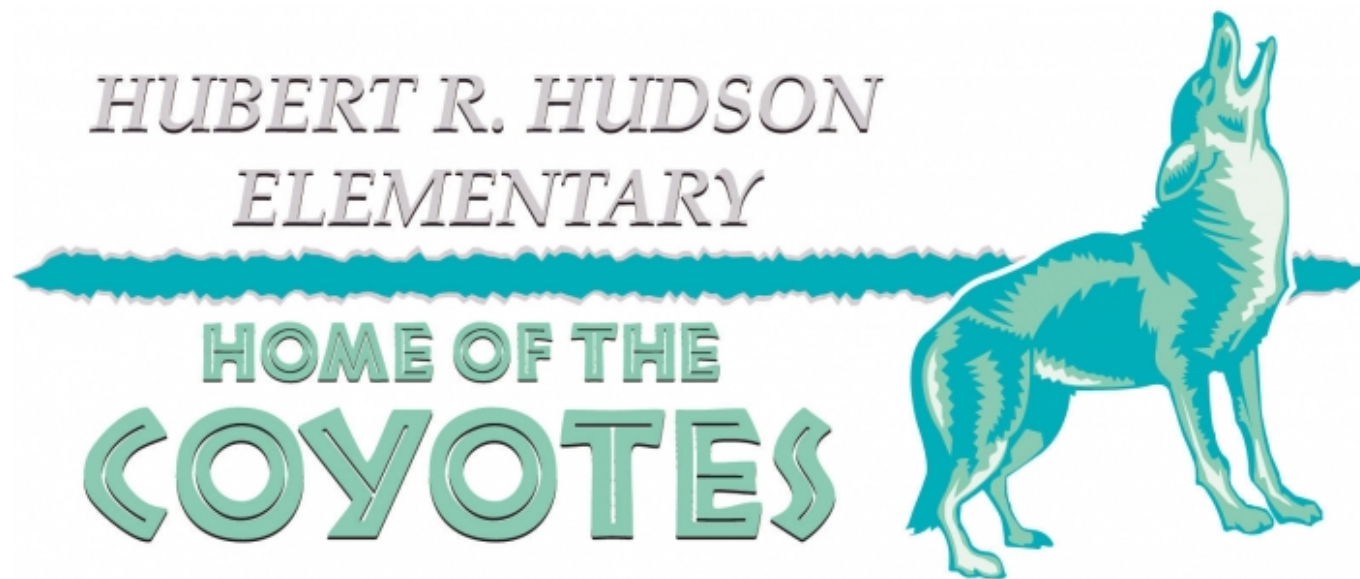# Brownsville Independent School District

Hudson Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

District Mission Statement

Brownsville Independent School District,

rich in cultural heritage,

will produce well-educated graduates

who can pursue higher educational opportunities and

who will become responsible citizens in a changing global

society by utilizing all resources to provide equitable

opportunities for students.

Campus Mission Statement

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

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

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

Vision

Campus Vision Statement

Rigor, Depth and Complexity Leading to Student Success

State Goals and Objectives

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 2, 2021

Demographics

Demographics Summary

Hudson Elementary School is located in Brownsville, Texas. It is one of thirty-seven elementary schools in Brownsville ISD; it is the home of 757 Pre-Kinder 3 through 5th grade students. As reported in the 2019-2020 TAPR the campus employed 46.5 teachers, 6.0 professional support staff, 4 campus administrators, 18.6 educational aids for a total staff count of 76.1 employees. The student population includes: 96.4% Hispanics, 2.2% White, 0.9% Asian, 0.4% African American, 93.1% Economically Disadvantage, 6.9% Non-Educationally Disadvantage, 38.3% English Language Learners (EL), 80.3% At-Risk, 7.1% Gifted and Talented, 13.5% Special Education. The Attendance Rate is 97.9% for all students, 97.9% for Economically Disadvantaged, and 97.9% for EL students, and 96.6% for Special Education. The retention rates are as follows by grade level: K-1.1%, 1-2.3%, 2-2.1%, 3-2.3%, 4-1.1%, 5-0%.

The following information originated from the 2019-2020 TAPR results.

Texas Accountability Inventory System (TAIS)

Demographics Strengths

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

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

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

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

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

Need Statements Identifying Demographics Needs

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

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

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

enrollment decreased by 5 students overall.

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

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

Student Learning

Student Learning Summary

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

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

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 is strongly impacted by COVID-19. The 2021 TAPR is not yet available.

	2018-2019					2017-2018					2016-2017			
	Campus	Sp. Ed.	Eco. Dis.	EL		Campus	Sp. Ed.	Eco. Dis.	EL		Campus	Sp. Ed.	Eco. Dis.	EL
	Grade 3-Reading %					**Grade 3-Reading %**					**Grade 3-Reading %**			
Approaches	87	71	86	80	Approaches	85	*	85	83	Approaches	78	56	77	67
Meets	57	36	56	33	Meets	47	*	45	38	Meets				
Masters	31	14	30	13	Masters	23	*	22	20	Masters				
	Grade 3-Math %					**Grade 3-Math %**					**Grade 3-Math %**			
Approaches	92	71	91	91	Approaches	92	*	91	98	Approaches	93	75	93	89
Meets	73	43	71	61	Meets	64	*	61	70	Meets				
Masters	46	7	45	35	Masters	30	*	28	40	Masters				
	Grade 4-Reading %					**Grade 4-Reading %**					**Grade 4-Reading %**			
Approaches	94	77	94	94	Approaches	91	*	90	85	Approaches	83	43	84	76
Meets	62	54	59	53	Meets	61	*	59	53	Meets				
Masters	19	8	16	14	Masters	28	*	28	22	Masters				
	Grade 4-Math %					**Grade 4-Math %**					**Grade 4-Math %**			
Approaches	87	77	85	86	Approaches	95	*	94	93	Approaches	90	71	91	87
Meets	39	46	36	53	Meets	64	*	61	58	Meets				
Masters	20	15	20	22	Masters	36	*	32	29	Masters				
	Grade 4-Writing %					**Grade 4-Writing %**					**Grade 4-Writing %**			
Approaches	84	54	84	86	Approaches	78	*	76	76	Approaches	79	54	79	67
Meets	55	31	52	43	Meets	56	*	53	47	Meets				
Masters	12	0	10	8	Masters	16	*	13	10	Masters				
	Grade 5-Reading %					**Grade 5-Reading %**					**Grade 5-Reading %**			
Approaches	95	80	94	89	Approaches	91	*	92	90	Approaches	86	60	86	76
Meets	65	35	63	53	Meets	57	*	56	52	Meets				
Masters	34	10	32	26	Masters	24	*	58	53	Masters				
	Grade 5-Math %					**Grade 5-Math %**					**Grade 5-Math %**			
Approaches	97	85	97	96	Approaches	97	*	97	98	Approaches	89	67	88	86
Meets	78	40	76	74	Meets	76	*	76	76	Meets				
Masters	47	25	45	44	Masters	46	*	43	47	Masters				
	Grade 5-Science %					**Grade 5-Science %**					**Grade 5-Science %**			
Approaches	86	60	85	77	Approaches	88	*	89	86	Approaches	78	47	75	62
Meets	63	50	61	52	Meets	45	*	47	51	Meets				
Masters	28	15	25	23	Masters	14	*	13	19	Masters				

Student Learning Strengths

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

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Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

Need Statement 3 (Prioritized): Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

Need Statement 4: Need to increase opportunities for technology in the classroom. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

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

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

Need Statement 7 (Prioritized): Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

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

Need Statement 9 (Prioritized): Need to recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

School Processes & Programs Strengths

INSTRUCTIONAL AND CURRICULAR STRENGTHS:

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

PERSONNEL (RECRUIT/SUPPORT/RETAIN) STRENGTHS:

- Interviews of teacher candidates include teaching a lesson

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

ORGANIZATIONAL AND ADMINISTRATIVE STRENGTHS:

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

TECHNOLOGY STRENGTHS:

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

Need Statement 3 (Prioritized): Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause:** As noted in the 2021 CNA Survey results.

Need Statement 4 (Prioritized): Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

Need Statement 5 (Prioritized): Need to provide trainings on new resources, Ipads, Ipad applications, eSchoolPLUS, RTI, HATCH, and digital platforms. **Data Analysis/Root Cause:** As noted in the 2021 CNA Survey results.

Need Statement 6 (Prioritized): Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

Need Statement 7 (Prioritized): Provide professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative

measure and meet student academic needs. **Data Analysis/Root Cause:** As noted in the 2021 CNA Survey results.

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

Need Statement 9 (Prioritized): Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning **Data Analysis/Root Cause:** As noted in the 2021 CNA Survey results.

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

Need Statement 11: Need to increase opportunities for technology in the classroom. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

Need Statement 12: Need to continuously update Hudson website every six weeks. **Data Analysis/Root Cause:** As noted in the 2021 CNA Survey results.

Need Statement 13 (Prioritized): Need to schedule Horizontal and vertical alignment planning. **Data Analysis/Root Cause:** As noted in the 2021 CNA Survey results.

Perceptions

Perceptions Summary

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

Perceptions Strengths

PERCEPTION STRENGTHS:

- Administration is visible and available throughout the campus.
- Our school provides a clean and safe learning environment for all campus stakeholders. (Based on CNA 20-21)
- High expectations
- Parental Involvement Activities and meetigs
- Immediate feedback from campus administration by providing a weekly newsletter that includes recent developments, campus procedures, calendar, professional development and relevant school activities.
- Active participating in health and fitness, Fitness Gram, CATCH activities
- Positive faculty & staff culture
- Variety of after-school activities

Need Statements Identifying Perceptions Needs

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

Need Statement 2: Need to increase parent/teacher communication through different sources. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey.

Need Statement 3: Need to increase parent participation in weekly meetings and activities in an effort to improve family engagement. **Data Analysis/Root Cause:** As noted in the weekly parent logs and 2021 CNA survey.

Need Statement 4: Need to increase all stakeholder participation in surveys, campus, and district initiatives. **Data Analysis/Root Cause:** As noted in the 2021 CNA survey results.

Need Statement 5: Need to decrease student perception of bullies on campus through counseling presentations **Data Analysis/Root Cause:** As noted in the 2020-2021 CNA survey results of 52% .

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

Priority Need Statements

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

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

Need Statement 12 Areas: Demographics - Perceptions

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

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

Need Statement 1 Areas: Demographics - Student Learning

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

Data Analysis/Root Cause 3: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

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

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

Need Statement 2 Areas: Demographics - Student Learning

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

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

Need Statement 7 Areas: Demographics - Student Learning

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

Data Analysis/Root Cause 5: As noted in the 2021 CNA survey.

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

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

Data Analysis/Root Cause 4: As noted in the 2021 CNA Survey results.

Need Statement 4 Areas: School Processes & Programs

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

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

Need Statement 13 Areas: Demographics - Student Learning

Need Statement 6: Need to provide trainings on new resources, Ipads, Ipad applications, eSchoolPLUS, RTI, HATCH, and digital platforms.
Data Analysis/Root Cause 6: As noted in the 2021 CNA Survey results.
Need Statement 6 Areas: School Processes & Programs

Need Statement 14: Need to increase participation of students in full day PK3 and PK4 by expanding the program.
Data Analysis/Root Cause 14: Data is noted in the campus registration lists.
Need Statement 14 Areas: Student Learning

Need Statement 15: Need to increase opportunities for data analysis meetings with administration and special education teachers
Data Analysis/Root Cause 15: As noted in the 2021 CNA survey.
Need Statement 15 Areas: Student Learning - School Processes & Programs

Need Statement 8: Provide professional development that addresses the RTI Model as a means for addressing behavior research-based interventions as a preventative measure and meet student academic needs.
Data Analysis/Root Cause 8: As noted in the 2021 CNA Survey results.
Need Statement 8 Areas: School Processes & Programs

Need Statement 9: Need to increase TELPAS ratings and the number of students that exit the Bilingual program.
Data Analysis/Root Cause 9: Campus data shows a performance gap in these areas when compared to the state and the district.
Need Statement 9 Areas: School Processes & Programs

Need Statement 16: Need to recognize and award student participation in academics, perfect attendance, AR, UIL, Brainsville, Chess, etc.
Data Analysis/Root Cause 16: As noted in the 2021 CNA survey.
Need Statement 16 Areas: Student Learning

Need Statement 10: Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning
Data Analysis/Root Cause 10: As noted in the 2021 CNA Survey results.
Need Statement 10 Areas: School Processes & Programs

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

Data Analysis/Root Cause 11: Data shows a low student participation in district events.
Need Statement 11 Areas: School Processes & Programs

Need Statement 17: Need to schedule Horizontal and vertical alignment planning.
Data Analysis/Root Cause 17: As noted in the 2021 CNA Survey results.
Need Statement 17 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 17, 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: Hudson student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points.

El desempeno de los estudiantes de Hudson para todos los estudiantes, todos los grados, todas las materias superara el porcentaje de STAAR 2019. Rendimiento del nivel de grado y el nivel de grado de STAAR Masters en lectura, escritura, matematicas, ciencias y estudios sociales en 2 puntos porcentuales.

HB3 Goal

Evaluation Data Sources: STAAR performance reports comparing 2021 to 2019

Strategy 1 Details	Reviews			
Strategy 1: Dean of Instruction will provide instructional support to staff on district frameworks, research based strategies, and best practices addressed in district and campus professional development.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Decano de Instruccion proporcionara apoyo instructivo al personal sobre marcos distritales, estrategias basadas en la investigacion y mejores practicas abordadas en el desarrollo profesional del distrito y del campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, walk-through forms, lesson plans Summative: STAAR Test Results by 2 percentage points EOY TPRI, Tejas Lee, mClass, CPALLS **Staff Responsible for Monitoring:** Administration PK- 5th grade Teachers, Curriculum Specialist, **Population:** All teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Professional Extra Duty Pay - 162 State Compensatory - 162-23-6118-00-134-Y-24-JST-Y - $4,960	50%			
Strategy 2 Details	**Reviews**			

Strategy 2 Details	Reviews			
Strategy 2: Utilize research based instructional resources and targeted interventions to ensure that all students (NL, EB, PD's, Sp. Ed.) are prepared to meet the demands of standardized assessment (local, state, and national). Snacks will be provided to students while STAAR testing and/or benchmarking. Substitutes will be made available for testing days. Supplies will be purchased to support supplement instruction especially in the areas of science, mathematics, and reading. Utilizar recursos de instruccion basados en la investigacion e intervenciones especificas para asegurar que todos los estudiantes (NL, EB, PD's, Sp. Ed.) esten preparados para satisfacer las demandas de evaluacion estandarizada (local, estatal y nacional). Se proporcionaran aperitivos a los estudiantes mientras se prueba STAAR y/o benchmarking. Los sustitutos estaran disponibles para los dias de prueba. Los suministros se compraran para apoyar la instruccion de suplementos, especialmente en las areas de la ciencia, las matematicas y la lectura. STAAR Resources Materials Forde-Ferrier Information Reading Passages STEMscopes Texas Mentoring Minds TEKas Target Practice for Mathematics, Grades 1-5 Countdown to Reading STAAR Edusmart Math Manipulatives Tango Central/Tango Trends Review 360 6+1 Writing Traits Bilingual Resources SIOP Esperanza/LE I & II Early Childhood Resources Circle RTI Tier Model TLI Routines/Strategies Reach/ESL Stanford/Aprenda Dictionaries Bilingual Dictionaries Empowering Writers HATCH Education Galaxy Heggerty: Daily Lesson Videos Discovery Education Legends of Learning Sharon Wells Imagine Math Imagine Literacy Writeable Lexia Core 5 Software (SE Resource) Unique learning Software (Life Skills & SFL) PA All Day, CIRCLE, CLI, Lenguaje y Lectura, 7 centers, Semillitas (PK) eBooks	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

mClass

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

Summative:
Increase student promotional rates by 3 percent points
STAAR Scores, EOY TPRI, Tejas Lee, CPALLS results

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

Title I Schoolwide Elements: 2.4 - **Population:** All Students, AR, TI, MI, AR, EB/PD Students - **Start Date:**
July 1, 2020 - **End Date:** June 30, 2021

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

Funding Sources: Reading Materials-Library - 197 Projects--TRE/Library - 197-12-6329-00-134-Y-99-000-Y - $5,000, EXTRA DUTY PAY-SUBSTITUTE (51=PE) - 199 Local funds - 199-11-6121-51-134-Y-11-000-Y - $100, General Supplies - 162 State Compensatory - 162-11-6399-00-134-Y-30-000-Y - $9,022, READING MATERIAL - 211 Title I-A - 211-11-6325-00-134-Y-30-0F2-Y - $7,000, COPY PAPER - 211 Title I-A - 211-11-6396-00-134-Y-30-0F2-Y - $2,500, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-134-Y-30-0F2-Y - $20,739, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-11-6299-62-134-Y-30-0F2-Y - $8,445, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-16-134-Y-30-0F2-Y - $5,000, COPY PAPER - 199 Local funds - 199-11-6396-00-134-Y-11-000-Y - $4,000, Heggerty Daily Lesson Videos - 211 Title I-A - 211-11-6299-62-134-Y-30-0F2-Y - $1,555, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-134-Y-99-ECG-1 - $26,549, Miscellaneous Contracted Services - 282 ESSER III Grant Funds - 282-11-6299-62-134-Y-99-OES-1 - $5,662, GENERAL SUPPLIES - 211 Title I-A - 211-23-6399-00-134-Y-30-0F2-Y - $1,000, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-134-Y-11-000-Y - $5,869, Carry Over-General Supplies - 282 ESSER III Grant Funds - 22-11-6399-00-134-Y-99-JST-1 - $4,171, Operating Costs-Food & Refreshments - 199 Local funds - 199-11-6499-53-134-Y-11-000-Y -

Strategy 2 Details

Reviews

$2,500, Miscellaneous Contracted Services - 282 ESSER III Grant Funds - 282-11-6299-62-134-Y-99-ECG-1 - $12,236, Substitutes (Testing) - 199 Local funds - 199-11-6126-00-134-Y-11-000-Y - $2,000, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-61-6399-00-134-Y-99-PFS-1 - $1,500, ESSER II General Supplies - 281 ESSER II Grant Funds - 281-11-6399-00-134-Y-24-0CG-Y - $10,250, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-13-6399-00-134-Y-99-ECG-1 - $3,825, READING MATERIALS - 281 ESSER II Grant Funds - 281-12-6329-00-134-Y-99-0CG-Y - $14,000, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-11-6399-00-134-Y-23-JST-1 - $850, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-51-134-Y-11-000-Y - $1,000, Extra Duty Pay (Para Overtime) - 199 Local funds - 199-11-6121-00-134-Y-11-000-Y - $100, MISCELLANEOUS CONTRACTED SERVICES - 281 ESSER II Grant Funds - 281-12-6299-00-134-Y-99-0CG-Y - $702, Miscellaneous Contracted Services - 282 ESSER III Grant Funds - 282-11-6299-62-134-Y-25-ECG-1 - $7,006, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-134-Y-99-000-Y - $2,000

Strategy 3 Details	Reviews			

Strategy 3: Improve instruction for all students including EB, Parental Denials, Special Education, At-Risk, GT and Economically Disadvantaged students by providing teachers focused learning opportunities such as collaborative strategy based meetings, research anchored professional development that supports reading comprehension (oral language skills, that increase listening/speaking/reading and writing proficiency), SIOP, and intervention strategies based on student performance data to close the achievement gap and demonstrate academic and social progress. (PPCD, SFL, and Life Skills) At the same time, address the need to increase parental involvement.

Mejorar la instruccion para todos los estudiantes, incluyendo EB, Negaciones Parentales, Educacion Especial, En Riesgo, GT y Estudiantes Economicamente Desfavorecidos proporcionando a los maestros oportunidades de aprendizaje enfocadas tales como reuniones basadas en estrategias colaborativas, investigacion desarrollo profesional anclado que apoya la comprension de la lectura (habilidades del lenguaje oral, que aumentan el dominio de la escucha / hablar / lectura y escritura), SIOP, y estrategias de intervencion basadas en los datos de rendimiento de los estudiantes para cerrar el logro brecha y demostrar el progreso academico y social. (PPCD, SFL y Habilidades para la Vida) Al mismo tiempo, abordar la necesidad de aumentar la participacion de los padres.

Milestone's/Strategy's Expected Results/Impact: Formative:
ERO evaluations, walk-through forms, STAAR Benchmark Scores, MOY TPRI, Tejas Lee, CPALLS scores, mClass, Progress reports

Summative:
STAAR results to increase by 3 percent, EOY TPRI, Tejas Lee, CPALLS. mClass
Staff Responsible for Monitoring: PK-5th grade Teachers, Administration, Curriculum Specialist

Title I Schoolwide Elements: 2.6 - **Population:** Regular education, Sp.Ed. Migrant, At Risk. EB, PD's, GT students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022

	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 4 Details	Reviews			

Strategy 4: Provide teachers with the necessary support, including appropriate researched based strategies and supplies to implement the campus initiatives to meet the needs of all students and ensure their success by providing them with proper reading materials, library books, and supplies.
Students will be able to visit the campus library on a weekly basis.
Brindar a los maestros el apoyo necesario, incluidas las estrategias apropiadas basadas en la investigacion, para implementar las iniciativas del campus para satisfacer las necesidades de todos los estudiantes y asegurar su exito proporcionandoles materiales de lectura, libros de biblioteca adecuados, y otros recursos. Los estudiantes podran visitar la biblioteca del campus semanalmente.

Science Fair
Brainsville
Spelling Bee
Review 360
6+1 Traits
Balanced Literacy Model
Tango Central/Tango Trends
EduSmart

	Formative			Summative
	Nov	Jan	Mar	June
	50%			

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

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

Summative:
Event attendance reports to increase by 3 percent

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

Title I Schoolwide Elements: 2.4 - **Population:** Regular Education, Sp.Ed. Migrant, At Risk. EB, PD's and GT teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022

Need Statements: Demographics 1, 2 - Student Learning 8, 10

Funding Sources: General Supplies - 199 Local funds - 199-12-6399-00-134-Y-99-000-Y - $300, Reading Materials and Library Books - 199 Local funds - 199-6329-00-134-Y-99-000-Y - $2,000, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-36-6399-57-134-Y-99-PPE-1 - $349

Strategy 5 Details	Reviews			
Strategy 5: Build instructional capacity through the use of cohort groups of team leaders and provide these participants with job embedded staff development.	Formative			Summative
	Nov	Jan	Mar	June

Construir capacidad de instruccion a traves del uso de grupos de cohortes de lideres de equipo y proporcionar a estos participantes con el desarrollo de personal integrado en el trabajo.
 	
Lead Teachers
Grade level teachers
ELPS
GT
Dyslexia/RTI/504
SIOP
TLI Routines/Strategies Data
Informed Plan
Special Education
    Milestone's/Strategy's Expected Results/Impact: Formative:
    ERO session evaluations, walk-throughs, STAAR Benchmark results, MOY TPRI, Tejas Lee and CPMA
 	
    Summative:
    STAAR Results to increase by 3 percent, EOY TPRI, Tejas Lee, C-PM reports
    Staff Responsible for Monitoring: Administration, PK- 5th grade Teachers, Curriculum Specialist
 	
    Population: All Regular education, SpEd. Migrant, At Risk. EB, GT teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	50%			

Strategy 6 Details	Reviews			
Strategy 6: Provide annual Response to Intervention (RTI) intervention and dyslexia training to be implemented through the RTI 3 Tier Model in order to support student academic growth and success. Training on the HB 1886 screener will be provided as this instrument is used to identify students at-risk for dyslexia and/or related disorders in 1st grade MOY and Kinder EOY. Proporcionar capacitacion anual de intervencion de respuesta a la intervencion (RTI) y de dislexia que se implementara a traves del modelo de nivel RTI 3 con el fin de apoyar el crecimiento academico y el exito de los estudiantes. Se proporcionara capacitacion sobre el evaluador HB 1886, ya que este instrumento se utiliza para identificar a los estudiantes en riesgo de dislexia y / o trastornos relacionados en el primer grado MOY y Kinder EOY. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, walk-throughs, LessonPlans, Progress reports, Benchmarks, MOY results for TPRI, Tejas Lee, mCLASS, HB1886 Screener, and CPMA Summative: EOY TPRI, Tejas Lee , CPALLS, mClass, HB 1886 Screener, STAAR Scores to increase by 3 percent **Staff Responsible for Monitoring:** Administration, PK- 5th grade Teachers, Curriculum Specialist **Population:** All Regular education, SpEd., Migrant, At Risk. EB, Parental Denials, and GT students, Dyslexia Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 7 Details	Reviews			
Strategy 7: Utilize instructional technology within the context of instruction in core curriculum areas by using a variety of technology equipment (computer labs, Interactive tables, clickers, Interactive whiteboards, calculators, projectors, document cameras, printers, ink, televisions, hardware and software, etc.) in order to differentiate instruction and meets students educational needs. Project Share TSLP courses, Office 365, One Cloud will further develop the professional learning communities.	Formative			Summative
	Nov	Jan	Mar	June
Utilizar tecnologia instructiva en el contexto de la instruccion en las areas basicas del plan de estudios, mediante el uso de una variedad de equipos tecnologicos (laboratorios informaticos, tablas interactivas, clickers, pizarras interactivas, calculadoras, proyectores, camaras de documentos, impresoras, tinta, televisores, hardware y software, etc.) con el fin de diferenciar la instruccion y satisfacer las necesidades educativas de los estudiantes. Cursos de Project Share TSLP, Office 365, One Cloud desarrollara aun mas las comunidades de aprendizaje profesional. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs, computer lab schedules, lesson plans, progress monitoring assessments Summative: Computer software usage reports, STAAR Scores to increase by 3 percent, EOY Tejas Lee, TPRI, CPALLS & mClass reports **Staff Responsible for Monitoring:** Administration, PK- 5th grade Teachers, Curriculum Specialist **Title I Schoolwide Elements:** 2.4 - **Population:** All Students, At-Risk, EB, PD, Economically Disadvantaged - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** ESSER II Capital Outlay - 281 ESSER II Grant Funds - 281-11-6398-62-134-Y-24-0CG-Y - $10,250, EQUIPMENT UNDER $5,000 - 162 State Compensatory - 162-11-6398-62-134-Y-30-000-Y - $9,605	50%			

Strategy 8 Details	Reviews			
Strategy 8: The LPAC committee and teachers will monitor the language acquisition of EB and Parental Denial students in order to ensure that students show academic progress.	Formative			Summative
	Nov	Jan	Mar	June
El comite de LPAC y los profesores supervisaran la adquisicion de idiomas de los estudiantes de EB y de Negacion Parental con el fin de garantizar que los estudiantes muestren progreso academico. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs, District and Campus Benchmarks, BOY and MOY TPRI, Tejas Lee, MCLASS and CPALLS reports, LPAC minutes, M1 M2 progress reports Summative: STAAR scores by 3 percent, TPRI, Tejas Lee, CPMA, Student promotion **Staff Responsible for Monitoring:** Administration, LPAC members, Bilingual Clerk **Population:** EB/ PD Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 9 Details	Reviews			
Strategy 9: An orientation for preschool children from Head Start to assist with the transition to Hudson Elementary will beheld annually in the Spring. Una orientacion para los ninos en edad preescolar de Head Start para ayudar con la transicion a la Primaria Hudson se llevara a cabo anualmente en la primavera. **Milestone's/Strategy's Expected Results/Impact:** Formative: presentation attendance report Summative: Pre-Kinder enrollment to increase by 3% and attendance reports **Staff Responsible for Monitoring:** campus administration, counselors, teachers **Population:** Pre-school head start students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 10 Details	Reviews			
Strategy 10: Administration and Mentor Teacher will meet with New Teacher to assist with their professional development through mentoring of teaching strategies, classroom management, lesson planning, campus and assessment procedures, dissegregation of data, etc. In addition to these and due to the high need of highly qualified teachers, stipends will be provided for lead teachers, supplemental duty, and bilingual. All teachers receive free health insurance, free, extensive and secured parking. Teachers also receive non-monetary incentives. Administracion y el profesor(a) mentor se reuniran con la nueva professor(a) para ayudar con su desarrollo profesional a traves de la tutoria de estrategias de ensenanza, gestion del aula, planificacion de lecciones, cursos de campus y evaluacion, segregacion de datos, etc. Ademas de estos y debido a la alta necesidad de maestros altamente calificados, se proporcionaran estipendios para los maestros principales, el deber suplementario y bilingue. Todos los profesores reciben seguro medico gratuito, estacionamiento gratuito, extenso y seguro. Los maestros tambien reciben incentivos no monetarios. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, Lesson Plans Summative: ERO transcripts, PDAS **Staff Responsible for Monitoring:** Principal, campus administration **Population:** GT, EB, Sp. Ed. General Ed. and regular education teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: The campus will implement a coordinated, systematic assessment plan at the classroom level that includes the use of CIRCLE, TPRI/Tejas Lee, mCLASS, HB1886 Screener, SAT 10/ APRENDA,STAAR, SELP/SSLP, benchmarks, TELPAS, and Pearson Assessments to provide reinforcement of Reading skills for all students.	**Nov**	**Jan**	**Mar**	**June**
Students not meeting expectation will receive small group or one-to one instruction using MATH SAVVAS so that students master TEKS objectives and STAAR standards. Students will learn the writing process and writing traits to effectively compose a personal narrative and expository essay by writing throughout the year scaffolding throughout K-5th Gr. Writing supplies will be provided as needed; binders, hole puncher, stapler, composition books, etc. Students will use Pearson Realize Science resources. El campus implementara un plan de evaluacion coordinado y sistematico a nivel de aula que incluye el uso de las evaluaciones de la unidad CIRCLE, TPRI/Tejas Lee, mCLASS, HB1886 Screener, SAT 10/ APRENDA,STAAR, SELP/SSLP, puntos de referencia, TELPAS y Pearson como refuerzo de las habilidades de lectura para todos los estudiantes. Los estudiantes que no cumplan con las expectativas recibiran una instruccion de grupo pequeno o uno a uno usando Math SAVVAS para que los estudiantes dominen los objetivos de TEKS y los estandares STAAR. Los estudiantes aprenderan el proceso de escritura y los rasgos de escritura para componer efectivamente una narrativa personal y un ensayo expositivo escribiendo durante todo el ano los andamios a lo largo de K-5th Gr. Los suministros de escritura se proporcionaran segun sea necesario; aglutinantes, perforador, grapadora, libros de composicion, etc. Los estudiantes utilizaran los recursos de Pearson Realize para la materia de ciencias. **Milestone's/Strategy's Expected Results/Impact:** Formative: BOY,MOY, Progress Monitoring, Report cards, Benchmark scores. Summative: EOY, STAAR results by 3% **Staff Responsible for Monitoring:** Principal, classroom teachers, campus administration **Population:** All Regular education, SpEd. Migrant, At Risk. EB, Parental Denials, GT teachers, Dyslexia Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 12 Details	Reviews			
Strategy 12: Campus will promote college awareness during district scheduled College Jersey Days and promote professional career awareness opportunities. Campus will also have a Walk For The Future. Campus will have a college of the week featured in our CNN (Coyote News Network) and campus newsletter. La escuela promovera la concientizacion universitaria durante los Dias de Jersey de la Universidad programados por el distrito y promovera oportunidades de concientizacion profesional de las diferentes carreras. La escuela tendra una actividad llamada "Caminar para el Futuro". La escuela tendra una universidad de la semana destacada que aparecera en nuestra CNN (Coyote News Network) y boletin escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly newsletter, programs, attendance forms Summative: Campus participation reports to increae by 3 % **Staff Responsible for Monitoring:** Principal, Campus Administration, Counselors **Population:** All campus stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Funding Sources:** Walk for The Future - 162 State Compensatory - 162-61-6399-00-134-Y--30-WTF-Y	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 13 Details	Reviews			
Strategy 13: Hudson Elementary teachers will provide students with ELAR activities as appropriate for level as per the BISD Action Plan through weekly fluency, journals, and novel reading. Los maestros de la Primaria Hudson proporcionaran a los estudiantes actividades ELAR segun el nivel y de acuerdo al Plan de Accion BISD a traves de fluidez semanal, revistas y lectura de novelas. CCNA: SPP1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly fluency reports Summative: CPALLS, TPRI/Tejas Lee Results to increase by 3% **Staff Responsible for Monitoring:** PK-5th Grade teachers **Population:** All regular education and special education teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 14 Details	Reviews			
Strategy 14: In order to create a well rounded educational program, students will be offered the opportunity to travel to sites where they can learn through hands-on field experiences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Con el fin de crear un programa educativo completo, se ofrecera a los estudiantes la oportunidad de viajar a sitios donde puedan aprender a traves de experiencias practicas de campo. **Milestone's/Strategy's Expected Results/Impact:** Formative: lesson plans Summative: Assessment results **Staff Responsible for Monitoring:** Campus principal **Title I Schoolwide Elements:** 2.5 - **Population:** All students and programs - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 1 - Student Learning 8 **Funding Sources:** Reclassified Transportation Expenses - 199 Local funds - 199-11-6494-00-134-Y-11-000-Y - $4,000	50%			
0% No Progress	100% Accomplished	Continue/Modify	Discontinue	

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.
Need Statement 2: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.
Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
Need Statement 8: Need to increase academic achievement for economically disadvantage students, Special Education population, Bilingual/LEP population, and Migrant students. **Data Analysis/Root Cause**: Data shows there is a need in these areas for growth.
Need Statement 10: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.
School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

Performance Objective 2: Hudson early childhood performance will increase by 3 percentage points over end-of-year 2022 results.

El desempeno en la primera infancia de Hudson aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano 2022.

Evaluation Data Sources: TPRI, Tejas Lee, Three Cheers for PK!, CPALLS, and CIRCLE PM

Strategy 1 Details	Reviews			
Strategy 1: Hudson Elementary will support Early Childhood Education in order to increase early literacy, development of students' fine and gross motor skills, and student school readiness following following full day sessions for three year old students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria. La Primaria Hudson apoyara la Educacion de la Primera Infancia para aumentar la alfabetizacion temprana, el desarrollo de las habilidades motoras finas y gruesas de los estudiantes y la preparacion escolar de los estudiantes despues de las sesiones de dia completo para los estudiantes de tres anos que califican bajo criterios de SES bajos. BISD / NINOS Head Start Collaborative para estudiantes que califican bajo los criterios federales de Free Lunch. *Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			
Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, CPALLS and Three Cheers for PK! PDS Evaluation, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, CPALLS, Three Cheers for PK! results +Improvement on CPALLS BOY to EOY improvement by 10%				
Staff Responsible for Monitoring: Administration, Federal Programs Administrator/supervisor				
Population: PK-3-year-old students - **Start Date:** August 13, 2021 - **End Date:** June 2, 2022				
Funding Sources: Title I-A Personnel - 211 Title I-A				

Strategy 2 Details	Reviews			
Strategy 2: The Pre-K program will expand and provide full day instruction in order to better prepare qualified students academically. Pre-K Teachers and Paraprofessionals will assist in the academic and social success of the students. Resources: El programa de Pre-K se expandira y proporcionara instruccion de dia completo para preparar mejor a los estudiantes calificados academicamente. Los maestros y paraprofesionales de prekinder ayudaran en el exito academico y social de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Master schedule, lesson plans, classroom observations, student progress reports, CPALLS (BOY and MOY) , Three Cheers for PK! Summative: CPMA (EOY) to increase by 3% **Staff Responsible for Monitoring:** Campus administration, Administrator for State Compensatory Education, Pre-Kinder teachers **Population:** AR, TI, MI, EB - **Start Date:** August 13, 2021 - **End Date:** June 2, 2022 **Funding Sources:** - 211 Title I-A, - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June
	50%			
	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: At Hudson, 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.
En Hudson, el 80% de los estudiantes estaran a nivel de grado dentro de 2 anos y el 70% estara en Aproximadamente el nivel de grado para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
Strategy 1: PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements are addressed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Los estudiantes migrantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se cumplan los requisitos.
     Milestone's/Strategy's Expected Results/Impact: Formative:
 NGS Priority for Service Campus Reports,
 	
 Summative: STAAR results by 3 %, TELPAS, EOY TPRI, Tejas Lee, mClass, CPALLS
     Staff Responsible for Monitoring: Special Program Administrator, Principal
 	
     Population: PFS Migrant students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	50%			

Strategy 2 Details	Reviews			
Strategy 2: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, ad 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Con el fin de asegurar los datos necesarios para acomodar la colocacion en oportunidades de instruccion suplementarias apropiadas para los estudiantes migrantes de Pre-K, Kinder, 1er y 2do grado, los maestros y administradores utilizaran los resultados de las pruebas previas y posteriores a las pruebas para determinar el rendimiento de los estudiantes migrantes. por debajo del nivel de grado.
     Milestone's/Strategy's Expected Results/Impact: Formative:
 NGS Priority for Service Campus Reports,
 	
 Summative: STAAR by 3%, TELPAS, EOY TPRI, Tejas Lee, mClass, CPALLS, Three Cheers for PK! reports
     Staff Responsible for Monitoring: Campus Administration, Pre-Kinder to 2nd Grade teachers
 	
     Population: Migrant students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Elementary migrant students will have an equal opportunity to attend the school district's summer school program to ensure promotion if needed: and/or to participate in the enrichment migrant Summer program. Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir al programa de la escuela de verano del distrito escolar para asegurar la promocion si es necesario: y / o participar en el programa de enriquecimiento para migrantes de verano. **Milestone's/Strategy's Expected Results/Impact:** Formative: NGS Priority for Service Campus Reports, Summative: STAAR to increase by 3%, TELPAS, EOY TPRI, Tejas Lee, CPALLS, mClass **Staff Responsible for Monitoring:** Pk-5th grade teachers, Administration **Population:** Migrant students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 4 Details	Reviews			
Strategy 4: 3RD-5TH STAAR results will be reviewed to secure accurate placement into the State Assessment remediation opportunities. Los resultados del 3RD-5TH STAAR seran revisados para asegurar una ubicacion precisa en las oportunidades de remediacion de la Evaluacion Estatal. CCNA: SAA8 **Milestone's/Strategy's Expected Results/Impact:** Formative: STAAR remediation, Enrollment Lists, NGS STAAR Reports, Benchmarks Results Summative: STAAR results to increase by 3% **Staff Responsible for Monitoring:** Special Program Administrator, Principal, 3rd -5th grade teachers **Population:** Migrant students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	40%			

Strategy 5 Details	Reviews			
Strategy 5: Parents of Migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.	Formative			Summative
	Nov	Jan	Mar	June

Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.
 	
CCNA: P1
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Visitation Logs
    Parent Meeting
    Evaluations
 	
    Summative:
    Session
    Evaluations
    Participation to increase by 3%
    Surveys
    Staff Responsible for Monitoring: Principal, Parent Liaison, Dean of Instruction
 	
    Population: Migrant Parents of PK-2nd grade - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	50%			

Strategy 6 Details	Reviews			
Strategy 6: The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.	Formative			Summative
	Nov	Jan	Mar	June

El progreso academico de los estudiantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y finalmente asegurar la promocion al 2do grado. NOTA: En los sitios atendidos por un maestro migrante, el maestro brindara apoyo de monitoreo adicional y garantizara la participacion en oportunidades complementarias.
 	
CCNA: SAA8, SPP11
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Three Week Progress
    Reports
    6 Weeks Report Cards
 	
    Summative:
    EOY Promotion Rate to increase by 3%
    EOY TPRI/Tejas LEE
    CPALLS Results
    Staff Responsible for Monitoring: Special Programs
    Administrator,
    Administration
 	
    Population: 1st grade migrant students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	50%			

Strategy 7 Details	Reviews			
Strategy 7: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.	Formative			Summative
	Nov	Jan	Mar	June

Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, la facultad y el personal del campus de BISD recibiran los informacion para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes.
CCNA: SAA5
    Milestone's/Strategy's Expected Results/Impact: Formative:
    STAAR Remediation
    Enrollment Lists
    Attendance Reports
    Participant Parent Survey
    Summative:
    Session Evaluations to increase by 3%
    Report Cards
    Staff Responsible for Monitoring: Principal, administrators, staff
 	
    Population: Migrant students and parents - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	50%			

Strategy 8 Details	Reviews			
Strategy 8: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes. CCNA: P3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Meeting Evaluations Student Session Evaluations Summative: Survey Participation results to increase by 3% **Staff Responsible for Monitoring:** campus administration, Parent Liaison, Pk-5th Grade Teachers **Population:** Migrant students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 9 Details	Reviews			
Strategy 9: Extended Day tutorial session may be held for migrant students at elementary school campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Se puede llevar a cabo una sesion de tutoria de dia extendido para estudiantes migrantes en campus de escuelas primarias donde existe una necesidad documentada de apoyo academico suplementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar desafios academicos que los no -estudiantes inmigrantes. **Milestone's/Strategy's Expected Results/Impact:** Six Weeks grades Assessment scores Increase promotion rates & test performance **Staff Responsible for Monitoring:** Campus Administration Classroom Teachers, Extended Day Teacher MSC to increase by 2% **Population:** Migrant and PFS students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 10 Details	Reviews			
Strategy 10: Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment. La Academia de Aprendizaje dirigida a las areas centrales de Lectura, Escritura, Matematicas, Estudios Sociales y Ciencias se llevara a cabo para todos los estudiantes de PFS con el fin de perfeccionar sus habilidades y prepararlos academicamente para la evaluacion STAARS. CCNA: SAA3 **Milestone's/Strategy's Expected Results/Impact:** PBMAS Report Increased STAARS Scores for PFS students to by 3% **Staff Responsible for Monitoring:** Campus Counselor **Population:** Elementary PFS Migrant Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

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

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

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

Strategy 1 Details			Reviews		
Strategy 1: Implement Reader Theater and musical productions to promote theater arts. Students will participate in the following campus and district events:			**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**

Implementar producciones musicales y de Reader Theatre para promover las artes teatrales. Los estudiantes participaran en los siguientes eventos del campus y del distrito:
 	
Holiday Events
End of Year Events
Band/Estudiantina
UIL Music and Art Memory
Brainsville
Destination Imagination
Christmas/Charro Days Parade
Science Fair
 	
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Walkthroughs
    UIL participation list,Permission
    Slips
 	
    Summative:
    Event Program participation to increase by 3%, School rankings
    Staff Responsible for Monitoring: Music Teacher
    Administration,
    UIL Coach/Coordinator
 	
    Population: All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
		50%			

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Hudson Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year.
 	
    Formative: Monthly comparison of energy usage
 	
    Summative: Annual comparison of energy usage decrease by 3%
    Staff Responsible for Monitoring: School Administration
Campus Maintenance Staff
Faculty and Staff
 	
    Population: All staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
    Need Statements: School Processes & Programs 9
    Funding Sources: Facility Improvements - 282 ESSER III Grant Funds - 282-81-6629-00-134-Y-99-090-1 - $1,057,099
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Campus will implement a systematic approach to renovate, upgrade, and improve Campus facilities in order to prioritize safety and needs of the Campus such as needs assessment survey for Staff members.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
CCNA: SPP11 **Milestone's/Strategy's Expected Results/Impact:** Formative: Administration and Custodial Staff walkthrough reports Summative: Staff Needs Assessment Survey participation to increase by 3% and Facilities List **Staff Responsible for Monitoring:** Administration Head Custodian District Maintenance **Population:** Hudson faculty, staff, and administration - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** School Processes & Programs 9 **Funding Sources:** EQUIPMENT UNDER $5,000 - 282 ESSER III Grant Funds - 282-51-6398-00-1340Y-99-090-1 - $5,597, FURNITURE, EQUIPMENT & SOFTWARE - 282 ESSER III Grant Funds - 282-51-6639-00-134-Y-99-090-1 - $10,444	50%			
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 1 Need Statements:

School Processes & Programs
Need Statement 9: Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning **Data Analysis/Root Cause**: As noted in the 2021 CNA Survey results.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Hudson Elementary will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
CCNA: SAA2 **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration DEIC/SBDM Committees **Population:** Campus Stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Hudson Elementary will celebrate Teacher Appreciation week.		**Formative**			**Summative**
CCNA: SPP7		**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: School Calendar of events Summative: CIP/CNA **Staff Responsible for Monitoring:** Campus Administration **Population:** Hudson Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022		50%			
	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 3: Hudson will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Strategy 1 Details		Reviews			
Strategy 1: Hudson Elementary will celebrate and support our Faculty and Staff.		**Formative**			**Summative**
CCNA: SPP7		**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: School Website Summative: School Website/CIP to increase number of views by 3% **Staff Responsible for Monitoring:** Campus Administration **Population:** Hudson Faculty and Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 3 - School Processes & Programs 3 - Perceptions 1 **Funding Sources:** Fringes - 282 ESSER III Grant Funds - $2,481, August BISD Retention Stipends - 282 ESSER III Grant Funds - $51,900		40%			
0% No Progress	100% Accomplished	➡ Continue/Modify		✖ Discontinue	

Performance Objective 3 Need Statements:

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

School Processes & Programs
Need Statement 3: Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause**: As noted in the 2021 CNA Survey results.

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

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

Performance Objective 1: Hudson will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Strategy 1 Details	Reviews			
Strategy 1: Hudson Elementary will update website at least monthly including showcasing student and community activities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Website, BISD Website, Campus CNN Summative: number of views on website to increase by 3% **Staff Responsible for Monitoring:** TST Campus Administration **Population:** Hudson Faculty and Staff/Parents/Community - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	45%			
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: Hudson will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: Hudson Elementary actively participated in the District of Innovation voting. The campus voted on various early school calendar options.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative and Summative: Calendars, calendar voting results to increase by 3% **Staff Responsible for Monitoring:** Campus faculty and staff Administrators **Title I Schoolwide Elements:** 2.4 - **Population:** Faculty and Staff Members - **Start Date:** November 8, 2021 - **End Date:** November 10, 2021	45%			
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: At Hudson Elementary disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
Strategy 1: An Emergency Operation Plan (EOP) will be utilized to address and promote campus safety awareness on lockdowns, reversed evacuation, fire/tornado drills, campus evacuations, chemical spills, intruder, shelter in place, drop and cover, and other emergency situations in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, reduce the loss of life and property and harm to the environment The campus EOP will be presented to faculty, staff and parents to promote campus safety awareness during staff and/or parental involvement meetings. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations Summative: EOP Audit report **Staff Responsible for Monitoring:** EOP Team, Camps Safety Coordinator, Teachers **Population:** All campus personnel - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Practice and implement the lock-down/reversed lock-down system, fire drills, campus evacuation drills four times a year to promote safety awareness when an intruder is on campus and/or in surrounding campus area. **Milestone's/Strategy's Expected Results/Impact:** Formative: Practice of lock-downs and fire drill to increase by 3% Summative: EOP Audit Report **Staff Responsible for Monitoring:** Campus Safety Coordinator, Campus Administration, BISD Security Officer **Population:** All Campus - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 3 Details	Reviews			
Strategy 3: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC	Formative			Summative
	Nov	Jan	Mar	June
Faculty and staff will be trained on the Classroom Management and procedures/First 21 Days of School to promote a safe and positive classroom learning environment. (Conduct a refresher training in January). **Milestone's/Strategy's Expected Results/Impact:** Formative: Signed SCC Acknowledgment Forms Agenda, Sign-In Sheet, ERO Summative: PEIMS Discipline yearly reports **Staff Responsible for Monitoring:** Campus Safety Coordinator, Campus Administrators **Population:** School Personnel - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 4 Details	Reviews			
Strategy 4: Counselors will conduct classroom presentations on conflict resolution skills in order to reduce the number of office referrals, such as Gang Awareness, Bullying/Harassment, Dating Violence, Internet Safety, and Drug, Alcohol and Tobacco Awareness, and other topics to promote positive student behavior. They will also promote Just Say No and Red Ribbon Week activities.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets, Counselor logs Summative: PEIMS report to show a decrease by 3% **Staff Responsible for Monitoring:** Counselors, Principal, Dean of Instruction **Title I Schoolwide Elements:** 2.6 - **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 1, 10 - School Processes & Programs 1 **Funding Sources:** General Supplies - 199 Local funds - 199-31-6399-00-134-Y-99-000-Y - $400	50%			

Strategy 5 Details	Reviews			
Strategy 5: Counselors and other support staff or agencies will provide scheduled professional development based on level of expertise and need in the following areas: Bullying Prevention, Violence/Conflict Resolution, Recent drug use trends, Resiliency/Developmental Assets, Dating Violence, Signs of Child Abuse, RTI Model for behavior research-based interventions to allow all BISD staff to recognize and address the issue, as a preventive measure. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations, Agendas Summative: yearly PEIMS and PEIMS discipline reports to show a decrease of 3% **Staff Responsible for Monitoring:** Counselor, Campus Administrators **Population:** All Campus Personnel - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 6 Details	Reviews			
Strategy 6: Campus will implement and follow student release procedures when a parent/guardian or designated adult comes to check out a student at any time. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student sign out forms to show 100% usage Summative: student Peims reports **Staff Responsible for Monitoring:** Principal, Office Clerk Administration Teachers Counselors Security Officer **Population:** All campus stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 7 Details	Reviews			
Strategy 7: Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus school ground, foster a safe learning environment, and to prevent victimization of students and staff. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-In sheets, Raptor Summary Report Summative: PEIMS discipline reports to decrease by 3% **Staff Responsible for Monitoring:** Administration, Campus Security Officer, Emergency Operation Procedures Team **Population:** All students, TI, AR, EL's - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 8 Details	Reviews			
Strategy 8: Custodial staff will provide and promote a clean, safe, and well maintained campus that is conducive to positive student learning during classroom and tutorial instruction in order to ensure that all students acquire academic achievement.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Custodian schedules Summative: Peims reports **Staff Responsible for Monitoring:** Principal, Campus Administrators, Custodial Personnel **Title I Schoolwide Elements:** 2.6 - **Population:** All campus stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Extra Duty-Custodians - 199 Local funds - 199-51-6121-47-134-Y-99-000-Y - $150, Janitorial Supplies for Maintenance-Custodial - 199 Local funds - 199-51-6315-00-134-Y-99-0-00-Y - $5,000, General Supplies-Custodial - 199 Local funds - 199-51-6399-00-134-Y-99-000-Y - $5,000	50%			

Strategy 9 Details	Reviews			
Strategy 9: Ensure that all Office Personnel and Special Education classroom have immediate access to a telephone and/or handheld radios in order to ensure the safety and well being of all campus stakeholders. Office supplies will be purchased in order to maintain accurate documentation on file as needed and/or as monies become available.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Telephone usage reports to increase by 3% Summative: PEIMS reports **Staff Responsible for Monitoring:** Principal, Special Education Teachers, Office Staff **Population:** All campus stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 10 Details	Reviews			
Strategy 10: Foster a positive learning community through the increase of school culture and climate initiatives that will grow teachers as leaders and develop human capital.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Evaluation Reports Summative: Staff CNA Report to increase by 3% **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction **Population:** Teachers and Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

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

Performance Objective 1 Need Statements:

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

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
Need Statement 10: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan, that includes the purchasing of safety supplies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Safety Meeting Sign-In Sheets Summative: +100% completed District and Campus Emergency Operations Plans. **Staff Responsible for Monitoring:** Security Services Department (edited by Security) **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Funding Sources:** 211-33-6399-00-134-Y-30-0F2-Y - 211 Title I-A	50%			

Strategy 2 Details	Reviews			
Strategy 2: Place and assign security officers throughout the year at Hudson Elementary.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Security Officers and Police Officers work schedule assignments Summative: +100% end of year assignments indicating all campuses have officer and or security officer in place **Staff Responsible for Monitoring:** Security Services Department (edited by Security) **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 3 Details	Reviews			
Strategy 3: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff with proper supplies on:	Formative			Summative
	Nov	Jan	Mar	June
Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures **Milestone's/Strategy's Expected Results/Impact:** Formative: copies of Presentations, Sign-In sheets and Agendas Summative: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Guidance & Counseling Department (edited by Counseling) **Population:** All Students and parents/guardians - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 1, 10 - School Processes & Programs 1	50%			

Strategy 4 Details	Reviews			
Strategy 4: Campus administration, staff, and security personnel will be visible throughout the campus on a daily basis in order to promote a proactive approach in diminishing the number of criminal offenses on the campus, foster a safe learning environment, and to prevent victimization of students and staff.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In sheets, Raptor Summary Report Summative: Decrease PEIMS discipline reports by 3% **Staff Responsible for Monitoring:** Administration, Campus Security Officer, EOP Team **Title I Schoolwide Elements:** 2.6 - **Population:** All Students, TI, AR, LEP - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** School Processes & Programs 9 **Funding Sources:** CONTRACTED MAINTENANCE & REPAIR-Raptor Technologies - 211 Title I-A - 211-23-6249-00-134-Y-30-0F2-Y - $1,000	50%			

Strategy 5 Details	Reviews			
Strategy 5: Campus counselors will implement a comprehensive counseling program under TAC 11.252 with the support of the 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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development documentation Summative Impact: +Decrease in the number of students discipline incidents and other safety and mental health related challenges/incidents compared to prior school year **Staff Responsible for Monitoring:** Counselors Administration **Population:** All students, counselors, campus staff, and parents/guardians - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Need Statements:

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

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
Need Statement 10: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.

School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
Need Statement 9: Need for Administration to increase monitoring curriculum instruction, assessments, student performance, and school operations to ensure a safe environment conducive to learning **Data Analysis/Root Cause**: As noted in the 2021 CNA Survey results.

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

Performance Objective 1: Hudson will have a 10% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022

Hudson tendra un aumento del 10% de padres involucrados en actividades de participacion de padres del campus / distrito desde 2020-2021 hasta 2021-2022

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

Strategy 1 Details	Reviews			
Strategy 1: Parents will be invited to participate in weekly parent meetings and events in order to share important educational information. Light snacks and refreshments will be provided for parents attending, as well as having supplies available for activities. Se invitara a los padres a participar en reuniones y eventos semanales para compartir con padres importante informacion sobre la educacion de sus hijos. Se proporcionaran refrigerios y refrigerios para los padres que asistan, ademas de tener suministros disponibles para las actividades. Meet the Teacher Night Fall and Spring Open House Parent Volunteer Title I Meetings CATCH Activities SBDM Committee Parent Orientation Day BISD Community Parental Advisory Committee Student Events such as: Donuts with Dad, Muffins with Mom, Lunch with Grandparents, Christmas programs, EOY Awards, and other activities. TPRI/TJL, mClass, TELPAS, STAAR, Health, Nutrition Early Childhood Reading Strategies TLI Special Populations Migrant College Readiness Dropout Prevention Community agencies and organizations HATCH & Ready Rosie by SAVVAS for PK 　　**Milestone's/Strategy's Expected Results/Impact:** Formative: 　　S-P-S Compact, Parental Involvement Policy, Meeting Documentation	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Summative:
STAAR results to increase by 3% , Students and parents attendance rate, discipline referrals, Survey results
Staff Responsible for Monitoring: Parent Liaison,
Campus Administration,
SBDM Teachers

Title I Schoolwide Elements: 3.2 - **Population:** Parents and campus personnel - **Start Date:** July 1, 2021 -
End Date: June 30, 2022
Need Statements: Demographics 3 - Perceptions 1
Funding Sources: GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-134-Y-30-0F2-Y - $900,
MISCELLANEOUS OPERATING COSTS - 211 Title I-A - 211-61-6499-53-134-Y-30-0F2-Y - $900,
MISCELLANEOUS OPERATING COSTS - 282 ESSER III Grant Funds - 282-61-6499-53-134-Y-99-PFS-1 -
$1,500, EMPLOYEE TRAVEL - 211 Title I-A - 211-61-6411-00-134-Y-30-0F2-Y - $1,000

50%

Strategy 2 Details	Reviews			
Strategy 2: Parent communication will be conducted via phone, email or conference, to discuss student academic progress, attendance, tardiness, and campus goals and objectives.	Formative			Summative
	Nov	Jan	Mar	June
La comunicacion con los padres se llevara a cabo por telefono, correo electronico o conferencia para discutir el progreso academico del estudiante, la asistencia, las tardanzas y las metas y objetivos del campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher calling logs, student progress reports, campus goals and objectives Summative: STAAR results to increase by 3%, Students and parents attendance rate, discipline referrals, Survey results **Staff Responsible for Monitoring:** Administration, teachers, parent liaison **Population:** All Parents - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 3 Details	Reviews			
Strategy 3: Funds will be allocated for a parent liaison and to provide payment for mileage incurred while parent liaison conducts Attendance and Parental Involvement responsibilities, such as, home visits and parental involvement meetings, trainings and address campus/district attendance goals in order to help campus meet AYP and increase and reach academic achievement.	Formative			Summative
	Nov	Jan	Mar	June
Los fondos se asignaran para un enlace de padres y para proporcionar el pago por el millaje incurrido mientras el enlace de padres lleva a cabo las responsabilidades de asistencia y participacion de los padres, como visitas domiciliarias y reuniones de participacion de los padres, capacitaciones y abordar las metas de asistencia del campus / distrito para ayudar al campus a cumplir con el AYP y aumentar y alcanzar el rendimiento academico. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Minutes, Sign in Sheets, Visitation Logs, Parent Meeting Evaluations Summative: Parent participation survey results to increase by 3% , STAAR results, Students and parents attendance rate, discipline referrals, Survey results **Staff Responsible for Monitoring:** Administration, Parent Liaison **Title I Schoolwide Elements:** 3.2 - **Population:** All Students and Parents - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 3 - Perceptions 1 **Funding Sources:** EMPLOYEE TRAVEL - 199 Local funds - 199-61-6411-00-134-Y-99-000-Y - $500, - 211 Title I-A	50%			

Strategy 4 Details	Reviews			
Strategy 4: Conduct the following annual Title I-A required activities: Lleve a cabo las siguientes actividades anuales requeridas por el Titulo I-A:	Formative			Summative
	Nov	Jan	Mar	June

Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level
Completar y difundir una Politica de participacion de los padres que delinea como los padres participaran activamente a nivel del distrito / campus.
 	
Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.
Completar y difundir un Pacto entre la escuela, los padres y los estudiantes que indique la responsabilidad de cada grupo para garantizar el rendimiento del estudiante, especificamente en las areas de contenido.
 	
Title I-A Meetings to inform parents of the services provided through Title I funds. Related literature and pamphlets will be provided for parents and teachers.
Reuniones de Titulo I-A para informar a los padres de los servicios prestados a traves de fondos de Titulo I. Se proporcionaran folletos y literatura relacionada para padres y maestros.
 	
Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program.
Encuesta para padres de Titulo I-A para evaluar la efectividad del Programa de Participacion de los Padres del Distrito.
    Milestone's/Strategy's Expected Results/Impact: Formative:
    S-P-S Compact, Parental Involvement Policy, Meeting Documentation
 	
    Summative:
    STAAR results to increase by 3%, Students and parents attendance rate, discipline referrals, Survey results
    Staff Responsible for Monitoring: Administration, Staff, Parent Liaison
 	
    Title I Schoolwide Elements: 3.1 - **Population:** All Students and Parents - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
    Funding Sources: - 211 Title I-A
	50%			

Strategy 5 Details	Reviews			
Strategy 5: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact District Improvement Plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: Politica de participacion de los padres Pacto entre la escuela y el estudiante Plan de mejora del distrito. **Milestone's/Strategy's Expected Results/Impact:** Formative: S-P-S Compact, Parental Involvement Policy, Meeting Documentation Summative: STAAR results to increase by 3% , Students and parents attendance rate, - discipline referrals, + participation Survey results **Staff Responsible for Monitoring:** Administration, Parent Liaison **Population:** All Parents - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 6 Details	Reviews			
Strategy 6: Recognize parent volunteers and business partners for their contribution in campus activities in order to increase attendance and participation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Reconocer a los padres voluntarios y socios comerciales por su contribucion en las actividades del campus para aumentar la asistencia y la participacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Contact Log Summative: STAAR results, Students and parents attendance rate to increase by 3%, discipline referrals **Staff Responsible for Monitoring:** Administration, SBDM Committee, Parent Liaison **Population:** Parents and community - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Funding Sources:** - 211 Title I-A	50%			

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

Performance Objective 1 Need Statements:

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in Vertical Planning and Make-n-Takes for curriculum, lesson planning, assessment, data analysis, and other teaching strategies in order to make informed academic assessment decisions. Teachers will attend out of district conferences and seminars that will support informed academic assessment decisions and interventions.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th Summative: Improved scores on Rdg. to increase by 3% & STAAR **Staff Responsible for Monitoring:** Principal, Dean of Instruction, PK-5th Grade teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** All Teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1, 3 - School Processes & Programs 1, 4 **Funding Sources:** ESSER II Stipends - 281 ESSER II Grant Funds - 281-11-6117-00-134-Y-24-0CG-Y - $10,500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-23-134-Y-99-000-Y - $500	50%			

Strategy 2 Details	Reviews			
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessments relative to the annual goals of the program. All certified teachers will have their G/T Core Hours and G/T On-Going Hours.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluations Summative: ERO teacher transcripts to show 100% compliance **Staff Responsible for Monitoring:** All GT classroom teachers, Principal, Dean of Instruction **Population:** GT Teachers - **Start Date:** June 1, 2021 - **End Date:** December 17, 2021	50%			

Strategy 3 Details	Reviews			
Strategy 3: 2nd -5th Grade teachers will participate in half day Pull- Out Planning for data analysis, assessments and teaching strategies in order to make informed academic assessment decisions and plan accordingly to ensure students academic success.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: ERO, Agendas, Sign-in Sheets, TPRI/Tejas LEE K-3rd, Rdg. Benchmarks K-5th Summative: Improved scores on Rdg. to increase by 3% TELPAS & STAAR **Staff Responsible for Monitoring:** Principal, Dean of Instruction, 2nd -5th Grade teachers **Population:** 2nd - 5th Gr. Teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 7 - School Processes & Programs 3, 6 **Funding Sources:** TEACHER RETIREMENT/TRS CARE - 211 Title I-A - 211-13-6146-00-134-Y-30-AYP-Y - $625, EMPLOYEE BENEFITS-LOCALLY - 211 Title I-A - 211-13-6148-00-134-Y-30-AYP-Y - $16, SOCIAL SECURITY/MEDICARE - 211 Title I-A - 211-13-6141-00-134-Y-30-AYP-Y - $102, Salary/Wages for Substitute Teachers - 211 Title I-A - 211-11-6112-18-134-Y-30-AYP-Y - $11,900, SOCIAL SECURITY/Medicare - 211 Title I-A - 211-11-6141-18-134-Y-30-AYP-Y - $173, EMPLOYEE BENEFITS - 211 Title I-A - $105, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-13-6118-00-134-Y-30-JST-Y - $3,300	50%			

Strategy 4 Details	Reviews			
Strategy 4: The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional educational opportunities. She will also have a full time aide to assist her in the library. *Librarian will participate in the Innovative Approaches to Literacy (IAL) Grant called Project Literacy Innovations for Book Reading Opportunities (LIBRO)	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Six weeks AR performance reports Summative: Yearly AR reports usage and perfomance to increase by 3% **Staff Responsible for Monitoring:** Administration, Librarian, and 1st - 5th Grade Teachers **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 5 Details	Reviews			
Strategy 5: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Training on the HB 1886 screener will be provided as this instrument is used to identify students at-risk for dyslexia and/or related disorders in 1st grade MOY and Kinder EOY. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BISD Instructional Feedback Form Summative Impact: The campus will have a 1 percentage point increase in the number of students who reach Meets Grade Level and STAAR Masters Grade Level performance on STAAR exams. **Staff Responsible for Monitoring:** Administration **Population:** All teachers teaching core content, special education, dyslexia, and other academic areas. - **Start Date:** July 12, 2021 - **End Date:** June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 6 Details	Reviews			
Strategy 6: Professional development opportunities for multi-tiered systems of support (MTSS) will be provided to include social-emotional learning and trauma-informed care training for administrators, counselors, and teachers. **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional Development training records Summative: Reduced numbers of students needing these supports and survey data indicating improvement. **Staff Responsible for Monitoring:** Professional development Guidance and Counseling Counselors **Population:** All faculty and staff - **Start Date:** July 12, 2021 - **End Date:** June 24, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 7 Details	Reviews			
Strategy 7: Professional development for Pre-kinder teachers will include training in CIRCLE and Lenguaje y Lectura. **Milestone's/Strategy's Expected Results/Impact:** Formative: Professional Development sign-in, transcripts Summative: Sign-In **Staff Responsible for Monitoring:** Pre-K Specialists Pre-K Lead teacher **Population:** Pre-Kinder teachers - **Start Date:** August 13, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	50%			

Strategy 8 Details	Reviews			
Strategy 8: Professional development for child sexual abuse, sex-trafficking and other maltreatment of children will be offered. The campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development training records Summative: Reduced numbers of students needing these supports and survey data indicating improvement. **Staff Responsible for Monitoring:** Professional development Guidance and Counseling Counselors **Population:** All faculty and staff - **Start Date:** August 13, 2021 - **End Date:** June 2, 2022	0%			

Strategy 9 Details	Reviews			
Strategy 9: Professional development for Safe and Supportive Schools Behavioral Threat Assessment Team will be offered to faculty and staff along with the Quaver SEL Curriculum Implementation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development training records Summative: Reduced numbers of students needing these supports and survey data indicating improvement. **Staff Responsible for Monitoring:** Professional development Guidance and Counseling Counselors **Population:** All faculty and staff - **Start Date:** August 13, 2021 - **End Date:** June 2, 2022	0%			

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
Need Statement 3: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey.
Need Statement 7: Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause**: As noted in the 2021 CNA survey.
School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
Need Statement 3: Need to increase Professional Development that builds instructional capacity and recognize teacher achievements. **Data Analysis/Root Cause**: As noted in the 2021 CNA Survey results.
Need Statement 4: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey.

School Processes & Programs
Need Statement 6: Need to increase opportunities for data analysis meetings with administration and special education teachers **Data Analysis/Root Cause**: As noted in the 2021 CNA survey.

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: 100% of teachers assigned to instruct students identified for Bilingual/ESL will become Bilingual / ESL certified by the 2021-2022 school year.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers who service EBs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include:	**Formative**			**Summative**
*Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements.	**Nov**	**Jan**	**Mar**	**June**
*Coaching for teacher of ELs, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. **Staff Responsible for Monitoring:** Bilingual Administrator **Population:** Teachers serving EB/ESL students - **Start Date:** July 12, 2021 - **End Date:** June 30, 2022	50%			
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 for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

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

Strategy 1 Details	Reviews			
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 **Population:** All Regular education, Sp.Ed. Migrant, At Risk, EB students, GT students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** SUPPLIES & MATERIALS-SOFTWARE - 282 ESSER III Grant Funds - 282-11-6395-62-134-Y-99-OES-1 - $8,313, Supplies & Materials - Software - 282 ESSER III Grant Funds - 282-116395-62-134-Y-99-ECG-1 - $7,438	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

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

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

Strategy 1 Details	Reviews			
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 **Title I Schoolwide Elements:** 2.5 - **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	50%			

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 **Title I Schoolwide Elements:** 2.5 - **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 1 - School Processes & Programs 1 **Funding Sources:** Computer Equipment for Instruction - 496 Elon Musk Grant Funds - 496-11-6398-62-134-Y-11-000-Y - $29,785	50%			

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

Performance Objective 2 Need Statements:

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

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

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

Strategy 1 Details	Reviews			
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 **Title I Schoolwide Elements:** 2.5 - **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	50%			
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 **Title I Schoolwide Elements:** 2.5 - **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	50%			
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

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 **Title I Schoolwide Elements:** 2.5 - **Population:** All stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	50%			
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

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 **Title I Schoolwide Elements:** 2.5 - **Population:** faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	50%			
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

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
*Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Dean of Instruction **Population:** Campus faculty - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			
Strategy 2 Details	Reviews			
Strategy 2: Hudson 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:** Dean of Instruction **Title I Schoolwide Elements:** 2.4 - **Population:** Across all grade levels - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 3 - School Processes & Programs 4	50%			
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 6 Need Statements:

Student Learning
Need Statement 3: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey.

School Processes & Programs
Need Statement 4: Need to increase Professional Development opportunities for teachers. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey.

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

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

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

Strategy 1 Details	Reviews			
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, Hudson Elementary School will provide students access to electronic equipment (i.e. projectors, elmos, printers, headphones, etc.), additional desktops specifically dedicated for student use, laptops, teacher desktops, iPads, tablets, and other electronic hardware. All software necessary for proper operation will be purchased separately for all new computer purchases. Printers and ink cartridges will also be purchased so that teachers can print teacher made assessments for student progress monitoring throughout the year. Lessons and activities will be printed in order to meet the higher order STAAR Ready Material assessments. Replacement bulbs for overhead projectors are required to ensure continuous use of equipment. The new equipment will enhance teacher instruction and the learning experience for all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

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: Special Programs/Tech Services Administrator, Administration, Teachers
 	
    Title I Schoolwide Elements: 2.6 - **Population:** All students - **Start Date:** July 5, 2021 - **End Date:** June 30, 2022
    Need Statements: Student Learning 1 - School Processes & Programs 1
    Funding Sources: GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-62-134-Y-30-0F2-Y - $8,000, Laptops/Computers - 211 Title I-A, General Supplies: Headphones - 162 State Compensatory - 162-11-6399-00-134-Y-30-000-Y - $15,978, General Supplies: Headphones - 211 Title I-A - 211-11-6399-62-134-Y-30-0F2-Y				

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

Performance Objective 7 Need Statements:

Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

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

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

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
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**
	50%			

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: Campus faculty and staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

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

La Primaria Hudson aumentara la tasa de asistencia general del campus al 97.8% con una meta del 97.5%.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will ensure support services for students identified as homeless to receive the full protections of the McKinney-Vento Act. This will include that they enroll immediately even if lacking documentation normally required for enrollment so that they attend and succeed in school. El campus garantizara servicios de apoyo para que los estudiantes identificados como personas sin hogar reciban la proteccion total de la Ley McKinney-Vento. Esto incluira que se inscriban de inmediato, incluso si no tienen la documentacion que normalmente se requiere para la inscripcion, de modo que puedan asistir y tener exito en la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student rosters, student progress reports, benchmark scores Summative: STAAR to increase by 3% , Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Data Entry Clerk, Counselors, Teachers, Administration **Population:** Homeless Students, At-Risk - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 2 Details	Reviews			
Strategy 2: Promote awareness throughout the campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Promover la conciencia en todo el campus con respecto a la disponibilidad de servicios relacionados con personas sin hogar dentro del BISD y las agencias comunitarias para satisfacer las necesidades academicas, sociales, emocionales y fisicas de los jovenes identificados sin hogar y no acompanados. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Progress Reports, Benchmark Scores, Summative: STAAR to increase by 3%, Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Adminstration, Counselors/Teachers, Parent Liasion, **Population:** AR, TI, MI, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 10 **Funding Sources:** MENTAL HEALTH-FRINGES - 282 ESSER III Grant Funds - $420, Professional Extra Duty Pay-Mental Health - 282 ESSER III Grant Funds - 282-31-6118-00-134-Y-99-MH1-1 - $2,520	50%			

Strategy 3 Details	Reviews			
Strategy 3: Implement a food pantry and closet at Hudson to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Implementar una despensa de alimentos y un armario en Hudson para proporcionar a los jovenes identificados sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para satisfacer sus necesidades academicas, sociales, emocionales y fisicas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Progress Reports, Benchmark Scores, Summative: STAAR, Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Principal, Counselors, Parent Liasion, Dean of Instruction **Population:** Identified Homeless Students, At-Risk - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 4 Details	Reviews			
Strategy 4: Recognized and award All Students with ribbons, trophies, and medals at the EOY Awards for academics, perfect attendance, AR, UIL, Brainsville, DI, Spelling Bee, athletics, Chess, Cheerleading, Estudiantina and Cody Character, etc. Reconocer y premiar a todos los estudiantes con cintas, trofeos y medallas en los premios EOY para academicos, asistencia perfecta, AR, UIL, Brainsville, DI, Spelling Bee, atletismo, Ajedrez, Cheerleading, Estudiantina y Cody Character, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative: Event programs Summative: Student and campus placement to increase by 3% **Staff Responsible for Monitoring:** Principal, Counselors, PK-5th Teachers **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Funding Sources:** Awards - 199 Local funds - 199-23-6498-00-134-Y-99-000-Y - $1,500, Awards - 211 Title I-A - -11-6498-00-134211-Y-30-0F2-Y	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 5 Details	Reviews			
Strategy 5: Train attendance clerk, parent liaison, parents to monitor attendance through eSchoolPlus. Capacitar al encargado de asistencia, enlace con los padres y a los padres para monitorear la asistencia a traves de eSchoolPlus **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO session evaluations Summative: eSchools attendance reports to increase by 3% **Staff Responsible for Monitoring:** Campus Administration PEIMS Supervisor, Parent Liaison, PK-5th grade teachers **Population:** Clerks,Parent Liaison - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 6 Details	Reviews			

Strategy 6: Recognize and award incentives to students with perfect attendance and academic achievement and AR every six weeks and at the end of the school year.
 	
Reconocer y otorgar incentivos a los estudiantes con asistencia y rendimiento academico perfectos y AR cada seis semanas y al final del ano escolar.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative:
eSchools six weeks attendance reports
event programs
 	
Summative:
eSchools yearly attendance rate to increase by 3%
    Staff Responsible for Monitoring: PEIMS Administrator,
Data Entry Clerk,
K-5th grade teachers
 	
    Population: All students, Economically Disadvantaged - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
    Funding Sources: Miscellaneous Costs-Awards - 211 Title I-A - 211-11-6498-00-134-Y-30-0F2-Y - $7,000, Awards - 199 Local funds - 199-11-64-98-134-Y-11-000-Y - $2,500
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 7 Details	Reviews			

Strategy 7: Increase attendance goal by 5% by reducing campus Out-of-School suspensions.
 	
Aumentar la meta de asistencia en un 5% al   reducir las suspensiones fuera de la escuela del campus.
    Milestone's/Strategy's Expected Results/Impact: Formative: eSchools daily and six weeks attendance reports, OSS reports
 	
Summative:
Yearly attendance Rate, Yearly OSS report to show a decrease
    Staff Responsible for Monitoring: Principal,
Assistant Principals
 	
    Population: All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%			

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

Performance Objective 1 Need Statements:

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

Student Learning

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

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

Performance Objective 2: Hudson will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

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

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Students not meeting reading, writing, math, and/or science standards will be provided accelerated instruction, including but not limited to an extended day/week program, to assist them master content TEKS. Supplemental instructional materials will be provided to support the curriculum and spiral instruction.	**Nov**	**Jan**	**Mar**	**June**

Strategy 1: Students not meeting reading, writing, math, and/or science standards will be provided accelerated instruction, including but not limited to an extended day/week program, to assist them master content TEKS. Supplemental instructional materials will be provided to support the curriculum and spiral instruction.

Los estudiantes que no cumplan con los estandares de lectura, escritura, matematicas y / o ciencias recibiran instruccion acelerada, que incluye, entre otros, un programa extendido de dia / semana, para ayudarlos a dominar el contenido de TEKS. Se proporcionaran materiales de instruccion suplementarios para apoyar el plan de estudios y la instruccion en espiral.

50% (Nov)

Milestone's/Strategy's Expected Results/Impact: Formative: eSchool Plus tutorial schedule, Tutorial Attendance report, Tutorial lesson plans, tutorial classroom observations, Lesson Plans, benchmark scores and student progress reports

Summative:
STAAR results to increase by 3%

Staff Responsible for Monitoring: Administration
Classroom Teachers
Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.5 - **Population:** All Students, AR, TI, MI, ELL, PD - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022

Need Statements: Demographics 4 - Student Learning 2

Funding Sources: PROFESSIONAL EXTRA DUTY - 162 State Compensatory - 162-11-6118-00-134-Y-24-SSI-Y - $8,232, PARA ESTRA DUTY PAY/OVERTIME - 282 ESSER III Grant Funds - 282-61-6121-00-134-Y-99-PFS-1 - $1,164, PARA --PART - 282 ESSER III Grant Funds - 282-11-6126-00-134-Y-23-JST-1 - $4,500, RECLASSIFIED TRANSPORTATION EXP/EX - 282 ESSER III Grant Funds - 282-61-6494-00-134-Y-99-PFS-1 - $1,200, PROFESSIONAL EXTRA DUTY PAY-JST - 282 ESSER III Grant Funds - 282-11-6118-00-134-Y-23-JST-1 - $2,500, PROFESSIONAL EXTRA DUTY PAY - 281 ESSER II Grant Funds - 281-11-6118-00-134-Y-99-0CG-Y - $57,972, Fringes-ESSER II Unemployment - 281 ESSER II Grant Funds - 281-11-6145-00-134-Y-99-0CG-Y - $552, RECLASSIFIED TRANSPORTATION EXP/EX - 282 ESSER III Grant Funds - 282-11-6494-00-134-Y-24-0-CG-1 - $20,000, RECLASSIFIED TRANSPORTATION EXP/EX - 281 ESSER II Grant Funds - 2811-11-6494-00-134-Y-24-0CG-Y - $32,669, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-33-6118-00-134-Y-24-JST-Y - $2,500, PROFESSIONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - 282-61-6118-00-134-Y-99-PFS-1 - $2,520, PROFRESSIONAL EXTRA DUTY - 162 State Compensatory - 162-11-6118-00-134-Y-30-JST-Y - $27,500, ESSER II TRS - 281 ESSER II Grant Funds - 281-11-6149-00-134-Y-99-0CG-Y - $1,070, ESSER II TRS - 281 ESSER II Grant Funds - 281-11-6146-00-134-Y-99-0CG-Y - $6,367, PROFESSIONAL EXTRA DUTY - 282 ESSER III Grant Funds - 282-11-6118-00-134-Y-24-0CG-1 - $36,000, RECLASSIFIED TRANSPORTATION EXP/EX - 162 State Compensatory - 162-11-6494-00-134-Y-30-JST-Y - $4,000, Fringes-ESSER II Medicaid - 281 ESSER II Grant Funds - 281-11-6141-00-134-Y-99-0CG-Y - $972, ESSER II ACA - 281 ESSER II Grant Funds - 281-11-6148-00-134-Y-99-0CG-Y - $83

Strategy 2 Details	Reviews			

Strategy 2: The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individuals and/or groups in need of assistance in order to meet the needs of At Risk students.
 	
El Decano de Instruccion llevara a cabo el desarrollo del personal sobre estrategias de instruccion y brindara apoyo docente a las personas y / o grupos que necesiten ayuda para satisfacer las necesidades de los estudiantes en riesgo.
    Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluations report, ERO session attendance report, Teacher lesson plans, classroom observations, Benchmark scores and student progress reports
 	
Summative: STAAR results to increase by 3%
    Staff Responsible for Monitoring: Administrator for State Compensatory Education, Principal, Dean of Instruction
 	
    Population: At-Risk, Dyslexia, Special Education, Bilingual, Migrant - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 3 Details	Reviews			

Strategy 3: Middle School Transition:
A transition orientation session for fifth graders going to Middle School will be held prior to completion of student choice slips. Middle school personnel will create an awareness of the Middle School expectations and promote higher education.
 	
Transicion a la escuela intermedia:
Se llevara a cabo una sesion de orientacion de transicion para los estudiantes de quinto grado que vayan a la escuela intermedia antes de completar las hojas de eleccion de los estudiantes. El personal de la escuela intermedia creara conciencia sobre las expectativas de la escuela intermedia y promovera la educacion superior.
    Milestone's/Strategy's Expected Results/Impact: Formative:
Student permission slips, choice slips, Student participation to increase by 3%
 	
Summative:
Student attendance report
    Staff Responsible for Monitoring: Counselors
Administration
5th grade teachers,
Middle school personnel
 	
    Population: 5th grade students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide training to campus personnel on the identification of homeless and unaccompanied youth during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to the Homeless Youth Project for further intake. Brindar capacitacion al personal del campus sobre la identificacion de jovenes sin hogar y no acompanados durante el proceso de inscripcion para garantizar que se utilicen tecnicas de sensibilidad, que los procedimientos de inscripcion no creen barreras y que los estudiantes y las familias sean dirigidos al Proyecto de Jovenes sin Hogar para una mayor admision.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluation report, ERO session attendance report Summative: STAAR results ,to increase by 3% Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, **Population:** AR, TI, MI, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 5 Details	Reviews			
Strategy 5: Provide a campus wide Dyslexia program for identified students: Identification process will follow Response to Intervention and Dyslexia procedures.	Formative			Summative
Assessment to identify students will meet all specification outlined by the Texas Education Agency in the Dyslexia Handbook.	Nov	Jan	Mar	June
Services provided will include individualized accommodation plans to be implemented in general education classrooms. Dyslexia Lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multi-sensory instruction in a small group setting. Proporcionar un programa de dislexia en todo el campus para estudiantes identificados: El proceso de identificacion seguira los procedimientos de Respuesta a la Intervencion y Dislexia. La evaluacion para identificar a los estudiantes cumplira con todas las especificaciones descritas por la Agencia de Educacion de Texas en el Manual de dislexia. Los servicios proporcionados incluiran planes de acomodacion individualizados que se implementaran en las aulas de educacion general. Los servicios de laboratorio de dislexia se proporcionaran a los estudiantes identificados segun se determine a traves de una evaluacion. Los enfoques educativos incluiran instruccion explicita, individualizada y multisensorial en un entorno de grupo pequeno. **Milestone's/Strategy's Expected Results/Impact:** Formative: mClass, TPRI/Tejas Lee, HB 1886 Screener at-risk for dyslexia and/or related disorders (1st grade MOY and Kinder EOY). Student progress reports, benchmark scores, lesson plans, classroom observations. Summative: STAAR results to increase by 3% **Staff Responsible for Monitoring:** Principal, Dyslexia Teacher, T1 Paraprofessional **Population:** Dyslexia Students, At-Risk Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%			

Strategy 6 Details		Reviews		
Strategy 6: An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th Grade students in order to provide academic interventions, tutoring, homework assistance, recreation, fine arts, and academic activities.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Se proporcionara un Programa de Enriquecimiento de Dia Extendido para todos los estudiantes de Pre-Kinder a 5to grado con el fin de proporcionar intervenciones academicas, tutoria, ayuda con las tareas, recreacion, bellas artes y actividades academicas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Extended Day Schedule, Attendance report, lesson plans, classroom observations, benchmark scores and student progress reports Summative: STAAR results to increase by 3% , EOY, Promotion Rates **Staff Responsible for Monitoring:** Principal, Campus Administrators, Extended Day Program Teachers **Title I Schoolwide Elements:** 2.5 - **Population:** All students (NL, EB, PD, AR, SE, Migrant, GT) - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 4 - Student Learning 2 **Funding Sources:** PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY - 162 State Compensatory - 162-11-6118-00-134-Y-30-000-Y - $43,364, EXTRA DUTY PAY - 199 Local funds - 199-23-6121-08-134-Y-99-000-Y - $100		50%			

Strategy 7 Details		Reviews		
Strategy 7: Training on the HB 1886 screener will be provided as this instrument is used to identify students at-risk for dyslexia and/or related disorders in 1st grade MOY and Kinder EOY.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Se proporcionara capacitacion sobre el evaluador HB 1886, ya que este instrumento se utiliza para identificar a los estudiantes en riesgo de dislexia y / o trastornos relacionados en el primer grado MOY y Kinder EOY. **Milestone's/Strategy's Expected Results/Impact:** Formative: MOY 1st Grade, EOY Kinder Summative: MOY 1st Grade, EOY Kinder **Staff Responsible for Monitoring:** Kinder Teachers, 1st Grade Teachers, Administration **Population:** All Kinder, 1st Grade students, Dyslexia - **Start Date:** January 5, 2022 - **End Date:** June 3, 2022		0%			

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

Performance Objective 2 Need Statements:

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

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

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

Performance Objective 3: Hudson will implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Assistance in the planning and execution of the overall health program at the campus level in an effort to promote physically and emotionally healthy students which increases student attendance and academic performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Asistencia en la planificacion y ejecucion del programa de salud general a nivel del campus en un esfuerzo por promover a los estudiantes fisica y emocionalmente saludables, lo que aumenta la asistencia y el rendimiento academico de los estudiantes.
 	
Implement the CATCH (Coordinated Approach to Child Health) activities that will evaluate the implementation of district initiatives such as:
School Health Index
Jump Rope for Heart
Track & Field
Encampment
Puberty Presentation
Health Curriculum
Physical activities at least 30 minutes a day or 135 minutes weekly.
    Milestone's/Strategy's Expected Results/Impact: Formative:
    Walk-throughs, PE schedule
 	
    Summative:
    Fitness Gram participation results to increase by 3%
    Staff Responsible for Monitoring: Administration, Campus Nurse, Counselors
 	
    Title I Schoolwide Elements: 2.6 - **Population:** All Regular education, SpEd. Migrant, At Risk. Bilingual students, GT Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
    Need Statements: Demographics 2 - Student Learning 1, 10 - School Processes & Programs 1
    Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-33-6399-00-134-Y-99-000-Y - $1,000
	50%			

Strategy 2 Details	Reviews			

Strategy 2: In an effort to maintain physically healthy students and staff, PPE supplies will be purchased and available for student and staff use.
 	
En un esfuerzo por mantener a los estudiantes y al personal fisicamente saludables, se compraran suministros de PPE y estaran disponibles para el uso de los estudiantes y el personal.
    Milestone's/Strategy's Expected Results/Impact: Reports, Documentation
    Staff Responsible for Monitoring: Administration, nurse, teachers
 	
    Title I Schoolwide Elements: 2.6 - **Population:** Students and Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	50%			
0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue	

Performance Objective 3 Need Statements:

Demographics
Need Statement 2: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.
Student Learning
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.
Need Statement 10: Need to increase support services to economically disadvantaged students (At-Risk). **Data Analysis/Root Cause**: Data shows a higher percentage of at-risk students in need of academic achievement progress.
School Processes & Programs
Need Statement 1: Need to increase supplemental instructional support, technology, resources, and general supplies to support classroom instruction. **Data Analysis/Root Cause**: As noted in the 2021 CNA survey and grade level meeting notes a need to maintain a clean and safe environment that improves school perception.

State Compensatory

Budget for Hudson Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Hudson Elementary

Name	Position	FTE
Cynthia Pena	Dyslexia Teacher	1
Nilda Martinez	Dean of Instruction	1
Rene Villafuerte	Dyslexia Teacher	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

CCNA was revised and reviewed in June 2, 2021

Conclusions/Priorities: Reviewing the CNA 2020-2021 and SBDM committee continues to believe that technology and the professional development in this area is a high priority within our campus and that closing the achievement gaps is an area of need. Amongst our highest stregnth continues to be student and teacher attendance.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

* SBDM meetings held in June 2, 2021

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

2.2: Regular monitoring and revision

Every SBDM meeting time is dedicated to review, update and make the formative review as a committee for the CIP. Hudson Elementary will continue to monitor and revise all school academic initiatives to improve academic performance every six weeks and as necessary in order to meet student needs. Teachers will continue to be included in decisions regarding the use and selection of academic assessments to measure student performance. Data obtained from state and district assessments will be utilized to make program decisions that directly impact the implementation of new instructional strategies and modify existing ones in order to better meet student needs as noted in the results. SBDM meeting dates will be held in November 2021, December 2021, and April 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 and can be found on the Hudson Elementary website. CIP is in English and some areas in Spanish. Any parent wanting the CIP in any other language may request translation from any of the SBDM members.

2.4: Opportunities for all children to meet State standards

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

-SSI tutorials

-Year long Extended Day tutorials until 5:30 PM

-Regular tutorials

-Community Presentations

-Hands On actvities

-Academic Resources

2.5: Increased learning time and well-rounded education

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

* Tutorials

*EDEP

*Dyslexia Program

(3.1.1, 3.2.1, 7.1.1, 9.2.4)

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

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

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

(7.1.1, 7.1.5, 9.2.4, 9.2.5)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

for carrying out the following requirements:

- Parents will be notified of the policy in an understandable and uniform format
- Information will be provided in a language that parents can understand
- Updated policy shall be made available to parents and the local community on the campus website
- Policy was distributed to parents in the Fall
- Policy was presented and discussed in April 2021 with SBDM

(6.1.2, 6.1.3,6.1.8)

3.2: Offer flexible number of parent involvement meetings

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

(6.1.2., 6.1.3.,6.1.8)

Title I Personnel

Name	Position	Program	FTE
AL	Library Aide		1.0
AT	Title 1 Teacher Aide		1.0
HI	Nurse		.40
LD	Dyslexia Aide		1.0
ML	Parent Liaison		1.0

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Nilda Martinez	Dean of Instruction
Administrator	Dr. Melinda Lopez	Principal
Non-classroom Professional	Oscar Ahumada	Counselor-Y1
District-level Professional	Alejandra Aldrete	Bilingual Dept. -Y1
Classroom Teacher	David Alaniz	5th Grade teacher-Y1
Classroom Teacher	Deifilia De Los Santos	PK Teacher-Y1
Classroom Teacher	Marvella Herrera	1st Grade teacher-Y1
Classroom Teacher	Mary Ruiz	2nd grade Teacher-Y1
Classroom Teacher	Claudia Olivo	4th Grade Teacher-Y1
Parent	Charles Rowles	Parent Y1
Parent	Jaime Lopez	Parent Y1
Community Representative	Pending Pending	Community Rep. Y1
Business Representative	Pending Pending	Business Representative Y1
Community Representative	Linda Garza	Community Representative
Business Representative	Cristina Alvarado	Business Representative

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	EXTRA DUTY PAY-SUBSTITUTE (51=PE)	199-11-6121-51-134-Y-11-000-Y	$100.00
1	1	2	COPY PAPER	199-11-6396-00-134-Y-11-000-Y	$4,000.00
1	1	2	GENERAL SUPPLIES	199-11-6399-00-134-Y-11-000-Y	$5,869.00
1	1	2	Operating Costs-Food & Refreshments	199-11-6499-53-134-Y-11-000-Y	$2,500.00
1	1	2	Substitutes (Testing)	199-11-6126-00-134-Y-11-000-Y	$2,000.00
1	1	2	GENERAL SUPPLIES	199-11-6399-51-134-Y-11-000-Y	$1,000.00
1	1	2	Extra Duty Pay (Para Overtime)	199-11-6121-00-134-Y-11-000-Y	$100.00
1	1	2	GENERAL SUPPLIES	199-23-6399-00-134-Y-99-000-Y	$2,000.00
1	1	4	General Supplies	199-12-6399-00-134-Y-99-000-Y	$300.00
1	1	4	Reading Materials and Library Books	199-6329-00-134-Y-99-000-Y	$2,000.00
1	1	14	Reclassified Transportation Expenses	199-11-6494-00-134-Y-11-000-Y	$4,000.00
5	1	4	General Supplies	199-31-6399-00-134-Y-99-000-Y	$400.00
5	1	8	Extra Duty-Custodians	199-51-6121-47-134-Y-99-000-Y	$150.00
5	1	8	Janitorial Supplies for Maintenance-Custodial	199-51-6315-00-134-Y-99-0-00-Y	$5,000.00
5	1	8	General Supplies-Custodial	199-51-6399-00-134-Y-99-000-Y	$5,000.00
6	1	3	EMPLOYEE TRAVEL	199-61-6411-00-134-Y-99-000-Y	$500.00
7	1	1	EMPLOYEE TRAVEL	199-23-6411-23-134-Y-99-000-Y	$500.00
9	1	4	Awards	199-23-6498-00-134-Y-99-000-Y	$1,500.00
9	1	6	Awards	199-11-64-98-134-Y-11-000-Y	$2,500.00
9	2	6	EXTRA DUTY PAY	199-23-6121-08-134-Y-99-000-Y	$100.00
9	3	1	GENERAL SUPPLIES	199-33-6399-00-134-Y-99-000-Y	$1,000.00
				Sub-Total	$40,519.00
				Budgeted Fund Source Amount	$40,519.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Professional Extra Duty Pay	162-23-6118-00-134-Y-24-JST-Y	$4,960.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies	162-11-6399-00-134-Y-30-000-Y	$9,022.00
1	1	7	EQUIPMENT UNDER $5,000	162-11-6398-62-134-Y-30-000-Y	$9,605.00
1	1	12	Walk for The Future	162-61-6399-00-134-Y--30-WTF-Y	$0.00
1	2	2			$0.00
7	1	3	PROFESSIONAL EXTRA DUTY PAY	162-13-6118-00-134-Y-30-JST-Y	$3,300.00
8	7	1	General Supplies: Headphones	162-11-6399-00-134-Y-30-000-Y	$15,978.00
9	2	1	PROFESSIONAL EXTRA DUTY	162-11-6118-00-134-Y-24-SSI-Y	$8,232.00
9	2	1	PROFESSIONAL EXTRA DUTY PAY	162-33-6118-00-134-Y-24-JST-Y	$2,500.00
9	2	1	PROFRESSIONAL EXTRA DUTY	162-11-6118-00-134-Y-30-JST-Y	$27,500.00
9	2	1	RECLASSIFIED TRANSPORTATION EXP/EX	162-11-6494-00-134-Y-30-JST-Y	$4,000.00
9	2	6	PROFESSIONAL EXTRA DUTY PAY-EXTENDED DAY	162-11-6118-00-134-Y-30-000-Y	$43,364.00
				Sub-Total	$128,461.00
				Budgeted Fund Source Amount	$128,461.00
				+/- Difference	$0.00

197 Projects--TRE/Library

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Materials-Library	197-12-6329-00-134-Y-99-000-Y	$5,000.00
				Sub-Total	$5,000.00
				Budgeted Fund Source Amount	$5,000.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	READING MATERIAL	211-11-6325-00-134-Y-30-0F2-Y	$7,000.00
1	1	2	COPY PAPER	211-11-6396-00-134-Y-30-0F2-Y	$2,500.00
1	1	2	GENERAL SUPPLIES	211-11-6399-00-134-Y-30-0F2-Y	$20,739.00
1	1	2	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-62-134-Y-30-0F2-Y	$8,445.00
1	1	2	GENERAL SUPPLIES	211-11-6399-16-134-Y-30-0F2-Y	$5,000.00
1	1	2	Heggerty Daily Lesson Videos	211-11-6299-62-134-Y-30-0F2-Y	$1,555.00
1	1	2	GENERAL SUPPLIES	211-23-6399-00-134-Y-30-0F2-Y	$1,000.00
1	2	1	Title I-A Personnel		$0.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
5	2	1	211-33-6399-00-134-Y-30-0F2-Y		$0.00
5	2	4	CONTRACTED MAINTENANCE & REPAIR-Raptor Technologies	211-23-6249-00-134-Y-30-0F2-Y	$1,000.00
6	1	1	GENERAL SUPPLIES	211-61-6399-00-134-Y-30-0F2-Y	$900.00
6	1	1	MISCELLANEOUS OPERATING COSTS	211-61-6499-53-134-Y-30-0F2-Y	$900.00
6	1	1	EMPLOYEE TRAVEL	211-61-6411-00-134-Y-30-0F2-Y	$1,000.00
6	1	3			$0.00
6	1	4			$0.00
6	1	6			$0.00
7	1	3	TEACHER RETIREMENT/TRS CARE	211-13-6146-00-134-Y-30-AYP-Y	$625.00
7	1	3	EMPLOYEE BENEFITS-LOCALLY	211-13-6148-00-134-Y-30-AYP-Y	$16.00
7	1	3	SOCIAL SECURITY/MEDICARE	211-13-6141-00-134-Y-30-AYP-Y	$102.00
7	1	3	Salary/Wages for Substitute Teachers	211-11-6112-18-134-Y-30-AYP-Y	$11,900.00
7	1	3	SOCIAL SECURITY/Medicare	211-11-6141-18-134-Y-30-AYP-Y	$173.00
7	1	3	EMPLOYEE BENEFITS		$105.00
8	7	1	GENERAL SUPPLIES	211-11-6399-62-134-Y-30-0F2-Y	$8,000.00
8	7	1	Laptops/Computers		$0.00
8	7	1	General Supplies: Headphones	211-11-6399-62-134-Y-30-0F2-Y	$0.00
9	1	4	Awards	-11-6498-00-134211-Y-30-0F2-Y	$0.00
9	1	6	Miscellaneous Costs-Awards	211-11-6498-00-134-Y-30-0F2-Y	$7,000.00
				Sub-Total	$77,960.00
				Budgeted Fund Source Amount	$77,960.00
				+/- Difference	$0.00
			281 ESSER II Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	ESSER II General Supplies	281-11-6399-00-134-Y-24-0CG-Y	$10,250.00
1	1	2	READING MATERIALS	281-12-6329-00-134-Y-99-0CG-Y	$14,000.00
1	1	2	MISCELLANEOUS CONTRACTED SERVICES	281-12-6299-00-134-Y-99-0CG-Y	$702.00
1	1	7	ESSER II Capital Outlay	281-11-6398-62-134-Y-24-0CG-Y	$10,250.00
7	1	1	ESSER II Stipends	281-11-6117-00-134-Y-24-0CG-Y	$10,500.00

			281 ESSER II Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	1	PROFESSIONAL EXTRA DUTY PAY	281-11-6118-00-134-Y-99-0CG-Y	$57,972.00
9	2	1	Fringes-ESSER II Unemployment	281-11-6145-00-134-Y-99-0CG-Y	$552.00
9	2	1	RECLASSIFIED TRANSPORTATION EXP/EX	2811-11-6494-00-134-Y-24-0CG-Y	$32,669.00
9	2	1	ESSER II TRS	281-11-6149-00-134-Y-99-0CG-Y	$1,070.00
9	2	1	ESSER II TRS	281-11-6146-00-134-Y-99-0CG-Y	$6,367.00
9	2	1	Fringes-ESSER II Medicaid	281-11-6141-00-134-Y-99-0CG-Y	$972.00
9	2	1	ESSER II ACA	281-11-6148-00-134-Y-99-0CG-Y	$83.00
				Sub-Total	$145,387.00
				Budgeted Fund Source Amount	$114,387.00
				+/- Difference	-$31,000.00
			282 ESSER III Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	General Supplies	282-11-6399-00-134-Y-99-ECG-1	$26,549.00
1	1	2	Miscellaneous Contracted Services	282-11-6299-62-134-Y-99-OES-1	$5,662.00
1	1	2	Carry Over-General Supplies	22-11-6399-00-134-Y-99-JST-1	$4,171.00
1	1	2	Miscellaneous Contracted Services	282-11-6299-62-134-Y-99-ECG-1	$12,236.00
1	1	2	GENERAL SUPPLIES	282-61-6399-00-134-Y-99-PFS-1	$1,500.00
1	1	2	GENERAL SUPPLIES	282-13-6399-00-134-Y-99-ECG-1	$3,825.00
1	1	2	GENERAL SUPPLIES	282-11-6399-00-134-Y-23-JST-1	$850.00
1	1	2	Miscellaneous Contracted Services	282-11-6299-62-134-Y-25-ECG-1	$7,006.00
1	1	4	GENERAL SUPPLIES	282-36-6399-57-134-Y-99-PPE-1	$349.00
2	1	1	Facility Improvements	282-81-6629-00-134-Y-99-090-1	$1,057,099.00
2	1	2	EQUIPMENT UNDER $5,000	282-51-6398-00-1340Y-99-090-1	$5,597.00
2	1	2	FURNITURE, EQUIPMENT & SOFTWARE	282-51-6639-00-134-Y-99-090-1	$10,444.00
3	3	1	Fringes		$2,481.00
3	3	1	August BISD Retention Stipends		$51,900.00
6	1	1	MISCELLANEOUS OPERATING COSTS	282-61-6499-53-134-Y-99-PFS-1	$1,500.00
8	1	1	SUPPLIES & MATERIALS-SOFTWARE	282-11-6395-62-134-Y-99-OES-1	$8,313.00
8	1	1	Supplies & Materials - Software	282-116395-62-134-Y-99-ECG-1	$7,438.00
9	1	2	MENTAL HEALTH-FRINGES		$420.00

			282 ESSER III Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	1	2	Professional Extra Duty Pay-Mental Health	282-31-6118-00-134-Y-99-MH1-1	$2,520.00
9	2	1	PARA ESTRA DUTY PAY/OVERTIME	282-61-6121-00-134-Y-99-PFS-1	$1,164.00
9	2	1	PARA --PART	282-11-6126-00-134-Y-23-JST-1	$4,500.00
9	2	1	RECLASSIFIED TRANSPORTATION EXP/EX	282-61-6494-00-134-Y-99-PFS-1	$1,200.00
9	2	1	PROFESSIONAL EXTRA DUTY PAY-JST	282-11-6118-00-134-Y-23-JST-1	$2,500.00
9	2	1	RECLASSIFIED TRANSPORTATION EXP/EX	282-11-6494-00-134-Y-24-0-CG-1	$20,000.00
9	2	1	PROFESSIONAL EXTRA DUTY PAY	282-61-6118-00-134-Y-99-PFS-1	$2,520.00
9	2	1	PROFESSIONAL EXTRA DUTY	282-11-6118-00-134-Y-24-0CG-1	$36,000.00
				Sub-Total	$1,277,744.00
				Budgeted Fund Source Amount	$1,277,744.00
				+/- Difference	$0.00
			496 Elon Musk Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	2	2	Computer Equipment for Instruction	496-11-6398-62-134-Y-11-000-Y	$29,785.00
				Sub-Total	$29,785.00
				Budgeted Fund Source Amount	$29,785.00
				+/- Difference	$0.00
				Grand Total	$1,704,856.00

Addendums

2021 Accountability Ratings Overall Summary
HUDSON EL (031901134) - BROWNSVILLE ISD

Not Rated: Declared State of Disaster

Accountability Data Summary

Student Achievement Raw Component Score	
STAAR Performance	37
College, Career and Military Readiness	N/A
Graduation Rate	N/A
School Progress Raw Component Score	
Academic Growth	N/A
Relative Performance (Eco Dis: 93.0%)	37
Closing the Gaps % of Indicators Met	
Academic Achievement Status	33%
Growth Status	N/A
Graduation Status	N/A
English Language Proficiency Status	100%
Student Success Status	0%
School Quality Status	N/A
% Participation (All Tests)	
2018-19	100%
2020-21	53%

Distinction Designations

Distinction designations were not awarded in 2021.

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **HUDSON EL**

Campus Number: **031901134**

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

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

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

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**87%**	-	88%	*	-	*	-	-	71%	-	89%	77%	86%	80%
	2018	77%	80%	**85%**	-	86%	*	-	-	-	*	58%	*	84%	100%	85%	83%
At Meets Grade Level or Above	2019	45%	46%	**57%**	-	57%	*	-	*	-	-	36%	-	56%	62%	56%	33%
	2018	43%	42%	**47%**	-	47%	*	-	-	-	*	25%	*	46%	57%	45%	38%
At Masters Grade Level	2019	27%	26%	**31%**	-	31%	*	-	*	-	-	14%	-	32%	23%	30%	13%
	2018	25%	22%	**23%**	-	22%	*	-	-	-	*	0%	*	22%	43%	22%	20%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**92%**	-	93%	*	-	*	-	-	71%	-	94%	77%	91%	91%
	2018	78%	86%	**92%**	-	93%	*	-	-	-	*	92%	*	92%	86%	91%	98%
At Meets Grade Level or Above	2019	49%	56%	**73%**	-	73%	*	-	*	-	-	43%	-	74%	69%	71%	61%
	2018	47%	54%	**64%**	-	64%	*	-	-	-	*	42%	*	65%	57%	61%	70%
At Masters Grade Level	2019	25%	27%	**46%**	-	46%	*	-	*	-	-	7%	-	49%	23%	45%	35%
	2018	23%	27%	**30%**	-	30%	*	-	-	-	*	8%	*	29%	43%	28%	40%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**94%**	*	95%	*	-	-	-	-	77%	*	93%	100%	94%	94%
	2018	73%	79%	**91%**	-	91%	-	-	*	-	-	75%	-	91%	93%	90%	85%
At Meets Grade Level or Above	2019	44%	51%	**62%**	*	62%	*	-	-	-	-	54%	*	59%	82%	59%	53%
	2018	46%	49%	**61%**	-	61%	-	-	*	-	-	56%	-	61%	60%	59%	53%
At Masters Grade Level	2019	22%	23%	**19%**	*	18%	*	-	-	-	-	8%	*	17%	27%	16%	14%
	2018	24%	23%	**28%**	-	28%	-	-	*	-	-	25%	-	28%	27%	28%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**87%**	*	87%	*	-	-	-	-	77%	*	86%	91%	85%	86%
	2018	78%	86%	**95%**	-	95%	-	-	*	-	-	88%	-	94%	100%	94%	93%
At Meets Grade Level or Above	2019	48%	53%	**39%**	*	39%	*	-	-	-	-	46%	*	38%	45%	36%	53%
	2018	49%	56%	**64%**	-	64%	-	-	*	-	-	50%	-	62%	73%	61%	58%
At Masters Grade Level	2019	28%	30%	**20%**	*	19%	*	-	-	-	-	15%	*	20%	18%	20%	22%
	2018	27%	30%	**36%**	-	37%	-	-	*	-	-	13%	-	35%	47%	32%	29%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
	2018	63%	74%	**78%**	-	78%	-	-	*	-	-	29%	-	76%	87%	76%	76%
At Meets Grade Level or Above	2019	35%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
	2018	39%	48%	**56%**	-	57%	-	-	*	-	-	29%	-	56%	60%	53%	47%
At Masters Grade Level	2019	11%	14%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
	2018	11%	14%	**16%**	-	16%	-	-	*	-	-	0%	-	15%	27%	13%	10%

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

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

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

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

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

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

Texas Academic Performance Report
2019-20 Campus STAAR Performance

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	55%	**68%**	-	68%	*	-	*	-	*	47%	50%	67%	72%	66%	68%
At Masters Grade Level	2019	26%	31%	**38%**	*	38%	*	-	*	-	-	17%	*	39%	31%	38%	35%
	2018	24%	28%	**37%**	-	37%	*	-	*	-	*	14%	17%	36%	52%	34%	39%
All Grades Writing At Approaches Grade Level or Above	2019	68%	76%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
	2018	66%	71%	**78%**	-	78%	-	-	*	-	-	29%	-	76%	87%	76%	76%
At Meets Grade Level or Above	2019	38%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
	2018	41%	45%	**56%**	-	57%	-	-	*	-	-	29%	-	56%	60%	53%	47%
At Masters Grade Level	2019	14%	15%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
	2018	13%	13%	**16%**	-	16%	-	-	*	-	-	0%	-	15%	27%	13%	10%
All Grades Science At Approaches Grade Level or Above	2019	81%	84%	**86%**	-	87%	-	-	*	-	-	60%	-	85%	100%	85%	77%
	2018	80%	82%	**88%**	-	88%	-	-	-	-	-	53%	*	87%	100%	89%	86%
At Meets Grade Level or Above	2019	54%	55%	**63%**	-	63%	-	-	*	-	-	50%	-	60%	83%	61%	52%
	2018	51%	51%	**45%**	-	45%	-	-	-	-	-	20%	*	45%	43%	47%	51%
At Masters Grade Level	2019	25%	21%	**28%**	-	28%	-	-	*	-	-	15%	-	27%	33%	25%	23%
	2018	23%	19%	**14%**	-	14%	-	-	-	-	-	0%	*	14%	14%	13%	19%

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

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

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

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

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

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

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

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

2019-20 Campus STAAR Performance

Campus Name: HUDSON EL

Campus Number: 031901134

Bilingual Education/English as a Second Language

Total Students: 757

Grade Span: EE - 05

(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**90%**	84%	84%	-	-	-	*	*	-	63%	84%	83%
	2018	77%	78%	**90%**	83%	83%	-	-	-	-	-	-	79%	83%	83%
At Meets Grade Level or Above	2019	50%	52%	**62%**	40%	40%	-	-	-	*	*	-	50%	40%	40%
	2018	48%	49%	**59%**	41%	41%	-	-	-	-	-	-	21%	41%	40%
At Masters Grade Level	2019	24%	23%	**30%**	13%	13%	-	-	-	*	*	-	25%	13%	13%
	2018	22%	21%	**27%**	15%	15%	-	-	-	-	-	-	5%	15%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**92%**	83%	83%	-	-	-	*	*	-	*	83%	84%
	2018	74%	74%	**89%**	80%	80%	-	-	-	-	-	-	71%	80%	79%
At Meets Grade Level or Above	2019	48%	47%	**61%**	29%	29%	-	-	-	*	*	-	*	29%	31%
	2018	46%	44%	**55%**	29%	29%	-	-	-	-	-	-	14%	29%	28%
At Masters Grade Level	2019	21%	18%	**28%**	6%	6%	-	-	-	*	*	-	*	6%	6%
	2018	19%	17%	**25%**	10%	10%	-	-	-	-	-	-	0%	10%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**92%**	90%	90%	-	-	-	*	*	-	*	90%	88%
	2018	81%	85%	**95%**	93%	93%	-	-	-	-	-	-	100%	93%	94%
At Meets Grade Level or Above	2019	52%	57%	**65%**	55%	55%	-	-	-	*	*	-	*	56%	55%
	2018	50%	55%	**68%**	58%	58%	-	-	-	-	-	-	29%	58%	56%
At Masters Grade Level	2019	26%	31%	**38%**	25%	25%	-	-	-	*	*	-	*	24%	25%
	2018	24%	28%	**37%**	28%	28%	-	-	-	-	-	-	14%	28%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**84%**	87%	87%	-	-	-	-	-	-	*	87%	84%
	2018	66%	71%	**78%**	66%	66%	-	-	-	-	-	-	-	66%	66%
At Meets Grade Level or Above	2019	38%	44%	**55%**	35%	35%	-	-	-	-	-	-	*	35%	32%
	2018	41%	45%	**56%**	29%	29%	-	-	-	-	-	-	-	29%	29%
At Masters Grade Level	2019	14%	15%	**12%**	4%	4%	-	-	-	-	-	-	*	4%	4%
	2018	13%	13%	**16%**	6%	6%	-	-	-	-	-	-	-	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**86%**	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	80%	82%	**88%**	81%	81%	-	-	-	-	-	-	60%	81%	77%
At Meets Grade Level or Above	2019	54%	55%	**63%**	29%	29%	-	-	-	-	-	-	-	29%	29%
	2018	51%	51%	**45%**	42%	42%	-	-	-	-	-	-	20%	42%	39%
At Masters Grade Level	2019	25%	21%	**28%**	6%	6%	-	-	-	-	-	-	-	6%	6%
	2018	23%	19%	**14%**	4%	4%	-	-	-	-	-	-	0%	4%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**68%**	69%	69%	-	-	-	-	-	-	*	69%	68%
	2018	69%	71%	**76%**	78%	78%	-	-	-	-	-	-	85%	78%	79%
All Grades ELA/Reading	2019	68%	67%	**70%**	68%	68%	-	-	-	-	-	-	*	68%	69%
	2018	69%	69%	**73%**	78%	78%	-	-	-	-	-	-	90%	78%	79%
All Grades Mathematics	2019	70%	71%	**67%**	69%	69%	-	-	-	-	-	-	*	69%	67%
	2018	70%	72%	**79%**	78%	78%	-	-	-	-	-	-	80%	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**50%**	62%	62%	-	-	-	-	-	-	-	62%	62%
	2018	38%	44%	**59%**	58%	58%	-	-	-	-	-	-	*	58%	55%
Mathematics	2019	45%	57%	**64%**	*	*	-	-	-	-	-	-	-	*	*
	2018	47%	57%	**75%**	71%	71%	-	-	-	-	-	-	*	71%	80%

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

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

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

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

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

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

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

Total Students: 757

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	**97.9%**	*	97.9%	97.1%	-	99.5%	-	-	96.6%	97.9%	97.9%
2017-18	95.4%	95.4%	**97.7%**	*	97.7%	94.5%	*	*	-	*	96.7%	97.6%	97.8%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

District Name: BROWNSVILLE ISD

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

Campus Name: HUDSON EL

Campus Number: 031901134

Total Students: 757

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-

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	EL (Current)
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/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	EL (Current)
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	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%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 757

Campus Name: HUDSON EL
2019-20 Campus Graduation Profile
Grade Span: EE - 05

Campus Number: 031901134
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 757

Campus Name: HUDSON EL
2019-20 Campus College, Career, and Military Readiness (CCMR)
Grade Span: EE - 05

Campus Number: 031901134
School Type: Elementary

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 757

Campus Name: HUDSON EL

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

Grade Span: EE - 05

Campus Number: 031901134

School Type: Elementary

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

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

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

Total Students: 757

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 757

Campus Name: HUDSON EL

2019-20 Campus Other Postsecondary Indicators

Grade Span: EE - 05

Campus Number: 031901134

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Total Students	757	100.0%	42,989	5,479,173	758	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	1	0.1%	0.1%	0.3%	1	0.1%	0.2%	0.5%
Pre-Kindergarten	134	17.7%	8.3%	4.5%	134	17.7%	8.3%	4.5%
Kindergarten	95	12.5%	5.9%	7.0%	95	12.5%	5.9%	7.0%
Grade 1	103	13.6%	6.5%	7.1%	104	13.7%	6.5%	7.1%
Grade 2	109	14.4%	6.5%	7.1%	109	14.4%	6.4%	7.1%
Grade 3	108	14.3%	6.7%	7.1%	108	14.2%	6.7%	7.1%
Grade 4	108	14.3%	6.6%	7.3%	108	14.2%	6.6%	7.3%
Grade 5	99	13.1%	7.1%	7.6%	99	13.1%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	3	0.4%	0.1%	12.6%	3	0.4%	0.1%	12.6%
Hispanic	730	96.4%	98.3%	52.8%	731	96.4%	98.3%	52.8%
White	17	2.2%	1.3%	27.0%	17	2.2%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	7	0.9%	0.2%	4.6%	7	0.9%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	351	46.4%	49.1%	48.8%	352	46.4%	49.1%	48.8%
Male	406	53.6%	50.9%	51.2%	406	53.6%	50.9%	51.2%
Economically Disadvantaged	705	93.1%	89.5%	60.3%	706	93.1%	89.5%	60.2%
Non-Educationally Disadvantaged	52	6.9%	10.5%	39.7%	52	6.9%	10.5%	39.8%
Section 504 Students	73	9.6%	8.6%	6.9%	73	9.6%	8.6%	6.9%
English Learners (EL)	290	38.3%	36.1%	20.3%	290	38.3%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	67	8.9%	5.9%	4.1%	67	8.8%	5.9%	4.1%
Foster Care	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Homeless	23	3.0%	3.4%	1.4%	23	3.0%	3.4%	1.4%
Immigrant	0	0.0%	1.1%	2.3%	0	0.0%	1.1%	2.3%
Migrant	2	0.3%	1.4%	0.3%	2	0.3%	1.4%	0.3%
Title I	757	100.0%	98.5%	65.1%	758	100.0%	98.5%	65.1%
Military Connected	2	0.3%	0.5%	1.9%	2	0.3%	0.5%	1.9%
At-Risk	608	80.3%	67.8%	50.6%	609	80.3%	67.7%	50.5%

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

Total Students: 757

Grade Span: EE - 05

School Type: Elementary

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

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.1%	1.2%	1.6%	6.7%	3.3%	5.5%
Grade 1	2.3%	7.6%	2.9%	12.5%	15.7%	4.9%
Grade 2	2.1%	4.1%	1.6%	23.5%	4.6%	2.0%
Grade 3	2.3%	2.9%	0.9%	4.8%	2.2%	0.8%
Grade 4	1.1%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

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

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

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

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

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

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	76.1	100.0%	100.0%	100.0%
Professional Staff:	57.5	75.6%	56.7%	63.7%
Teachers	46.5	61.1%	44.1%	49.4%
Professional Support	6.0	7.9%	9.7%	10.2%
Campus Administration (School Leadership)	5.0	6.6%	2.8%	3.0%
Educational Aides:	18.6	24.4%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	71.7	94.2%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	42.2	90.9%	89.8%	28.1%
White	4.3	9.1%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	5.7	12.2%	31.5%	23.8%
Females	40.8	87.8%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	36.7	78.9%	79.4%	73.4%
Masters	9.8	21.1%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	2.2	4.7%	13.3%	27.9%
6-10 Years Experience	5.2	11.3%	17.3%	19.4%
11-20 Years Experience	26.0	55.9%	40.1%	29.4%
Over 20 Years Experience	13.1	28.2%	27.1%	15.9%
Number of Students per Teacher	16.3	n/a	15.0	15.1

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

Total Students: 757

Grade Span: EE - 05

School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	9.6	6.2
Average Years Experience of Principals with District	5.0	9.1	5.3
Average Years Experience of Assistant Principals	11.3	9.1	5.3
Average Years Experience of Assistant Principals with District	11.3	8.9	4.7
Average Years Experience of Teachers:	17.1	15.4	11.1
Average Years Experience of Teachers with District:	16.6	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,807	$49,868
1-5 Years Experience	$47,518	$51,636	$52,823
6-10 Years Experience	$52,420	$53,468	$55,756
11-20 Years Experience	$57,079	$58,689	$59,308
Over 20 Years Experience	$72,531	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$60,460	$58,957	$57,091
Professional Support	$60,051	$73,071	$67,352
Campus Administration (School Leadership)	$87,438	$95,913	$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information
District Name: BROWNSVILLE ISD
Campus Name: HUDSON EL
Campus Number: 031901134
Total Students: 757
Grade Span: EE - 05
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	3.8%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	38.2	82.2%	78.7%	70.9%
Special Education	6.5	14.0%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **HUDSON EL**

Campus Number: **031901134**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

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

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

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

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

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

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

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

Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

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

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

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

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)

Progress of Prior-Year Non-Proficient Students

Sum of Grades 4-8

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Reading	2019	41%	48%	**50%**	-	53%	*	-	-	-	-	36%	53%	62%
	2018	38%	44%	**59%**	-	59%	-	-	-	-	-	40%	62%	55%
Mathematics	2019	45%	57%	**64%**	-	70%	*	-	-	-	-	71%	64%	*
	2018	47%	57%	**75%**	-	75%	-	-	-	-	-	63%	73%	80%

Student Success Initiative

Grade 5 Reading
Students Meeting Approaches Grade Level on First STAAR Administration

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	78%	84%	**91%**	-	90%	-	-	*	-	-	69%	90%	75%

Students Requiring Accelerated Instruction

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	22%	16%	**9%**	-	10%	-	-	*	-	-	31%	10%	25%

STAAR Cumulative Met Standard

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	86%	91%	**95%**	-	95%	-	-	*	-	-	75%	94%	84%

Grade 5 Mathematics
Students Meeting Approaches Grade Level on First STAAR Administration

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	83%	92%	**97%**	-	97%	-	-	*	-	-	81%	97%	91%

Students Requiring Accelerated Instruction

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	17%	8%	**3%**	-	3%	-	-	*	-	-	19%	3%	9%

STAAR Cumulative Met Standard

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
	2019	90%	96%	**98%**	-	98%	-	-	*	-	-	88%	98%	94%

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

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

Total Students: 789
Grade Span: EE - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**90%**	84%	84%	-	-	-	*	*	-	63%	84%	83%
	2018	77%	78%	**90%**	83%	83%	-	-	-	-	-	-	79%	83%	83%
At Meets Grade Level or Above	2019	50%	52%	**62%**	40%	40%	-	-	-	*	*	-	50%	40%	40%
	2018	48%	49%	**59%**	41%	41%	-	-	-	-	-	-	21%	41%	40%
At Masters Grade Level	2019	24%	23%	**30%**	13%	13%	-	-	-	*	*	-	25%	13%	13%
	2018	22%	21%	**27%**	15%	15%	-	-	-	-	-	-	5%	15%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**92%**	83%	83%	-	-	-	*	*	-	*	83%	84%
	2018	74%	74%	**89%**	80%	80%	-	-	-	-	-	-	71%	80%	79%
At Meets Grade Level or Above	2019	48%	47%	**61%**	29%	29%	-	-	-	*	*	-	*	29%	31%
	2018	46%	44%	**55%**	29%	29%	-	-	-	-	-	-	14%	29%	28%
At Masters Grade Level	2019	21%	18%	**28%**	6%	6%	-	-	-	*	*	-	*	6%	6%
	2018	19%	17%	**25%**	10%	10%	-	-	-	-	-	-	0%	10%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**92%**	90%	90%	-	-	-	*	*	-	*	90%	88%
	2018	81%	85%	**95%**	93%	93%	-	-	-	-	-	-	100%	93%	94%
At Meets Grade Level or Above	2019	52%	57%	**65%**	55%	55%	-	-	-	*	*	-	*	56%	55%
	2018	50%	55%	**68%**	58%	58%	-	-	-	-	-	-	29%	58%	56%
At Masters Grade Level	2019	26%	31%	**38%**	25%	25%	-	-	-	*	*	-	*	24%	25%
	2018	24%	28%	**37%**	28%	28%	-	-	-	-	-	-	14%	28%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**84%**	87%	87%	-	-	-	-	-	-	*	87%	84%
	2018	66%	71%	**78%**	66%	66%	-	-	-	-	-	-	-	66%	66%
At Meets Grade Level or Above	2019	38%	44%	**55%**	35%	35%	-	-	-	-	-	-	*	35%	32%
	2018	41%	45%	**56%**	29%	29%	-	-	-	-	-	-	-	29%	29%
At Masters Grade Level	2019	14%	15%	**12%**	4%	4%	-	-	-	-	-	-	*	4%	4%
	2018	13%	13%	**16%**	6%	6%	-	-	-	-	-	-	-	6%	6%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**86%**	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	80%	82%	**88%**	81%	81%	-	-	-	-	-	-	60%	81%	77%
At Meets Grade Level or Above	2019	54%	55%	**63%**	29%	29%	-	-	-	-	-	-	-	29%	29%
	2018	51%	51%	**45%**	42%	42%	-	-	-	-	-	-	20%	42%	39%
At Masters Grade Level	2019	25%	21%	**28%**	6%	6%	-	-	-	-	-	-	-	6%	6%
	2018	23%	19%	**14%**	4%	4%	-	-	-	-	-	-	0%	4%	3%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**68%**	69%	69%	-	-	-	-	-	-	*	69%	68%
	2018	69%	71%	**76%**	78%	78%	-	-	-	-	-	-	85%	78%	79%
All Grades ELA/Reading	2019	68%	67%	**70%**	68%	68%	-	-	-	-	-	-	*	68%	69%
	2018	69%	69%	**73%**	78%	78%	-	-	-	-	-	-	90%	78%	79%
All Grades Mathematics	2019	70%	71%	**67%**	69%	69%	-	-	-	-	-	-	*	69%	67%
	2018	70%	72%	**79%**	78%	78%	-	-	-	-	-	-	80%	78%	78%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**50%**	62%	62%	-	-	-	-	-	-	-	62%	62%
	2018	38%	44%	**59%**	58%	58%	-	-	-	-	-	-	*	58%	55%
Mathematics	2019	45%	57%	**64%**	*	*	-	-	-	-	-	-	-	*	*
	2018	47%	57%	**75%**	71%	71%	-	-	-	-	-	-	*	71%	80%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 789

Campus Name: HUDSON EL

2018-19 Campus STAAR Participation

Grade Span: EE - 05

Campus Number: 031901134

School Type: Elementary

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

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

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

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

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

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

Total Students: 789

Grade Span: EE - 05

School Type: Elementary

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

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

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

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

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 789

Grade Span: EE - 05

School Type: Elementary

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

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 789

Grade Span: EE - 05

School Type: Elementary

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

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

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

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

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 789

Campus Name: HUDSON EL

2018-19 Campus CCMR-Related Indicators

Grade Span: EE - 05

Campus Number: 031901134

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) *
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) *
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates) *
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

Total Students: 789

Grade Span: EE - 05

School Type: Elementary

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

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

Texas Academic Performance Report
2018-19 Campus Student Information

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

Student Information	--------------- Campus --------------- Count	Percent	District	State
Total Students	789	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	1	0.1%	0.2%	0.3%
Pre-Kindergarten	123	15.6%	8.0%	4.4%
Kindergarten	99	12.5%	5.9%	6.9%
Grade 1	106	13.4%	6.8%	7.1%
Grade 2	116	14.7%	6.6%	7.2%
Grade 3	114	14.4%	6.5%	7.3%
Grade 4	106	13.4%	6.9%	7.6%
Grade 5	124	15.7%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	2	0.3%	0.1%	12.6%
Hispanic	760	96.3%	98.3%	52.6%
White	16	2.0%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	11	1.4%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	736	93.3%	88.5%	60.6%
Non-Educationally Disadvantaged	53	6.7%	11.5%	39.4%
Section 504 Students	76	9.6%	8.7%	6.5%
English Learners (EL)	298	37.8%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	56	7.1%	5.4%	3.6%
At-Risk	579	73.4%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	90			
By Type of Primary Disability				
Students with Intellectual Disabilities	36	40.0%	55.3%	42.4%
Students with Physical Disabilities	18	20.0%	11.5%	21.9%
Students with Autism	13	14.4%	12.2%	13.7%
Students with Behavioral Disabilities	17	18.9%	18.9%	20.6%
Students with Non-Categorical Early Childhood	6	6.7%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	104	16.3%	15.0%	15.4%

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

Texas Academic Performance Report
2018-19 Campus Student Information

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

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	101	15.8%		
White	1	0.2%		
American Indian	1	0.2%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	9.3%	10.7%	3.1%	6.3%	16.2%	5.5%
Grade 2	0.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	3.2%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	2.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.1%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

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

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 789

Campus Name: HUDSON EL
2018-19 Campus Staff Information
Grade Span: EE - 05

Campus Number: 031901134
School Type: Elementary

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

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

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.8	6.3
Average Years Experience of Principals with District	4.0	8.4	5.4
Average Years Experience of Assistant Principals	10.3	8.4	5.3
Average Years Experience of Assistant Principals with District	10.3	8.2	4.7
Average Years Experience of Teachers:	16.9	15.1	11.1
Average Years Experience of Teachers with District:	15.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	$46,266	$49,170	$50,408
6-10 Years Experience	$50,614	$50,423	$52,786
11-20 Years Experience	$53,160	$55,575	$56,041
Over 20 Years Experience	$61,559	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$55,097	$55,810	$54,122
Professional Support	$56,612	$67,073	$64,069
Campus Administration (School Leadership)	$87,440	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

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

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

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	286	36.2%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	67	8.5%	12.0%	8.1%
Special Education	90	11.4%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	4.2%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	37.6	84.0%	78.8%	71.4%
Special Education	5.3	11.8%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***'   Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 1 — Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1 — Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 2   Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2   Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 1st Grade	Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 1st Grade   Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade   Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 2nd Grade	Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

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

Early Childhood Literacy Progress Measure 3 - 2nd Grade	Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade	Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

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

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

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

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

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.

2020-21 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: HUDSON EL

Campus Number: 031901134

2021 Accountability Rating: Not Rated: Declared State of Disaster

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2020-21 STAAR Performance (TAPR)
HUDSON EL (031901134) - BROWNSVILLE ISD - CAMERON COUNTY

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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	54%	**61%**	-	60%	*	-	*	-	-	33%	*	62%	57%	60%	43%
	2019	76%	80%	**87%**	-	88%	*	-	*	-	-	71%	-	89%	77%	86%	80%
At Meets Grade Level or Above	2021	39%	21%	**26%**	-	23%	*	-	*	-	-	0%	*	28%	14%	23%	18%
	2019	45%	46%	**57%**	-	57%	*	-	*	-	-	36%	-	56%	62%	56%	33%
At Masters Grade Level	2021	19%	7%	**13%**	-	12%	*	-	*	-	-	0%	*	13%	14%	10%	4%
	2019	27%	26%	**31%**	-	31%	*	-	*	-	-	14%	-	32%	23%	30%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	40%	**37%**	-	35%	*	-	*	-	-	0%	*	36%	43%	35%	29%
	2019	79%	85%	**92%**	-	93%	*	-	*	-	-	71%	-	94%	77%	91%	91%
At Meets Grade Level or Above	2021	31%	13%	**11%**	-	10%	*	-	*	-	-	0%	*	11%	14%	8%	4%
	2019	49%	56%	**73%**	-	73%	*	-	*	-	-	43%	-	74%	69%	71%	61%
At Masters Grade Level	2021	14%	4%	**9%**	-	8%	*	-	*	-	-	0%	*	9%	14%	6%	0%
	2019	25%	27%	**46%**	-	46%	*	-	*	-	-	7%	-	49%	23%	45%	35%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	**80%**	-	79%	*	-	-	-	-	50%	-	79%	83%	76%	68%
	2019	75%	83%	**94%**	*	95%	*	-	-	-	-	77%	*	93%	100%	94%	94%
At Meets Grade Level or Above	2021	36%	27%	**50%**	-	50%	*	-	-	-	-	50%	-	44%	83%	41%	32%
	2019	44%	51%	**62%**	*	62%	*	-	-	-	-	54%	*	59%	82%	59%	53%
At Masters Grade Level	2021	17%	10%	**20%**	-	21%	*	-	-	-	-	17%	-	12%	67%	12%	11%
	2019	22%	23%	**19%**	*	18%	*	-	-	-	-	8%	*	17%	27%	16%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	40%	**58%**	-	58%	*	-	-	-	-	50%	-	59%	50%	50%	47%
	2019	75%	82%	**87%**	*	87%	*	-	-	-	-	77%	*	86%	91%	85%	86%
At Meets Grade Level or Above	2021	36%	17%	**33%**	-	32%	*	-	-	-	-	33%	-	38%	0%	26%	21%
	2019	48%	53%	**39%**	*	39%	*	-	-	-	-	46%	*	38%	45%	36%	53%
At Masters Grade Level	2021	21%	8%	**18%**	-	16%	*	-	-	-	-	0%	-	21%	0%	12%	11%
	2019	28%	30%	**20%**	*	19%	*	-	-	-	-	15%	*	20%	18%	20%	22%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HUDSON EL (031901134) - BROWNSVILLE ISD - CAMERON COUNTY

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 Approaches Grade Level or Above	2021	53%	42%	**58%**	-	58%	*	-	*	-	-	33%	-	61%	40%	57%	61%
	2019	67%	78%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
At Meets Grade Level or Above	2021	27%	18%	**33%**	-	30%	*	-	*	-	-	33%	-	32%	40%	27%	28%
	2019	35%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
At Masters Grade Level	2021	8%	4%	**11%**	-	9%	*	-	*	-	-	0%	-	13%	0%	10%	17%
	2019	11%	14%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	71%	**80%**	-	79%	*	-	*	-	-	50%	-	77%	100%	77%	64%
	2019	86%	91%	**95%**	-	95%	-	-	*	-	-	80%	-	94%	100%	94%	89%
At Meets Grade Level or Above	2021	46%	39%	**58%**	-	56%	*	-	*	-	-	30%	-	57%	71%	53%	36%
	2019	54%	56%	**65%**	-	65%	-	-	*	-	-	35%	-	65%	58%	63%	53%
At Masters Grade Level	2021	30%	24%	**37%**	-	33%	*	-	*	-	-	10%	-	36%	43%	32%	20%
	2019	29%	28%	**34%**	-	35%	-	-	*	-	-	10%	-	32%	58%	32%	26%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	59%	**69%**	-	68%	*	-	*	-	-	30%	-	69%	71%	67%	52%
	2019	90%	96%	**97%**	-	97%	-	-	*	-	-	85%	-	97%	100%	97%	96%
At Meets Grade Level or Above	2021	44%	32%	**45%**	-	44%	*	-	*	-	-	20%	-	45%	43%	44%	36%
	2019	58%	70%	**78%**	-	78%	-	-	*	-	-	40%	-	78%	83%	76%	74%
At Masters Grade Level	2021	25%	14%	**24%**	-	24%	*	-	*	-	-	10%	-	25%	14%	25%	16%
	2019	36%	46%	**47%**	-	47%	-	-	*	-	-	25%	-	47%	50%	45%	44%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	**52%**	-	49%	*	-	*	-	-	30%	-	51%	57%	50%	36%
	2019	75%	84%	**86%**	-	87%	-	-	*	-	-	60%	-	85%	100%	85%	77%
At Meets Grade Level or Above	2021	31%	17%	**9%**	-	9%	*	-	*	-	-	10%	-	10%	0%	8%	0%
	2019	49%	60%	**63%**	-	63%	-	-	*	-	-	50%	-	60%	83%	61%	52%
At Masters Grade Level	2021	13%	6%	**3%**	-	4%	*	-	*	-	-	0%	-	4%	0%	2%	0%
	2019	24%	28%	**28%**	-	28%	-	-	*	-	-	15%	-	27%	33%	25%	23%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**62%**	-	60%	86%	-	100%	-	-	33%	67%	62%	63%	59%	49%
	2019	78%	81%	**90%**	*	91%	0%	-	80%	-	-	72%	100%	90%	93%	90%	88%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
HUDSON EL (031901134) - BROWNSVILLE ISD - CAMERON COUNTY

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 Meets Grade Level or Above	2021	41%	31%	**33%**	-	32%	64%	-	50%	-	-	20%	33%	33%	33%	28%	21%
	2019	50%	52%	**62%**	*	62%	0%	-	60%	-	-	42%	50%	61%	69%	60%	53%
At Masters Grade Level	2021	18%	11%	**17%**	-	16%	50%	-	17%	-	-	5%	0%	17%	19%	14%	9%
	2019	24%	23%	**30%**	*	30%	0%	-	60%	-	-	13%	0%	30%	32%	29%	25%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**73%**	-	72%	100%	-	*	-	-	44%	*	72%	80%	71%	57%
	2019	75%	76%	**92%**	*	93%	*	-	*	-	-	77%	*	92%	92%	92%	88%
At Meets Grade Level or Above	2021	45%	38%	**45%**	-	43%	80%	-	*	-	-	24%	*	43%	55%	39%	28%
	2019	48%	47%	**61%**	*	62%	*	-	*	-	-	40%	*	61%	67%	60%	46%
At Masters Grade Level	2021	18%	12%	**24%**	-	22%	60%	-	*	-	-	8%	*	22%	40%	19%	11%
	2019	21%	18%	**28%**	*	28%	*	-	*	-	-	11%	*	28%	36%	27%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	**55%**	-	54%	80%	-	*	-	-	24%	*	55%	55%	51%	42%
	2019	82%	86%	**92%**	*	93%	*	-	*	-	-	79%	*	93%	89%	92%	92%
At Meets Grade Level or Above	2021	37%	21%	**30%**	-	29%	80%	-	*	-	-	16%	*	32%	20%	26%	19%
	2019	52%	57%	**65%**	*	65%	*	-	*	-	-	43%	*	64%	67%	63%	64%
At Masters Grade Level	2021	18%	7%	**17%**	-	16%	60%	-	*	-	-	4%	*	18%	10%	15%	8%
	2019	26%	31%	**38%**	*	38%	*	-	*	-	-	17%	*	39%	31%	38%	35%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	**58%**	-	58%	*	-	*	-	-	33%	-	61%	40%	57%	61%
	2019	68%	76%	**84%**	*	84%	*	-	-	-	-	54%	*	82%	100%	84%	86%
At Meets Grade Level or Above	2021	30%	23%	**33%**	-	30%	*	-	*	-	-	33%	-	32%	40%	27%	28%
	2019	38%	44%	**55%**	*	55%	*	-	-	-	-	31%	*	53%	73%	52%	43%
At Masters Grade Level	2021	9%	5%	**11%**	-	9%	*	-	*	-	-	0%	-	13%	0%	10%	17%
	2019	14%	15%	**12%**	*	11%	*	-	-	-	-	0%	*	11%	18%	10%	8%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	**52%**	-	49%	*	-	*	-	-	30%	-	51%	57%	50%	36%
	2019	81%	84%	**86%**	-	87%	-	-	*	-	-	60%	-	85%	100%	85%	77%
At Meets Grade Level or Above	2021	44%	31%	**9%**	-	9%	*	-	*	-	-	10%	-	10%	0%	8%	0%
	2019	54%	55%	**63%**	-	63%	-	-	-	-	-	50%	-	60%	83%	61%	52%
At Masters Grade Level	2021	20%	10%	**3%**	-	4%	*	-	*	-	-	0%	-	4%	0%	2%	0%
	2019	25%	21%	**28%**	-	28%	-	-	*	-	-	15%	-	27%	33%	25%	23%

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

\- Indicates there are no students in the group.

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

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

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- Indicates there are no students in the group.

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%	**62%**	34%	34%	-	-	-	-	*	*	-	-	*	73%	34%	80%
	2019	78%	81%	**90%**	84%	84%	-	-	-		*	*	-		63%		83%	
At Meets Grade Level or Above	2021	41%	31%	**33%**	11%	11%	-	-	-	-	*	*	-	-	*	43%	11%	42%
	2019	50%	52%	**62%**	40%	40%	-	-	-		*	*	-		50%		40%	
At Masters Grade Level	2021	18%	11%	**17%**	5%	5%	-	-	-		*	*	-		*	24%	5%	19%
	2019	24%	23%	**30%**	13%	13%	-	-	-		*	*	-		25%		13%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	**73%**	45%	45%	-	-	-	-	*	*	-	-	*	88%	43%	90%
	2019	75%	76%	**92%**	83%	83%	-	-	-		*	*	-		*		84%	
At Meets Grade Level or Above	2021	45%	38%	**45%**	20%	20%	-	-	-	-	*	*	-	-	*	60%	20%	48%
	2019	48%	47%	**61%**	29%	29%	-	-	-		*	*	-		*		31%	
At Masters Grade Level	2021	18%	12%	**24%**	8%	8%	-	-	-		*	*	-		*	35%	8%	19%
	2019	21%	18%	**28%**	6%	6%	-	-	-		*	*	-		*		6%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	51%	**55%**	27%	27%	-	-	-	-	*	*	-	-	*	67%	29%	71%
	2019	82%	86%	**92%**	90%	90%	-	-	-		*	*	-		*		88%	
At Meets Grade Level or Above	2021	37%	21%	**30%**	8%	8%	-	-	-	-	*	*	-	-	*	39%	8%	48%
	2019	52%	57%	**65%**	55%	55%	-	-	-		*	*	-		*		55%	
At Masters Grade Level	2021	18%	7%	**17%**	4%	4%	-	-	-		*	*	-		*	25%	4%	19%
	2019	26%	31%	**38%**	25%	25%	-	-	-		*	*	-		*		25%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	51%	**58%**	38%	38%	-	-	-	-	-	-	-	-	-	56%	38%	80%
	2019	68%	76%	**84%**	87%	87%	-	-	-		-	-	-		*		84%	
At Meets Grade Level or Above	2021	30%	23%	**33%**	0%	0%	-	-	-	-	-	-	-	-	-	39%	0%	50%
	2019	38%	44%	**55%**	35%	35%	-	-	-		-	-	-		*		32%	
At Masters Grade Level	2021	9%	5%	**11%**	0%	0%	-	-	-		-	-	-		-	6%	0%	30%
	2019	14%	15%	**12%**	4%	4%	-	-	-		-	-	-		*		4%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	**52%**	22%	22%	-	-	-	-	-	-	-	-	-	64%	22%	71%
	2019	81%	84%	**86%**	68%	68%	-	-	-		-	-	-		-		68%	
At Meets Grade Level or Above	2021	44%	31%	**9%**	0%	0%	-	-	-	-	-	-	-	-	-	15%	0%	0%
	2019	54%	55%	**63%**	29%	29%	-	-	-		-	-	-		-		29%	
At Masters Grade Level	2021	20%	10%	**3%**	0%	0%	-	-	-		-	-	-		-	6%	0%	0%
	2019	25%	21%	**28%**	6%	6%	-	-	-		-	-	-		-		6%	

* 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.

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%	**53%**	-	52%	62%	-	82%	-	-	47%	50%	50%	74%	53%	52%
Included in Accountability	83%	67%	**50%**	-	50%	54%	-	55%	-	-	43%	50%	49%	60%	49%	48%
Not Included in Accountability: Mobile	3%	1%	**2%**	-	2%	8%	-	0%	-	-	0%	0%	1%	13%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	0%	-	27%	-	-	4%	0%	1%	1%	1%	2%
Not Tested	12%	29%	**47%**	-	48%	38%	-	18%	-	-	53%	50%	50%	26%	47%	48%
Absent	2%	0%	**0%**	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%
Other	10%	29%	**47%**	-	48%	38%	-	18%	-	-	53%	50%	50%	26%	47%	48%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	60%	96%	100%	-	42%	-	-	91%	100%	99%	70%	94%	92%
Not Included in Accountability: Mobile	4%	2%	**3%**	40%	3%	0%	-	0%	-	-	5%	0%	0%	19%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	**2%**	0%	1%	0%	-	58%	-	-	4%	0%	1%	10%	2%	4%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	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.

2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HUDSON EL (031901134) - BROWNSVILLE ISD - CAMERON COUNTY

	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%	**99.3%**	*	99.3%	99.4%	-	*	-	-	99.0%	99.3%	99.2%
2018-19	95.4%	95.0%	**97.9%**	*	97.9%	97.1%	-	99.5%	-	-	96.6%	97.9%	97.9%
Chronic Absenteeism													
2019-20	6.7%	7.6%	**1.3%**	*	1.3%	0.0%	-	0.0%	-	-	2.1%	1.2%	1.9%
2018-19	11.4%	13.8%	**2.5%**	*	2.5%	8.3%	-	0.0%	-	-	8.9%	2.4%	1.0%
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%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
HUDSON EL (031901134) - BROWNSVILLE ISD - CAMERON COUNTY

	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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-

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

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	697	100.0%	40,737	5,359,040	700	100.0%	40,765	5,371,586
Students by Grade:								
Early Childhood Education	1	0.1%	0.0%	0.3%	2	0.3%	0.1%	0.4%
Pre-Kindergarten	108	15.5%	6.6%	3.7%	108	15.4%	6.6%	3.7%
Kindergarten	85	12.2%	6.1%	6.7%	86	12.3%	6.1%	6.7%
Grade 1	95	13.6%	6.3%	7.1%	95	13.6%	6.3%	7.1%
Grade 2	102	14.6%	6.4%	7.1%	102	14.6%	6.4%	7.1%
Grade 3	106	15.2%	6.6%	7.1%	106	15.1%	6.6%	7.1%
Grade 4	106	15.2%	6.9%	7.2%	106	15.1%	6.9%	7.2%
Grade 5	94	13.5%	6.9%	7.4%	95	13.6%	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	0	0.0%	8.3%	8.1%	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
Ethnic Distribution:								
African American	1	0.1%	0.1%	12.7%	1	0.1%	0.1%	12.7%
Hispanic	669	96.0%	98.5%	52.9%	671	95.9%	98.5%	52.9%
White	15	2.2%	1.1%	26.5%	15	2.1%	1.1%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	11	1.6%	0.2%	4.7%	12	1.7%	0.2%	4.7%
Pacific Islander	1	0.1%	0.0%	0.2%	1	0.1%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	329	47.2%	49.0%	48.9%	330	47.1%	49.0%	48.9%
Male	368	52.8%	51.0%	51.1%	370	52.9%	51.0%	51.1%
Economically Disadvantaged	648	93.0%	89.2%	60.3%	651	93.0%	89.2%	60.2%
Non-Educationally Disadvantaged	49	7.0%	10.8%	39.7%	49	7.0%	10.8%	39.8%
Section 504 Students	80	11.5%	9.2%	7.2%	80	11.4%	9.1%	7.2%
EB Students/EL	246	35.3%	35.7%	20.7%	246	35.1%	35.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.8%	1.2%				
Students w/ Dyslexia	72	10.3%	6.5%	4.5%	72	10.3%	6.5%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%

Student Information	Membership Campus Count	Percent	District	State	Enrollment Campus Count	Percent	District	State
Homeless	10	1.4%	1.5%	1.1%	10	1.4%	1.5%	1.1%
Immigrant	0	0.0%	1.0%	2.0%	0	0.0%	1.0%	2.0%
Migrant	2	0.3%	1.1%	0.3%	2	0.3%	1.1%	0.3%
Title I	696	99.9%	99.0%	64.5%	699	99.9%	99.0%	64.5%
Military Connected	4	0.6%	0.5%	2.7%	4	0.6%	0.5%	2.7%
At-Risk	588	84.4%	69.9%	49.2%	588	84.0%	69.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	240	34.4%	35.2%	21.0%	240	34.3%	35.2%	20.9%
Gifted and Talented Education	47	6.7%	11.4%	8.3%	47	6.7%	11.4%	8.3%
Special Education	96	13.8%	14.4%	11.1%	99	14.1%	14.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	96							
By Type of Primary Disability								
Students with Intellectual Disabilities	34	35.4%	54.6%	42.5%				
Students with Physical Disabilities	19	19.8%	12.0%	21.3%				
Students with Autism	18	18.8%	11.7%	14.1%				
Students with Behavioral Disabilities	20	20.8%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	5	5.2%	1.8%	1.5%				
Mobility (2019-20):								
Total Mobile Students	69	12.3%	12.0%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	63	11.3%	11.7%	7.1%				
White	6	1.1%	0.2%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	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	20	20.0%	15.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	37	17.0%	15.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	66	12.8%	12.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	95	14.4%	11.3%	16.6%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.2%	1.4%	0.0%	1.4%	4.8%
Grade 1	2.3%	3.7%	1.9%	0.0%	4.7%	3.2%
Grade 2	0.0%	1.2%	1.0%	0.0%	1.4%	1.4%
Grade 3	1.2%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.4%	0.3%	0.0%	0.4%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	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	-	3.4%	4.7%	-	8.5%	7.8%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.9	18.4	17.7
Grade 1	17.1	16.3	18.0
Grade 2	18.5	18.0	18.0
Grade 3	18.5	18.7	18.2
Grade 4	36.5	20.8	18.3
Grade 5	?	21.1	19.8
Grade 6	-	23.3	19.4
Secondary:			
English/Language Arts	-	17.0	15.7
Foreign Languages	-	19.8	17.8
Mathematics	-	19.5	16.9
Science	-	20.4	17.9
Social Studies	-	20.1	18.3

| Staff Information | --------- Campus --------- | | District | State |
	Count/Average	Percent	District	State
Total Staff	76.5	100.0%	100.0%	100.0%
Professional Staff:	57.8	75.5%	56.9%	64.3%
Teachers	47.5	62.1%	43.9%	49.6%
Professional Support	6.3	8.2%	9.9%	10.6%
Campus Administration (School Leadership)	4.0	5.2%	2.8%	3.0%
Educational Aides:	18.7	24.5%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	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:	72.8	95.2%	94.5%	51.5%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.3%	11.1%
Hispanic	44.0	92.6%	91.4%	28.4%
White	3.5	7.4%	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	6.5	13.7%	31.1%	23.8%
Females	41.0	86.3%	68.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.5%	1.2%
Bachelors	37.5	78.8%	79.9%	73.0%
Masters	10.1	21.2%	18.2%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.9%	6.7%
1-5 Years Experience	1.0	2.1%	11.7%	27.8%
6-10 Years Experience	7.2	15.2%	17.5%	20.3%
11-20 Years Experience	24.3	51.2%	41.6%	29.1%
21-30 Years Experience	15.0	31.5%	21.9%	13.0%
Over 30 Years Experience	0.0	0.0%	5.5%	3.1%

Staff Information	--------- Campus --------- Count/Average	Percent	District	State
Number of Students per Teacher	14.7	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	10.2	6.4
Average Years Experience of Principals with District	6.0	9.6	5.5
Average Years Experience of Assistant Principals	9.7	9.9	5.5
Average Years Experience of Assistant Principals with District	9.7	9.8	4.8
Average Years Experience of Teachers:	17.1	15.5	11.2
Average Years Experience of Teachers with District:	16.6	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,963	$50,849
1-5 Years Experience	$47,750	$52,972	$53,288
6-10 Years Experience	$55,405	$54,209	$56,282
11-20 Years Experience	$57,629	$59,076	$59,900
21-30 Years Experience	$64,375	$66,110	$64,637
Over 30 Years Experience	-	$72,850	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$59,210	$59,653	$57,641
Professional Support	$65,964	$74,973	$68,030
Campus Administration (School Leadership)	$84,349	$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 ----- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	3.6%	2.6%	6.2%
Career and Technical Education	0.0	0.0%	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	38.7	81.4%	78.3%	71.0%
Special Education	7.1	15.0%	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.)