide options to learn any time of day, from home, school and/or community.	**Formative**			**Summative**
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations; progress monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Administration, TST **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 2, 2021	25%	50%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: The campus will provide students in 1:1 classrooms the opportunity to have a device that will help to extend learning .	**Formative**			**Summative**
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations; Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments; LMS participation data **Staff Responsible for Monitoring:** Administration, TST **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 2, 2021	25%	65%	75%	→

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

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will establish successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Device purchasing reports; Device deployment reports Summative Impact: Progress towards successful purchasing and deployment; Survey results regarding success of deployment **Staff Responsible for Monitoring:** Administration, TST **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 2, 2021	20%	45%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the campus in the early fall, mid-year and spring	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** Administration, TST **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 2, 2021	30%	55%	85%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue
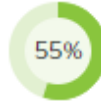
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

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

Evaluation Data Sources: Updated policies, reports of data breaches

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results: Proposed policy and guideline revisions;Survey reports Summative Results: Security reports; Updated Policies **Staff Responsible for Monitoring:** Administration, TST **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 2, 2021	30%	55%	75%	→
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The campus will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Administration, TST **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** All faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 2, 2021	15%	30%	55%	→

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

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers and school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. *Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Administration **Population:** All faculty and staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021	15%	50%	70%	→

Strategy 2 Details	Reviews			
Strategy 2: BECHS will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** Across all grade levels - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 3, 2021	0%	50%	75%	→

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

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: 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, BECHS 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		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
	25%	50%	80%	→
Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, Classroom projects, End of Year grades Summative: Increases Scores in STAAR to increase by 2% TELPAS **Staff Responsible for Monitoring:** Administration, TST, teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** All students, EB, SPED, Title I, At-Risk, DYS, 504 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

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

Evaluation Data Sources: BISD Future Ready Framework survey results

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Identify who the agents of change are at the campus level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	10%	45%	75%	→
Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders, Committee Agendas, and Minutes Summative Results: Agendas **Staff Responsible for Monitoring:** Administration, TST **Population:** All faculty and staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 2, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: BECHS will increase the overall attendance rate to 97% for all students and improve At-Risk Student Attendance Rate by 1% over prior year attendance.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: BECHS will hold celebrations for students that have perfect attendance every 3 and 6 weeks. Awards, ice cream, popcorn to name a few will be give to students as a recognition for attending school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Accurate records of attendance. Increase attendance rates. **Staff Responsible for Monitoring:** PEIMS Supervisor Principal Counselor Teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** AR, GT, EB, Migrant, SPED, 504, Title ! - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021 **Need Statements:** Student Learning 15 **Funding Sources:** student incentives - 199 Local funds - 199-11-6398-00-008-Y-11-000-Y - $1,000	25%	55%	85%	→
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

Performance Objective 1 Need Statements:
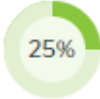
Student Learning
Need Statement 15: decrease of attendance rates, teacher moral. **Data Analysis/Root Cause**: Incentives will be provided to teachers and students that have perfect attendance every 3 weeks and at the end of the six weeks. End of year celebration to recognize accomplishments.

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: Maintain the High School Completion Rate for BECHS at 100% and increase/maintain the High School Graduation Rate to 100%.

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

Summative Evaluation: Significant progress made toward meeting Objective
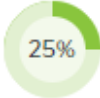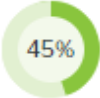
Strategy 1 Details	Reviews			
Strategy 1: BECHS will continue to work with students that may be struggling academically. Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Graduation Rate, Completion Rate, and Dropout Rate Survivor Manual, Graduation Cohorts, Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-Risk Students	**Formative**			**Summative**
	Nov	Jan	Mar	June
	25%	55%	85%	→
Milestone's/Strategy's Expected Results/Impact: Increase attendance rate and minimize number of students attending summer school **Staff Responsible for Monitoring:** Administrator for State Compensatory Education, Administrator for Special Programs **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** AR, GT, SPED, Migrant, 504, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate and reduce the retention rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Monitoring of attendance for all at risk. Academic progress. Attendance to tutorial. **Staff Responsible for Monitoring:** Counselor Administration Administration for ARE **ESF Levers:** Lever 5: Effective Instruction - **Population:** AT, Title 1, Migrant, GT, 504, SPED, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	25%	45%	80%	→
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 4: BECHS 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.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: A food pantry and clothes closet will be implemented at every campus to provide to identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Students will have available resources accessible to them. **Staff Responsible for Monitoring:** State Compensatory Principal Counselor Teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** AT, GT, SPED, 504, EB, Title 1, Migrant - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 3, 2021	25%	50%	80%	→

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

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The comprehensive needs assessment was developed May 28, 2021 with the help of all the teachers, counselors and administration. We were able to meet in small groups and review and revise. Dates of meetings April 28, 2021, May 5, 2021, May 19, 2021 with the help of all the teachers, counselors and administration. Groups were developed based on the multiple measures and discussions happened around the strenghts and needs of the campus. We had a gallery walk and everyone initialed and added to the reccomendations for the needs assessment. Teachers, parents and students have unique perspectives as to what BECHS may need. One point of consistensy from all stakeholders was that BECHS's rigor and expectations do prepare students for post secondary education. Teachers, parents and students understand the need for rigor in this campus to better be prepared for TSC and UTRGV.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

All BECHS faculty and staff helped develop the CNA and CIP on May 28, 2021. BECHS faculty and staff used multiple data resources to ensure we had a targeted plan developed. Data sources such as EOC scores, AP Scores, TSI scores, attendance, discipline, and teacher reports were used to develop the Campus Improvement Plan. The SBDM committee met to discuss the needs assessment. The consensus was the need for more technology in the classrooms and technology accessibility for students. With the technology needs of the teachers, the teachers and staff want more training on the different platforms- Google, Schoology.

2.2: Regular monitoring and revision

Every SBDM meeting time is dedicated to review, update, and formative review as a committee for the CIP. BECHS 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. At a minimum, the CIP is monitored quaterly by SBDM members. During Steering Committee and SBDM meetings teachers will continue to be included in decisions regarding the use and selection of academic assessments to measure student performance. In addition, local and categorical budgets are shared with BECHS personnel to solicit their input for the expenditure of funds during Steering and SBDM meetings. 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 on November 2, 2021, January 4, 2022, March 1, 2022, and June 3, 2022.

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 that can be found on the BECHS school website. During the Title I yearly meeting the school advises parents where to locate the CIP and what the document represents. The 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

BECHS offers multiple opportunities for tutorials. Teachers are available mornings, afterschool and on Saturdays. The teachers are well trained and use academic strategies to engage

all students. Proven academic strategies are implemented in all areas. Teachers have the opportunity to attend conferences and trainings ensure student engagement and to help students be successful. All teachers have the opportunity to attend AVID trainings to ensure the college going culture is sustained at BECHS

Our counselors provide morning, afternoon and Saturday services for TSI.

Counselors are available to students the whole day. Students are made aware of the different manner counselors can help them be successful.

2.5: Increased learning time and well-rounded education

Multiple opportunites are given to the students at BECHS to ensure academic success. Summer bridge is offered and mandatory for all incoming 9th graders. During summer bridge, the 9th grade teachers give them a preview of what to expect in the classroom. Not only are the core areas covered, we cover multiple courses that revolve around cyber bullying, cyber safety, collaborative group assignments to ensure they can work collaboratively with others. BECHS implements tutorials after the 3rd week of the 1st six weeks. Tutorials and content support classes are offered before, during, and afterschool to all students. Students at-risk of failing or not passing the EOC/TSI, parents are contacted through a phone call and students are given a letter that must be signed by the parents informing them of "mandatory tutorials."

We offer a preview to the AP curriculum and TSI. We want every students to be well rounded in academics. TSI tutorial hours must be met before students can test on TSI. TSI tutorials are tailored to the student needs.

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

We provide necessary tutorials for all students. Students at risk of failing or students who are not attending school the counselor will provide social emotional support. She will ensure students take advantage of the Saturday academies. BECHS implements tutorials after the 3rd week of the 1st six weeks. Tutorials and content support classes are offered before, during and afterschool to all Students. Students at-risk of failing or not passing the EOC/TSI, parents are contacted through a phone call and students are given a letter that must be signed by the parents informing them of "mandatory tutorials."

Most students perform well academically at the university. Those students that are identified as possible academic probation or suspension are enrolled in a support class through out the day.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

BECHS provides meetings for parents once a month on the third Thursday (5:30 pm) and on following Friday morning (9:00am). We cover the same information at both meetings. The SBDM along with the ECHS steering committee develop the CNA, CIP and the Parent/Student/School compact on May 28, 2021. Parental information is distributed with funds provided by Title I, Part A, child care, or home visits, as such services relate to parental involvement. The Campus Improvement plan along with the information from the CNA is distirbuted to parents at meetings up request and is posted on the website.

The Parent and Family Engagment Policy is printed and kept in the front office. It is shared at parent meetings and is posted on our website.

CIP is translated into Spanish upon request. Meetings are held in both English and Spanish

3.2: Offer flexible number of parent involvement meetings

BECHS provides meetings for parents once a month on the third Thursday (5:30 pm) and on following Friday morning (9:00am). We cover the same information at both meetings.We

may have a repeat of the same meeting a week later to ensure parents are able to attend. We offer a flexible number of meetings, such as meetings in the morning or evening. The meetings are held at BECHS in the cafeteria.

BECHS provides parents of participating children timely information about programs and a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards.

Meetings are held in both English and Spanish.

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums	11/29/2021	Joanna Villarreal 698-2789		Missing 19-20 TAPR
Assistant Superintendent	(SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)				
Athletics	Processes and Programs and Goals 1 and 2				
			Jose G. Garcia		Goal 1, Strategy #1, 2, 3, 4 and 5: Replace LEP with Emergent Bilingual (EB)
					Goal 7, Strategy #1 : Replace LEP with Emergent Bilingual (EB), AVID program not offered for EBs in strategy 2.
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB				Goal 9, Strategy #1 : Replace LEP with Emergent Bilingual (EB)
CCMR/Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment				
Curriculum--Elementary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary				
			A. Guzman		Potentially note that your core teachers are also monitoring data on the district assessments including CPAs and Benchmarks throughout the school year and that you are encouraging both teachers and students to track their own data.
				School Processes:	Teacher planning opportunities are discussed. I know that it has been mentioned to do some coplanning between different content areas too (such as health and biology) that may be also included.
				Goal 7, Strategy 4:	
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary	11.19.21		Goal 8, Strategy 2:	Some technology enhanced programs may be included that were purchased with ESSER funds such as Edusmart, Gizmos Virtual Labs, IXL, SIRIUS, etc. to support this goal.

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			Roni Rentfro		
			547-3590		There are a few areas to finish up to clear this year's plan:
					Campus Needs Assessment date from May 2021
					Goal 8 perf. Objs.—ck years
					Did you have any State Comp funded staff? Generally nurses are 0.4—was your nurse full time or BECHS part-time this year?
					Griselda should be teacher, if elected, cannot be parent on committee since BISD employee
	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and				Missing one business partner if move that parent to parent?
					Miguel no longer teacher on campus—add name of replacement so keep Teacher ratio at 2/3's of elected members
DCSI	overall review	6/21 244p			Need to attach CCMR Board goals
			C. SALDANA		**No strategy that addresses 504 students in general and 504 Medical students.**
			698-0412		**Ensure strategy that addresses Parent and staff meetings that address 504 and RtI.**
	Student Learning, Processes and Programs, Goals 1, 7 and 9 for				
Dyslexia/504	Dyslexia				**Dyslexia strategies were apparent throughout the plan as well as RtI strategies.**
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood				
	ESSER funded Strategies with Needs linked and all funds				
ESSER	allocate				
Facilities and Maintenance	Goal 2				
	211 funded Strategies with Needs linked, ESSA T1-A				
Federal Programs (211)	Elements, T1-A Personnel				
Finance and Budget	Goal 3				
	Student Learning and Processes and Programs, Goals 1 and &				
Fine Arts					

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #Goal-PO-Strategy-Need	Notes or Feedback
			S G	Ensure that a strategy is include for following
				• <mark>Goal #5: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness.</mark>
			Garza 1468	
			Garza 1468	
				• Goal #7: In<mark>clude strategy to include Professional Development for MTSS to include social-emotional learning</mark> and trauma-informed care training for administrators, counselors and teachers.
		11/18/2021		
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	12/7/21		• <mark>Suite 360 SEL Curriculum</mark>
	Demographics, Processes and Programs, Goals 1 and 9 related			
Homeless	to Homeless			
			Miguel	
Instructional Technology or ISET	Processes and Programs, Goal 8	11/11/2021	Molnia	Update Goal 8 to New Future Ready Version
	Demographics, Goals 1 and 9			
Migrant	related to Migrant			
	Demographics, Processes and Programs, and Perceptions, Goal			
Parent and Family Engagement	6, ESSA SWP 3.1 and 3.2			
	Demographics and related strategies			
PEIMS				
	Perceptions, Processes and Programs, Goal 7 performance			
Professional Development	objectives and strategies			

Program/ Position	Goal or Topic for review	Contact Date of Feedback	name and #Goal-PO-Strategy-Need	Notes or Feedback
Public Information	Perceptions and Goal 4			
Pupil Services	Demographics and Goal 5			
Security Services	Demographics and Perceptions, Goals 5 and 7			
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education			
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas			

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Rachel Ayala	Principal
Non-classroom Professional	Deborah Ross	Counselor
District-level Professional	Juan Chavez	Administrator CTE
Community Representative	Michael Aldape	Director of Dual Credit
Parent	Nereyda Ledezma	Teacher
Non-classroom Professional	Mirta Walle	Nurse
Business Representative	Javier Aguirre	Attorney
Classroom Teacher	Eduardo Abrego	Teacher
Classroom Teacher	Sam Ortiz	Teacher
Assistant Principal	Diana Guerrero	member
Classroom Teacher	Lizza Hernandez	Teacher
Classroom Teacher	Virginia Sauceda	Teacher
Non-classroom Professional	Lorraine Alvarez	member
Classroom Teacher	Harold Emerson	Teacher
Classroom Teacher	Griselda Lamas	member
Business Representative	Ana Reyes	Parent
Parent	Mayra Castillo	Parent
Parent	Ana Rookstool	Parent
Parent	Simon Puente	Parent

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	199-23-6411-23-008-Y-99-000Y	$3,000.00
1	1	2	Supplies	199-11-6399-00-008-Y-99-000-Y	$1,525.00
1	3	2	Supplies	199-11-6399-51-008-Y-11-000-Y	$0.00
1	3	6	printing services	199-11-6399-16-008-Y-11-0-00-Y	$3,000.00
1	4	1	Transportation and subsistence	199-36-6412-00-008-Y-99-000-Y	$500.00
1	4	1	transportation	199-11-6494-00-008-Y-11-000-Y	$1,500.00
2	1	2	Supplies to maintain a clean, safe environment conducive to learning	199-51-6399-00-008-Y-99-0-00-Y	$3,800.00
2	1	2	Supplies to maintain a clean, safe environment conducive to learning	199-51-6315-00-008-Y-99-0-00-Y	$3,300.00
3	2	1	Teacher Awards- Teacher appreciation	199-13-6498-00-008-Y-99-0-00-Y	$2,500.00
3	2	1	End of year celebration/recognition	199-11-6499-53-008-Y-11-000-Y	$1,500.00
3	2	1	Student celebration recognition awards, diplomas, cords	199-13-6498-00-008-Y-11-000-Y	$2,500.00
3	2	1	Grand Celebration Graduation TSC Art Center Reservation Fee	199-11-6269-00-008-Y-00-000-Y	$2,000.00
3	2	1	Administration	199-23-6498-00-008-Y-99-000-Y	$4,000.00
3	2	2	Teacher appreciation	199-13-6499-53-008-Y-99-0-00-Y	$500.00
7	1	2	travel funds, lodging, registration, food, expenses	199-13-6411-23-008-Y-99-000-Y	$0.00
7	1	4	Substitutes	199-11-6112-18-008-Y-11-000-Y	$0.00
8	1	3	toner, printers, technology equipment	199-11-6399-16-008-Y-11-000-Y	$3,000.00
9	1	1	student incentives	199-11-6398-00-008-Y-11-000-Y	$1,000.00
				Sub-Total	$33,625.00
				Budgeted Fund Source Amount	$33,625.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Trainings	162-11-6411-00-008-Y-30-000-Y	$6,028.00
1	1	2	Instructional materials, software, consumables, supplemental duty pay	162-11-6399-62-008-Y-30-000-Y	$7,000.00
1	1	2	Copy paper	162-11-6396-00-008-Y-30-000-Y	$500.00
1	1	4	General Supplies	162-11-6399-00-008-Y-30-000-Y	$3,830.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental duty pay teachers, counselors	162-11-6118-00-008-Y-30-000-Y	$3,206.00
1	1	5	Supplemental duty	162-11-6118-00-008-Y-24-EOC-Y	$8,000.00
1	3	2	Tuition, Registration	162-11-6299-15-008-Y-30-0F2-Y	$20,000.00
8	1	2	purchase of software	162-11-6299-62-008-Y-30-000-Y	$6,500.00
8	1	3	TEchnology accessories and hardware	162-11-6399-62-008-Y-30-000-Y	$3,000.00
				Sub-Total	$58,064.00
				Budgeted Fund Source Amount	$58,064.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	ESL lab supplies		$525.00
				Sub-Total	$525.00
				Budgeted Fund Source Amount	$525.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Supplies, consumables, copy paper	211-11-6399-00-008-Y-30-OF2-Y	$12,000.88
1	1	2	Software	211-11-6395-62-008-Y-30-OF2-Y	$2,500.00
1	1	2	Magazine Subscriptions	211-12-6325-00-008-Y-30-0F2-Y	$692.00
1	1	2	Library Books	211-12-6329-00-008-Y-30-30-0F2-Y	$0.00
1	1	2	General Supplies for Library	211-12-6399-00-008Y-30-0F2-4	$215.12
1	1	2	Instructional Supplies, consumables, copy paper	211-11-6396-00-008-Y-30-OF2-Y	$500.00
1	1	3	Supplies	211-13-6399-00-008-Y-30-OF2-Y	$1,500.00
1	1	3	supplemental duty pay	211-31-6118-00-008-Y-30-OF2-Y	$4,000.00
1	1	4	Summer Bridge, Supplies, supplemental duty, incentives	211-11-6118-00-008-Y-30-BDG-Y	$12,333.00
1	1	5	Supplemental duty pay	211-11-6118-00-008-Y-30-OF2-Y	$17,000.00
1	3	1	pay for AP tests, TSI units	211-11-6339-00-008-Y-30-OF2-Y	$16,400.00
1	3	3	Student planners	211-11-6399-00-008-Y-30-OF2-Y	$5,000.00
1	3	4	Adobe	211-11-6395-00-008-Y-30-0F2-Y	$1,500.00
1	3	4	AVID Registration and dues	211-11-6495-00-008-Y-30-OF2-Y	$4,500.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	3	stress balls and other SEL items for students	211-31-6399-00-008-Y-30-0F2-Y	$500.00
5	3	3	Nurses supplies to provide a safe and healthy environment	211-33-6399-00-008-Y-30-0F2-Y	$800.00
5	3	4	211-11-6399-00-008-Y-30-OF2-Y		$2,000.00
6	1	2	General supplies to host parent meetings	211-61-6399-00-008-Y-30-OF2-Y	$1,200.00
7	1	3	Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training.	211-31-6411-00-008-Y-30-OF2-Y	$0.00
7	1	3	Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training.	211-13-6411-23-008-Y-30-OF2-Y	$0.00
7	1	3	Funds for professional development registration fees, travel, lodging, food and other materials necessary to attend conferences or training.	211-23-6411-23-008-Y-30-OF2-Y	$0.00
7	1	4	Substitute Teacher	211-13-6112-00-008-Y-30-AYP-Y	$0.00
7	2	1	General supplies to carry out training sessions	211-13-6399-00-008-Y-30-AYP-Y	$0.00
8	1	1	Technology for students and teachers	211-11-6398-62-008-Y-30-OF2-Y	$63,553.00
8	1	2	Computer software, programs for Student enrichment, reteaching, Credit recovery	211-11-6395-62-008-Y-30-OF2-Y	$2,500.00
8	1	2	Purchase of Software	211-11-6249-00-008-Y-30-OF2-Y	$3,000.00
8	1	3	Technology equipment for teachers, admin, toner for printers, printers,	211-11-6399-62-008-Y-30-OF2-Y	$3,500.00
8	1	3	Technology Teacher/Student	211-11-6398-62-008-Y30-0F2-Y	$76,092.00
				Sub-Total	$231,286.00
				Budgeted Fund Source Amount	$231,286.00
				+/- Difference	$0.00

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	eBooks	281-12-6299-00-008-Y-99-OCG-Y	$956.25
1	1	2	Library Books	281-12-6329-00-008-Y-99-OCG-Y	$8,000.00
1	1	5	Supplemental duty pay	281-11-6118-00-008-Y-99-OCG-Y	$32,289.00
3	2	1	Student academic recognition	281-11-6498-00-008-Y-24-0CG-Y	$1,659.00
8	1	3	technology equipment	281-11-6398-62-008-Y-24-OCG-Y	$16,170.00
				Sub-Total	$59,074.25
				Budgeted Fund Source Amount	$59,074.25
				+/- Difference	$0.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Supplemental duty pay	282-11-6118-00-008-Y-24-OCG-Y	$21,240.00
				Sub-Total	$21,240.00
				Budgeted Fund Source Amount	$21,240.00
				+/- Difference	$0.00
496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	3	technology equipment	496-11-6398-62-008-Y-11-O00-Y	$13,286.00
				Sub-Total	$13,286.00
				Budgeted Fund Source Amount	$13,286.00
				+/- Difference	$0.00
				Grand Total Budgeted	$417,100.25
				Grand Total Spent	$417,100.25
				+/- Difference	$0.00

Addendums

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901008**

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

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

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Total Students: 390
Grade Span: 09 - 12
School Type: High School

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

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)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	**95%**	*	95%	-	-	*	-	-	-	-	93%	98%	94%	86%
	2018	65%	65%	**100%**	-	100%	*	-	*	-	-	-	*	100%	100%	100%	*
At Meets Grade Level or Above	2019	50%	49%	**82%**	*	83%	-	-	*	-	-	-	-	81%	84%	80%	66%
	2018	44%	43%	**98%**	-	98%	*	-	*	-	-	-	*	97%	100%	98%	*
At Masters Grade Level	2019	11%	10%	**21%**	*	20%	-	-	*	-	-	-	-	24%	16%	16%	7%
	2018	7%	6%	**27%**	-	28%	*	-	*	-	-	-	*	28%	24%	28%	*
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	**99%**	-	99%	*	-	*	-	-	-	-	99%	100%	99%	*
	2018	67%	64%	**99%**	*	99%	*	-	-	-	-	-	-	98%	100%	99%	100%
At Meets Grade Level or Above	2019	49%	45%	**96%**	-	96%	*	-	*	-	-	-	-	95%	100%	95%	*
	2018	48%	43%	**92%**	*	93%	*	-	-	-	-	-	-	97%	83%	93%	91%
At Masters Grade Level	2019	8%	6%	**16%**	-	14%	*	-	*	-	-	-	-	16%	13%	15%	*
	2018	8%	5%	**14%**	*	14%	*	-	-	-	-	-	-	14%	14%	14%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
	2018	83%	90%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above	2019	61%	82%	**91%**	-	91%	-	-	-	-	-	-	-	91%	92%	91%	88%
	2018	55%	71%	**68%**	-	68%	-	-	-	-	-	-	-	63%	*	67%	*
At Masters Grade Level	2019	37%	62%	**66%**	-	66%	-	-	-	-	-	-	-	65%	67%	66%	63%
	2018	32%	48%	**37%**	-	37%	-	-	-	-	-	-	-	31%	*	39%	*
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	**98%**	*	98%	-	-	*	-	-	-	-	96%	100%	97%	96%
	2018	87%	88%	**99%**	-	99%	*	-	*	-	-	-	*	99%	100%	99%	*
At Meets Grade Level or Above	2019	62%	60%	**79%**	*	78%	-	-	*	-	-	-	-	75%	85%	77%	63%
	2018	59%	55%	**86%**	-	88%	*	-	*	-	-	-	*	86%	86%	87%	*
At Masters Grade Level	2019	25%	18%	**22%**	*	23%	-	-	*	-	-	-	-	27%	15%	22%	11%
	2018	24%	16%	**39%**	-	39%	*	-	*	-	-	-	*	43%	27%	40%	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**100%**	*	100%	-	-	-	-	-	-	-	100%	100%	100%	*
	2018	92%	92%	**100%**	-	100%	*	-	*	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	73%	72%	**97%**	*	97%	-	-	-	-	-	-	-	96%	100%	96%	*
	2018	70%	68%	**93%**	-	93%	*	-	*	-	-	-	-	92%	94%	93%	88%
At Masters Grade Level	2019	45%	40%	**59%**	*	59%	-	-	-	-	-	-	-	62%	52%	57%	*
	2018	40%	33%	**58%**	-	59%	*	-	*	-	-	-	-	62%	50%	58%	38%

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

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All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**98%**	100%	98%	*	-	*	-	-	-	-	98%	99%	98%	94%
	2018	77%	78%	**100%**	*	99%	100%	-	100%	-	-	-	*	99%	100%	99%	100%
At Meets Grade Level or Above	2019	50%	52%	**89%**	80%	89%	*	-	*	-	-	-	-	88%	90%	88%	72%
	2018	48%	49%	**91%**	*	92%	69%	-	100%	-	-	-	*	91%	90%	91%	86%
At Masters Grade Level	2019	24%	23%	**32%**	40%	32%	*	-	*	-	-	-	-	35%	26%	31%	22%
	2018	22%	21%	**34%**	*	35%	15%	-	67%	-	-	-	*	36%	30%	35%	21%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**97%**	*	97%	*	-	*	-	-	-	-	96%	98%	96%	87%
	2018	74%	74%	**99%**	*	99%	100%	-	*	-	-	-	*	99%	100%	99%	100%
At Meets Grade Level or Above	2019	48%	47%	**90%**	*	90%	*	-	*	-	-	-	-	90%	89%	88%	68%
	2018	46%	44%	**95%**	*	95%	80%	-	*	-	-	-	*	97%	89%	95%	87%
At Masters Grade Level	2019	21%	18%	**18%**	*	17%	*	-	*	-	-	-	-	19%	15%	16%	6%
	2018	19%	17%	**20%**	*	21%	0%	-	*	-	-	-	*	21%	18%	21%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
	2018	81%	85%	**100%**	-	100%	-	-	-	-	-	-	-	100%	*	100%	*
At Meets Grade Level or Above	2019	52%	57%	**91%**	-	91%	-	-	-	-	-	-	-	91%	92%	91%	88%
	2018	50%	55%	**68%**	-	68%	-	-	-	-	-	-	-	63%	*	67%	*
At Masters Grade Level	2019	26%	31%	**66%**	-	66%	-	-	-	-	-	-	-	65%	67%	66%	63%
	2018	24%	28%	**37%**	-	37%	-	-	-	-	-	-	-	31%	*	39%	*
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**98%**	*	98%	-	-	*	-	-	-	-	96%	100%	97%	96%
	2018	80%	82%	**99%**	-	99%	*	-	*	-	-	-	*	99%	100%	99%	*
At Meets Grade Level or Above	2019	54%	55%	**79%**	*	78%	-	-	*	-	-	-	-	75%	85%	77%	63%
	2018	51%	51%	**86%**	-	88%	*	-	*	-	-	-	*	86%	86%	87%	*
At Masters Grade Level	2019	25%	21%	**22%**	*	23%	-	-	*	-	-	-	-	27%	15%	22%	11%
	2018	23%	19%	**39%**	-	39%	*	-	*	-	-	-	*	43%	27%	40%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	**100%**	*	100%	-	-	-	-	-	-	-	100%	100%	100%	*
	2018	78%	80%	**100%**	-	100%	*	-	*	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	55%	54%	**97%**	*	97%	-	-	-	-	-	-	-	96%	100%	96%	*
	2018	53%	51%	**93%**	-	93%	*	-	*	-	-	-	-	92%	94%	93%	88%
At Masters Grade Level	2019	33%	29%	**59%**	*	59%	-	-	-	-	-	-	-	62%	52%	57%	*
	2018	31%	26%	**58%**	-	59%	*	-	*	-	-	-	-	62%	50%	58%	38%

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 390
Grade Span: 09 - 12
School Type: High School

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

School Progress Domain - Academic Growth Score by Grade and Subject

		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)
End of Course English II	2019	69	68	**63**	-	62	*	-	*	-	-	-	-	62	67	63	*
	2018	67	69	**71**	*	71	-	-	-	-	-	-	-	70	74	71	65
End of Course Algebra I	2019	75	91	**93**	-	93	-	-	-	-	-	-	-	93	93	93	93
	2018	72	85	**69**	-	69	-	-	-	-	-	-	-	66	*	68	*
All Grades Both Subjects	2019	69	69	**70**	-	70	*	-	*	-	-	-	-	69	73	70	85
	2018	69	71	**71**	*	71	-	-	-	-	-	-	-	69	76	70	68
All Grades ELA/Reading	2019	68	67	**63**	-	62	*	-	*	-	-	-	-	62	67	63	*
	2018	69	69	**71**	*	71	-	-	-	-	-	-	-	70	74	71	65
All Grades Mathematics	2019	70	71	**93**	-	93	-	-	-	-	-	-	-	93	93	93	93
	2018	70	72	**69**	-	69	-	-	-	-	-	-	-	66	*	68	*

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 390

Campus Name: BROWNSVILLE EARLY COLLEGE H S

2019-20 Campus Prior Year and Student Success Initiative

Grade Span: 09 - 12

Campus Number: 031901008

School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative														
Grade 8 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	15%	*	-	*	-	-	-	-	-	-	*	*

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 390

Campus Name: BROWNSVILLE EARLY COLLEGE H S

2019-20 Campus STAAR Performance

Grade Span: 09 - 12

Campus Number: 031901008

Bilingual Education/English as a Second Language

(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%	**98%**	-	-	-	-	-	76%	-	76%	-	76%	76%
	2018	77%	78%	**100%**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	52%	**89%**	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	48%	49%	**91%**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	23%	**32%**	-	-	-	-	-	19%	-	19%	-	19%	19%
	2018	22%	21%	**34%**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**97%**	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	74%	74%	**99%**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	47%	**90%**	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	46%	44%	**95%**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	18%	**18%**	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	19%	17%	**20%**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**100%**	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	81%	85%	**100%**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	57%	**91%**	-	-	-	-	-	60%	-	60%	-	60%	60%
	2018	50%	55%	**68%**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	31%	**66%**	-	-	-	-	-	40%	-	40%	-	40%	40%
	2018	24%	28%	**37%**	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**98%**	-	-	-	-	-	88%	-	88%	-	88%	88%
	2018	80%	82%	**99%**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	55%	**79%**	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	51%	51%	**86%**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	21%	**22%**	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	23%	19%	**39%**	-	-	-	-	-	-	-	-	-	-	-
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	**100%**	-	-	-	-	-	-	-	-	-	-	-
	2018	78%	80%	**100%**	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	55%	54%	**97%**	-	-	-	-	-	-	-	-	-	-	-
	2018	53%	51%	**93%**	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	33%	29%	**59%**	-	-	-	-	-	-	-	-	-	-	-
	2018	31%	26%	**58%**	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	69%	71%	**71%**	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68%	67%	**63%**	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	69%	**71%**	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70%	71%	**93%**	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	70%	72%	**69%**	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 394

Campus Name: BROWNSVILLE EARLY COLLEGE H S

2019-20 Campus STAAR Participation

Grade Span: 09 - 12

Campus Number: 031901008

School Type: High School

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	*	-	100%	-	-	-	100%	100%
Included in Accountability	94%	95%	**97%**	100%	98%	*	-	67%	-	-	-	97%	100%
Not Included in Accountability													
Mobile	4%	2%	**3%**	0%	2%	*	-	33%	-	-	-	3%	0%
Other Exclusions	1%	2%	**0%**	0%	0%	*	-	0%	-	-	-	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	*	-	0%	-	-	-	0%	0%
Absent	1%	0%	**0%**	0%	0%	*	-	0%	-	-	-	0%	0%
Other	0%	0%	**0%**	0%	0%	*	-	0%	-	-	-	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	-	-	100%	-
Included in Accountability	94%	95%	**98%**	*	98%	100%	-	100%	-	-	-	98%	-
Not Included in Accountability													
Mobile	4%	3%	**2%**	*	2%	0%	-	0%	-	-	-	2%	-
Other Exclusions	1%	2%	**0%**	*	0%	0%	-	0%	-	-	-	0%	-
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	-	-	0%	-
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	-	-	0%	-
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	-	-	0%	-

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 390
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	**95.1%**	*	95.1%	93.0%	-	98.2%	-	-	-	94.9%	96.3%
2017-18	95.4%	95.4%	**97.1%**	*	97.1%	96.9%	-	*	-	-	*	97.1%	*
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	-	0.0%	0.0%
2017-18	1.9%	1.1%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	*	0.0%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.5%	0.2%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	3.7%	3.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	5.9%	3.2%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	90.4%	93.9%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2018													
Graduated	90.0%	92.8%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.4%	0.3%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	3.8%	3.0%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	5.7%	3.9%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	90.4%	93.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.6%	0.5%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	1.1%	0.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	6.1%	3.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	92.8%	95.6%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2017													
Graduated	92.0%	95.4%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Received TxCHSE	0.6%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	1.1%	0.5%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	6.3%	3.8%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	92.6%	95.7%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-

6-Year Extended Longitudinal Rate (Gr 9-12)

Texas Education Agency

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Total Students: 390
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	95.7%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Received TxCHSE	0.7%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	0.6%	0.2%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	6.3%	3.8%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	93.2%	96.1%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Class of 2016													
Graduated	92.1%	95.4%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
Received TxCHSE	0.8%	0.4%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Continued HS	0.5%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Dropped Out	6.6%	4.2%	**0.0%**	-	0.0%	*	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	92.9%	95.7%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	**100.0%**	-	100.0%	*	-	-	-	-	-	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2018	90.0%	91.9%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
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%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Class of 2018	5.0%	3.6%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2018	82.0%	93.2%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2018	86.8%	96.8%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
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%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	4.9%	3.6%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	81.5%	94.3%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 390

Campus Name: BROWNSVILLE EARLY COLLEGE H S

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: 09 - 12

Campus Number: 031901008

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	94.6%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	85.1%	96.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-

Texas Education Agency

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 390
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	86	100.0%	3,285	355,615
By Ethnicity:				
African American	0	0.0%	2	43,953
Hispanic	80	93.0%	3,255	180,673
White	4	4.7%	18	105,577
American Indian	0	0.0%	1	1,293
Asian	2	2.3%	8	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	1	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	20	1,090
Foundation H.S. Program (No Endorsement)	0	0.0%	198	51,579
Foundation H.S. Program (Endorsement)	0	0.0%	516	15,160
Foundation H.S. Program (DLA)	86	100.0%	2,509	285,538
Special Education Graduates	0	0.0%	299	27,598
Economically Disadvantaged Graduates	76	88.4%	2,760	186,364
LEP Graduates	0	0.0%	462	25,189
At-Risk Graduates	24	27.9%	2,003	146,432

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

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Total Students: 390
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	65.5%	67.4%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	50.0%	51.9%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	**98.8%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	58.2%	61.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Mathematics													
2018-19	48.6%	46.2%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	46.0%	49.9%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Both Subjects													
2018-19	44.2%	41.1%	**98.8%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	42.1%	44.9%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	20.7%	20.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	**68.6%**	-	68.8%	*	-	*	-	-	-	69.7%	-
2017-18	20.4%	18.6%	**45.5%**	*	47.9%	*	-	*	-	-	-	45.5%	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	1.4%	0.0%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	1.0%	0.0%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	**27.9%**	-	28.1%	*	-	*	-	-	-	26.3%	-
2017-18	28.7%	36.1%	**1.0%**	*	1.0%	*	-	*	-	-	-	1.0%	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	**7.0%**	-	7.5%	*	-	*	-	-	-	6.6%	-
2017-18	4.8%	4.4%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-

Texas Education Agency
District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

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

Total Students: 390
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2018-19	2.3%	1.6%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	1.7%	0.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	**41.9%**	-	43.8%	*	-	*	-	-	-	42.1%	-
2017-18	38.7%	53.1%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	**1.2%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	4.3%	4.1%	**1.0%**	*	1.0%	*	-	*	-	-	-	1.0%	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	2.6%	4.9%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	0.6%	0.0%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-

Texas Education Agency

District Name: BROWNSVILLE ISD

Campus Name: BROWNSVILLE EARLY COLLEGE H S

Campus Number: 031901008

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

Total Students: 390

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	**97.7%**	-	98.8%	*	-	*	-	-	-	98.7%	-
2017-18	32.1%	54.8%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Mathematics													
2018-19	24.7%	43.2%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
2017-18	23.7%	44.4%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Both Subjects													
2018-19	18.8%	36.6%	**97.7%**	-	98.8%	*	-	*	-	-	-	98.7%	-
2017-18	18.1%	39.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	**43.0%**	-	45.0%	*	-	*	-	-	-	43.4%	-
2017-18	58.4%	82.3%	**97.0%**	*	99.0%	*	-	*	-	-	-	97.0%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	2.0%	1.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Mathematics													
2018-19	7.3%	3.3%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	3.9%	4.6%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Both Subjects													
2018-19	2.6%	0.5%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
2017-18	0.9%	0.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	**26.6%**	*	27.1%	*	-	*	-	-	n/a	24.2%	n/a
2018	25.8%	24.1%	**36.4%**	*	36.7%	16.7%	-	*	-	-	n/a	35.5%	n/a
English Language Arts													
2019	14.5%	16.1%	**19.2%**	*	19.4%	*	-	*	-	-	n/a	17.2%	n/a
2018	15.3%	15.6%	**32.8%**	*	33.5%	16.7%	-	*	-	-	n/a	32.5%	n/a
Mathematics													
2019	7.4%	3.6%	**2.8%**	*	2.9%	*	-	*	-	-	n/a	3.2%	n/a
2018	7.3%	2.0%	**2.5%**	*	2.1%	0.0%	-	*	-	-	n/a	2.0%	n/a
Science													
2019	10.4%	8.1%	**0.6%**	*	0.6%	*	-	*	-	-	n/a	0.0%	n/a
2018	10.8%	5.5%	**1.0%**	*	1.1%	0.0%	-	*	-	-	n/a	1.0%	n/a
Social Studies													
2019	13.9%	16.7%	**9.6%**	*	10.0%	*	-	*	-	-	n/a	9.6%	n/a
2018	14.5%	13.6%	**0.5%**	*	0.5%	0.0%	-	*	-	-	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	**21.3%**	-	21.7%	-	-	*	-	-	n/a	15.8%	n/a
2018	50.7%	27.6%	**33.3%**	-	31.9%	*	-	*	-	-	n/a	34.3%	n/a
English Language Arts													
2019	41.2%	9.2%	**23.5%**	-	24.2%	-	-	*	-	-	n/a	22.2%	n/a
2018	42.5%	14.2%	**26.2%**	-	23.8%	*	-	*	-	-	n/a	26.6%	n/a

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

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

Total Students: 390
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	6.9%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2018	52.8%	14.8%	**0.0%**	-	*	-	-	*	-	-	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%	**5.9%**	-	5.9%	-	-	-	-	-	n/a	0.0%	n/a
2018	44.6%	11.7%	*	-	*	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	**100.0%**	-	100.0%	*	-	*	-	-	n/a	100.0%	n/a
2017-18	74.6%	76.9%	**100.0%**	*	100.0%	*	-	*	-	-	n/a	100.0%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	**50.5%**	-	50.0%	*	-	*	-	-	n/a	51.2%	n/a
2017-18	37.9%	22.5%	**58.3%**	*	58.8%	*	-	*	-	-	n/a	57.5%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	**1091**	-	1091	*	-	*	-	-	n/a	1086	n/a
2017-18	1036	960	**1103**	*	1102	*	-	*	-	-	n/a	1101	n/a
English Language Arts and Writing													
2018-19	517	478	**566**	-	566	*	-	*	-	-	n/a	564	n/a
2017-18	521	489	**560**	*	561	*	-	*	-	-	n/a	560	n/a
Mathematics													
2018-19	510	464	**525**	-	525	*	-	*	-	-	n/a	522	n/a
2017-18	515	472	**543**	*	541	*	-	*	-	-	n/a	541	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	**22.2**	-	22.1	*	-	*	-	-	n/a	22.2	n/a
2017-18	20.6	18.1	**20.5**	*	20.4	*	-	*	-	-	n/a	20.4	n/a
English Language Arts													
2018-19	20.3	17.7	**22.9**	-	22.7	*	-	*	-	-	n/a	22.8	n/a
2017-18	20.3	17.7	**20.4**	*	20.3	*	-	*	-	-	n/a	20.4	n/a
Mathematics													
2018-19	20.4	17.8	**20.9**	-	20.8	*	-	*	-	-	n/a	20.9	n/a
2017-18	20.6	18.1	**20.3**	*	20.3	*	-	*	-	-	n/a	20.3	n/a
Science													
2018-19	20.8	18.4	**21.7**	-	21.6	*	-	*	-	-	n/a	21.7	n/a
2017-18	20.9	18.5	**20.3**	*	20.2	*	-	*	-	-	n/a	20.3	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%	**71.9%**	*	71.7%	100.0%	-	66.7%	-	-	-	73.0%	0.0%
2017-18	43.4%	49.1%	**85.7%**	*	85.3%	90.9%	-	100.0%	-	-	-	85.9%	*
English Language Arts													
2018-19	17.8%	27.5%	**70.6%**	*	70.5%	100.0%	-	66.7%	-	-	-	72.5%	0.0%
2017-18	17.3%	26.5%	**45.3%**	*	45.0%	50.0%	-	60.0%	-	-	-	47.0%	-
Mathematics													
2018-19	20.4%	27.5%	**54.8%**	*	54.5%	*	-	60.0%	-	-	-	55.5%	0.0%
2017-18	20.7%	24.5%	**52.1%**	*	51.9%	55.6%	-	*	-	-	-	54.5%	-
Science													
2018-19	21.7%	16.4%	**21.2%**	*	20.7%	57.1%	-	20.0%	-	-	-	22.0%	0.0%
2017-18	21.2%	18.3%	**46.4%**	*	46.2%	45.5%	-	60.0%	-	-	-	48.2%	-
Social Studies													
2018-19	23.6%	26.0%	**49.1%**	*	48.2%	100.0%	-	66.7%	-	-	-	49.2%	0.0%
2017-18	22.8%	24.9%	**53.1%**	*	53.0%	54.5%	-	60.0%	-	-	-	52.1%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	**93.1%**	*	94.8%	*	-	*	-	-	-	93.1%	-
2016-17	54.6%	59.3%	**89.4%**	-	89.4%	-	-	-	-	-	-	88.4%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	**100.0%**	*	100.0%	*	-	-	-	-	-	100.0%	-
2016-17	59.2%	63.5%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-

Texas Academic Performance Report
2019-20 Campus Student Information

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Total Students: 390
Grade Span: 09 - 12
School Type: High School

| Student Information | Membership | | | | Enrollment | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	390	100.0%	42,989	5,479,173	390	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	8.3%	4.5%	0	0.0%	8.3%	4.5%
Kindergarten	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.3%
Grade 5	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	110	28.2%	8.5%	8.2%	110	28.2%	8.5%	8.2%
Grade 10	99	25.4%	8.0%	7.4%	99	25.4%	8.0%	7.4%
Grade 11	95	24.4%	7.5%	6.9%	95	24.4%	7.5%	6.9%
Grade 12	86	22.1%	7.2%	6.4%	86	22.1%	7.2%	6.4%
Ethnic Distribution:								
African American	5	1.3%	0.1%	12.6%	5	1.3%	0.1%	12.6%
Hispanic	377	96.7%	98.3%	52.8%	377	96.7%	98.3%	52.8%
White	5	1.3%	1.3%	27.0%	5	1.3%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	3	0.8%	0.2%	4.6%	3	0.8%	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	246	63.1%	49.1%	48.8%	246	63.1%	49.1%	48.8%
Male	144	36.9%	50.9%	51.2%	144	36.9%	50.9%	51.2%
Economically Disadvantaged	364	93.3%	89.5%	60.3%	364	93.3%	89.5%	60.2%
Non-Educationally Disadvantaged	26	6.7%	10.5%	39.7%	26	6.7%	10.5%	39.8%
Section 504 Students	17	4.4%	8.6%	6.9%	17	4.4%	8.6%	6.9%
English Learners (EL)	19	4.9%	36.1%	20.3%	19	4.9%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	11	2.8%	5.9%	4.1%	11	2.8%	5.9%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	5	1.3%	3.4%	1.4%	5	1.3%	3.4%	1.4%
Immigrant	1	0.3%	1.1%	2.3%	1	0.3%	1.1%	2.3%
Migrant	2	0.5%	1.4%	0.3%	2	0.5%	1.4%	0.3%
Title I	370	94.9%	98.5%	65.1%	370	94.9%	98.5%	65.1%
Military Connected	2	0.5%	0.5%	1.9%	2	0.5%	0.5%	1.9%
At-Risk	185	47.4%	67.8%	50.6%	185	47.4%	67.7%	50.5%

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 390
Grade Span: 09 - 12
School Type: High School

Student Information	------------------------ Membership ------------------------				------------------------- Enrollment -------------------------			
	--------- Campus ---------				--------- Campus ---------			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	19	4.9%	35.6%	20.6%	19	4.9%	35.6%	20.6%
Career & Technical Education	316	81.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	312	80.0%	81.9%	50.8%	312	80.0%	81.9%	50.8%
Gifted & Talented Education	130	33.3%	11.6%	8.1%	130	33.3%	11.6%	8.1%
Special Education	1	0.3%	13.3%	10.5%	1	0.3%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	**	**	54.6%	42.4%				
Students with Physical Disabilities	**	**	11.7%	21.4%				
Students with Autism	*	*	12.1%	13.8%				
Students with Behavioral Disabilities	**	**	19.4%	20.8%				
Students with Non-Categorical Early Childhood	**	**	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	28	6.9%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	26	6.4%						
White	1	0.2%						
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	42	13.7%						

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

Texas Education Agency

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 390

Campus Name: BROWNSVILLE EARLY COLLEGE H S

2019-20 Campus Student Information

Grade Span: 09 - 12

Campus Number: 031901008

School Type: High School

Student Information	---------Non-Special Education Rates---------			------------Special Education Rates------------		
	Campus	**District**	**State**	**Campus**	**District**	**State**
Grade 9	2.0%	9.1%	7.8%	-	19.1%	13.1%

Class Size Information	**Campus**	**District**	**State**

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Elementary:

	Campus	District	State
Kindergarten	-	19.0	19.0
Grade 1	-	16.9	18.9
Grade 2	-	17.9	18.8
Grade 3	-	22.2	19.0
Grade 4	-	23.3	19.2
Grade 5	-	24.1	20.9
Grade 6	-	22.9	20.4

Secondary:

	Campus	District	State
English/Language Arts	19.1	16.3	16.4
Foreign Languages	19.8	17.8	18.7
Mathematics	18.4	19.5	17.8
Science	18.3	19.3	18.8
Social Studies	19.3	19.0	19.3

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

District Name: BROWNSVILLE ISD

Campus Name: BROWNSVILLE EARLY COLLEGE H S

Campus Number: 031901008

Total Students: 390

Grade Span: 09 - 12

School Type: High School

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent		
Total Staff	22.0	100.0%	100.0%	100.0%
Professional Staff:	22.0	100.0%	56.7%	63.7%
Teachers	17.0	77.3%	44.1%	49.4%
Professional Support	3.0	13.7%	9.7%	10.2%
Campus Administration (School Leadership)	2.0	9.1%	2.8%	3.0%
Educational Aides:	0.0	0.0%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	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:	19.0	86.4%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	15.4	90.4%	89.8%	28.1%
White	1.6	9.6%	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	8.0	47.1%	31.5%	23.8%
Females	9.0	52.9%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	9.6	56.3%	79.4%	73.4%
Masters	7.4	43.7%	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	3.0	17.7%	13.3%	27.9%
6-10 Years Experience	4.0	23.5%	17.3%	19.4%
11-20 Years Experience	6.2	36.5%	40.1%	29.4%
Over 20 Years Experience	3.8	22.3%	27.1%	15.9%
Number of Students per Teacher	22.9	n/a	15.0	15.1

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

District Name: BROWNSVILLE ISD
Campus Name: BROWNSVILLE EARLY COLLEGE H S
Campus Number: 031901008

Total Students: 390
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	9.6	6.2
Average Years Experience of Principals with District	11.0	9.1	5.3
Average Years Experience of Assistant Principals	8.0	9.1	5.3
Average Years Experience of Assistant Principals with District	8.0	8.9	4.7
Average Years Experience of Teachers:	14.1	15.4	11.1
Average Years Experience of Teachers with District:	13.5	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,807	$49,868
1-5 Years Experience	$50,434	$51,636	$52,823
6-10 Years Experience	$53,434	$53,468	$55,756
11-20 Years Experience	$57,117	$58,689	$59,308
Over 20 Years Experience	$62,497	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,268	$58,957	$57,091
Professional Support	$63,175	$73,071	$67,352
Campus Administration (School Leadership)	$93,451	$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

District Name: BROWNSVILLE ISD

Campus Name: BROWNSVILLE EARLY COLLEGE H S

Campus Number: 031901008

Total Students: 390

Grade Span: 09 - 12

School Type: High School

Program Information	--------------- Campus ---------------		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.7%	6.5%
Career & Technical Education	2.0	11.8%	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	15.0	88.2%	78.7%	70.9%
Special Education	0.0	0.0%	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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: BROWNSVILLE EARLY COLLEGE H S

Campus Number: 031901008

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
all				STAAR Performance Rates by Tested Grade, Subject, and Performance Level													
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	64%	**97%**	-	97%	*	-	*	-	-	*	*	99%	94%	97%	97%
	2019	68%	68%	**95%**	*	95%	-	-	*	-	-	-	-	93%	98%	94%	86%
At Meets Grade Level or Above	2021	50%	46%	**93%**	-	93%	*	-	*	-	-	*	*	96%	84%	92%	87%
	2019	50%	49%	**82%**	*	83%	-	-	*	-	-	-	-	81%	84%	80%	66%
At Masters Grade Level	2021	12%	10%	**39%**	-	39%	*	-	*	-	-	*	*	46%	22%	37%	23%
	2019	11%	10%	**21%**	*	20%	-	-	*	-	-	-	-	24%	16%	16%	7%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	**94%**	*	94%	-	-	-	-	-	*	-	93%	97%	93%	81%
	2019	68%	67%	**99%**	-	99%	*	-	*	-	-	-	-	99%	100%	99%	*
At Meets Grade Level or Above	2021	57%	54%	**92%**	*	92%	-	-	-	-	-	*	-	90%	97%	91%	69%
	2019	49%	45%	**96%**	-	96%	*	-	*	-	-	-	-	95%	100%	95%	*
At Masters Grade Level	2021	11%	9%	**24%**	*	24%	-	-	-	-	-	*	-	26%	19%	24%	6%
	2019	8%	6%	**16%**	-	14%	*	-	*	-	-	-	-	16%	13%	15%	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	**94%**	-	94%	*	-	-	-	-	*	-	96%	90%	94%	92%
	2019	85%	94%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	41%	27%	**57%**	-	56%	*	-	-	-	-	*	-	56%	60%	56%	67%
	2019	61%	82%	**91%**	-	91%	-	-	-	-	-	-	-	91%	92%	91%	88%
At Masters Grade Level	2021	23%	13%	**23%**	-	24%	*	-	-	-	-	*	-	28%	10%	21%	8%
	2019	37%	62%	**66%**	-	66%	-	-	-	-	-	-	-	65%	67%	66%	63%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	77%	**96%**	-	96%	*	-	*	-	-	*	*	96%	96%	96%	93%
	2019	88%	90%	**98%**	*	98%	-	-	*	-	-	-	-	96%	100%	97%	96%
At Meets Grade Level or Above	2021	55%	43%	**80%**	-	79%	*	-	*	-	-	*	*	83%	70%	78%	77%
	2019	62%	60%	**79%**	*	78%	-	-	*	-	-	-	-	75%	85%	77%	63%
At Masters Grade Level	2021	22%	12%	**33%**	-	33%	*	-	*	-	-	*	*	38%	19%	31%	20%
	2019	25%	18%	**22%**	*	23%	-	-	*	-	-	-	-	27%	15%	22%	11%
End of Course U.S. History																	

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	85%	**100%**	*	100%	-	-	*	-	-	-	-	100%	100%	100%	100%
	2019	93%	94%	**100%**	*	100%	-	-	-	-	-	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2021	69%	60%	**89%**	*	89%	-	-	*	-	-	-	-	91%	87%	88%	73%
	2019	73%	72%	**97%**	*	97%	-	-	-	-	-	-	-	96%	100%	96%	*
At Masters Grade Level	2021	43%	30%	**50%**	*	47%	-	-	*	-	-	-	-	63%	38%	46%	27%
	2019	45%	40%	**59%**	*	59%	-	-	-	-	-	-	-	62%	52%	57%	*
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	85%	**99%**	-	98%	*	-	-	-	-	-	-	98%	*	98%	-
At Meets Grade Level or Above	2021	69%	41%	**52%**	-	52%	*	-	-	-	-	-	-	51%	*	52%	-
At Masters Grade Level	2021	14%	1%	**3%**	-	3%	*	-	-	-	-	-	-	3%	*	3%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**97%**	*	97%	100%	-	*	-	-	100%	*	97%	96%	97%	93%
	2019	78%	81%	**98%**	100%	98%	*	-	*	-	-	-	-	98%	99%	98%	94%
At Meets Grade Level or Above	2021	41%	31%	**81%**	*	81%	100%	-	*	-	-	100%	*	80%	84%	80%	77%
	2019	50%	52%	**89%**	80%	89%	*	-	*	-	-	-	-	88%	90%	88%	72%
At Masters Grade Level	2021	18%	11%	**30%**	*	30%	20%	-	*	-	-	14%	*	33%	24%	28%	18%
	2019	24%	23%	**32%**	40%	32%	*	-	*	-	-	-	-	35%	26%	31%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**96%**	*	96%	*	-	*	-	-	*	*	96%	95%	95%	91%
	2019	75%	76%	**97%**	*	97%	*	-	*	-	-	-	-	96%	98%	96%	87%
At Meets Grade Level or Above	2021	45%	38%	**92%**	*	92%	*	-	*	-	-	*	*	93%	91%	92%	80%
	2019	48%	47%	**90%**	*	90%	*	-	*	-	-	-	-	90%	89%	88%	68%
At Masters Grade Level	2021	18%	12%	**32%**	*	32%	*	-	*	-	-	*	*	37%	20%	31%	17%
	2019	21%	18%	**18%**	*	17%	*	-	*	-	-	-	-	19%	15%	16%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	**97%**	-	97%	*	-	-	-	-	*	-	98%	92%	97%	92%
	2019	82%	86%	**100%**	-	100%	-	-	-	-	-	-	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	37%	21%	**54%**	-	53%	*	-	-	-	-	*	-	52%	67%	53%	67%
	2019	52%	57%	**91%**	-	91%	-	-	-	-	-	-	-	91%	92%	91%	88%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	**10%**	-	10%	*	-	-	-	-	*	-	10%	8%	9%	8%
	2019	26%	31%	**66%**	-	66%	-	-	-	-	-	-	-	65%	67%	66%	63%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	**96%**	-	96%	*	-	*	-	-	*	*	96%	96%	96%	93%
	2019	81%	84%	**98%**	*	98%	-	-	*	-	-	-	-	96%	100%	97%	96%
At Meets Grade Level or Above	2021	44%	31%	**80%**	-	79%	*	-	*	-	-	*	*	83%	70%	78%	77%
	2019	54%	55%	**79%**	*	78%	-	-	*	-	-	-	-	75%	85%	77%	63%
At Masters Grade Level	2021	20%	10%	**33%**	-	33%	*	-	*	-	-	*	*	38%	19%	31%	20%
	2019	25%	21%	**22%**	*	23%	-	-	*	-	-	-	-	27%	15%	22%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	68%	**100%**	*	100%	-	-	*	-	-	-	-	100%	100%	100%	100%
	2019	81%	83%	**100%**	*	100%	-	-	-	-	-	-	-	100%	100%	100%	*
At Meets Grade Level or Above	2021	49%	44%	**89%**	*	89%	-	-	*	-	-	-	-	91%	87%	88%	73%
	2019	55%	54%	**97%**	*	97%	-	-	-	-	-	-	-	96%	100%	96%	*
At Masters Grade Level	2021	29%	21%	**50%**	*	47%	-	-	*	-	-	-	-	63%	38%	46%	27%
	2019	33%	29%	**59%**	*	59%	-	-	-	-	-	-	-	62%	52%	57%	*

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

- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Twoor More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**63**	-	62	*	-	*	-	-	-	-	62	67	63	*
	2018	67	69	**71**	*	71	-	-	-	-	-	-	-	70	74	71	65
End of Course Algebra I	2019	75	91	**93**	-	93	-	-	-	-	-	-	-	93	93	93	93
	2018	72	85	**69**	-	69	-	-	-	-	-	-	-	66	*	68	*
All Grades Both Subjects	2019	69	69	**70**	-	70	*	-	*	-	-	-	-	69	73	70	85
	2018	69	71	**71**	*	71	-	-	-	-	-	-	-	69	76	70	68
All Grades ELA/Reading	2019	68	67	**63**	-	62	*	-	*	-	-	-	-	62	67	63	*
	2018	69	69	**71**	*	71	-	-	-	-	-	-	-	70	74	71	65
All Grades Mathematics	2019	70	71	**93**	-	93	-	-	-	-	-	-	-	93	93	93	93
	2018	70	72	**69**	-	69	-	-	-	-	-	-	-	66	*	68	*

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

\- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BROWNSVILLE EARLY COLLEGE H S (031901008) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																	
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**97%**	-	-	-	-	-	-	96%	*	95%	100%	-	98%	96%	90%
	2019	78%	81%	**98%**	-	-	-	-	-	-	76%	-	76%		-		76%	
At Meets Grade Level or Above	2021	41%	31%	**81%**	-	-	-	-	-	-	74%	*	71%	83%	-	82%	74%	80%
	2019	50%	52%	**89%**	-	-	-	-	-	-	43%	-	43%		-		43%	
At Masters Grade Level	2021	18%	11%	**30%**	-	-	-	-	-	-	8%	*	7%	17%	-	34%	8%	28%
	2019	24%	23%	**32%**	-	-	-	-	-	-	19%	-	19%		-		19%	
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**96%**	-	-	-	-	-	-	92%	*	90%	*	-	97%	92%	91%
	2019	75%	76%	**97%**	-	-	-	-	-	-	50%	-	50%		-		50%	
At Meets Grade Level or Above	2021	45%	38%	**92%**	-	-	-	-	-	-	75%	*	71%	*	-	96%	75%	86%
	2019	48%	47%	**90%**	-	-	-	-	-	-	38%	-	38%		-		38%	
At Masters Grade Level	2021	18%	12%	**32%**	-	-	-	-	-	-	4%	*	5%	*	-	36%	4%	32%
	2019	21%	18%	**18%**	-	-	-	-	-	-	13%	-	13%		-		13%	
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	**97%**	-	-	-	-	-	-	100%	-	100%	*	-	98%	100%	80%
	2019	82%	86%	**100%**	-	-	-	-	-	-	100%	-	100%		-		100%	
At Meets Grade Level or Above	2021	37%	21%	**54%**	-	-	-	-	-	-	75%	-	67%	*	-	52%	75%	60%
	2019	52%	57%	**91%**	-	-	-	-	-	-	60%	-	60%		-		60%	
At Masters Grade Level	2021	18%	7%	**10%**	-	-	-	-	-	-	13%	-	0%	*	-	10%	13%	0%
	2019	26%	31%	**66%**	-	-	-	-	-	-	40%	-	40%		-		40%	
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	**96%**	-	-	-	-	-	-	100%	*	100%	*	-	97%	100%	87%
	2019	81%	84%	**98%**	-	-	-	-	-	-	88%	-	88%		-		88%	
At Meets Grade Level or Above	2021	44%	31%	**80%**	-	-	-	-	-	-	73%	*	75%	*	-	81%	73%	80%
	2019	54%	55%	**79%**	-	-	-	-	-	-	38%	-	38%		-		38%	
At Masters Grade Level	2021	20%	10%	**33%**	-	-	-	-	-	-	7%	*	8%	*	-	38%	7%	33%
	2019	25%	21%	**22%**	-	-	-	-	-	-	13%	-	13%		-		13%	
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	68%	**100%**	-	-	-	-	-	-	*	-	*	-	-	100%	*	100%
	2019	81%	83%	**100%**	-	-	-	-	-	-	-	-	-		-		-	
At Meets Grade Level or Above	2021	49%	44%	**89%**	-	-	-	-	-	-	*	-	*	-	-	92%	*	75%
	2019	55%	54%	**97%**	-	-	-	-	-	-	-	-	-		-		-	
At Masters Grade Level	2021	29%	21%	**50%**	-	-	-	-	-	-	*	-	*	-	-	54%	*	25%
	2019	33%	29%	**59%**	-	-	-	-	-	-	-	-	-		-		-	

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
  Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BROWNSVILLE EARLY COLLEGE H S (031901008) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	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	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**99%**	*	99%	100%	-	*	-	-	100%	*	99%	99%	99%	100%
Included in Accountability	83%	67%	**98%**	*	98%	100%	-	*	-	-	100%	*	99%	97%	98%	97%
Not Included in Accountability: Mobile	3%	1%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	1%	0%	0%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	*	1%	0%	-	*	-	-	0%	*	0%	1%	1%	3%
Not Tested	12%	29%	**1%**	*	1%	0%	-	*	-	-	0%	*	1%	1%	1%	0%
Absent	2%	0%	**0%**	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	10%	29%	**1%**	*	1%	0%	-	*	-	-	0%	*	1%	1%	1%	0%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	*	-	100%	-	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**97%**	100%	98%	*	-	67%	-	-	-	-	98%	97%	97%	100%
Not Included in Accountability: Mobile	4%	2%	**3%**	0%	2%	*	-	33%	-	-	-	-	2%	3%	3%	0%
Not Included in Accountability: Other Exclusions	1%	2%	**0%**	0%	0%	*	-	0%	-	-	-	-	0%	0%	0%	0%
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%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	**99.1%**	*	99.1%	*	-	*	-	-	*	99.1%	98.7%
2018-19	95.4%	95.0%	**95.1%**	*	95.1%	93.0%	-	98.2%	-	-	-	94.9%	96.3%
Chronic Absenteeism													
2019-20	6.7%	7.6%	**4.4%**	0.0%	4.6%	0.0%	-	*	-	-	*	4.5%	13.6%
2018-19	11.4%	13.8%	**12.2%**	*	12.2%	25.0%	-	0.0%	-	-	-	13.8%	0.0%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	-	-	*	0.0%	0.0%
2018-19	1.9%	0.7%	**0.0%**	*	0.0%	0.0%	-	0.0%	-	-	-	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	93.8%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	3.9%	3.4%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	5.4%	2.8%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	90.7%	93.8%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.6%	97.2%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
Class of 2019													
Graduated	90.0%	93.7%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.5%	0.2%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	3.7%	3.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	5.9%	3.2%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	90.4%	93.9%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	96.3%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.5%	0.3%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	1.3%	0.3%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	6.1%	3.1%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	92.6%	96.5%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	96.9%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2018													
Graduated	92.2%	95.1%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.6%	0.5%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	1.1%	0.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	6.1%	3.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	92.8%	95.6%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.5%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Received TxCHSE	0.7%	0.5%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Continued HS	0.6%	0.3%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Dropped Out	6.1%	3.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
Graduates and TxCHSE	93.3%	96.0%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**100.0%**	*	100.0%	*	-	*	-	-	-	100.0%	-
Class of 2017													
Graduated	92.4%	95.7%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Received TxCHSE	0.7%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Continued HS	0.6%	0.2%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Dropped Out	6.3%	3.8%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Graduates and TxCHSE	93.2%	96.1%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**100.0%**	-	100.0%	-	-	-	-	-	-	100.0%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.9%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
Class of 2019	90.0%	92.1%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.0%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
Class of 2019	4.2%	17.3%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.0%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
Class of 2019	83.5%	79.9%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.1%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
Class of 2019	87.6%	97.2%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	8.7%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	32.3%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.8%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
2018-19	4.4%	16.3%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.3%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	82.1%	79.5%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.4%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	85.9%	94.6%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	74	100.0%	2,626	360,220
By Ethnicity:				
African American	1	1.4%	2	44,729
Hispanic	73	98.6%	2,610	184,060
White	0	0.0%	9	105,215
American Indian	0	0.0%	0	1,226
Asian	0	0.0%	4	17,126
Pacific Islander	0	0.0%	1	557
Two or More Races	0	0.0%	0	7,307
By Graduation Type:				
Minimum H.S. Program	0	0.0%	21	1,512
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	2	952
Foundation H.S. Program (No Endorsement)	0	0.0%	100	49,535
Foundation H.S. Program (Endorsement)	0	0.0%	48	15,689
Foundation H.S. Program (DLA)	74	100.0%	2,455	292,532
Special Education Graduates	0	0.0%	277	29,018
Economically Disadvantaged Graduates	69	93.2%	2,241	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	0	0.0%	366	29,639
At-Risk Graduates	33	44.6%	1,525	148,836

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
				College, Career, and Military Ready Graduates (Student Achievement)									
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	74.4%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	72.9%	79.7%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
				College Ready Graduates									
College Ready (Annual Graduates)													
2019-20	53.4%	57.3%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	53.0%	50.1%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.3%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	60.7%	58.8%	**98.8%**	-	100.0%	*	-	*	-	-	-	100.0%	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	55.9%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	48.6%	46.2%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	47.9%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	44.2%	41.1%	**98.8%**	-	100.0%	*	-	*	-	-	-	100.0%	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	20.9%	**66.2%**	*	67.1%	-	-	-	-	-	-	66.7%	-
2018-19	21.1%	19.9%	**68.6%**	-	68.8%	*	-	*	-	-	-	69.7%	-
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.0%	**27.0%**	*	26.0%	-	-	-	-	-	-	26.1%	-
2018-19	1.9%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	26.6%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
2018-19	23.1%	23.7%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
2018-19	2.3%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
				Career / Military Ready Graduates									
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	36.5%	**1.4%**	*	1.4%	-	-	-	-	-	-	1.4%	-
2018-19	40.4%	61.4%	**27.9%**	-	28.1%	*	-	*	-	-	-	26.3%	-
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	29.2%	**1.4%**	*	1.4%	-	-	-	-	-	-	1.4%	-

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	25.8%	**7.0%**	-	7.5%	*	-	*	-	-	-	6.6%	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
2018-19	0.6%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.0%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
2018-19	2.3%	1.6%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	6.7%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
2018-19	2.7%	4.4%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	55.4%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
	2018-19	33.4%	52.8%	**97.7%**	-	98.8%	*	-	*	-	-	-	98.7%	-
Mathematics	2019-20	21.2%	49.8%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
	2018-19	24.7%	43.2%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
Both Subjects	2019-20	16.4%	42.0%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	-
	2018-19	18.8%	36.6%	**97.7%**	-	98.8%	*	-	*	-	-	-	98.7%	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	3.0%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
	2018-19	5.1%	2.8%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Mathematics	2019-20	9.7%	6.2%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
	2018-19	7.3%	3.3%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
Both Subjects	2019-20	4.2%	1.4%	**0.0%**	*	0.0%	-	-	-	-	-	-	0.0%	-
	2018-19	2.6%	0.5%	**0.0%**	-	0.0%	*	-	*	-	-	-	0.0%	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	19.7%	**66.1%**	*	65.7%	*	-	*	-	-	-	65.7%	-
	2019	25.2%	27.6%	**26.6%**	*	27.1%	*	-	*	-	-	-	24.2%	-
English Language Arts	2020	12.7%	10.6%	**10.2%**	*	9.9%	*	-	*	-	-	-	9.6%	-
	2019	14.5%	16.1%	**19.2%**	*	19.4%	*	-	*	-	-	-	17.2%	-
Mathematics	2020	6.4%	1.9%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
	2019	7.4%	3.6%	**2.8%**	*	2.9%	*	-	*	-	-	-	3.2%	-
Science	2020	9.4%	4.7%	**0.0%**	*	0.0%	*	-	*	-	-	-	0.0%	-
	2019	10.4%	8.1%	**0.6%**	*	0.6%	*	-	*	-	-	-	0.0%	-
Social Studies	2020	12.4%	10.7%	**65.0%**	*	64.5%	*	-	*	-	-	-	65.1%	-
	2019	13.9%	16.7%	**9.6%**	*	10.0%	*	-	*	-	-	-	9.6%	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	35.8%	**13.7%**	-	12.4%	*	-	*	-	-	-	12.8%	-
	2019	51.0%	23.3%	**21.3%**	-	21.7%	-	-	*	-	-	-	15.8%	-
English Language Arts	2020	50.1%	21.4%	**38.9%**	-	41.2%	*	-	-	-	-	-	43.8%	-
	2019	41.2%	9.2%	**23.5%**	-	24.2%	-	-	*	-	-	-	22.2%	-
Mathematics	2020	56.5%	19.7%	**-**	-	-	-	-	-	-	-	-	-	-
	2019	52.2%	6.9%	**0.0%**	-	0.0%	-	-	-	-	-	-	0.0%	-
Science	2020	47.6%	15.6%	**-**	-	-	-	-	-	-	-	-	-	-
	2019	40.6%	5.1%	*****	-	*	-	-	-	-	-	-	-	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	18.0%	**11.3%**	-	9.9%	*	-	*	-	-	-	11.1%	-
	2019	46.3%	9.5%	**5.9%**	-	5.9%	-	-	-	-	-	-	0.0%	-
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	91.7%	**100.0%**	*	100.0%	-	-	-	-	-	-	100.0%	?
	2018-19	75.0%	74.1%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
At/Above Criterion for All Examinees	2019-20	35.7%	20.6%	**46.7%**	*	46.2%	-	-	-	-	-	-	44.7%	*
	2018-19	36.1%	17.5%	**50.5%**	-	50.0%	*	-	*	-	-	-	51.2%	-
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	949	**1061**	*	1061	-	-	-	-	-	-	1055	*
	2018-19	1027	943	**1091**	-	1091	*	-	*	-	-	-	1086	-
English Language Arts and Writing	2019-20	513	481	**545**	*	546	-	-	-	-	-	-	542	*
	2018-19	517	478	**566**	-	566	*	-	*	-	-	-	564	-
Mathematics	2019-20	506	468	**516**	*	515	-	-	-	-	-	-	513	*
	2018-19	510	464	**525**	-	525	*	-	*	-	-	-	522	-
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	18	**21**	*	21	-	-	-	-	-	-	21	-
	2018-19	21	18	**22**	-	22	*	-	*	-	-	-	22	-
English Language Arts	2019-20	20	18	**21**	*	21	-	-	-	-	-	-	21	-
	2018-19	20	18	**23**	-	23	*	-	*	-	-	-	23	-
Mathematics	2019-20	20	18	**20**	*	20	-	-	-	-	-	-	20	-
	2018-19	20	18	**21**	-	21	*	-	*	-	-	-	21	-
Science	2019-20	21	19	**21**	*	21	-	-	-	-	-	-	21	-
	2018-19	21	18	**22**	-	22	*	-	*	-	-	-	22	-

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	56.0%	**91.3%**	100.0%	90.9%	100.0%	-	*	-	-	*	91.3%	81.0%
	2018-19	44.6%	53.7%	**71.9%**	*	71.7%	100.0%	-	66.7%	-	-	-	73.0%	0.0%
English Language Arts	2019-20	18.2%	27.9%	**65.8%**	60.0%	66.1%	80.0%	-	*	-	-	*	66.0%	52.9%
	2018-19	17.8%	27.5%	**70.6%**	*	70.5%	100.0%	-	66.7%	-	-	-	72.5%	0.0%
Mathematics	2019-20	20.7%	31.7%	**55.0%**	*	54.1%	80.0%	-	*	-	-	*	55.5%	15.8%
	2018-19	20.4%	27.5%	**54.8%**	*	54.5%	*	-	60.0%	-	-	-	55.5%	0.0%
Science	2019-20	22.4%	17.3%	**43.1%**	20.0%	43.4%	60.0%	-	*	-	-	*	43.8%	0.0%
	2018-19	21.7%	16.4%	**21.2%**	*	20.7%	57.1%	-	20.0%	-	-	-	22.0%	0.0%
Social Studies	2019-20	24.6%	28.3%	**38.3%**	60.0%	38.4%	0.0%	-	*	-	-	*	38.2%	20.0%
	2018-19	23.6%	26.0%	**49.1%**	*	48.2%	100.0%	-	66.7%	-	-	-	49.2%	0.0%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	83.5%	**95.9%**	*	95.9%	-	-	-	-	-	-	98.6%	-
	2018-19	59.0%	84.3%	**43.0%**	-	45.0%	*	-	*	-	-	-	43.4%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	59.7%	**93.0%**	-	92.5%	*	-	*	-	-	-	93.4%	-
	2017-18	53.4%	58.9%	**93.1%**	*	94.8%	*	-	*	-	-	-	93.1%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	49.6%	**100.0%**	-	100.0%	*	-	*	-	-	-	100.0%	-
	2017-18	60.7%	53.6%	**100.0%**	*	100.0%	*	-	-	-	-	-	100.0%	-

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	400	100.0%	40,737	5,359,040	400	100.0%	40,765	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	6.6%	3.7%	0	0.0%	6.6%	3.7%
Kindergarten	0	0.0%	6.1%	6.7%	0	0.0%	6.1%	6.7%
Grade 1	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 2	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 5	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	7.3%	7.9%	0	0.0%	7.3%	7.9%
Grade 9	114	28.5%	8.3%	8.1%	114	28.5%	8.2%	8.1%
Grade 10	105	26.3%	8.2%	7.8%	105	26.3%	8.2%	7.8%
Grade 11	92	23.0%	8.4%	7.2%	92	23.0%	8.4%	7.2%
Grade 12	89	22.3%	7.7%	6.8%	89	22.3%	7.7%	6.8%
Ethnic Distribution:								
African American	4	1.0%	0.1%	12.7%	4	1.0%	0.1%	12.7%
Hispanic	385	96.3%	98.5%	52.9%	385	96.3%	98.5%	52.9%
White	7	1.8%	1.1%	26.5%	7	1.8%	1.1%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	4	1.0%	0.2%	4.7%	4	1.0%	0.2%	4.7%
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%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	252	63.0%	49.0%	48.9%	252	63.0%	49.0%	48.9%
Male	148	37.0%	51.0%	51.1%	148	37.0%	51.0%	51.1%
Economically Disadvantaged	371	92.8%	89.2%	60.3%	371	92.8%	89.2%	60.2%
Non-Educationally Disadvantaged	29	7.3%	10.8%	39.7%	29	7.3%	10.8%	39.8%
Section 504 Students	21	5.3%	9.2%	7.2%	21	5.3%	9.1%	7.2%
EB Students/EL	27	6.8%	35.7%	20.7%	27	6.8%	35.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.8%	1.2%				
Students w/ Dyslexia	13	3.3%	6.5%	4.5%	13	3.3%	6.5%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

| | Membership | | | | Enrollment | | | |
| | Campus | | | | Campus | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Homeless	2	0.5%	1.5%	1.1%	2	0.5%	1.5%	1.1%
Immigrant	1	0.3%	1.0%	2.0%	1	0.3%	1.0%	2.0%
Migrant	3	0.8%	1.1%	0.3%	3	0.8%	1.1%	0.3%
Title I	370	92.5%	99.0%	64.5%	370	92.5%	99.0%	64.5%
Military Connected	0	0.0%	0.5%	2.7%	0	0.0%	0.5%	2.7%
At-Risk	229	57.3%	69.9%	49.2%	229	57.3%	69.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	27	6.8%	35.2%	21.0%	27	6.8%	35.2%	20.9%
Gifted and Talented Education	117	29.3%	11.4%	8.3%	117	29.3%	11.4%	8.3%
Special Education	3	0.8%	14.4%	11.1%	3	0.8%	14.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	54.6%	42.5%				
Students with Physical Disabilities	0	0.0%	12.0%	21.3%				
Students with Autism	*	*	11.7%	14.1%				
Students with Behavioral Disabilities	0	0.0%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.5%				
Mobility (2019-20):								
Total Mobile Students	29	7.1%	12.0%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	28	6.8%	11.7%	7.1%				
White	0	0.0%	0.2%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	0	0.0%	15.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	3	13.6%	15.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	25	6.6%	12.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	30	9.9%	11.3%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.4%	-	1.4%	4.8%
Grade 1	-	3.7%	1.9%	-	4.7%	3.2%
Grade 2	-	1.2%	1.0%	-	1.4%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.4%	0.3%	-	0.4%	0.4%
Grade 5	-	0.2%	0.2%	-	0.2%	0.3%
Grade 6	-	0.8%	0.2%	-	0.2%	0.3%
Grade 7	-	1.2%	0.3%	-	0.5%	0.3%
Grade 8	-	1.0%	0.2%	-	0.5%	0.4%
Grade 9	0.0%	3.4%	4.7%	0.0%	8.5%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.4	17.7
Grade 1	-	16.3	18.0
Grade 2	-	18.0	18.0
Grade 3	-	18.7	18.2
Grade 4	-	20.8	18.3
Grade 5	-	21.1	19.8
Grade 6	-	23.3	19.4
Secondary:			
English/Language Arts	19.2	17.0	15.7
Foreign Languages	18.1	19.8	17.8
Mathematics	18.9	19.5	16.9
Science	18.7	20.4	17.9
Social Studies	17.5	20.1	18.3

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Total Staff	22.0	100.0%	100.0%	100.0%
Professional Staff:	22.0	100.0%	56.9%	64.3%
Teachers	16.9	76.9%	43.9%	49.6%
Professional Support	3.1	14.1%	9.9%	10.6%
Campus Administration (School Leadership)	2.0	9.1%	2.8%	3.0%
Educational Aides:	0.0	0.0%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	58.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	148.0	13,211.0
Part-time Counselors	0.0	n/a	8.0	1,126.0
Total Minority Staff:	19.0	86.4%	94.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.1%
Hispanic	15.1	89.5%	91.4%	28.4%
White	1.8	10.5%	7.9%	56.9%
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%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	7.0	41.4%	31.1%	23.8%
Females	9.9	58.6%	68.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	5.9%	1.5%	1.2%
Bachelors	8.5	50.3%	79.9%	73.0%
Masters	7.4	43.8%	18.2%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	11.8%	1.9%	6.7%
1-5 Years Experience	3.0	17.7%	11.7%	27.8%
6-10 Years Experience	3.0	17.7%	17.5%	20.3%
11-20 Years Experience	6.3	37.2%	41.6%	29.1%
21-30 Years Experience	2.6	15.5%	21.9%	13.0%
Over 30 Years Experience	0.0	0.0%	5.5%	3.1%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	23.7	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	10.2	6.4
Average Years Experience of Principals with District	12.0	9.6	5.5
Average Years Experience of Assistant Principals	9.0	9.9	5.5
Average Years Experience of Assistant Principals with District	9.0	9.8	4.8
Average Years Experience of Teachers:	12.4	15.5	11.2
Average Years Experience of Teachers with District:	12.1	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,180	$50,963	$50,849
1-5 Years Experience	$53,434	$52,972	$53,288
6-10 Years Experience	$55,180	$54,209	$56,282
11-20 Years Experience	$58,745	$59,076	$59,900
21-30 Years Experience	$62,640	$66,110	$64,637
Over 30 Years Experience	-	$72,850	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$57,116	$59,653	$57,641
Professional Support	$66,752	$74,973	$68,030
Campus Administration (School Leadership)	$93,451	$96,265	$83,424
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	5,731.4

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.6%	6.2%
Career and Technical Education	1.7	10.2%	5.8%	5.1%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.6%	1.8%
Regular Education	15.2	89.8%	78.3%	71.0%
Special Education	0.0	0.0%	12.0%	9.4%
Other	0.0	0.0%	0.2%	3.6%

-    Indicates there are no students in the group.
- *   Indicates results are masked due to small numbers to protect student confidentiality.
- **   When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- 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 2019-20 Financial Actual Report
  (To open link in a new window, press the "Ctrl" key and click on the link.)

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 class-room, school, or school-sponsored or school-related activity.

Policy

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

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

Internet Posting

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

Prevention and Mediation

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

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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.

Brownsville Independent School District
College, Career & Military Readiness
HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

Brownsville Early College High School

CCMR Progress Measure 1												
The percentage of Brownsville ECHS graduates that meet the criteria for TSI/TSI-A will maintain at 100% through August 2024.												

Yearly Target Goals				
2020	2021	2022	2023	2024
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2021	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2022	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2023	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2024	*	100%	*	*	*	*	*	*	100%	*	*	*	*

CCMR Progress Measure 2												
The percentage of Brownsville ECHS graduates that earn at least 9 hours of dual credit will continue to be at 100% through August 2024.												

Yearly Target Goals				
2020	2021	2022	2023	2024
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2021	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2022	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2023	*	100%	*	*	*	*	*	*	100%	*	*	*	*
2024	*	100%	*	*	*	*	*	*	100%	*	*	*	*

CCMR Progress Measure 3												
The percentage of Brownsville ECHS graduates that earn at least one certification or certificate will increase from 0% to 5% by August 2024.												

Yearly Target Goals				
2020	2021	2022	2023	2024
1%	2%	3%	4%	5%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	1%	*	*	*	*	*	*	1%	*	*	*	*
2021	*	2%	*	*	*	*	*	*	2%	*	*	*	*
2022	*	3%	*	*	*	*	*	*	3%	*	*	*	*
2023	*	4%	*	*	*	*	*	*	4%	*	*	*	*
2024	*	5%	*	*	*	*	*	*	5%	*	*	*	*

CCMR Targeted Professional Development Plan

Professional development to improve TSI performance will include training designed to support administrators, teachers and counselor's understanding of the TSI assessment, blueprint and gap analysis.

Professional development to improve attainment of at least 9 college hours will focus on course alignment/sequencing based on the need of the student. The course crosswalk, students graduation plan for college attainment will be reviewed and revised every six weeks. Provide multiple meeting opportunities for parents to discuss and learn about CCMR and the opportunities BECHS has with a dual partnership with UTRGV and TSC.

Professional development to increase student attainment of certificates or certifications will include annual review of the TEA approved certificates/certifications and strengthen teachers knowledge of specific subject matter content to certify students based on our availability at BECHS. BECHS will continue to work with the CTE department to offer summer opportunities to our students to earn certificates and certifications to improve our CCMR percentages. Offer different avenues of delivery of information on how to obtain a certificate/certification to parents, students and our very own teachers.