Brownsville Independent School District

Pace Early College High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Public Presentation Date: November 2, 2021

Mission Statement

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

Pace, Preparatoria de Universidad Temprana, educa a estudiantes, gradúa a líderes y empodera a la comunidad.

Vision

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

James Pace, Preparatoria de Universidad Temprana,fomentará un ambiente seguro, enriquecedor e intelectualmente desafiante donde se asegurará el éxito de todos los estudiantes mediante el desarrollo de orgullo, la responsabilidad, el carácter y la excelencia en el aula, en el hogar y en la comunidad.

Value Statement

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

El Distrito Escolar Independiente de Brownsville, rico en patrimonio cultural, producirá egresados bien formados académicamente que podrán alcanzar oportunidades de educación superior y que se convertirán en ciudadanos responsables de una sociedad global cambiante, utilizando todos los recursos para proveer oportunidades equitativas para todo futuro estudiante.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Pace Early College High School houses a student population of 2,064 students servicing grades 9th - 12th. The student body is composed of 87% economically disadvantaged students, 69% at-risk students, and 22.7% English Language Learners while the mobility rate for the most recent school year is 9.0% The ethnic distribution is 99% Hispanic, .5% White, 0% African American, and 0% Asian.

The retention rate was All students 11.7% and At-Risk students 75%.

The Attendance Rates for the school year was 98.0% for all students; the dropout rate was 0 %.

The total amount of graduates was 407 with 100%; Graduation Rate was 97.4% 12 SPED students (92.3%); and 373 Economically Disadvantaged (91.6%); and 64 students were LEP (15.7)and 344 At-Risk (84/5) of the total populatoin; 97.1% were English Learners.

The dropout rates for the school year was 0% for all students

Demographics Strengths

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

1. Pace graduated 97% of their cohort students with 98% reaching CCMR status.
2. Pace dropout rate was 0%
3. Increase in numbers of students participating in Early College High School Cohorts and enrolled in dual enrollment classes on campus.
4. Increase in CTE Enrollment in career pathways, increase in number of endorsements and industry certifications earned by CTE students,
5. Over 71% of our teachers have 5 years of experience or more
6. 24% of our teachers have a Masters Degree which allows them to teach Dual Enrollment courses and allows expansion of programs
7. Class size information is 15:1 for English; Foreign Language is 19:1; Mathematics 23:1; Science 19:1, and Social Studies: 19:1 ratio.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2 (Prioritized): Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause:** Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 3 (Prioritized): Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Student Learning

Student Learning Summary

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

In Spring 2021, Pace dropped in all subject areas with English I, Algebra, and Biology taking signicant drops. It was a very difficult turn with COVID, but all parties learned that face-to-face instruction is best for measuring growth and giving/receiving feedback necessary for learning. It was also easier for teachers to plan lessons and maintain connections with the students.

	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
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
End of Course English I																
At Approaches Grade Level or Above	2021	67%	64%	55%	-	55%	-	-	-	*	-	15%	33%	56%	47%	52%
	2019	68%	68%	71%	-	71%	*	-	-	-	-	32%	*	72%	65%	71%
At Meets Grade Level or Above	2021	50%	46%	35%	-	35%	-	-	-	*	-	7%	17%	37%	26%	32%
	2019	50%	49%	51%	-	51%	*	-	-	-	-	13%	*	54%	33%	50%
At Masters Grade Level	2021	12%	10%	8%	-	8%	-	-	-	*	-	2%	0%	8%	8%	5%
	2019	11%	10%	8%	-	8%	*	-	-	-	-	1%	*	9%	1%	8%
End of Course English II																
At Approaches Grade Level or Above	2021	71%	69%	63%	-	63%	*	-	-	-	-	18%	*	66%	49%	60%
	2019	68%	67%	65%	-	65%	*	-	*	*	-	22%	*	69%	50%	65%
At Meets Grade Level or Above	2021	57%	54%	48%	-	48%	*	-	-	-	-	12%	*	53%	28%	46%
	2019	49%	45%	46%	-	46%	*	-	*	*	-	8%	*	50%	29%	44%
At Masters Grade Level	2021	11%	9%	9%	-	9%	*	-	-	-	-	3%	*	10%	4%	8%
	2019	8%	6%	4%	-	4%	*	-	*	*	-	1%	*	5%	2%	4%
End of Course Algebra I																
At Approaches Grade Level or Above	2021	73%	64%	75%	-	74%	*	-	-	*	-	65%	*	75%	75%	77%
	2019	85%	94%	99%	-	99%	*	-	-	-	-	94%	*	99%	100%	99%
At Meets Grade Level or Above	2021	41%	27%	34%	-	35%	*	-	-	*	-	29%	*	34%	36%	35%
	2019	61%	82%	93%	-	94%	*	-	-	-	-	77%	*	93%	94%	93%
At Masters Grade Level	2021	23%	13%	13%	-	14%	*	-	-	*	-	8%	*	11%	20%	14%

	2019	37%	62%	78%	-	78%	*	-	-	-	-	42%	*	76%	87%	77%

End of Course Biology

At Approaches Grade Level or Above	2021	82%	77%	73%	-	73%	*	-	-	-	-	41%	*	74%	68%	70%
	2019	88%	90%	94%	-	94%	*	-	-	-	-	72%	*	95%	89%	93%
At Meets Grade Level or Above	2021	55%	43%	39%	-	39%	*	-	-	-	-	13%	*	40%	31%	35%
	2019	62%	60%	60%	-	60%	*	-	-	-	-	19%	*	65%	38%	59%
At Masters Grade Level	2021	22%	12%	11%	-	11%	*	-	-	-	-	3%	*	12%	8%	9%
	2019	25%	18%	15%	-	15%	*	-	-	-	-	2%	*	17%	8%	16%

End of Course U.S. History

At Approaches Grade Level or Above	2021	88%	85%	85%	-	85%	*	-	-	-	-	63%	-	88%	72%	85%
	2019	93%	94%	92%	*	92%	*	-	*	-	-	66%	-	92%	89%	92%
At Meets Grade Level or Above	2021	69%	60%	57%	-	57%	*	-	-	-	-	29%	-	61%	37%	56%
	2019	73%	72%	67%	*	67%	*	-	*	-	-	37%	-	68%	64%	68%
At Masters Grade Level	2021	43%	30%	25%	-	25%	*	-	-	-	-	12%	-	28%	14%	24%
	2019	45%	40%	35%	*	35%	*	-	*	-	-	11%	-	36%	26%	35%

SAT/ACT All Subjects

Student Learning Strengths

In 2020-2021, Pace saw a decline in scores due to online teaching. It was evident that students needed face-to-face instruction and hybrid forms of teaching and instructional design were not as effective. However, it also showed that students did take learning serioiusly and were adaptable during at-home instruction. It was not easy for some of marginal students, however, they did learn how to become more technological proficient and are more confident in online settings. They learend how to participate and take charge of their own learning (self-efficacy).

STUDENT LEARNING STRENGTHS

- Adaptability to many types of online instruction from synchronous to asynchronous
- Adaptability to online testing
- Learning to make connections in virtual form
- Independence

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2 (Prioritized): Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause:** Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

Need Statement 3 (Prioritized): Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause:** Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Need Statement 4 (Prioritized): Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause:** Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Need Statement 5 (Prioritized): Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause:** Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

Need Statement 6 (Prioritized): Need to update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works for the purposes of functionality and safety of students and staff. **Data Analysis/Root Cause:** Older buildings do not attract students and do not make them feel safe.

Need Statement 7 (Prioritized): Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLO), and improve staff evaluation calibration campus-wide. **Data Analysis/Root Cause:** All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, trainings, calibration, and other activities.

Need Statement 8 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause:** Data from Parent and Student Needs and additional parent surveys and informal feedback indicate

the need for increased services and support systems.

Need Statement 9: Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges to parents, staff, and students, resulting from the effects of COVID-19. **Data Analysis/Root Cause:** Local, county, state, and federal guidelines and requirements.

Need Statement 10 (Prioritized): Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause:** Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

School Processes & Programs

School Processes & Programs Summary

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

Professional growth opportunities are offered at the district level during the school day, after school, weekends, and out of district as needed. Topics include At-Risk Instructional strategies, rigor, data analysis, EOC (STAAR), Literacy, DOK, Bloom's Taxonomy, AP, Dual Enrollment, GT and many others. The expectation at Pace ECHS is that teachers attend professional growth opportunities as needed and determined in collaboration with faculty and administration. For year 2019-2020, teachers attended Summit K-12, Ellevation Trainings, and Technology Trainings throughout the year. These trainings were essential for 2021 as many of the lessons were technology friendly and students could easily do them as bell-ringers or a class activity. This year, through ESSER funds, materials to close the gap were bought for students. Some examples included: IXL, Sirius, Criterion, EduSmart, and Explore Learning Gizmos. The district also wanted to ensure that the GT and AP student population also had access to resources, so Perfection Learning and 5 Steps to a 5 for the AP test were also added for supplements and have proven valuable in closing the gap.

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

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

Pace has recently undergone a transformation in many ways, one of the most important changes has been the recent designation as an Early College High School. The Early College design is geared towards making at-risk students college ready before they graduate so that they may also earn college credits while in high school. Spring 2020, Pace welcomed the second cohort. A new ECHS Director for the campus was also named. CTE numbers also increased. The recently acquired Science, Technology, Architecture, and Medical Professions (STAMP) Program proved successful with Pace Students and Science,Technology,Engineering, Mathematics (STEM) Programs were also added and will allow students to study in the high demand fields and earn distinctions for program completion upon graduation. The class of 2021 graduated 14 students with an Associate Degree from Texas Southmost College. This year, the class of 2022 is expected to graduate 50 or more students. In terms of CCMR, the class of 2021, graduated with 100% CCMR, and Pace on route with 95% completion of CCMR.

Instructional technology at Pace Early College is a tool used as part of the learning environment for the administration, teachers, and students as we work together to promote student achievement infused with 21st century technology skills. Amongst the tools provided to teachers and students are teacher computers, laptops on wheels for classroom use, ipads on wheels for classroom use, student computer labs, mobi school pads, and cps clickers. Software offered includes Edgenuity, APEX, and Cloud Learning. We will also be working for each child having a technological device to aid in classroom instruction as we were at home for most fo the 2020-2021 school year. For the 2021-2022 school year, 90% of our population is face-to-face instruction with another 10% completing online/remoe learning.

Communication with faculty and staff is possible through weekly newsletters, continuous emails, morning announcements, and through stand/department leaders. Communication with parents is made through newletters, phone calls, and social media.

School Processes & Programs Strengths

 School Processes and Program Strengths:

- Weekly meetings with departments and strand teachers that discusses data, synchronizes lessons and assessments to forumulate targeted interventions for students.
- Master schedule includes prescriptive interventions for students which includes a modified and hybrid schedule to ensure that special populations academic and social needs are met.
- Meetings with teachers on IEP implementation every 6 weeks-Coordination Day, Communication Day, or meetings with teachers as needed on IDEA concerns
- Implementation of district created checkpoints and benchmarks
- GT Teachers, Pre-AP and AP Teachers attend professional development yearly
- Every teacher received 12 hours of training and on-the-job training with Google Classroom
- Recognition of students for academic and non-academic performances
- Curriculum writing opportunities for teachers to horizontally and vertically align with their counterparts

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2 (Prioritized): Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause:** Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 3: Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high need areas. **Data Analysis/Root Cause:** Stipends and extra-duty funds are a programmatic strength and will continue under the 2021-2022 Compensation Plan.

Need Statement 4 (Prioritized): Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause:** Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

Need Statement 5 (Prioritized): Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause:** Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Need Statement 6 (Prioritized): Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and

newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Need Statement 7 (Prioritized): Need to decrease incidents, bullying, and disproportionality of students receiving supplemental services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 8: Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges to parents, staff, and students, resulting from the effects of COVID-19. **Data Analysis/Root Cause:** Local, county, state, and federal guidelines and requirements.

Need Statement 9 (Prioritized): Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLO), and improve staff evaluation calibration campus-wide. **Data Analysis/Root Cause:** All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, trainings, calibration, and other activities.

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Need Statement 11 (Prioritized): Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause:** Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Need Statement 12 (Prioritized): Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause:** Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

Need Statement 13 (Prioritized): Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause:** Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 14 (Prioritized): Need to increase opportunities for social emotional learning through academics, athletics, clubs, organizations for student growth. **Data Analysis/Root Cause:** Surveys continue showing that students need more positive outlets and opportunities for growth.

Perceptions

Perceptions Summary

Pace Early College High School administration and staff takes preventive measures for safety and emergency management purposes. Procedures to promote safety include stationing security personnel at various points of school for monitoring. Personnel at Pace include 4 security guards, 2 police officer and 1 probation officer. Disciplinary policies are progressive with counseling services offered at various stages of the discipline process. Discipline data was entered in review 360 where it was subsequently tracked for trends in behaviors.

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

Perceptions Strengths

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

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause:** Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 2 (Prioritized): Need to update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works for the purposes of functionality and safety of students and staff. **Data Analysis/Root Cause:** Older buildings do not attract students and do not make them feel safe.

Need Statement 3 (Prioritized): Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause:** Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 4 (Prioritized): Need to decrease incidents, bullying, and disproportionality of students receiving supplemental services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 5 (Prioritized): Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 6 (Prioritized): Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause:** Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Need Statement 7: Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges to parents, staff, and students, resulting from the effects of COVID-19. **Data Analysis/Root Cause:** Local, county, state, and federal guidelines and requirements.

Need Statement 8 (Prioritized): Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLO), and improve staff evaluation calibration campus-wide. **Data Analysis/Root Cause:** All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, trainings, calibration, and other activities.

Priority Need Statements

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports.

Data Analysis/Root Cause 1: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

Need Statement 4: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns.

Data Analysis/Root Cause 4: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

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

Need Statement 5: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning.

Data Analysis/Root Cause 5: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 5 Areas: Demographics - School Processes & Programs - Perceptions

Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access.

Data Analysis/Root Cause 2: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

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

Need Statement 3: Need to update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works for the purposes of functionality and safety of students and staff.

Data Analysis/Root Cause 3: Older buildings do not attract students and do not make them feel safe.

Need Statement 3 Areas: Student Learning - Perceptions

Need Statement 10: Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication.

Data Analysis/Root Cause 10: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Need Statement 10 Areas: Demographics - School Processes & Programs

Need Statement 9: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not

limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders.

Data Analysis/Root Cause 9: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Need Statement 9 Areas: Student Learning - School Processes & Programs

Need Statement 11: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations.

Data Analysis/Root Cause 11: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

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

Need Statement 12: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties.

Data Analysis/Root Cause 12: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Need Statement 12 Areas: Student Learning - School Processes & Programs - Perceptions

Need Statement 6: Need to decrease incidents, bullying, and disproportionality of students receiving supplemental services sent to ISS, OSS, and DAEP.

Data Analysis/Root Cause 6: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 6 Areas: School Processes & Programs - Perceptions

Need Statement 8: Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels.

Data Analysis/Root Cause 8: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

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

Need Statement 7: Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLO), and improve staff evaluation calibration campus-wide.

Data Analysis/Root Cause 7: All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, trainings, calibration, and other activities.

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

Need Statement 13: Need to increase opportunities for social emotional learning through academics, athletics, clubs, organizations for student growth.

Data Analysis/Root Cause 13: Surveys continue showing that students need more positive outlets and opportunities for growth.

Need Statement 13 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
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: May 17, 2021

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.

Performance Objective 1: Performance Objective 1:
Pace student performance for all students, all grades, all subjects will exceed 2020 EOC percent Approaches Grade Level, Meets Grade Level, and EOC Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** EOC performance reports; benchmark scores, report cards, tutorial logs/lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Tutorials and credit recovery services, including Cohort Express, will be provided throughout the year to economically disadvantaged students needing remediation and accelerated instruction in the core content areas as well as for Post-Secondary readiness standards in order to assist with graduation, accountability and close achievement gaps as well as fulfill HB4545 requirements.	**Nov**	**Jan**	**Mar**	**June**
	80%	85%	95%	

Estrategia 1: La Preparatoria Pace proporcionara Oportunidades de Aprendizaje, conocidas por sus siglas en ingles como (PLO'S) a estudiantes con desventaja economica que necesiten apoyo adicional o ensenanza acelerada en las areas basicas asi tambien como para los estandares de preparacion postsecundaria.

Tutoriales seran ofrecidos segun lo siguiente: Despues de clases, en Academias de Sabado, Tutoriales antes de clases llamados Mananas Express. Ademas, un maestro lider supervisara la recuperacion de credito y los tutoriales de la Academia de Sabado para asegurar y asistir con la responsabilidad de los programas.

Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, attendance rates, class grades, Summative: EOC scores, Core Area Passing Rates and Post-Secondary Assessment Scores; Increased Graduation Rates

Staff Responsible for Monitoring: Dean of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** - **Population:** 9-12th Grade Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 10, 2021

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

Funding Sources: PROFESSIONAL EXTRA DUTY PAY-TUTORIALS - 162 State Compensatory - 162-11-6118-00-003-Y-24-EOC-Y - $19,852, CUSTODIAL SUPPLIES - 199 Local funds - 199-51-6319-00-003-Y-99-000-Y - $1,000, RECLASSIFIED TRANSPORTATON EXPENSES - 211 Title I-A - 211-11-6494-00-003-Y-30-0F2 - $4,299, COPY PAPER - 162 State Compensatory - 162-11-6396-00-003-Y-30-000-Y - $11,136, COPY PAPER - 199 Local funds - 199-11`-6396-00-003-Y-11-000-Y - $3,000, PROFESSIONAL EXTRA DUTY PAY-TUTORIALS - 282 ESSER III Grant Funds - 282-11-6118-00-003-Y-24-0CG-1 - $113,940, TRANSPORTATION - 282 ESSER III Grant Funds - 282-11-6494-00-003-Y-24-0CG-1 - $36,916, PROFESSIONAL DUTY- BILINGUAL - 263 Title III-A Bilingual - 263-11-6118-00-003-Y-25-031-Y - $2,000, PROFESSIONAL EXTRA DUTY PAY - 211 Title I-A - 211-11-6118-00-003-Y-30-OF2-Y - $32,546, PROFESSIONAL DUTY EXTRA PAY - 162 State Compensatory - 162-11-6118-00-003-Y-30-000-Y - $18,900, PROFESSONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - 282-11-6497-00-003-Y-22-CCR-1 - $13,500, PROFESSIONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - 282-11-6118-00-003-Y-22-000-1 - $4,550

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Administrators, teachers, and instructional staff will meet throughout the school year by strand and department during conference and/or campus planning to vertically and horizontally align curriculum, instruction, and assessments that reflect the TEKS, district scope and sequence, and data from formative tests and summative tests released EOC /AP/ SAT/ASVAB/TSI exams using Edgenuity, APEX, Eduphoria and AWARE, which will drive planning for professional development, curriculum writing, conferences and workshops. Materials from Perfection Learning and 5 Steps to a 5 will also be used for curriculum planning (ESSER III).	**Nov**	**Jan**	**Mar**	**June**
	80%	80%	85%	

Los administradores, los maestros y el personal de instruccion se reuniran a lo largo del ano escolar por departamentos durante sus horas de conferencia y/o sus horas de planificacion del campus para alinear vertical y horizontalmente el plan de estudios, la instruccion y evaluaciones que reflejen los TEKS, el alcance y la secuencia del distrito escolar, los datos de las pruebas formativas y las pruebas sumativas los examenes EOC /AP/ SAT/ASVAB/TSI publicados utilizando Edgenuity, APEX, Eduphoria y AWARE, que impulsara la planificacion del desarrollo profesional, la redaccion del plan de estudios, las conferencias y los talleres.

Milestone's/Strategy's Expected Results/Impact: Formative: Progress on Mini-marks and Data Reports; Specific interventions for sub-populations; Classroom walk-throughs, data, campus six weeks assessments, check-point assessments

Summative: Improve district bench mark results; improve EOC/TSI results; improved teacher walk-throughs/summatives- T-TESS;

Staff Responsible for Monitoring: Dean of Instruction;

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Teachers - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 - **Revision Date:** November 22, 2021

Need Statements: Student Learning 2, 3, 4 - School Processes & Programs 5, 10, 11 - Perceptions 6

Funding Sources: PROFESSIONAL DUTY EXTRA PAY CURRICULUM PLANNING - 162 State Compensatory - 162-13-6118-00-003-Y-30-000-Y - $6,800, TEXTBOOKS - 199 Local funds - 199-11-6321-00-003-Y-11-000-Y - $750, WAGES FOR SUBSTITUTE TEACHERS - 211 Title I-A - 211-11-6112-18-003-Y-30-AYP-Y - $3,551, WAGES FOR SUBSTITUTE TEACHERS - 162 State Compensatory - 162-11-6112-18-000-003-Y-30-000-Y - $6,600

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Certified administrators, teachers, and staff in all areas for all populations will be recruited and utilized to meet the needs of students in order to ensure that academic progress is attained, gaps are closed, and students college and career pathways are completed by graduation. Stipends may be given to teachers in critical classes or who serve as lead instructors as per the District Compensation Plan.	**Nov**	**Jan**	**Mar**	**June**

Administradores, maestros y personal certificado en todas las areas de estudio para todas las poblaciones seran reclutados y utilizados para satisfacer las necesidades de los estudiantes y para garantizar lograr progreso academico y cerrar brechas.

Milestone's/Strategy's Expected Results/Impact: Formative: Progress on Mini-marks and Data Reports; Specific interventions for sub-populations; Classroom walkthroughs, data, campus six weeks assessments, check-

point assessments

Summative: Improve
district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;
Staff Responsible for Monitoring: Dean of Instruction

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Need Statements: Demographics 1 - Student Learning 1, 4, 7 - School Processes & Programs 1, 9, 11 - Perceptions 5, 6, 8

Funding Sources: PROFESSIONAL SALARIES/WAGES with FRINGES - 162 State Compensatory - 162-11-6119-00-003-Y-30-000-Y - $145,650, PROFESSIONAL SALARIES/WAGES - 162 State Compensatory - 162-11-6119-00-003-Y-30-021-Y - $255,327, BILINGUAL STIPENDS - 163 State Bilingual - 163-11-6117-00-003-Y-25-031-Y - $21,218, CAMPUS LEAD SALARY/WAGES FOR SUPPORT PERSONNEL - 163 State Bilingual - 163-23-6129-50-003-Y-25-000-Y - $5,445, PROFESSIONAL SALARIES WAGES WITH FRINGES - 263 Title III-A Bilingual - 263-11-6119-05-003-Y-25-000-Y - $84,525, PROFESSIONAL SALARIES WAGES WITH FRINGES - 211 Title I-A - 211-11-6119-00-003-Y24-OF2-Y - $66,103, PROFESSIONAL SALARIES/WAGES with FRINGES - 211 Title I-A - 211-11-6119-00-003-Y-30-OF2-Y - $333,724, STIPENDS-SPED - 166 State Special Ed. - 166-11-6117-00-003-Y-23-000-Y - $26,000, PROFESSONAL SALARIES/WAGES/BENEFITS - 166 State Special Ed. - 166-11-6141-00-003-Y-23-000-Y - $477,221, SALARIES-SUPPORT PERSONNEL - 166 State Special Ed. - 166-11-6129-06-003-Y-23-000-Y - $597,228, PROFESSIONAL SALARIES/WAGES - 164 State Career and Technical Education - 164-11-6119-01-003-Y-22-000-Y - $1,371,445, PROFESSIONAL DUTY EXTRA PAY - 164 State Career and Technical Education - 164-11-6118-00-003-Y-22-000-Y - $3,000, MENTAL HEALTH STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-37-000-1 - $609, MENTAL HEALTH STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-22-000-1 - $12,417, MENTAL HEALTH STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-11-000-1 - $49,644, MENTAL HEALTH STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-23-000-1 - $20,087, MENTAL HEALTH STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-24-000-1 - $609, MENTAL HEALTH STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-99-000-1 - $4,870, IN SK LV PACE STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-30-000-1 - $4,252, IN SK LV PACE STIPENDS - 282 ESSER III Grant Funds - 282-11-6117-49-003-Y-25-000-1 - $1,096, STIPENDS CS - 282 ESSER III Grant Funds - 282-61-6117-49-003-Y-24-000-1 - $365, STIPENDS - 282 ESSER III Grant Funds - 282-61-6117-49-003-Y-30-000-1 - $1,217

90% 90% 90%

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Pace ECHS will ensure that cohort students are college ready, as well as college eligible by introducing them to the AVID Curriculum through summer bridge and the duration of their cohort ECHS classes. The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses. AVID Secondary will have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. El curso electivo, AVID, sera ofrecido a los estudiantes de la cohorte de preparatoria de universidad temprana para apoyarlos adicionalmente en lo academico, en lo social, y por ultimo en lo emocional y asi, se les facilitara obtener exito en sus cursos mas rigurosos. La Preparatoria de Universidad Temprana Pace asegurara que los estudiantes de la cohorte esten listos para la universidad asi tambien como elegibles para la universidad dandoles a conocer el plan de estudios AVID por medio del programa de verano "summer bridge" y durante sus clases de la cohorte del campus. Los estudiantes tendran acceso al equipo universitario de consejeria Advise Texas y AmeriCorps los cuales trabajan para aumentar el numero de estudiantes procedentes de hogares de bajos recursos, de estudiantes que seran la primera generacion en su familia que cursaran la universidad, y de los estudiantes de preparatoria menos representados que desean completar una educacion postsecundaria. Los asesores del programa incluyen asesores de tiempo completo asignados a Pace, la cual historicamente ha tenido una tasa baja de asistentes a la universidad. **Milestone's/Strategy's Expected Results/Impact:** Formative Successful academic and social-emotional transition for 8th graders to 9th graders. Increased number of students enrolling in advanced classes. Summative: Students will graduate with High School Diploma, complete college coursework Students graduating with college credits leading to an associates degree **Staff Responsible for Monitoring:** ECHS Director Dean of Instruction **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** ECHS Cohort - **Start Date:** August 2, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 10, 2021 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5 **Funding Sources:** DUES-AVID MEMBERSHIP - 211 Title I-A - 211-11-6495-00-003-Y-30-0F2 - $4,679, PROFESSIONAL EXTRA DUTY PAY-SUMMER BRIDGE WITH FRINGES - 211 Title I-A - 211-11-6118-00-003-Y-30-BDG-Y - $7,975	**Nov** 95%	**Jan** 70%	**Mar** 85%	**June**

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Substitute teachers will cover classes so that teachers may be utilized for curriculum writing, coordination day, communication day, tutorials for struggling students, data meetings, professional development opportunities on and off campus, testing, and as needed to maintain the educational flow and to ensure academic success with our students.	**Nov**	**Jan**	**Mar**	**June**
Maestros substitutos cubriran clases para que los maestros puedan ser utilizados para desarrollar curriculos, para participar en dias de coordinacion, para impartir tutoriales a estudiantes con dificultades, para juntas de datos, para oportunidades de talleres profesionales dentro o fuera del campus, para aplicar examenes y para mantener la fluidez educativa y asegurar el exito academico con nuestros estudiantes.	90%	90%	90%	

Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data
(walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and
state assessments, Benchmark Scores,
BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments.

Staff Responsible for Monitoring: Administration
Dean of Instruction

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Population:** All Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021

Need Statements: Student Learning 3 - School Processes & Programs 5

Funding Sources: SALARY/WAGES FOR SUBSTITUTE TEACHERS - 162 State Compensatory - 162-11-6112-18-003-Y-30-000-Y - $6,600, SALARY WGES FOR SUBSTITUTE TEACHERS - 163 State Bilingual - 163-11-6112-00-003-Y-25-000-Y - $5,000, SALARY/WAGES FOR SUBSTITUTE TEACHERS - 281 ESSER II Grant Funds - 281-11-6112-18-003-Y-99-0CG-Y - $6,500

Strategy 6 Details		Reviews		
Strategy 6: Monitor the implementation of the 3 Tier Response to Intervention Model (RTI) in reading, math, and behavior classrooms with additional training provided by the district to campus Trainer of Trainers on required documentation and interventions based on identified needs. Se revisara la implementacion del modelo de tres niveles llamado Respuesta a la Intervencion, conocido por sus siglas en ingles como (RTI) en las materias de lectura, matematicas y en aulas de comportamiento con entrenamientos adicionales dados por el distrito escolar para el entrenador de entrenadores sobre documentacion requerida e intervenciones basadas en necesidades identificadas.	**Formative**			**Summative**
	Nov	Jan	Mar	June
	90%	95%	95%	

Milestone's/Strategy's Expected Results/Impact: Formative Results:
PDS session agendas and evaluations, RtI plan progress
monitoring reports, Classroom observation reports
Summative Impact:
Improved STAAR scores, TTELPAS, Tier 2 and 3 changes to lower tiers
+Decrease the number of students identified for Tier 2
and 3 supports from the first semester to the second semester.
Staff Responsible for Monitoring: Administration over 504/Dyslexia
Dyslexia Teacher/Aide
Dean of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Results Driven Accountability** - **Population:** Students identified for support services - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021
Need Statements: Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 11 - Perceptions 5, 6

Strategy 7 Details		Reviews		
Strategy 7: Provide district-wide/campus instructional resources, supplemental resources, and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to):	**Formative**			**Summative**
	Nov	Jan	Mar	June
LUCHA Program (Bilingual) Summit K-12 Biology (Esser II) Criterion (Esser III) AP Supplemental Resources- 5 Steps to a 5 IXL (Esser III) SIRIUS (Esser III) Edusmart (Esser III) Explore Learning Gizmos (Esser III) Vernier Probes (District) Dyna Notes (State Comp) STEM/STAMP- CTE	90%	90%	90%	

AVID -Title I
EdgenuityK-12 Biology- ESSER II

APEX- District
Writing Portfolios (including digital portfolios)- District
Balanced Literacy Model Write for Success-District
 Inclusion (co-teach)-District Model
Adaptive Curriculum
EduSmart
Forethought
Google Classroom
Schoology
Dyslexia Lab- District
Texas Gateways Adaptive Curriculum- District
TLI
MECA
TeachTown
Unique Learning
News2You

Se proveeran a nivel de distrito / campus recursos didacticos e instruccion asistida por computadora que refuercen la implementacion del curriculum e iniciativas de BISD que incluyen (pero no limitadas a) talleres profesionales basadas en necesidades identificadas.

Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data
(walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and
state assessments, Benchmark
Scores,
BOY/MOY/EOY data analysis meetings,
Summative Impact: EOC scores, TELPAS and TERRA NOVA
The campus will show a 5 point increase in the number
of students meeting the 2019 passing standard on the
district-developed assessments and the State assessments.

Staff Responsible for Monitoring: Dean of Instruction

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Students 9-12th - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 6, 2021

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

Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-003-Y-11-000-Y - $9,009, GENERAL SUPPLIES MEDIA CENTER - 199 Local funds - 199-11-6399-16-003-Y-11-002-Y - $3,500, READING MATERIALS/INSTRUCTIONAL MATERIALS - 199 Local funds - 199-12-6329-00-003-Y-99-000-Y - $415, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-003-Y-30-0F2-Y - $1,060,

PRINTING-MEDIA CENTER - 211 Title I-A - 211-11-6399-16-003-Y-30-0F2-Y - $1,000, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-003-Y-30-000-Y - $23,195, GENERAL SUPPLIES BILINGUAL - 163 State Bilingual - 163-11-6399-00-003-Y-25-000-Y - $2,090, GENERAL SUPPLIES-BILINGUAL - 163 State Bilingual - 163-11-6399-00-003-Y-25-031-Y - $1,800, GENERAL SUPPLIES - 263 Title III-A Bilingual - 263-11-6399-00-003-Y-25-000-Y - $1,000, GENERAL SUPPLIES - 281 ESSER II Grant Funds - 281-11-6399-00-003-Y-99-OCG-Y - $58,000, GENERAL SUPPLIES-SPED - 166 State Special Ed. - 166-11-6399-00-003-Y-23-000-Y - $520, GENERAL SUPPLIES- SPED - 166 State Special Ed. - 166-11-6399-00-003-Y-23-0PI-Y - $1,800, GENERAL SUPPLIES- SPED - 166 State Special Ed. - 166-11-6399-00-003-Y-23-0P2-Y - $1,200, GENERAL SUPPLIES-SPED - 166 State Special Ed. - 166-11-6399-00-003-Y-23-OP4-Y - $3,200, GENERAL SUPPLIES- SPED OLYMPICS - 166 State Special Ed. - 166-11-6399-00-003-Y-23-0P0-Y - $600, GENERAL SUPPLIES- - 282 ESSER III Grant Funds - 282-11-6399-00-003-Y-99-HCG-1 - $17,955, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-11-6399-00-003-Y-22-000-1 - $56,363

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Certified teachers and para-professionals will supplement allotted campus positions so that the low performing students may be met through individualized small group instruction. Stipends may also be given to teachers in critical needs classes as per the district compensation plan.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), Campus Walkthroughs, SOY, BOY and MOY district and state assessments, Increase in numbers passing Benchmark Scores, BOY/MOY/EOY data analysis meetings, Summative Impact: EOC scores, TELPAS and TERRA NOVA The campus will show a 5 point increase in the number of students meeting the 2020 passing standard on the district-developed assessments and the State assessments. **Staff Responsible for Monitoring:** Administration Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** 9-12 Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5 **Funding Sources:** SALARY AND WAGES FOR SUPPORT PERSONNEL - 163 State Bilingual - 163-11-6129-50-003-Y-25-000-Y - $21,784, STIPENDS-SPED - 166 State Special Ed. - 166-36-6117-00-003-Y-23-000-Y - $8,845	85%	85%	80%	

Strategy 9 Details	Reviews			
Strategy 9: Library will be utilized to strengthen the academic community and also foster a safe social emotional center for all stakeholders by providing district-wide/campus instructional resources, supplemental resources, and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Increase literacy activities at home and in the classroom Increase book volume checkout Increase makerspace/STEM activities for students **Staff Responsible for Monitoring:** Dean **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Population:** GRADES 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 10 - Perceptions 5 **Funding Sources:** SALARIES AND WAGES SUPPORT PERSONNEL - 211 Title I-A - 211-12-6129-06-003-Y-30-OF2-Y - $57,420, READING MATERIALS - 211 Title I-A - 211-12-6329-00-003-Y-30-0F2-Y - $2,250, MISCELLLANEOUS OPERATING COSTS - 211 Title I-A - 211-12-6497-00-003-Y-30-OF2-Y - $500, READING MATERIALS - 281 ESSER II Grant Funds - 281-12-6329-003-Y-99-OCG-Y - $60,000, MISCELLANEOUS CONTRACTS - 281 ESSER II Grant Funds - 281-12-6299-00-003-Y-99-OCG-Y - $956, STIPENDS WITH FRINGES - 282 ESSER III Grant Funds - 282-12-6117-49-003-Y-30-000-1 - $1,217, STIPENDS WITH FRINGES - 282 ESSER III Grant Funds - 282-12-6117-49-003-Y-99-000-1 - $1,217	90%	95%	100%	

Strategy 10 Details	Reviews			
Strategy 10: Pace Athletic Department will develop and implement 1 hr. academic accelerated instruction programs for student athletes to increase student-athletes focus on academic excellence, while committing to practicing sport skills each day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Milestone's/Strategy's Expected Results/Impact: Formative Results: Progress reports, Report cards Summative Impact: Improved STAAR/EOC results for athletes **Staff Responsible for Monitoring:** Campus Athletic Administration Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.6 - **Population:** All Athletes Grades 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5	85%	80%	80%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.
Need Statement 4: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.
Need Statement 7: Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLO), and improve staff evaluation calibration campus-wide. **Data Analysis/Root Cause**: All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, trainings, calibration, and other activities.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.
Need Statement 9: Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLO), and improve staff evaluation calibration campus-wide. **Data Analysis/Root Cause**: All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, trainings, calibration, and other activities.
Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

School Processes & Programs

Need Statement 11: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Perceptions

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 6: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Need Statement 8: Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLO), and improve staff evaluation calibration campus-wide. **Data Analysis/Root Cause**: All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, trainings, calibration, and other activities.

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.
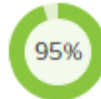
Performance Objective 2: Pace ECHS will implement and maintain the Early College High School Model- School Within A School Model- to maintain designation and improve performance by the ECHS Blueprint.

Pace ECHS implementara y mantendra el Modelo de Preparatoria de Universidad Temprana - Escuela Dentro una Escuela - para conservar la dicha designacion y mejorar el desempeno a traves del modelo ECHS.

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

Strategy 1 Details			Reviews	
Strategy 1: Vertically aligned course offerings in AP and Dual Enrollment and all instructional resources will be given to students in addition for tutorial opportunities for those taking AP exams.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Maestros de cursos de Colocacion Avanzada (AP), de Inscripcion Dual y de materias de areas principales llevaran a cabo tutoriales mediante medios tradicionales o virtuales para proporcionar apoyo instructivo intenso para estudiantes que presenten examenes AP, TSI, y SAT y/o que esten completando cursos de Inscripcion Dual. **Milestone's/Strategy's Expected Results/Impact:** Formative: AP Tutorial Sign-In sheets; Dual Enrollment Tutorial Sign-In Sheets; APEX and Edgenuity usage reports; Summative: Increase in AP scores/Completion of DE courses **Staff Responsible for Monitoring:** Dean of Instruction Assistant Principal for AP Early College HS Director **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Advanced Placement Students Grades 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 6, 2021 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5 **Funding Sources:** TESTING MATERIALS FOR AP TEST - 211 Title I-A - 211-11-6399-00-003-Y-30-0F2-Y - $38,000	50%	70%	70%	

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Qualified students may have the opportunity to earn college credit at no cost to the student or their family. Reclutar, apoyar y retener maestros que esten calificados para impartir cursos de nivel superior. Maestros de Inscripcion Dual proporcionaran oportunidades para que nuestros estudiantes de preparatoria reciban credito universitario.	**Nov**	**Jan**	**Mar**	**June**
	80%	95%	95%	

Milestone's/Strategy's Expected Results/Impact: Formative: Increased numbers of students signing up to take the AP/SAT Exam and DE Progress Reports from the University

Summative: Increased numbers of students testing and earning AP Distinctions and students finishing DE courses

Staff Responsible for Monitoring: Dean
ECHS Director
AP Administrator

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** AP Teachers/DE Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 6, 2021

Need Statements: Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 11 - Perceptions 5, 6

Funding Sources: MISCELLANEOUS CONTRACTED SERVICES - 162 State Compensatory - 162-11-6299-15-003-Y-30-000-Y - $68,172, PACE STUDENT TUITION - 162 State Compensatory - 162-11-6223-15-003-Y-30-000-Y - $8,215

Strategy 3 Details	Reviews			

Strategy 3: All students in the ECHS Cohorts will have a counselor who monitors academic progress and serves as a liaison between the universities and the students.
 	
Todo estudiante en los Cohortes de ECHS tendra un consejero que supervisara el progreso academico y un consejero de ECHS que servira como enlace entre las universidades y los estudiantes.
    Milestone's/Strategy's Expected Results/Impact: Formative:
Monitor student progress academically
 	
Summative:
Increase of completion of Dual Enrollment courses by the student
    Staff Responsible for Monitoring: Academic Counselors
ECHS Counselor
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Population:** ECHS Cohort Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	95%	95%	100%	

Strategy 4 Details	Reviews			

Strategy 4: Implement a comprehensive Texas Success Initiative Assessment (TSIA 2) prep or remediation plan (HB5) beginning freshman year with the expectation that all BISD students will graduate college ready.
    Milestone's/Strategy's Expected Results/Impact: TSIA 2 test taking and passing data by campus and grade
Summative Impact:
Increased percentage of students passing each and all TSI assessments at each grade level over previous year.
    Staff Responsible for Monitoring: Dean
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021
    Need Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 10 - Perceptions 5
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	80%	90%	90%	

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.
Need Statement 4: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.
Need Statement 11: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 6: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.

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

80 % de los estudiantes migrantes estaran a nivel adecuado dentro de 2 anos y 70 % estaran a un nivel donde ya vayan aproximando estar a nivel adecuado para todos los examenes STAAR.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: All migrant students will receive grade appropriate school supplies, clothing and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
*All PFS migrant students will receive supplemental supports services before other migrant students. *All migrant students will have an opportunity to attend a PFS Learning Academy. Todo estudiante migrante recibira utiles escolares, ropa y productos de higiene apropiados para su ano escolar de acuerdo a sus necesidades; asi, tendran las herramientas necesarias para completar sus asignaturas y tareas y asi brindandoles la misma oportunidad para enfrentar retos academicos que enfrenta cualquier estudiante.	80%	75%	100%	
Milestone's/Strategy's Expected Results/Impact: Formative: Distribution forms, PFS Learning Academy Reports, Composite of Service Reports Summative: Fewer PFS students are identified due to increased performance; On time promotion and on-time graduation rates increased. **Staff Responsible for Monitoring:** Migrant Teacher; Migrant Clerk; Asst Principal At-Risk Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** - 212 Title I-C (Migrant) - 212-11-6291, - 212 Title I-C (Migrant) - 212-11-6395				

Strategy 2 Details	Reviews			

Strategy 2: The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families.
 	
El personal financiado por el programa de migrantes tendra la oportunidad de asistir a conferencias locales, regionales y estatales para expandir su conocimiento del Programa del Migrante y asi ofrecer un apoyo suplemental mas exhaustivo a los estudiantes migrantes y a sus familias.
    Milestone's/Strategy's Expected Results/Impact: Formative: Professional Leaves
    Summative: Turn around training
    Staff Responsible for Monitoring: Migrant Teacher, Assistant Principal
 	
    ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** Migrant Teacher and Clerks - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Student Learning 3 - School Processes & Programs 5
    Funding Sources: Substitutes - 212 Title I-C (Migrant) - 212-11-6112-00-003-Y-24-OF2-Y
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	85%	85%	85%	

Strategy 3 Details	Reviews			

Strategy 3: Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to meet challenge of STAAR EOC. 11th and 12th grade migrant students will attend the Path to Scholarships program in order to increase number of college admissions and scholarships awarded.
 	
Migrantes de grado 9 tendran la oportunidad de asistir a un taller de matematicas para aprender y reforzar las destrezas necesarias para superar los retos de las pruebas estatales STAAR y EOC. Los estudiantes migrantes de grados 11 y 12 asistiran al programa Path to Scholarships para asi aumentar el numero de las admisiones a la universidad y el numero de becas otorgadas.
    Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets, Permission Slips
    Summative: Increased on-time graduation
    Decrease drop-out rate
    Increase ins scholarships awarded
    Increase in Algebra I EOC Scores
    Staff Responsible for Monitoring: District Migrant Coordinator
    HS Principal
    HS Migrant Teacher
    Migrant Counselor
 	
    TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - **Population:** Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Funding Sources: Region One Consultants-Math Academy - 212 Title I-C (Migrant) - 212-11-6239, Transportation to Path to Scholarships/Math Academy - 212 Title I-C (Migrant) - 212-11-6494
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	95%	90%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Migrant clerk will continue identifying students who are in danger of dropping out and will continue monitoring and communicating with parents, administration and at-risk counselor on student's progress and assist in providing interventions/programs needed to better service migrant students. El maestro de los estudiantes migrantes continuara identificando a estudiantes que esten en peligro de abandonar sus estudios y tambien continuara monitoreando y comunicandose con los padres de familia, la Administracion y el consejero de estudiantes en riesgo sobre el progreso escolar y ayudara en hacer intervenciones/programas necesarios para mejor atender a los estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades Summative: end of year state assessment scores **Staff Responsible for Monitoring:** Migrant Aide Administration Counselor **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Nov**	**Jan**	**Mar**	**June**
	80%	90%	85%	

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: The migrant clerks will continue providing supplemental support to the migrant students in order to enhance the advocacy, encouragement, and support to the special needs of the migrant students as delineated by ESSA and will ensure that migrant students receive needed homework assistance and socialize with other migrant students throughout the year as well enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA Public Law 07-110) Section 1301-1309. El migrantes y los secretarios del programa migrante seguiran proporcionando apoyo suplementario a los estudiantes migrantes para mejorar la promocion, el estimulo y apoyo a las necesidades especiales de los estudiantes migrantes asi como esta delineado por ESSA y se aseguraran que los estudiantes migrantes reciban ayuda necesaria con tareas y que tengan ocasiones para socializar con otros estudiantes migrantes durante el ano asi como tambien mejorar la promocion, el estimulo y apoyo a las necesidades especiales de los estudiantes migrantes delineadas por ESSA Public Law 07-110) Seccion 1301-1309.	**Nov**	**Jan**	**Mar**	**June**
	90%	90%	95%	
Milestone's/Strategy's Expected Results/Impact: Formative: Attendance roster into migrant lab; phone logs, 3 week progress reports, and six weeks grades Summative: end of year state assessment scores **Staff Responsible for Monitoring:** Migrant Clerk Administration Counselor **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **Population:** PFS and Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

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

Performance Objective 3 Need Statements:

Student Learning
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

School Processes & Programs
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.

Performance Objective 4: Career and Technical Education student participation will increase by 3 percentage points over 2020-2021 , including special population students and CCMR graduates will improve over prior year graduates.

La participacion estudiantil en la Educacion Profesional y Tecnica incrementara por 3 puntos porcentuales sobre el ano escolar 2020-2021 donde se incluya a poblaciones estudiantiles especiales y donde los graduados CCMR mejoraran con respecto al ano anterior.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: CTE teachers in grades 9-12 will utilize funds for curriculum, curriculum supplements and updated technology that will lead to enhanced student learning.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Maestros de CTE en los grados de 9 a 12 utilizaran fondos destinados para el curricular, para suplementarios de curricular y tecnologia actualizada que llevara a la mejora del aprendizaje estudiantil. **Milestone's/Strategy's Expected Results/Impact:** Formative Students will be engaged in learning as evidenced by walkthroughs. Summative Students will learn the latest software applications and technology. Students will apply knowledge and skills to model, create, and engage in competition with other CTE Clubs Regional, Statewide, and Nationally. Student numbers will increase by 2% yearly for industry certifications towards CCMR. **Staff Responsible for Monitoring:** Principal Assistant Principal for CTE Career Placement Officer Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** CTE Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1, 3 - Student Learning 1, 4, 5 - School Processes & Programs 1, 6, 11, 12 - Perceptions 5, 6 **Funding Sources:** TEXTBOOKS-HEALTH SCIENCE - 164 State Career and Technical Education - 164-11- -6321-HL-003-Y-22-000-Y - $4,325, GENERAL SUPPLIES-HEALTH SCIENCE - 164 State Career and	100%	100%	100%	

Technical Education - 164-11-6399-HL-003-Y-22-000-Y - $6,340, PROFESSIONAL DEV-HEALTH SCIENCE - 164 State Career and Technical Education - 164-11-6497-HL-003-Y-22-000-Y - $5,700, MISCELLANEOUS CONTRACTED SERVICES - 164 State Career and Technical Education - 164-11-6299-LW-003-Y-22-000-Y - $1,590, TEXTBOOKS-LAW - 164 State Career and Technical Education - 164-11-6321-LW-003-Y-22-000-Y - $200, GENERAL SUPPLIES - 164 State Career and Technical Education - 164-11-6399-LW-003-Y-22-000-Y - $1,500, MISC. OPERATING COSTS - 164 State Career and Technical Education - 164-11-6497-LW-003-Y-22-000-Y - $3,900, CONTRACTED MAINT. & REPAIR - 164 State Career and Technical Education - 164-11-6249-BA-003-Y-22-000-Y - $500, SOFTWARE- BUSINESS - 164 State Career and Technical Education - 164-11-6299-BA-003-Y-22-000-Y - $2,500, TEXTBOOKS-BUSINESS - 164 State Career and Technical Education - 164-11-6321-BA-003-Y-22-000-Y - $3,500, GENERAL SUPPLIES-BUSINESS - 164 State Career and Technical Education - 164-11-6399-BA-003-Y-22-000-Y - $3,013, MISCELLANEOUS- EDU & TRAINING - 164 State Career and Technical Education - 164-11-6299-ET-003-Y-22-000-Y - $350, GENERAL SUPPLIES- EDU & TRAINING - 164 State Career and Technical Education - 164-11-6399-ET-003-Y-22-000-Y - $2,400, MISC. CONTRACTED FEES ET - 164 State Career and Technical Education - 164-11-6497-ET-003-Y-22-000-Y - $350, CONTRACTED MATINT. &REPAIR-SC - 164 State Career and Technical Education - 164-11-6249-SC-003-Y-22-000-Y - $1,000, MISC. CONTRACTED SERVICES- SOFTWARE - 164 State Career and Technical Education - 164-11-6299-SC-003-Y-22-000-Y - $5,000, GENERAL SUPPLIES-IT - 164 State Career and Technical Education - 164-11-6399-IT-003-Y-22-000-Y - $4,500, GENERAL SUPPLIES-SC - 164 State Career and Technical Education - 164-11-6399-SC-003-Y-22-000-Y - $41,500, CONTRACTED MAINTENANCE & REPAIR - 164 State Career and Technical Education - 164-11-6249-AV-003-Y-22-000-Y - $25,000, MISCELLANEOUS CONTRACTED SERVICES - 164 State Career and Technical Education - 164-11-6299-AV-00003-Y-22-000-Y - $5,600, TEXTBOOKS-AV TECH CT - 164 State Career and Technical Education - 164-11-6321-AV-003-Y-22-000-Y - $4,500, GENERAL SUPPLIES-AV - 164 State Career and Technical Education - 164-11-6321-AV-003-Y-22-000-Y - $2,000, GENERAL SUPPLIES-ARCH & CONS - 164 State Career and Technical Education - 164-11-6399-AC-003-Y-22-000-Y - $1,000, GENERAL SUPPLIES -LAW - 164 State Career and Technical Education - 164-11-6399-LW-003-Y-22-CCR-Y - $3,750, MISC. OPERATING COSTS-BA FEES - 164 State Career and Technical Education - 164-11-6497-BA-003-Y-22-CCR-Y - $4,250, MISC. OPERATING COSTS-ET FEES - 164 State Career and Technical Education - 164-11-6497-ET-003-Y-22-CCR-Y - $3,500, MISC. OPERATING COSTS-FEES - 164 State Career and Technical Education - 164-11-6497-HL-003-Y-22-CCR-Y - $25,500, MISC. OPERATING COSTS-FEES LW - 164 State Career and Technical Education - 164-11-6497-LW-003-Y-22-CCR-Y - $26,675, MISC. OPERATING COSTS-FEES AC - 164 State Career and Technical Education - 164-11-6497-AC-003-Y-22-CCR-Y - $9,600, TRAVEL & SUBSISTENCE STUDENTS - 164 State Career and Technical Education - 164-11-6412-FT-003-Y-22-072-Y - $20,000, RECLASSIFIED TRANSPORTATION - 164 State Career and Technical Education - 164-11-6494-FT-003-Y-22-072-Y - $1,500, GENERAL SUPPLIES - 164 State Career and Technical Education - 164-11-6399-00-003-Y-22-000-Y - $1,000, TRAVEL & SUBSISTENCE FT - 164 State Career and Technical Education - 164-11-6412-FT-003-Y-22-000-Y - $1,440, RECLASSIFIED TRANSPORTATON - 164 State Career and Technical Education - 164-11-6494-FT-003-Y-22-000-Y - $1,950

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Campus staff will collaborae with PTECH TEA technical service providers and P-TECH advisory committees to begin planning for PTECH based on the PTECH Blueprint.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Meeting Agendas Sign In Drafts for Plans for Implementation Summative Impact: completion of Dual Industry Certifications; entry level certifications; mentorship trainings **Staff Responsible for Monitoring:** CTE Administration CTE Teachers/Sponsors Career Placement Officers **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** CTE Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1 - Student Learning 1, 4, 5 - School Processes & Programs 1, 11, 12 - Perceptions 5, 6 **Funding Sources:** TUITION & TRANSVER PAYMENTS - 164 State Career and Technical Education - 164-11-6299-IT-003-Y-22-000-Y - $1,000, MISC. CONTRACTED SERVICES-IT - 164 State Career and Technical Education - 164-11-6299-IT-003-Y-22-000-Y - $20,000	80%	85%	85%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: All students in CTE Program will have both an academic counselor who monitors academic progress and an CTE Counselor (CPO) who will monitor industrial certifications and completion of career pathways for all populations.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Summative: Students graduating with both academic and industry certifications. **Staff Responsible for Monitoring:** Pace Administration **TEA Priorities:** Connect high school to career and college - **Population:** 9-12 CTE Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 10 - Perceptions 5 **Funding Sources:** SALARY/WAGES/BENEFITS - 164 State Career and Technical Education - 164-31-6119-00-003-Y-22-000-7 - $78,177, GENERAL SUPPLIES - 164 State Career and Technical Education - 164-31-6399-00-003-Y-22-000-Y - $1,000, GENERAL SUPPLIES - 164 State Career and Technical Education - 164-31-6399-65-003-Y-22-000-Y - $300	100%	100%	100%	

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

Performance Objective 4 Need Statements:

Demographics

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 3: Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Student Learning

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

Need Statement 4: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Need Statement 5: Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 6: Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

Need Statement 11: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Need Statement 12: Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 6: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.

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

Pace ECHS empleara el programa Advise Texas y Miembros del AmeriCorps para asegurar que los estudiantes menos representados accedan y completen una educacion postsecundaria.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Students will have access to Advise Texas and Ameri-Corps College Advising team which work to increase the number of low-income, first generation college, and underrepresented high school students who wish to complete a post secondary education. The program advisors include full time college advisors placed at Pace with historically low college-going rates. Los estudiantes tendran acceso al equipo universitario de consejeria Advise Texas y AmeriCorps los cuales trabajan para aumentar el numero de estudiantes procedentes de hogares de bajos recursos, de estudiantes que seran la primera generacion en su familia que cursaran la universidad, y de los estudiantes de preparatoria menos representados que desean completar una educacion postsecundaria. Los asesores del programa incluyen asesores de tiempo completo asignados a Pace, la cual historicamente ha tenido una tasa baja de asistentes a la universidad. **Milestone's/Strategy's Expected Results/Impact:** Formative: College/University Applications, FAFSA Applications, TAFSA Applications	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	85%	100%	100%	

    Staff Responsible for Monitoring: Dean of Instruction, Principal,
Advise Texas Advisor, higher Education Counselor

    Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Grades 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 6, 2021
    Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5
    Funding Sources: MISCELLANEOUS CONTRATCT SERVICES: ADVISE TEXAS - 211 Title I-A - 211-31-6299-00-003-Y-30-TUK-Y - $12,500

Strategy 2 Details	Reviews			

Strategy 2: Guidance and Counseling will provide a University Day where Pace students will meet representatives from different universities, a "College Parent Night" where students can learn about any topic related to attending college, and a College and Financial Aid Night to provide student on admissions, financial aid, and scholarship information to increase the number of students qualifying for financial aid.

El departamento de guianza y consejeria ofrecera un Dia de Universidad donde los estudiantes de Pace conoceran a representantes de diferentes universidades; adicionalmente, habra una noche llamada "College Parent Night." Esa noche los estudiantes podran aprender sobre cualquier tema relacionado con su entrada a la universidad y por ultimo tambien habra una noche llamada "College and Financial Aid Night" para informarse de admisiones universitarias, ayuda financiera, e informacion sobre becas para aumentar el numero de estudiantes que califiquen para obtener ayuda financiera.

	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
	80%	80%	80%	

Milestone's/Strategy's Expected Results/Impact: Formative: Increased number of parents and students who have knowledge of college

Summative:
Increased applications of students who apply for colleges, scholarships, and financial aid
Staff Responsible for Monitoring: Counselors
Administration

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Grades 12 and graduating juniors - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5

Strategy 3 Details	Reviews			

Strategy 3: TSI Teacher and TSI Lab will be used to regularly TSI test students to ensure their enrollment and success in Dual Enrollment courses and post secondary education.

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

El maestro de TSI y el laboratorio de TSI seran utilizados frecuentemente para que se aplique el examen de TSI a los estudiantes y con eso procurar su inscripcion y exito en los cursos de Inscripcion Dual y educacion postsecundaria.

Milestone's/Strategy's Expected Results/Impact: Formative: Increase in number of students taking courses because of TSI passage

Summative: Students earning hours for college towards the Associates Degree

Staff Responsible for Monitoring: ECHS Director; Academic Counselors, ECHS Counselors

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

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

Funding Sources: TESTING MATERIALS - 199 Local funds - 199-31-6399-00-003-Y-99-077-Y - $10,863

95%	100%	100%

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

Performance Objective 5 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.

Performance Objective 6: Increase number of students in co-curricular and extra-curricular advancing in academic, athletic, Fine Arts, and CTE programs by 5% over 2019--2020 participation.

Se aumentara el numero de estudiantes en clases curriculares y extracurriculares en matematicas, ciencias naturales, ciencias sociales, ingles, bellas artes y en los programas CTE por un cinco por ciento arriba del ano 2019-2020.

Targeted or ESF High Priority

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

Strategy 1 Details	Reviews			

Strategy 1: Students will be provided training, technology, resources and supplies, to compete at district, regional, and state competitions in UIL Academics, Athletics, Fine Arts, AMC, Mock Trial, Robotics, CTE, JROTC, and all other co-curricular activities.
 	
Se les proveera entrenamiento, tecnologia, recursos, y utiles a maestros y a estudiantes para competir a los niveles de distrito, regional, y estatal en las competencias de UIL: Mock Trial, Robotics, CTE, y todas las otras actividades curriculares.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Practice Logs, Lesson Plans, Walk throughs
 	
    Summative: Performance Results:
 	
    Increase in students advancing in History and Science state competitions and beyond.
 	
    Increase in UIL Regional and State Berths in UIL
 	
    Increase in state and national qualifiers in CTE
    Staff Responsible for Monitoring: Asst. Principals, Fine Arts Teachers
    CTE
 	
    TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture -
    Population: ALL STUDENTS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1, 14 - Perceptions 5
    Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-36-6399-00-003-Y-99-000-Y - $9,274, GENERAL SUPPLIES - 199 Local funds - 199-36-6399-44-003-Y-99-057-Y - $652, RECLASSIFIED TRANSPORTATION EXPENSES - 199 Local funds - 199-36-6494-00-003-Y-99-OOO-Y - $19,080, TRAVEL AND SUBSISTENCE-STUDENTS - 199 Local funds - 199-36-6412-00-003-Y-99-019-Y - $10,000, MISCELLANEOUS COPERATING COSTS-FEES - 199 Local funds - 199-36-6497-00-003-Y-99-000-Y - $1,500, TRAVEL AND SUBSISTENCE-STUDENTS - 199 Local funds - 199-36-6412-00-003-Y-99-020-Y - $4,522, RECLASSIFIED TRANSPORTATION EXPENSES - 199 Local funds - 199-36-6494-00-003-Y-99-020-Y - $10,000, MISCELLANEOUS COPERATING COSTS-FEES - 199 Local funds - 199-36-6497-00-003-Y-99-000-Y - $500, SICK LEAVE STIPENDS - 282 ESSER III Grant Funds - 282-36-6117-49-003-Y-99-000-1 - $1,217, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-36-6399-57-003-Y-99-PPE-1 - $1,493, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-36-6399-79-003-Y-99-PPE-1 - $299, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-36-6399-56-003-Y-99-PPE-1 - $2,863
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	80%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Increase enrollment in all co and extra-curricular programs by conducting recruitment visits, hosting public and private concerts, conducting community service, and visits to feeder schools.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Se aumentara la inscripcion en los programas de las bellas artes a traves de reclutamiento, conciertos privados y publicos, servicio comunitario, y visitas a escuelas de enlace. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year Funding **Staff Responsible for Monitoring:** Administration All Co and Extra Curricular Sponsors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture - **Population:** CTE STUDENTS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	80%	100%	100%	

Strategy 3 Details	Reviews			
Strategy 3: All teachers and sponsors will be provided training, technology, resources and supplies for competitions in UIL Academic, Athletic, Fine Arts, Mock Trial, Robotics, CTE, and all other co-curricular activities .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Practice Logs, Lesson Plans, Walk throughs Summative: Performance Results: Increase in students advancing in History and Science state competitions and beyond. Increase in UIL Regional and State Berths in UIL Increase in state and national qualifiers in CTE **Staff Responsible for Monitoring:** Administration, CTE, Fine Arts **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** 9-12 Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1, 12, 14 - Perceptions 5	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: CTE students will be given opportunities to compete in Career and Technical Student Organizations (CTSO's) so that leadership, communication, and soft skills may be developed outside of the classroom curriculum.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Documentation for students competing at regional, state, and national levels Summative: Increased participation and success in CTE related competitions **Staff Responsible for Monitoring:** CPO **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** all CTE students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 5 - School Processes & Programs 1, 12, 14 - Perceptions 5 **Funding Sources:** SVE CC SKILL TRAVEL & SUBSISTENCE STUDENTS - 164 State Career and Technical Education - 164-36-6412-SK-003-Y-22-000-Y - $29,800, SVE CC TSA TRAVEL & SUBSISTENCE STUDENTS - 164 State Career and Technical Education - 164-36-6412-TS-003-Y-22-000-Y - $30,000, SVE CC TSA PACE TRAVEL & SUBSISTENCE - 164 State Career and Technical Education - 164-36-6412-BA-003-Y-22-000-Y - $19,800, SVE CC-TSA-PACE -CATE TRAVEL & SUBSISTENCE-STUDENTS - 164 State Career and Technical Education - 164-36-6412-HL-003-Y-22-000-Y - $24,800, SVE-CC-TSA-PACE-CATE-TRAVEL & SUBSISTENCE-STUDENTS - 164 State Career and Technical Education - 164-36-6412-ET-003-Y-22-000-Y - $10,000, SVE-CC-STE-PACE-CATE-TRAVEL & SUBSISTENCE-STUDENTS - 164 State Career and Technical Education - 164-36-6412-HT-003-Y-22-000-Y - $10,000, SVE CC-STE-PACE-CATE-TRAVEL & SUBSISTENCE-STUDENTS - 164 State Career and Technical Education - 164036-6412-TX-003-Y-22-000-Y - $10,000, MISCELLANEOUS OP. COSTS - 164 State Career and Technical Education - 164-31-6499-53-003-Y-22-000-Y - $3,000, AWARDS - 164 State Career and Technical Education - 164-31-6498-00-003-Y-22-000-Y - $5,000, PRINTING GENERAL SUPPLIES - 164 State Career and Technical Education - 164-31-6399-16-003-Y-22-000-Y - $2,000, RECLASSIFIED TRANSPORTATION - 164 State Career and Technical Education - 164-36-6494-SK-003-Y-22-000-Y - $200, RECLASSIFIED TRANSPORTATION-BA - 164 State Career and Technical Education - 164-36-6494-BA-003-Y-22-000-Y - $200, RECLASSIFIED TRANSPORTATION - 164 State Career and Technical Education - 164-36-6494-HL-003-Y-22-000-Y - $200	100%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sports skills, and critical thinking skills can be mastered by students in athletics	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: PEIMS administrator; PE/coaches; athletic coordinators **Staff Responsible for Monitoring:** Campus Principals Campus Athletic Director **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5 **Funding Sources:** STIPENDS - 282 ESSER III Grant Funds - 282-36-6117-49-003-Y-91-000-1 - $609	100%	100%	100%	

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

Performance Objective 6 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 5: Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 12: Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

School Processes & Programs
Need Statement 14: Need to increase opportunities for social emotional learning through academics, athletics, clubs, organizations for student growth. **Data Analysis/Root Cause**: Surveys continue showing that students need more positive outlets and opportunities for growth.
Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.

Performance Objective 7: Special Education Students will show growth by 3 % points over the 2019-2020 EOC Test scores in all areas.

Los estudiantes de educacion especial mostraran un crecimiento de un 3% de por arriba de los resultados de las pruebas EOC 2019-2020 en todas las materias.
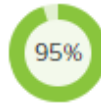
> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** EOC Test Scores, Benchmarks

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Review implementation of Special Education services as written in the student's IEP to ensure they match the student's educational abilities with the general education teacher weekly and during coordination days every six weeks. Substitutes will be provided as needed. for ARDS or as coordination meetings as necessary.	**Nov**	**Jan**	**Mar**	**June**
Se revisara la implementacion de los servicios de Educacion Especial segun lo escrito en el plan educacional individualizado para asegurar que se ajustan a las capacidades educativas del alumno con el profesor de educacion general semanalmente y durante los dias de coordinacion cada seis semanas. Se proporcionaran sustitutos segun sea necesario.	75%	100%	100%	

Milestone's/Strategy's Expected Results/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards.

Summative:
Increase the numbers of students passing the EOC.

Increase the numbers of students graduating with CCMR from SPED

Staff Responsible for Monitoring: Administration
Special Education Teachers
Special Education Aides

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** SPED Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5

Funding Sources: GENERAL SUPPLIES - 166 State Special Ed. - 166-11-6399-00-003-Y-23-0B0-Y - $800, GENERAL SUPPLIES- THERAPY - 166 State Special Ed. - 166-61-6399-00-003-Y-23-0P9-Y - $150, SALARIES/WAGES FOR SUB TEACHERS - 166 State Special Ed. - 166-11-6112-18-003-Y-23-0T0-Y - $1,000, SALARIES/WAGES FOR SUB TEACHERS - 166 State Special Ed. - 166-11-6112-18-003-Y-23-ARD-Y - $4,000, FOOD MISCELLANEOUS COSTS - 166 State Special Ed. - 166-61-6499-53-003-Y-23-0P9-Y - $150

Strategy 2 Details	Reviews			
Strategy 2: General Teachers and SPED Folder teachers will co-plan and co-teach and disaggregate EOC benchmarks and tests in order to ensure that SPED students are being serviced to the specificity of the IEP.	Formative			Summative
	Nov	Jan	Mar	June
Los maestros de educacion general con los maestros de archivo de educacion especial planearan e impartiran clases juntos y desglosaran examenes de punto de referencia y otros examenes para garantizar que los estudiantes de educacion especial esten siendo atendidos segun las especificaciones de su plan educacional individualizado. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teachers. Summative: Increase the numbers of students passing the EOC. **Staff Responsible for Monitoring:** Administration Special Education Teachers General Education Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** SPED Teachers with Co-Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5 **Funding Sources:** PROFESSIONAL SALARY/WAGES/FRINGES - 166 State Special Ed. - 166-23-6119-00-003-Y-99-000-Y - $95,736	85%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Professional development will be provided to all teachers and aides concerning SPED updates, CPI Training, EOC Accommodations and Testing procedures, and other subject related/curriculum and pedagogy that will serve to improve the instruction of all SPED students. Todo maestro y personal de apoyo recibira formacion profesional sobre actualizaciones tocante Educacion Especial, entrenamientos CPI, Adaptaciones EOC, procedimientos para examenes y otros temas relacionados con la malla curricular y pedagogia que servira para mejorar la instruccion de todo estudiante de educacion especial.	**Nov**	**Jan**	**Mar**	**June**
	70%	100%	100%	

Milestone's/Strategy's Expected Results/Impact: Formative: Increase success of the student in the classroom, increase grades on the report cards; more cohesion between SPED and General Education teachers.

Summative:
Increase the numbers of students passing the EOC.

Staff Responsible for Monitoring: Dean of Instruction
Administration
Special Education Department
Department Heads

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Need Statements: Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1, 5 - Perceptions 5

Funding Sources: SALARY/WAGES FOR SUB TEACHERS - 166 State Special Ed. - 166-13-6497-00-003-Y-23-0P5-Y - $3,500, SALARY/WAGES FOR SUB TEACHERS - 166 State Special Ed. - 166-13-6112-SD-003-Y-23-0P5-Y - $1,000

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Incentives will be given to students who meet academic, attendance, athletic, and other goals set forth forth by the IEP.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Increase of student participation in academic, attendance, and athletic events Summative: Increase in attendance and academic progress **Staff Responsible for Monitoring:** SPED Administrator SPED Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** SPED Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5 **Funding Sources:** PACE OPERATING AWARDS- VOC M ISCEL - 166 State Special Ed. - 166-11-6498-00-003-Y-23-000-Y - $15,000, PACE OPERATING AWARDS-UTB/TSC - 166 State Special Ed. - 166-11-64987-00-003-Y-23-0P6-Y - $5,000, PACE OEPRATING AWARDS - 166 State Special Ed. - 166-11-6498-00-003-Y-23-0P1-Y - $2,500, PACE OPERATING AWARDS - 166 State Special Ed. - 166-11-6498-00-003-Y-23-0P4-Y - $3,000, PACE OPERATING AWARDS SPED - 166 State Special Ed. - 166-11-6498-00-003-Y-23-0P0-Y - $1,000	80%	95%	100%	

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

Performance Objective 7 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

Meta 1: Los estudiantes de la Preparatoria Pace recibiran oportunidades educativas, las cuales produciran egresados completos que esten preparados para el futuro, esten listos para la universidad/carrera deseada y sean ciudadanos responsables e independientes.

Performance Objective 8: Increase community service projects that are aligned with student interests

Se aumentaran proyectos de servicio comunitario que se ajustan a los intereses de los estudiantes.

Evaluation Data Sources: Social-Emotional Learning

Strategy 1 Details	Reviews			
Strategy 1: All Clubs and Organizations will participate in the Big Event as part of a community service drive.	**Formative**			**Summative**
Todos los Clubes y Organizaciones participaran en el "Big Event" como parte de una campana de servicio a la comunidad.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Information on various types of service projects Summative: Increase in social-emotional development **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STUDENTS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 8 - School Processes & Programs 1, 4 - Perceptions 5	75%	100%	100%	

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

Performance Objective 8 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning

Need Statement 8: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

Perceptions

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

La Preparatoria Pace en colaboracion con el cuerpo Administrativo, Padres de Familia, y con la Comunidad garantizaran la equidad en la disponibilidad de instalaciones adecuadas, bien mantenidas y energeticamente eficientes para un entorno de aprendizaje seguro y ordenado para todos los estudiantes.

Performance Objective 1: Campus facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

Las instalaciones del campus implementaran un plan de ahorro energetico y mantendran y actualizaran las instalaciones actuales para ofrecer un entorno de aprendizaje saludable y positivo programando la renovacion/actualizacion/mejora de por lo menos el 20% de las instalaciones educativas anualmente durante los proximos 5 anos.

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

Strategy 1 Details	Reviews			
Strategy 1: Pace ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Examples of these activities will include: facilities lights/electronic equipment monitoring, use of one area for tutorial/PLOs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
All outside lights in working condition around gym and field house area. Pace ECHS deliberadamente promovera actividades de ahorro de energia en el campus para apoyar la aplicacion del plan de ahorro de energia del distrito escolar. Ejemplos de estas actividades incluiran: instalaciones iluminacion/ equipo de monitoreo, uso de area para los tutoriales/ PLO's. **Milestone's/Strategy's Expected Results/Impact:** Formative: Draft of Energy Plan Summative: Energy yearly average comparison **Staff Responsible for Monitoring:** Assistant Principal, maintenance supervisor, and night head custodian **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 6 - Perceptions 2 **Funding Sources:** SUPPLIES FOR MAINTENANCE - 199 Local funds - 199-51-6121-46-003-Y-99-000-Y - $1,000, GENERAL SUPPLIES - 199 Local funds - 199-51-6399-00-003-Y-99-000-Y - $4,100, SUPPLIES FOR MAINTENCE/OPERATIONS-CUST - 199 Local funds - 199-51-6315-00-003-Y-99-000-Y - $12,000, TELEPHONE CELL - 211 Title I-A - 211-51-6256-01-003-Y-24-OF2-Y - $4,940, STIPENDS - 282 ESSER III Grant Funds - 282-51-6117-49-003-Y-99-000-1 - $9,131, EQUIPMENT UNDER $5000 - 282 ESSER III Grant Funds - 282-51-6398-00-003-Y-99-090-1 - $5,597, FURNITURE, EQUIPMENT, SOFTWARE - 282 ESSER III Grant Funds - 282-51-6639-00-003-Y-99-090-1 - $10,444	65%	85%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.	Formative			Summative
	Nov	Jan	Mar	June
Se creara y aplicara un enfoque sistematico a la renovacion de/ actualizacion de/mejora de las instalaciones que incluya la priorizacion basada en la seguridad y las necesidades del campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Facilities Improvement Plan Summative: EOY Renovation Schedules **Staff Responsible for Monitoring:** Assistant Principal, maintenance supervisor, and night head custodian **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 6 - Perceptions 2 **Funding Sources:** BUILDING PURCHASE OR CONSTRUCTION OR IMPROVEMENT - 282 ESSER III Grant Funds - 282-81-6629-00-003-Y-99-090-1 - $1,438,257	75%	75%	75%	

Strategy 3 Details	Reviews			
Strategy 3: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.	Formative			Summative
	Nov	Jan	Mar	June
El campus y el personal del programa desarrollaran areas verdes/areas de jardineria para ayudar a embellecer las instalaciones con el apoyo de la comunidad, padres de familia y estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities more parental involvement opportunities **Staff Responsible for Monitoring:** Administration Program Staff **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 6 - Perceptions 2	65%	90%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 4. The campus will continue upgrading gyms, library, and the auditorium so they can continue being used for multi-purposes in order to meet the needs of the campus and community.	**Nov**	**Jan**	**Mar**	**June**
El campus continuara actualizando los gimnasios, la biblioteca y el auditorio para sus usos multiples y asi satisfacer las necesidades del campus y la comunidad. **Milestone's/Strategy's Expected Results/Impact:** Formative: Showcases the campus Perception of the services offered at Pace Summative: More opportunities for the community at large to use the facilities at Pace. **Staff Responsible for Monitoring:** Administration Coaches Fine Arts **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 6 - Perceptions 2	70%	90%	90%	

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 6: Need to update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works for the purposes of functionality and safety of students and staff. **Data Analysis/Root Cause**: Older buildings do not attract students and do not make them feel safe.

Perceptions
Need Statement 2: Need to update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works for the purposes of functionality and safety of students and staff. **Data Analysis/Root Cause**: Older buildings do not attract students and do not make them feel safe.

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

La Preparatoria Pace garantizara el uso eficaz y eficiente de todos los fondos disponibles en la aplicacion de un presupuesto equilibrado que incluya la mejora de la remuneracion de los profesores y los planes para contratar, retener y apoyar al personal altamente calificado.

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

El campus asegurara el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles que se usaran para satisfacer las necesidades de todos los estudiantes.

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

Strategy 1 Details	Reviews			
Strategy 1: The Campus will support programs in an effective and efficient use of 100% of available budgeted funds based on the needs assessments. Departments will be directly involved in budget moves and changes. El Campus apoyara programas de una manera eficaz y eficiente con uso al 100% de fondos presupuestados disponibles basandose en la evaluacion de las necesidades. **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Dean of Instruction **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Population:** Campus Teachers and Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 4 - School Processes & Programs 1, 11 - Perceptions 5, 6	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	100%	100%	

Strategy 2 Details	Reviews			
Strategy 2: Pace will use available funds, in particular the ESSER funds, to address the needs by the COVID-`19 pandemic and subsequent learning loss.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Summative: Final Reports for addressing COVID-19 **Staff Responsible for Monitoring:** Principal Dean **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5	80%	100%	100%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 4: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 11: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 6: Need to recruit and retain staff in high need areas for instruction and continue using extra duty funds for additional duties. **Data Analysis/Root Cause**: Student performance gaps continue for identified At-Risk or for program services including Emergent Biligual/ELS/ Special Education and 504/Dyslexia, and also Dual Enrollment programs.

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

La Preparatoria Pace garantizara el uso eficaz y eficiente de todos los fondos disponibles en la aplicacion de un presupuesto equilibrado que incluya la mejora de la remuneracion de los profesores y los planes para contratar, retener y apoyar al personal altamente calificado.

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

El campus creara y proporcionara a los docentes y al personal con reconocimientos y actividades para mejorar la moral/ambiente del campus y para apoyar con la retencion de maestros y directores.

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

Strategy 1 Details	Reviews			

Strategy 1: Pace ECHS will maintain staff morale and teacher retention rates through: Back To School Breakfast, Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week, Teacher of the Year Award, Apple Award, teacher attendance, teacher of the week/year, and sponsorships.
 	
Pace ECHS mantendra la moral de su personal y la tasa de retencion de sus maestros alta a traves del Desayuno de Regreso a Clases, la Comida del Dia de Accion de Gracias, la Tamalada de Diciembre, la Semana de Agradecimiento al Maestro, el Premio del Maestro del Ano, los Premios Apple, la asistencia de los maestros, maestro de la semana/ano y tambien por medio de patrocinios.
    Milestone's/Strategy's Expected Results/Impact: Formative: Newsletter and Announcement
Summative: Mid-Term and EOY Recognition
    Staff Responsible for Monitoring: Principal, Dean of Instruction, and Assistant Principals.
 	
    TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Population:** Pace Faculty and Staff - **Start Date:** August 17, 2021 - **End Date:** June 7, 2022
    Need Statements: Demographics 2 - School Processes & Programs 13 - Perceptions 3
    Funding Sources: MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-23-6499-53-003-Y-99-000-Y - $5,000, AWARDS- - 199 Local funds - 199-11-6498-00-003-Y-11-000-Y - $4,000
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	70%	75%	85%	

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

School Processes & Programs
Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions
Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

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

La Preparatoria Pace garantizara el uso eficaz y eficiente de todos los fondos disponibles en la aplicacion de un presupuesto equilibrado que incluya la mejora de la remuneracion de los profesores y los planes para contratar, retener y apoyar al personal altamente calificado.

Performance Objective 3: The Campus will adhere to the District's balanced budget and improved compensation plan

    Evaluation Data Sources: Compensation plan for teachers. TIA Cohort D plan.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be given opportunities to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives Teacher Incentive Allotment.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Compensation plan will reflect incentives available for teachers at high poverty/high minority/low performing campuses; **Staff Responsible for Monitoring:** Principal Administrators **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Population:** Teachers at Pace - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - School Processes & Programs 13 - Perceptions 3	95%	100%	100%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Need Statements:

Demographics
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.
School Processes & Programs
Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions
Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Goal 4: Pace will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Campus Goal 4)
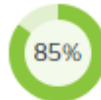
La Preparatoria Pace trabajara de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para ampliar las relaciones publicas y campanas de mercadeo para fomentar y aumentar la matriculacion/ reclutamiento/ y esfuerzo de retencion estudiantil.

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

Pace proveera a la Oficina de Informacion Publica de BISD con articulos destacados de noticias sobre reconocimiento estudiantil, actividades curriculares/extracurricular y eventos de padres de familia y/o de la comunidad.

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

Strategy 1 Details	Reviews			
Strategy 1: Pace will continue updating its websites and social media to promote Pace and showcase campus/program activities and successes and supply the Public Information Office with news of campus accomplishments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Pace continuara actualizando sus sitios web y sus medios de comunicacion sociales para promover a Pace y mostrar actividades y exitos del campus/programa y abastecer a la Oficina de Informacion Publica con noticias sobre los logros del campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Positive perception of Pace ECHS Summative: Increased involvement of Pace students and parents; Increased enrollment **Staff Responsible for Monitoring:** Campus Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1, 3 - Student Learning 1, 8 - School Processes & Programs 1, 4, 6 - Perceptions 5 **Funding Sources:** MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-11-6499-53-003-Y-11-000-Y - $2,000	75%	90%	90%	

Strategy 2 Details	Reviews			
Strategy 2:	**Formative**			**Summative**
Pace administration will provide feature articles, current and prior students, parents, staff recognition, co/extra-curricular activities, and parent/community events to BISD Public Information Office or K-BISD.	**Nov**	**Jan**	**Mar**	**June**
La Administracion de Pace proporcionara articulos de interes sobre estudiantes actuales y del pasado, padres de familia, reconocimientos del personal, actividades curriculares/extracurriculares y eventos de padres de familia/comunidad a la Oficina de Informacion Publica del BISD o K-BISD. **Milestone's/Strategy's Expected Results/Impact:** Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases. Summative: annual compilation of articles and presentation/ showcases **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 2, 3 - Student Learning 1, 8 - School Processes & Programs 1, 4, 6, 13 - Perceptions 3, 5	80%	85%	90%	
	0% No Progress	100% Accomplished	➡ Continue/Modify	❌ Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.
Need Statement 3: Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Student Learning

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 8: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

Need Statement 6: Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions

Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

La Preparatoria Pace mantendra un entorno seguro y disciplinado propicio para el aprendizaje estudiantil.

Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.
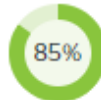
Remisiones de disciplina para remover o colocar a estudiantes en Centro Academico de Brownsville (B A C) disminuira por el 5%.

Evaluation Data Sources: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, eSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements.

Strategy 1 Details	Reviews			
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Para prevenir incidentes de disciplina y/o remisiones al BAC todo estudiante y padre de familia tendra acceso a una copia del Codigo de Conducta Estudiantil para comunicar la politica disciplinaria del distrito y consecuencias por comportamiento.	75%	85%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by district and campus. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1, 2 - Student Learning 1, 8 - School Processes & Programs 1, 4, 7, 13 - Perceptions 3, 4, 5				

Strategy 2 Details	Reviews			
Strategy 2: Pace will continue implementing RTI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Pace will continue using the district database software programs to document and monitor RTI plans. Pace seguira implementando intervenciones de conducta RTI tras la transicion a su campus de origen y su consejero (Academico y de En Riesgo) supervisara conducta y calificaciones cada periodo de progreso. Pace seguira utilizando los programas de software de la base de datos del distrito para documentar y supervisar los planes de RTI.		Formative		Summative
	Nov	Jan	Mar	June
	85%	90%	90%	

Milestone's/Strategy's Expected Results/Impact: Formative Results:
RTI documentation from teachers and other stakeholders, Counselor
meeting logs,

Summative Impact:
-eSchool discipline report data

-Decrease the number of repeated referrals to BAC by
implementing RTI behavior interventions for students
transitioning to their home campus from BAC.

Staff Responsible for Monitoring: RTI Administration
Teachers
Counselors

ESF Levers: Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 -
End Date: June 2, 2022 - **Revision Date:** November 22, 2021
Need Statements: Demographics 1, 2 - Student Learning 1, 8, 10 - School Processes & Programs 1, 2, 4, 7, 13
 - Perceptions 1, 3, 4, 5

Strategy 3 Details	Reviews			
Strategy 3: Social Emotional Learning (Suite 360) and character building curriculum for the appropriate grade level will be given weekly during designated classrooms and offered after school. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk-throughs Summative: Reduction in discipline referrals. EOY Reports **Staff Responsible for Monitoring:** Principal, Assistant Principals, Security, Lead teacher Counselors Nurses **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 10 - School Processes & Programs 1, 2 - Perceptions 1, 5 **Funding Sources:** EXTRA PAY - 282 ESSER III Grant Funds - 282-31-6118-00-003-Y-99-MH1-1 - $3,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	70%	80%	

Strategy 4 Details	Reviews			
Strategy 4: A probation officer will collaborate with administration, faculty, and staff in providing support services to students on probation to improve academic achievement. Un oficial de libertad condicional colaborara con administradores, docentes, y personal del campus en ofrecer servicios de apoyo a estudiantes en libertad condicional para mejorar el exito academico. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchool PLUS At-Risk Progress Reports, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Recidvism Rate, Dropout Rate, Graduation Rate, Completion Rate **Staff Responsible for Monitoring:** Grade Level Administrator; Administrator for State Compensatory Education **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 12, 2020 - **End Date:** May 27, 2021 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5 **Funding Sources:** PROBATION OFFICER MISCELLANEOUS CONTRACTED SERVICES - 162 State Compensatory - 162-32-6299-00-003-Y-24-JPO-Y - $20,000	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	85%	90%	

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.	**Nov**	**Jan**	**Mar**	**June**
Se reducira las asignaciones de colocacion a un entorno DAEP proporcionando estrategias de intervencion temprana en el comportamiento y tecnicas de desescalada a traves de la implementacion del programa de Orientacion y Asesoramiento segun el Modelo de Orientacion y Asesoramiento de Desarrollo integral de Texas en cada campus.	80%	85%	85%	

Milestone's/Strategy's Expected Results/Impact: Formative Results:
Student sign-in sheets, Counselor's logs, Audits,
Evaluation sheets,
Training sign-in sheets
Summative Impact:
+Discipline PEIMS Report Data reflecting a reduction to DAEP.

Staff Responsible for Monitoring: Administration
Guidance and Counseling
Campus Behavior

ESF Levers: Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021
Need Statements: Demographics 1 - Student Learning 1, 10 - School Processes & Programs 1, 2, 7 - Perceptions 1, 4, 5

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning

Need Statement 8: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

Need Statement 10: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

Need Statement 7: Need to decrease incidents, bullying, and disproportionality of students receiving supplemental services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions

Need Statement 1: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 4: Need to decrease incidents, bullying, and disproportionality of students receiving supplemental services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

La Preparatoria Pace mantendra un entorno seguro y disciplinado propicio para el aprendizaje estudiantil.

Performance Objective 2: 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

Colocaciones Disciplinarias en Suspension dentro de la Escuela (ISS) y Suspension fuera de la Escuela (OSS) disminuyeran por un 5% menos comparado con el ano escolar 2020-2021 y no seran desproporcionadas para ninguna poblacion.

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

Strategy 1 Details	Reviews			
Strategy 1: Campuses will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RTI plans.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Los campus ofreceran entrenamientos y actualizaciones de uso de softwares del distrito a maestros nuevos y maestros veteranos al principio del ano escolar para documentar la disciplina y saber como preparar y monitorear la disciplina y planes RTI. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchool discipline reports and RTI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** RTI Administrator **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 12, 2020 - **End Date:** May 27, 2021 **Need Statements:** Demographics 1 - Student Learning 1, 10 - School Processes & Programs 1, 2, 7 - Perceptions 1, 4, 5	75%	90%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Se ofrecera entrenamiento y apoyo sobre el manejo de la disciplina y un entorno seguro a los maestros y a los directores del campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: +Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Student Learning 3, 10 - School Processes & Programs 2, 5, 7 - Perceptions 1, 4	80%	90%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Habra intervenciones de comportamiento positivo y apoyos, conocidas por sus siglas en ingles como (PBIS) y los niveles de comportamiento RTI seran implementados con mas fidelidad para mejorar el comportamiento de estudiantes a traves de un seguimiento cercano de las colocaciones de ISS/OSS para las poblaciones especiales. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the distrrict level Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** RTI Administrator Counselors Police and Security **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Demographics 1 - Student Learning 1, 10 - School Processes & Programs 1, 2, 7 - Perceptions 1, 4, 5	80%	95%	90%	

Strategy 4 Details	Reviews			
Strategy 4: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Current Mental Health (including stress, anxiety, coping skills, suicide, self-harm threats),Interpersonal and Intrapersonal Effectiveness, Personal health and safety, violence and school safety, suicide prevention, intervention, and postvention, school-age pregnancy, child abuse and neglect, safety-related trends and conflict, and character education Los oficiales del campus, los consejeros y organizaciones sin fines lucrativos abordaran las tendencias actuales relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres de familia, maestros y personal del campus sobre la salud mental actual (incluyendo estres, ansiedad, habilidades para sobrellevar situaciones, suicidio, amenazas de auto dano), Eficacia Interpersonal e Intrapersonal, Salud y Seguridad personal, la violencia y seguridad escolar, prevencion de suicidios, intervencion y tras intervencion, embarazo juvenil, abuso y negligencia infantil, tendencias y conflictos sobre temas relacionados con la seguridad y educacion sobre el caracter.	Formative			Summative
	Nov	Jan	Mar	June
	80%	85%	85%	

Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in-sheets; copies of presentations, agendas
Summative: Decrease in number of student discipline and adult absenteeism

Staff Responsible for Monitoring: Administration and Campus Police and Security and Counselors

ESF Levers: Lever 3: Positive School Culture - **Population:** 9-12 Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021

Need Statements: Demographics 1 - Student Learning 1, 10 - School Processes & Programs 1, 2, 7 - Perceptions 1, 4, 5

Funding Sources: GENERAL SUPPLIES - 199 Local funds - 199-33-6399-00-003-Y-99-000-Y - $500

Strategy 5 Details	Reviews			
Strategy 5: To comply with Section 33.005 (a), a school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas	Formative			Summative
	Nov	Jan	Mar	June

Counseling Association.

Milestone's/Strategy's Expected Results/Impact: Milestone's/Strategy's Expected Results/Impact: Formative: Plans and meeting records
Summative: Evaluation based on the Texas Model requirements
Staff Responsible for Monitoring: Guidance and Counseling Director
Population: all students - Start Date: August 16, 2021 - End Date: June 10, 2022 - Revision Date: May
Staff Responsible for Monitoring: Campus Administration

ESF Levers: Lever 3: Positive School Culture - **Population:** Grades 9-12 Students - **Start Date:** August 17, 2021 - **End Date:** June 10, 2022
Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5
Funding Sources: GENERAL SUPPLIES - 211 Title I-A - 211-31-6399-00-003-Y-30-0F2-Y - $900, GENERAL SUPPLIES - 199 Local funds - 199-31-6399-00-003-Y-99-000-Y - $350

80%	100%	100%

0% **No Progress**   100% **Accomplished**   ➡ **Continue/Modify**   ✕ **Discontinue**

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.
Need Statement 10: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Need Statement 7: Need to decrease incidents, bullying, and disproportionality of students receiving supplemental services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Perceptions

Need Statement 1: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 4: Need to decrease incidents, bullying, and disproportionality of students receiving supplemental services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause**: Disciplinary data continues to indicate disproportionality, especially for secondary students.

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

La Preparatoria Pace mantendra un entorno seguro y disciplinado propicio para el aprendizaje estudiantil.

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

Perfeccionar e implementar todos los planes de seguridad a traves del campus para asegurar que los estudiantes esten seguros por si se presenta una crisis.

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

Strategy 1 Details	Reviews			
Strategy 1: Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Se instalaran camaras de seguridad adicionales para garantizar las necesidades de seguridad del campus, asi tambien como un monitor para ver las camaras durante todo el dia. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased coordination between security, BISD Campus Police and administration Summative: Reduction in vandalism **Staff Responsible for Monitoring:** Principal, Assistant Principals, Security Monitor, BISD campus police **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021 **Need Statements:** Student Learning 6 - Perceptions 2	80%	95%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Place and assign security officers and police officers throughout the year in strategic locations around the high school and perimeter.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Se colocaran y asignaran oficiales de seguridad y policias a traves del ano escolar en lugares estrategicos alrededor del perimetro de la preparatoria. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place **Staff Responsible for Monitoring:** Administration Special Services **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - Student Learning 6 - School Processes & Programs 13 - Perceptions 2, 3	80%	85%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Senate Bill 30- Community Safety Act, Unwanted physical/verbal aggression, Sexual Harassment, Suicide Awareness, David's Law, I-Guardian, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Administradores del campus, personal de seguridad, Consejeros y organizaciones sin fines lucrativos abordaran las tendencias actuales relacionadas con la seguridad y la resolucion de conflictos mediante presentaciones con estudiantes, padres de familia, maestros y personal del campus sobre: Concienciacion de Pandillas, Acoso Escolar / Acoso, Violencia de Pareja, Ley del Senado 30, Ley de Comunidad Segura, agresion fisica/verbal no deseada, acoso sexual, concienciacion sobre el suicidio, David's Law, I-Guardian, Guardian Seguridad en Internet, Concienciacion de Drogas, Alcohol y Tabaco, Seguridad de las Armas, Equipo Comunitario de Respuesta a Emergencias para Adolescentes conocido por sus siglas en	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

ingles como (CERT), absentismo escolar y el Plan de Operaciones de Urgencias, conocido por sus siglas en ingles como (EOP) - Procedimientos de Seguridad.

Milestone's/Strategy's Expected Results/Impact: Formative results:
Completed Parental Involvement Policies, Campuses S-PS
Compacts
Campus Visitation Reports, Campus Websites, Fliers,
Meeting Agendas
Summative Impact:
100% Completed Title I-A Parental Involvement
Compliance Checklist
100% Signed S-P-S Compact
Training Session Evaluations
Staff Responsible for Monitoring: Parent and Family
Engagement
Coordinator and
Staff

Counselors

ESF Levers: Lever 3: Positive School Culture - **Population:** All Stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Demographics 1 - Student Learning 1, 10 - School Processes & Programs 1, 2 - Perceptions 1, 5

| | 80% | 85% | 85% | |

Strategy 4 Details	Reviews			
Strategy 4: Pace will conduct all federal and state mandated drills each year including, Threat Assessment Training and conduct lock-down, soft lock-down, and shelter-in-place.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Security Services Administration, Guidance and Counseling Administration, and Campus Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - School Processes & Programs 13 - Perceptions 3	75%	100%	100%	

Strategy 5 Details	Reviews			
Strategy 5: Counselors, CIS, and student organizations will promoting Red Ribbon Educational Activities, Anti-Bullying, and character education events in order to raise awareness and behavioral changes.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative results: Educate students and bring awareness Sunmative: Decrease the number of students drug related discipline incidents compared to prior school year. **Staff Responsible for Monitoring:** Administration Teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 2 - Student Learning 1, 10 - School Processes & Programs 1, 2, 13 - Perceptions 1, 3, 5	80%	85%	85%	

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

Performance Objective 3 Need Statements:

Demographics

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 6: Need to update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works for the purposes of functionality and safety of students and staff. **Data Analysis/Root Cause**: Older buildings do not attract students and do not make them feel safe.

Need Statement 10: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions

Need Statement 1: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

Need Statement 2: Need to update buildings, more lighting, fitting classrooms and gyms with proper equipment made for large audiences, modernize Pace with equipment that works for the purposes of functionality and safety of students and staff. **Data Analysis/Root Cause**: Older buildings do not attract students and do not make them feel safe.

Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

La Preparatoria Pace mantendra un entorno seguro y disciplinado propicio para el aprendizaje estudiantil.

Performance Objective 4: Implement district COVID-19 Reentry plan for students and staff safety in transitioning back to school.

Se aplicara el plan de reincorporacion de Covid-19 del distrito para la seguridad de los estudiantes y el personal de la escuela.

Evaluation Data Sources: Rampant rise of COVID-19 cases in the county; safety measures must be in place for all stakeholders;

Strategy 1 Details	Reviews			
Strategy 1: Check faculty, staff, and students as they are coming in the classrooms; constant building checks and maintenance of the building in compliance with federal, state, and district requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Evaluar a los maestros y al personal de la escuela a su llegada al edificio: controles constantes del edificio y mantenimiento del mismo. **Milestone's/Strategy's Expected Results/Impact:** Healthy school environment **Staff Responsible for Monitoring:** Administration **ESF Levers:** Lever 3: Positive School Culture - **Population:** ALL STAKEHOLDERS - **Start Date:** August 10, 2020 - **End Date:** May 31, 2021 **Need Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 13 - Perceptions 3, 5 **Funding Sources:** STIPENDS - 282 ESSER III Grant Funds - 282-33-6117-49-003-Y-99-000-1 - $730, STIPENDS - 282 ESSER III Grant Funds - 282-33-6117-49-003-Y-30-000-1 - $487, STIPENDS - 282 ESSER III Grant Funds - 282-35-6117-49-003-Y-99-000-1 - $7,913	85%	85%	85%	
0% No Progress	100% Accomplished		Continue/Modify	Discontinue

Performance Objective 4 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions

Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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

La Administracion de la Preparatoria Pace, los Padres de Familia, y la Comunidad proveeran el apoyo requerido y los recursos necesarios para lograr la excelencia educativa y la equidad.

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

Habra un aumento del 10% de los padres de familia que participan en las actividades de participacion para los padres de familia a nivel campus/distrito.

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			
	Formative			Summative
Strategy 1: Pace will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.	**Nov**	**Jan**	**Mar**	**June**

Conduct parent contacts via home visits, phone calls and/or obtain signatures; document history of parent contact information for attendance purposes and parent contacts in E-Schools.
 	
Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms; parent conferences, and curbside activities related to parent and family engagement and/or attendance.
 	
Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.
 	
    Milestone's/Strategy's Expected Results/Impact: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, e school Plus
    Staff Responsible for Monitoring: Dean of Instruction; PEIMS Administrator
 	
    ESF Levers: Lever 3: Positive School Culture - **Population:** 9-12 Parents of Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Demographics 1, 3 - Student Learning 1, 8 - School Processes & Programs 1, 4, 6 - Perceptions 5
    Funding Sources: MILEAGE REIMBURSEMENTS - 211 Title I-A - 211-61-6411-23-003-Y-30-0F2-Y - $150 , SALARY/WAGES FOR SUPPORT PERSONNEL - 211 Title I-A - 211-61-6129-00-003-Y-30-0F2-Y - $58,784, PROFESSIONAL DUTY EXTRA PAY - 282 ESSER III Grant Funds - 282-61-6118-00-003-Y-99-PFS-1 - $2,520, OVERETIME PAY WITH BENEFITS - 282 ESSER III Grant Funds - 282-61-6121-00-003-Y-99-PFS-1 - $1,740, GENERAL SUPPLIES - 282 ESSER III Grant Funds - 282-61-6399-00-003-Y-99-PFS-1 - $1,500, RECLASSIFIED TRANSPORTATION - 282 ESSER III Grant Funds - 282-61-6494-00-003-Y-99-PFS-1 - $1,200, MISCELLANEOUS OPERATING COSTS - 282 ESSER III Grant Funds - 211-61-6499-53-003-Y-99-PFS-1 - $1,500
	80%	90%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Conduct the following annual Title I-A required activities: Disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in both English and Spanish.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
*As a Title I-A campus, Pace will provide a School-Parent-Student Compact that outlines how the parents, the entire school staff, students, and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop partnership to help children achieve the State's highest standards. Se difundira la politica de Participacion de los Padres y la Familia y tambien El Pacto a los padres de familia de estudiantes participantes en Titulo 1-A y se publicara en el sitio web de la escuela en ingles y espanol. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contract Logs; Composite Reports; Monthly Calendar, e School Plus Summative: Increase % Parent Participation; Increase % Student Attendance; Increase Student STAAR scores **Staff Responsible for Monitoring:** Principal; Dean of Instruction; **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** All Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 3 - Student Learning 1, 8 - School Processes & Programs 1, 4, 6 - Perceptions 5	70%	90%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM, and other parent committees.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Parents will participate in the annual review and/or revision of the folloiwng to ensure program requirements are met:
  *Parent and Engagement Policy
  *School-Parent-Student Compact
  *Campus Improvement Plan (Goal 6)
 	
Los Padres de Familia participaran en el proceso compartido de tomar decisiones a traves del comite SBDM y actuaran como los Representantes de los Padres de Familia del Campus.
 	
Milestone's/Strategy's Expected Results/Impact: Formative: Flyer; Sign In; Agenda
Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals
Staff Responsible for Monitoring: Principal; Dean of Instruction; Parent Liaison,
 	
ESF Levers: Lever 3: Positive School Culture - **Population:** All Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Demographics 1, 3 - Student Learning 1, 8 - School Processes & Programs 1, 4, 6 - Perceptions 5
	75%	90%	85%	

Strategy 4 Details	Reviews			
Strategy 4: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.	Formative			Summative
	Nov	Jan	Mar	June

Create partnerships through a campus volunteer program.
 	
Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.
 	
    Milestone's/Strategy's Expected Results/Impact: Weekly Reports
 	
    Summative:
    Increase community support
    Increase parent support
    Staff Responsible for Monitoring: Dean of Instruction
 	
    ESF Levers: Lever 3: Positive School Culture - **Population:** 9-12 Families of Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5
	75%	90%	90%	

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Pace will provide workshops and seminars to parents/guardians at flexible meeting times, in both English and Spanish, to address the needs and/or concerns, but not limited to the following areas:	**Nov**	**Jan**	**Mar**	**June**
Building capacity through training using appropriate equipment and materials for parent and community access to resources College Readiness Community agencies and organization resources Drop-out and Violence Prevention Early College Literacy Strategies Effective teaching strategies in content areas Health and wellness Education Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life Special population resources and supports for Bilingual, Dyslexia, GT, Migrant, and At-Risk students, etc. Pace ofrecera talleres y seminarios a padres de familia/ tutores durante un horario flexible en ingles y en espanol para mejorar las relaciones entre padres de familia/tutores y los estudiantes y tambien para mejorar las relaciones entre la escuela y los padres de familia y/o tutores. Se proveera un calendario con talleres y seminarios dirigidos a todo padre de familia aparte del ya extendido por los maestros. Poblacion: padres de familia/ tutores. **Milestone's/Strategy's Expected Results/Impact:** Formative: weekly reports, contact logs, composite report, monthly report, e school plus Summative: Increase % parent participation Increase % student participation Increase student STAAR scores **Staff Responsible for Monitoring:** Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 8 - School Processes & Programs 1, 4 - Perceptions 5 **Funding Sources:** Title I CS- PACE CMP ALLO General Supplies - 211 Title I-A - 211-61-6399-00-003-Y-30-0F2-Y - $900, MISCELLANEOUS OPERATING COSTS - 211 Title I-A - 211-61-6499-53-003-Y-30-0F2-Y - $900	70%	85%	85%	

Strategy 6 Details	Reviews			
Strategy 6: The Parent Liaison and/or parents will have the opportunity to participate in local, regional, and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: weekly reports, contact logs, composite report, monthly report, e school plus Summative: Increase % parent participation Increase % student participation Increase student STAAR scores **Staff Responsible for Monitoring:** Dean of Instruction **Population:** 9-12 Parents of Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5	80%	85%	85%	

Strategy 7 Details	Reviews			
Strategy 7: SBDM and parent participants will review and revise the Parent Compact and Parent Engagement Policy in English and Spanish for the years 2021-2022.	Formative			Summative
	Nov	Jan	Mar	June
El comite SBDM y padres de familia participantes repasaran y modificaran el Pacto de los Padres y la Politica de Participacion de los Padres en ingles y espanol para los anos 2021-2022. **Milestone's/Strategy's Expected Results/Impact:** Formative: District and Campus Policy and Compact meeting documentation Summative: Parent Survey; Title I-A Parental Involvement Compliance; Checklist; STAAR Results; Attendance Rate; Discipline Referrals; **Staff Responsible for Monitoring:** Assistant Principal; Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** All Parents - **Start Date:** August 5, 2020 - **End Date:** May 27, 2021 **Need Statements:** Demographics 1 - Student Learning 1, 8 - School Processes & Programs 1, 4 - Perceptions 5	75%	85%	85%	

Strategy 8 Details	Reviews			
Strategy 8: Convene the annual Title I-A Meetings to notify parents in English and Spanish of their school's participation in the Title I-A program; to explain the program requirements; and to inform parents of their right to be involved.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Se convocaran juntas anuales Titulo 1-A para notificar en ingles y en espanol a los padres de familia sobre la participacion de su escuela en programas de Titulo 1-A y tambien para explicar los requisitos de dichos programas y para informar sobre sus derechos para participar. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign Ins; Usage/Attendance of Parental Involvement Summative: Parent Survey; Website; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals **Staff Responsible for Monitoring:** Principal; Assistant Principal; Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 8 - School Processes & Programs 1, 4 - Perceptions 5	90%	80%	85%	

Strategy 9 Details	Reviews			
Strategy 9: Conduct Parent Consultation/survey in English and Spanish to evaluate the effectiveness of the campus Parent and Family Engagement program.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Se llevaran a cabo consultas y encuestas en ingles y espanol a los padres de familia para evaluar la eficacia del Programa de Participacion de Padres y Familias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parental Meeting Attendance Summative: Parent Survey Results; Title I-A Parental Involvement; Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals **Staff Responsible for Monitoring:** Principal; Assistant Principal; Parent Liaisons **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5	85%	85%	100%	

Strategy 10 Details		Reviews			
Strategy 10: Parents will learn how to create healthy meals & practical items for the home. Stimulating creativity and perseverance. Modeling these types of skills to help students imitate or to be included in the activity.		Formative			Summative
		Nov	Jan	Mar	June
Los Padres de Familia aprenderan como crear platillos saludables y articulos para el hogar. Asi estimulando la creatividad y la perseverancia. Modelando este tipo de destrezas ayudara a estudiantes imitar o a ser incluidos en la actividad. **Milestone's/Strategy's Expected Results/Impact:** Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals **Staff Responsible for Monitoring:** Parent Liaison **Population:** All Parents - **Start Date:** August 5, 2020 - **End Date:** May 27, 2021 **Need Statements:** Demographics 1 - Student Learning 1, 8 - School Processes & Programs 1, 4 - Perceptions 5		80%	85%	90%	

Strategy 11 Details		Reviews			
Strategy 11: Parent will be offered opportunities to volunteer at school to understand the importance of education and bond with their child, school community and other parents in an effort to increase academic achievement and a sense of belonging at the school.		Formative			Summative
		Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Flyer; Sign In; Agenda Summative: Minutes; Title I-A Parental Involvement Compliance Checklist; STAAR Results; Attendance Rate; Discipline Referrals **Staff Responsible for Monitoring:** Parent Liaison **ESF Levers:** Lever 3: Positive School Culture - **Population:** All parents - **Start Date:** February 21, 2022 - **End Date:** June 2, 2022		80%	90%	90%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 3: Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 8: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 4: Need to increase parent and family engagement in supporting student learning for academic success and social emotional learning, especially for the emerging bilingual and special education populations. **Data Analysis/Root Cause**: Data from Parent and Student Needs and additional parent surveys and informal feedback indicate the need for increased services and support systems.
Need Statement 6: Need to increase community, parents, students, staff, and business stakeholders in supporting campus objectives through media blitzes and newsletters, phone calls, and other forms of communication. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

Los docentes se mantendran al corriente con los desarrollos creativos e innovadores en el campo de la instruccion y la administracion, asi utilizaran esas tecnicas, segun sea apropiado, para mejorar el aprendizaje de los estudiantes.

Performance Objective 1: Academic related professional development will improve all staff's 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.

El desarrollo profesional academico mejorara la eficacia de todo el personal al proporcionar una instruccion centrada en el estudiante para satisfacer las necesidades de cada uno de ellos. Esto incluira a los estudiantes de educacion especial, de dislexia y de los de ingles como segundo idioma. Tambien habra apoyos a estudiantes en riesgo de no graduarse para mejorar el rendimiento academico y compromiso; los cuales se haran evidentes en las observaciones en el aula.
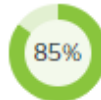
Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for certified staff to attend national, state, regional, and in-district professional development or to present professional development in the areas of: technology, state assessments, accountability, literacy, RTI, SIOP, EOC, and content instructional practices including knowledge, rigor, alignment, academic vocabulary, and scaffolding, differentiated instruction, common instructional framework (CIF), oral language skills that increase listening/speaking and reading and writing proficiency in all content areas; core area content; dyslexia, Pre-AP/AP/GT, CTE, and other academic areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	100%	100%	
Se proveeran oportunidades para que el personal certificado pueda asistir a desarrollo profesional nacional, estatal, regional, dentro del distrito y/o fuera del distrito o tambien se podra presentar desarrollo profesional en las areas de tecnologia, examenes estatales, responsabilidad, alfabetizacion, RTI, SIOP, EOC y practicas pedagogicas de contenido tales como conocimiento, rigor, alineamiento, vocabulario academico, andamios, instruccion diferenciada, CIF, habilidades linguisticas orales que incrementen la competencia auditiva, oral, lectora y en la escritura en todas las areas				
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation **Staff Responsible for Monitoring:** Principal; Dean of Instruction; Technology Specialist **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Certified Teachers and Admin. 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 3 - School Processes & Programs 5 **Funding Sources:** EMPLOYEE TRAVEL - 199 Local funds - 199-13-6411-23-003-Y-11-000-Y - $500, MISCELLANEOUS OPERATING COSTS - 199 Local funds - 199-13-6499-53-003-Y-99-000-Y - $2,000,				

RENTALS/OPERATING LEASES - 199 Local funds - 199-13-6269-00-003-Y-99-000-Y - $1,872, EQUIPMENT UNDER 5000 - 199 Local funds - 199-23-6398-00-003-Y-99-000-Y - $5,000, GENERAL SUPPLIES - 199 Local funds - 199-23-6399-00-003-Y-99-000-Y - $15,000, EQUIPMENT UNDER 5000 - 199 Local funds - 199-23-6398-65-003-Y-99-000-Y - $6,000, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-00-003-Y-99-000-Y - $500, EMPLOYEE TRAVEL - 199 Local funds - 199-23-6411-23-003-Y-99-000-Y - $3,500, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-13-6497-00-003-Y-30-AYP-Y - $11,500, RENTALS OPERATING LEASES - 199 Local funds - 199-11-6269-00-003-Y-11-000-Y - $1,872, EMPLOYEE TRAVEL-BILINGUAL - 163 State Bilingual - 163-13-6411-00-003-Y-25-000-Y - $700, EMPLOYEE TRAVEL-BILINGUAL ADMIN. - 163 State Bilingual - 163-13-6411-23-003-Y-25-000-Y - $10,000, LEADERSHIP EMPLOYEE TRAVEL - 163 State Bilingual - 163-23-6411-00-003-Y-25-031-Y - $1,000, EMPLOYEE TRAVEL-BILINGUAL - 263 Title III-A Bilingual - 263-21-6411-00-003-Y-25-000-Y - $500, EMPLOYEE TRAVEL-BILINGUAL - 263 Title III-A Bilingual - 263-13-6411-00-003-Y-25-000-Y - $500, EMPLOYEE TRAVEL - 211 Title I-A - 211-13-6411-23-003-Y-30-AYP-Y - $5,000, MISCELLANEOUS OPERATING COSTS - 281 ESSER II Grant Funds - 281-13-6497-00-003-Y-99-0CG-Y - $9,500, MISCELLANEOUS CONTRACTING SERVICES - 281 ESSER II Grant Funds - 281-13-6291-00-003-Y-99-0CG-Y - $15,957, STIPENDS - 164 State Career and Technical Education - 164-11-6117-00-003-Y-22-000-Y - $28,800, EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-11-6411-00-003-Y-22-000-Y - $4,600, RENTALS OPERATING LEASES - 164 State Career and Technical Education - 164-11-6269-13-003-Y-22-000-Y - $2,500, STIPENDS - 282 ESSER III Grant Funds - 282-13-6117-49-003-Y-30-000-1 - $609, CONSULTING SERVICES - 282 ESSER III Grant Funds - 282-13-6291-00-003-Y-99-HCG-1 - $1,219, TRIPLE T STIPENDS - 282 ESSER III Grant Funds - 282-13-6117-00-003-Y-23-0P7-1 - $600, STIPENDS - 282 ESSER III Grant Funds - 282-23-6117-49-003-Y-99-000-1 - $11,565, STIPENDS - 282 ESSER III Grant Funds - 282-23-6117-49-003-Y-30-000-1 - $609, STIPENDS - 282 ESSER III Grant Funds - 282-23-6117-49-003-Y-25-000-1 - $122, STIPENDS - 282 ESSER III Grant Funds - 282-31-6117-49-003-Y-30-000-1 - $609, STIPENDS - 282 ESSER III Grant Funds - 282-31-6117-49-003-Y-22-000-1 - $609, STIPENDS - 282 ESSER III Grant Funds - 282-31-6117-49-003-Y-99-000-1 - $3,652, SICK LEAVE POOL STIPENDS - 282 ESSER III Grant Funds - 282-32-6117-49-003-Y-99-000-1 - $609

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Develop traditional and online Professional Learning Communities that are based on both content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level.	**Nov**	**Jan**	**Mar**	**June**
Se desarrollaran Comunidades de Aprendizaje Profesionales de manera tradicional y en linea que sean basados en contenido academico y en pedagogia. Esta colaboracion formal entre colegas servira para desarrollar la capacidad de instruccion empezando a nivel de cada aula.	90%	95%	95%	

Milestone's/Strategy's Expected Results/Impact: Formative Results:
PLC meeting agendas, Sign-in sheets, PDS session rosters
and evaluations, BISD
Instructional Feedback reports, PDS Session Evaluations,
BOY/MOY/EOY data analysis reports
Summative Impact:
Improved Summary observation reports, STAAR scores,
TELPAS, TERRANOVA
Staff Responsible for Monitoring: Administration
Dean
Department Heads

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** All Certified Teachers and Admin. 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Student Learning 3 - School Processes & Programs 5

Strategy 3 Details	Reviews			
Strategy 3: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:	Formative			Summative
	Nov	Jan	Mar	June
-Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Oportunidades de desarrollo profesional seran otorgados al personal del campus para mejorar la provision de servicios de estudiantes de riesgo para mejorar sus logros academicos, tasa de graduacion, tasa de finalizacion y disminuir la tasa de retencion y la tasa de abandono de estudios. Las oportunidades de desarrollo profesional incluyen: Identificacion de estudiantes en riesgo de no graduarse a traves de criterio estatal y local, Tasa de Graduacion, Tasa de Finalizacion y Cohortes de Graduacion - Identificacion y matriculacion inmediata de ninos/jovenes sin hogar y ninos/jovenes no acompanados a traves de la ley McKinney-Vento y la Conformidad de Presupuesto y Programa.	75%	95%	95%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention				
Staff Responsible for Monitoring: Administration Dean				
ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Need Statements: Student Learning 3 - School Processes & Programs 5				
Funding Sources: PROFESSIONAL SALARY/WAGES - 162 State Compensatory - 162-13-6119-00-003-Y-30-000-Y - $89,589				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Teachers will be provided opportunities to meet during the school day, weekends, or after school to participate in research based professional development, Turn-Around-Trainings, and curriculum writing, or make/take sessions that produce instructional materials based on student performances on formative and summative assessments.	**Nov**	**Jan**	**Mar**	**June**
Teachers will order resources they created through media center to include booklets, banners, and laminated instructional posters as part of their planned instruction. Se les dara oportunidades a los maestros para reunirse durante el dia escolar, los fines de semana o despues de escuela para participar en desarrollo profesional basado en investigacion cientifica, Entrenamientos "Turn-Around" y desarrollo de curriculum o para hacer o asistir a sesiones que produzcan material instructivo que se base en el desempeno de examenes formativos y de resumen. Los maestros ordenaran recursos que ellos hayan creado a traves del centro multimedia que incluyan folletos, pancartas y carteles educativos laminados como parte de su instruccion planificada.	70%	85%	85%	

Milestone's/Strategy's Expected Results/Impact: Formative: Completion of instructional materials and curriculum including exams, quizzes, and group activities.

Summative: Improve
district bench mark results; improve EOC/TSI results; improved teacher walkthroughs/summatives- T-TESS;
Staff Responsible for Monitoring: Principal; Dean of Instruction; Teachers

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Student Learning 3 - School Processes & Programs 5
Funding Sources: BILINGUAL PRO. DEV GENERAL SUP. - 163 State Bilingual - 163-13-6399-00-003-Y-25-000-Y - $400, BILINGUAL CURRICULUM WRITING EXTRA DUTY PAY - 163 State Bilingual - 163-13-6118-00-003-Y25-000-Y - $360

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

School Processes & Programs
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

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)

Los docentes se mantendran al corriente con los desarrollos creativos e innovadores en el campo de la instruccion y la administracion, asi utilizaran esas tecnicas, segun sea apropiado, para mejorar el aprendizaje de los estudiantes.

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

El departamento de CTE proveera desarrollo profesional continuo a los maestros de CTE para que las oportunidades de aprendizaje ampliadas, con el uso de programas basados en investigacion y actividades, sean proporcionadas a estudiantes para garantizar mas oportunidades para estar listos para la universidad y/o una carrera.

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

Strategy 1 Details	Reviews			
Strategy 1: Campus CTE teachers and support staff will attend professional development opportunities in the areas of technology, state assessments, accountability, and EOC instructional practices including knowledge, rigor, alignment, academic vocabulary, and scaffolding and shadowing opportunities within the Region One area.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Los maestros CTE del campus y el personal de apoyo asistiran a oportunidades de desarrollo profesional en las areas de tecnologia, examenes estatales, responsabilidad y practicas educativas que incluyan conocimiento, rigor, alineamiento, vocabulario academico y oportunidades dentro del area Region One de andamiaje y observacion de trabajos.	70%	90%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development evaluation from PDS. Summative: Lesson Plan Implementation				
Staff Responsible for Monitoring: Principal; Dean of Instruction; Technology Specialist				
TEA Priorities: Connect high school to career and college - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** CTE Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Need Statements: Demographics 1 - Student Learning 1, 3, 5 - School Processes & Programs 1, 5, 12 - Perceptions 5				
Funding Sources: PROF. DEVELOPMENT-EMP. TRAVEL - 164 State Career and Technical Education - 164-13-6411-AC-003-Y-22-000-Y - $1,250, SUBSTITUTES SALARY/WAGES - 164 State Career and Technical Education - 164-11-6112-18-003-Y-22-000-Y - $37,000				

Strategy 2 Details	Reviews			
	Formative			**Summative**

Strategy 2: Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement.
 	
El Proyecto "Lead the Way" (PLTW) y entrenamientos de alineamiento de agrupaciones profesionales mejoraran la eficacia del maestro en como puede proporcionar instruccion por proyectos para alcanzar las necesidades de todo estudiante para mejorar el rendimiento general y el compromiso.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative Results: lesson plans, walkthroughs and observations including trainings and strategies
    Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways
    Staff Responsible for Monitoring: CTE Department Administration
 	
    ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** CTE Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Student Learning 3 - School Processes & Programs 5
	Nov
	
	80%
		Jan
		
		85%
			Mar
			
			85%
				June

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Student Learning

Need Statement 5: Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Need Statement 12: Need to increase STEM and real world integration showcasing student opportunities for students at all grade levels. **Data Analysis/Root Cause**: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms and we need to be more inclusive with business and community stakeholders.

Perceptions

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

Los docentes se mantendran al corriente con los desarrollos creativos e innovadores en el campo de la instruccion y la administracion, asi utilizaran esas tecnicas, segun sea apropiado, para mejorar el aprendizaje de los estudiantes.

Performance Objective 3: Social emotional related professional development will improve staff effectiveness in providing a safe student centered environment.

El desarrollo profesional relacionado con lo socioemocional mejorara la eficacia del personal para brindar un entorno seguro y centrado en los estudiantes.

Evaluation Data Sources: Formative: Sign-in Sheets;
Summative: Evaluation reports

Strategy 1 Details	Reviews			
Strategy 1: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: social-emotional learning, poverty related issues, safety issues, diversity, cultural competence, managing stress and student behavior issues, and other social-emotional learning competencies. Oportunidades de desarrollo profesional seran proporcionadas al personal del campus para mejorar la provision de servicios para estudiantes de riesgo para mejorar el logro academico, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y abandono de estudios. Oportunidades de desarrollo profesional incluiran: aprendizaje socioemocional, cuestiones relacionadas con la pobreza, cuestiones de seguridad, diversidad, competencia cultural, como manejar el estres y cuestiones de comportamiento estudiantil y otras competencias de aprendizaje socioemocionales. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in Sheets; Summative: Less discipline referrals; **Staff Responsible for Monitoring:** Dean of Instruction Counselors **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - **Population:** All Faculty and Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 3 - School Processes & Programs 5	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%	85%	85%	

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

Performance Objective 3 Need Statements:

Student Learning

Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

School Processes & Programs

Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

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)

Los docentes se mantendran al corriente con los desarrollos creativos e innovadores en el campo de la instruccion y la administracion, asi utilizaran esas tecnicas, segun sea apropiado, para mejorar el aprendizaje de los estudiantes.

Performance Objective 4: All campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

Todo el personal del campus participara en entrenamientos continuos requeridos relacionados con cuidados informados de trauma y escuelas solidarias y seguras.

    Evaluation Data Sources: Training records for campus implementation/documentation

Strategy 1 Details	Reviews			

Strategy 1: All teachers, principals, and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students well-being and apply interventions for academic and emotional support. (Policy FFBA).
 	
 Todos los maestros, directores y consejeros completaran un entrenamiento sobre cuidados informados sobre trauma de un programa aprobado por el estado para incrementar la sensibilizacion e implementar las mejores practicas para apoyar el bienestar de los estudiantes y aplicar intervenciones de apoyo academico y emocional.
    Milestone's/Strategy's Expected Results/Impact: Formative Training Records; Summative end of year reports
    Staff Responsible for Monitoring: Guidance/Administration; Police and Security; Campus Threat Team Leaders
 	
    Population: All faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Student Learning 3 - School Processes & Programs 5
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	70%	85%	90%	

Strategy 2 Details	Reviews			
Strategy 2: Pace will have a trained Threat Assessment Team that will develop a safe and supportive school program and enforce the district's multi-hazard emergency operation plan in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the school community or individual(s). Pace tendra un equipo entrenado en Evaluacion de Amenaza que desarrollara un programa escolar seguro y solidario que hara cumplir el plan multirriesgo de emergencia del distrito que cumple con los requisitos de TEA. El equipo proveera guia a estudiantes y a empleados del campus sobre como reconocer comportamientos daninos, amenazantes o violentos que pudieran suponer una amenaza a la comunidad escolar o a un individuo o individuos. **Milestone's/Strategy's Expected Results/Impact:** Training records; more awareness and proactive approaches; **Staff Responsible for Monitoring:** Guidance/counseling;; Administration; Police and Security Service Administrators; Campus Threat Assessment Team Leaders; **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 10 - School Processes & Programs 2 - Perceptions 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	90%	95%	

Strategy 3 Details	Reviews			
Strategy 3: Pace will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse, anti-victimization program that includes presentations to students and campus staff (Policy FFG). Pace entrenara a personal designado sobre abuso sexual infantil, trata de personas y otros maltratos infantiles. Cada campus debera proveer programas en contra del abuso infantil y en contra la victimizacion que incluyan presentaciones a estudiantes y al personal del campus (Politica FFG). **Milestone's/Strategy's Expected Results/Impact:** Formative: Training Records; Summative: End of Year trainings; Awareness **Staff Responsible for Monitoring:** Guidance and Counseling; Police and Security Administrators; Campus Threat Assessment Team Leaders; **ESF Levers:** Lever 3: Positive School Culture - **Population:** All faculty and staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 10 - School Processes & Programs 2 - Perceptions 1	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	95%	95%	

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

Performance Objective 4 Need Statements:

Student Learning
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.
Need Statement 10: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

School Processes & Programs
Need Statement 2: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Perceptions
Need Statement 1: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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)

La instruccion basada en la tecnologia usara hardware (partes fisicas de la computadora) y la aplicacion informatica para abordar las deficiencias que tengan los estudiantes en riesgo de abandonar sus estudios, asi como tambien las deficiencias en las destrezas de instruccion de los maestros, a traves de aprendizaje adaptivo, personalizado, flexible y suplemental que aumente cuando sea comparado a datos comparables del 2019-2020.

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

Strategy 1 Details	Reviews			
Strategy 1: Purchase calculators, desktops, MOBI's, printers, chrome books, laptops, I-PADS, desktop computers and any relevant software programs needed to build labs, COWS, or mini labs for teachers to use instructionally in their classrooms, and students to use for credit recovery, testing, written and oral language development, instruction, remediation and research/reports in their classroom or other instructional facilities on campus.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Comprar calculadoras, ordenadores de mesa, MOBI's, impresoras, Chrome Books, ordenadores portatiles y cualquier programa de software relevante necesitado para construir laboratorios, COWS o mini laboratorios para que los maestros usen en la instruccion de sus clases y para que los estudiantes usen para recuperar creditos, presentar examenes, desarrollo oral o por escrito, instruccion, cursos de recuperacion e investigacion/ reportes.	80%	90%	95%	
Milestone's/Strategy's Expected Results/Impact: Student usage reports and grades as provided through the following software: Edgenuity A+ Learning				
Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate				
Staff Responsible for Monitoring: Dean of Instruction				
ESF Levers: Lever 4: High-Quality Curriculum - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Need Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 10 - Perceptions 5				
Funding Sources: SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI - 162 State Compensatory - 162-11-6398-62-003-Y-30-000-Y - $39,122, COMPUTER SUPPLIES FOR INSTRUCTION - 211 Title I-A - 211-11-6399-62-003-Y-30-0F2-Y - $4,481, MISCELLANEOUS CONTRACT - 197 Projects--				

TRE/Library - 197-12-6399-62-003-y-99-000-Y - $9,000, EQUIPMENT UNDER $5000 - 163 State Bilingual - 163-11-6398-62-003-Y-25-000-Y - $2,900, GENERAL SUPPLIES EQUIPMENT - 162 State Compensatory - 162-11-6399-62-003-Y-30-000-Y - $6,121, MISCELLANEOUS CONTRACTED SERVICES- BILINGUAL - 263 Title III-A Bilingual - 263-11-6299-00-003-Y-25-031-Y - $5,000, MISCELLENAEOUS CONTRACTED SERVICES-BILINGUAL SOFTWARE - 263 Title III-A Bilingual - 263-11-6299-62-003-Y-25-031-Y - $31,050, LEP EL ADMIN EQUIPMENT UNDER 5000 - 263 Title III-A Bilingual - 263-11-6398-003-Y-25-000-Y - $5,328, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-11-6299-00-003-Y-24-STM-Y - $4,500, MISCELLANEOUS CONTRACTED SERVICES - 211 Title I-A - 211-11-6299-00-003-Y-24-HQU-Y - $4,500, MISCELLANEOUS CONTRACTED COSTS-FEES - 211 Title I-A - 211-31-6497-00-003-Y-30-0F2-Y - $800, EQUIPMENT UNDER $5000 - 281 ESSER II Grant Funds - 281-11-6118-00-003-Y-00- - $200,944, SOFTWARE- SUMMIT K12 - 281 ESSER II Grant Funds - 281-11-6395-62-003-Y-99-0CG-Y - $8,000, EQUIPMENT GENERAL SUPPLIES - 166 State Special Ed. - 166-11-6399-62-003-Y-23-000-Y - $1,400, EQUIPMENT UNDER $5000 - 166 State Special Ed. - 166-11-6398-62-003-Y-23-R75-Y - $3,856, MISC. CONTRACTED SERIVCES - 164 State Career and Technical Education - 164-11-6299-62-003-Y-22-000-Y - $6,400, SUPPLIES & MATERIALS-SOFTWARE - 164 State Career and Technical Education - 164-11-6395-62-003-Y-000-Y - $3,000, EQUIPMENT UNDER 5000 - 164 State Career and Technical Education - 164-11-6398-62-003-Y-22-000-Y - $17,100, GENERAL SUPPLIES - 164 State Career and Technical Education - 164-11-6399-62-003-Y-22-000-Y - $3,380, MISCELLANEOUS CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-62-003-Y-99-OES-1 - $7,711, MISCELLANEOUS CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-62-003-Y-99-HCG-1 - $49,847, MISCELLANEOUS CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-62-003-Y-25-HCG-1 - $53,475, MISCELLANEOUS CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-00-003-Y-99-HCG-1 - $26,900, MISCELLANEOUS CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-00-003-Y-11-HCG-1 - $4,500, MISCELLANEOUS CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-62-003-Y-11-HCG-1 - $20,917, EQUIPMENT UNDER $5000- CTE - 282 ESSER III Grant Funds - 282-11-6398-62-003-Y-22-000-1 - $60,000, EQUIPMENT UNDER $5000- STRUCTURE FOR LIFE - 282 ESSER III Grant Funds - 282-11-6398-62-003-Y-23-0P5-1 - $13,496, MISCELLANEOUS CONTRACT CARRYOVER - 282 ESSER III Grant Funds - 282-11-6299-00-003-Y-99-MH1-1` - $4,608

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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: Integrate textbook technology resources and digital supplemental materials to the district scope and sequence lesson and activities into the curriculum to improve student performance along with high interest digital resources and print books. Students will also have access to digital textbooks, print books, and any supplemental digital and/or non-digital materials. Integrar los recursos de la tecnologia de texto y el material digital complementario a las lecciones y actividades del alcance y secuencia del distrito en el curricular para mejorar el desempeno estudiantil con gran interes en los recursos digitales y libros impresos. Los estudiantes tambien tendran acceso a libros de texto digitales y libros impresos y cualquier material digital o no digital complementario. **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate **Staff Responsible for Monitoring:** Dean of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 10, 13 - Perceptions 3, 5	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	80%	80%	

Strategy 2 Details	Reviews			
Strategy 2: The District will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.	**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:** Dean of Instruction **ESF Levers:** Lever 5: Effective Instruction - **Population:** 9-12 Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	80%	85%	85%	

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

School Processes & Programs

Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions

Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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: Provide technology: routers, hardware , and materials necessary to build and maintain infrastructure in classrooms of all sizes and other areas of the school for instruction, administration, and staff, including, but not limited to the cafeteria, gym and the library. Proveer tecnologia: enrutadores, hardware, y materiales necesarios para construir y mantener la infraestructura en las aulas de todo tamano y otras areas de la escuela para la instruccion, la administracion y el personal, incluyendo, pero no limitado a la cafeteria, el gimnasio y la biblioteca.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	85%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative: Student usage reports and grades as provided through the following software: Edgenuity, AWARE, , EL software; Increased efficiency in providing services to all stakeholders Summative: Classroom averages, retention rates, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR, Retention Rate, Dropout Rate, Completion Rate, Graduation Rate Increased efficiency in providing services to all stakeholders **Staff Responsible for Monitoring:** Dean of Instruction **ESF Levers:** Lever 5: Effective Instruction - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 13 - Perceptions 3, 5				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 3 Need Statements:

Demographics

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions

Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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 implement the district's district 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: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies **Staff Responsible for Monitoring:** Dean of Instruction, TST **ESF Levers:** Lever 3: Positive School Culture - **Population:** 9-`12 Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 10 - Perceptions 5	85%	85%	90%	
0% No Progress	100% Accomplished	➡ Continue/Modify	✗ Discontinue	

Performance Objective 4 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.
School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.
Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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 create a database of leaders with expertise in technology integration to provide classroom level partnerships.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records **Staff Responsible for Monitoring:** Dean of Instruction **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 3 - School Processes & Programs 5	85%	85%	90%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 5 Need Statements:

Student Learning
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

School Processes & Programs

Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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

Proveer desarrollo profesional competente y basado en investigacion, desarrollar Comunidades Profesionales de Aprendizaje y proveer recursos tecnologicos y Desarrollo Profesional que apoye al aprendizaje personalizado, flexible y mezclado a traves de todas las areas de estudio.

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 professional development in technology and other resources for technology to improve teacher use of media and computer programs /software and projectors to ensure improved teacher effectiveness and improve student performance and to support personalized, flexible, blended learning across all content areas. Los maestros y los lideres de la escuela participaran en un minimo de 12 horas de desarrollo profesional en tecnologia y otros recursos para la tecnologia para mejorar el uso de los medios por parte de los maestros y programas de ordenador/ software y proyectores para asegurar la eficacia mejorada por parte de los maestros y asi mejorar el desempeno estudiantil y apoyar el aprendizaje personalizado, flexible y mezclado a traves de todas las areas de estudio.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	85%	80%	80%	
Milestone's/Strategy's Expected Results/Impact: More technological instruction in the classrooms and improved scores in all areas: Formative: Benchmarks, Projects, Summative: Standardized tests, surveys, digital portfolios **Staff Responsible for Monitoring:** Dean of Instruction, TST **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Teachers 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 5, 13 - Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Campus personnel will have opportunities to attend national, state, regional, and local conferences to engage in research-based professional development that will support transformational reform strategies, best practices, and student learning. El personal del campus tendra oportunidades para asistir a conferencias nacionales, estatales, regionales y locales para participar en desarrollo profesional basado en investigacion que apoye las estrategias de reforma transformadora, mejores practicas y aprendizaje estudiantil. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmarks, Projects, Summative: Standardized tests, surveys, digital portfolios **Staff Responsible for Monitoring:** Dean of Instruction **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction **Need Statements:** Student Learning 3 - School Processes & Programs 5	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	95%	95%	

Strategy 3 Details	Reviews			
Strategy 3: Pace will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Survey of staff Summative Results: Survey EOY report **Staff Responsible for Monitoring:** Dean; TST **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	85%	90%	

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

Performance Objective 6 Need Statements:

Demographics
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

School Processes & Programs
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.
Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions
Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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 District 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 at the campuses for computer/ technology enhanced instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports **Staff Responsible for Monitoring:** TST, Dean of Instruction **ESF Levers:** Lever 5: Effective Instruction - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 1, 5 - Perceptions 5	80%	85%	95%	
0% **No Progress** 100% **Accomplished** → **Continue/Modify** ✕ **Discontinue**				

Performance Objective 7 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

La tecnologia se implementara y sera utilizada para incrementar la eficacia del aprendizaje estudiantil, la gestion de la ensenanza, el desarrollo del personal y la administracion.

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: Pace will use technology surveys conducted for addressing Closed--Instructing and preparing for the 2020-2021 School year instead of the Future Ready Framework Technology Survey in Spring 2022 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies for technology for the 2021-2022 Campus Improvement Plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas and attendance records Presentations BOY Surveys Summative Results: Agendas Sign in Sheets Presentations EOY Surveys **Staff Responsible for Monitoring:** Educational Technology Integration Specialist, ISET Director, Technology Services Administrator **ESF Levers:** Lever 5: Effective Instruction - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 10 - Perceptions 5	80%	80%	90%	
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Performance Objective 8 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

Perceptions
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

A traves de esfuerzos para prevenir el abandono de los estudios, todo estudiante asistira a la escuela hasta lograr su diploma de bachillerato.

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

Incrementar la asistencia general del campus a una tasa del 96.8% y mejorar la tasa de asistencia de la poblacion en riesgo en un 10% con respecto al ano anterior.

> **Targeted or ESF High Priority**
>
> **Evaluation Data Sources:** campus attendance rates, At-Risk Student Attendance

Strategy 1 Details	Reviews			

Strategy 1: Provide teachers and staff the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles, and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.
 	
Proveer a los maestros y al personal con las metas de la tasa de asistencia del distrito encontradas en el Plan de Mejora del Campus proporcionando un plan que incluya procedimientos, las funciones y responsabilidades del personal involucrado en trabajar con la asistencia del campus y asegurar la actualizacion diaria de la asistencia.
    Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS Reports of Attendance Weekly Rates; Parent Truancy Court Notice; No Credit Process; Student Attendance Plans
    Summative: PEIMS District and Campus Attendance Percentage Rates
    Staff Responsible for Monitoring: PEIMS Administrator and Campus Faculty and Staff
    Parent Liaisons ; Dropout Program Specialist
    CIS
 	
    ESF Levers: Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Need Statements: Demographics 2 - School Processes & Programs 13 - Perceptions 3
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	80%	75%	80%	

Strategy 2 Details	Reviews			
Strategy 2: To better support student achievement and improve student attendance, campus Parent Liaisons will be proactive by monitoring student attendance through daily, weekly, and six weeks attendance reports. Parents of students with excessive policy as per district policy will be issued warning notices, no credit letters, and/or court notification as needed.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Para mejor apoyar el logro estudiantil y mejorar la asistencia, la persona de enlace entre los padres de familia y la escuela sera proactivo a traves de reportes de monitoreo diario, semanal y de cada seis semanas de la asistencia estudiantil. Padres de familia con estudiantes que tengan faltas excesivas, segun con la politica del distrito, recibiran avisos de advertencia, cartas de no credito y/o notificaciones de la corte cuantas veces sea necesario. **Milestone's/Strategy's Expected Results/Impact:** Formative: School Messenger System Reports; e school Attendance Reports, District Attendance, Truancy Court Sworn Affadavits Filed; No Credit Letters Summative: STAAR, Retention Rate, Attendance Rate, Completion Rate, Graduation Rate **Staff Responsible for Monitoring:** Program Specialist; At-Risk Counselor CIS **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - School Processes & Programs 13 - Perceptions 3	90%	90%	90%	

Strategy 3 Details	Reviews			
Strategy 3: Campus incentives at the end of the semester to students who meet attendance goals	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Incentivos del campus al final de cada semestre seran otorgados a estudiantes que lograron metas de asistencia.
    Milestone's/Strategy's Expected Results/Impact: Formative Results: Published list of students receiving incentives;
Summative Impact: PEIMS District Attendance Percentage Rates
    Staff Responsible for Monitoring: Principal, PEIMS Assistant Principal
 	
ESF Levers: Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Demographics 2 - School Processes & Programs 13 - Perceptions 3
Funding Sources: AWARDS - 199 Local funds - 199-23-6498-00-003-Y-99-000-Y - $20,000
	85%	90%	100%	

Strategy 4 Details	Reviews			
Strategy 4: Training on the implementation of new TSDS statewide system for Student Accounting will be provided to campus teachers .	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Entrenamiento sobre la implementacion del nuevo sistema a nivel estatal llamado TSDS para dar cuentas sobre los estudiantes sera proporcionado a los maestros del campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PEIMS Sign-in Sheets; PEIMS Reports; Professional Development Session Evaluation Report Summative Report: Reports with no errors **Staff Responsible for Monitoring:** PEIMS Administrator; Campus Grade Level Administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Population:** All Teachers and Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 2 - School Processes & Programs 13 - Perceptions 3	60%	80%	85%	

Strategy 5 Details	Reviews			
Strategy 5: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Para reducir las faltas estudiantiles el personal del campus sera proactivo a traves de monitorear la asistencia estudiantil y de empezar medidas preventivas del absentismo estudiantil (TPM) despues de la tercera falta. Esto incluira dar al estudiante y al padre de familia un Plan de Asistencia durante una conferencia que involucre a las partes interesadas y que se llevara a cabo en la escuela para prevenir mas faltas de parte del estudiante. **Milestone's/Strategy's Expected Results/Impact:** Formative: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance Reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: PEIMS Attendance Data **Staff Responsible for Monitoring:** PEIMS Administration, Campus Administration, Campus Nurses, Counselors, Parent Liaison **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - **Population:** All Students, Teachers, and Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 13 - Perceptions 3, 5	80%	100%	100%	

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: NGS Migrant clerks will: encode all required data into the NGS System and conduct all required activities, utilize the Migrant Student Information Exchange System to promote interstate coordination and timely records exchange, coordinate with Texas Migrant Interstate Program in order to serve students from BISD who may attend out-of-state schools. Personal NGS del departamento del Migrante codificara todo dato requerido al Sistema NGS y llevara a cabo toda actividad requerida usando la informacion del sistema de intercambio del estudiante migrante para promover la coordinacion interestatal e intercambio oportuno de registros y coordinar con el programa interestatal del migrante tejano para asi atender a los estudiantes del BISD quienes quizas asistan a escuelas fuera del estado.	**Nov**	**Jan**	**Mar**	**June**
	90%	85%	90%	

Milestone's/Strategy's Expected Results/Impact: Formative: PDS Training Certificates, NGS Reports, Region One Audit Results
Summative: Increase in numbers of students enrolled in MSIX and referrals to TMIP.

Staff Responsible for Monitoring: Campus Migrant Clerks; NGS Data Specialist

ESF Levers: Lever 3: Positive School Culture - **Population:** All Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** November 22, 2021
Need Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 13 - Perceptions 3, 5

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

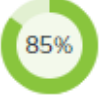| School Processes & Programs |
|---|
| **Need Statement 1**: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia. |
| **Need Statement 13**: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time. |

Perceptions
Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

A traves de esfuerzos para prevenir el abandono de los estudios, todo estudiante asistira a la escuela hasta lograr su diploma de bachillerato.

Performance Objective 2: Reduce the Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 93.3%.

Reducir la tasa de abandono de estudio a menos de 1%, incrementar la tasa de completar la preparatoria a 95% e incrementar la tasa de graduacion de la preparatoria a un 93.3%.
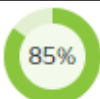
Evaluation Data Sources: Drop-out and Graduation rate reports.

Strategy 1 Details	Reviews			
Strategy 1: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, and parent conferences in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Monitorear y recuperar a estudiantes clasificados como desertores escolares en un ciclo sistemico a traves de esfuerzos de recuperacion de desertores escolares que incluyan "Walk for the Future" y conferencias con padres de familia para asi mejorar los logros de estudiantes en riesgo, la asistencia, tasa de graduacion, tasa de completar la preparatoria y disminuir la tasa de retencion y la tasa de abandono de estudios. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased At-risk Retention, Graduation, and Completion Rates; +Decreased dropout rate **Staff Responsible for Monitoring:** Administration, Drop-Out Specialist, At-Risk Counselor **ESF Levers:** Lever 3: Positive School Culture - **Population:** At-Risk Population - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 2 - Student Learning 1 - School Processes & Programs 1, 13 - Perceptions 3, 5 **Funding Sources:** Walk for the Future MISC. OPERATING COSTS - 162 State Compensatory - 162-61-6499-53-003-Y-30-WTF-Y - $200, WALK FOR THE FUTURE GENERAL SUPPLIES - 162 State Compensatory - 162-61-6399-00-003-Y-30-WTF-Y - $200	85%	70%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide a Program Specialist to monitor and coordinate dropout intervention programs for students in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention and dropout rate.	**Nov**	**Jan**	**Mar**	**June**
Proporcionar un especialista en programas que monitoree y coordine programas de intervencion en contra del abandono de estudios para mejorar logros de estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de completar la preparatoria y a la vez disminuir las tasas de retencion y el abandono de estudios. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate, +Increased Dual enrollment credits earned **Staff Responsible for Monitoring:** Principal; Dean of Instruction; Assistant Principal; Campus Dropout Program Specialist **ESF Levers:** Lever 3: Positive School Culture - **Population:** At-Risk Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** PROGRAM SPECIALIST - 162 State Compensatory - 162-23-6119-00-003-Y-30-037-Y - $66,161	80%	85%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Provide an At-Risk Counselor/Supplemental Counselor/Transitional Counselor who will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention and dropout rate. Proporcionar un consejero que trabaje con estudiantes en riesgo/consejero suplementario/consejero de transicion quien monitoree y coordine programas de intervencion para mejorar logros de estudiantes en riesgo, la asistencia, la tasa de graduacion, el exito de la inscripcion dual, la tasa de completar la preparatoria y reducir la retencion y tasa de abandono de estudios.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	40%	85%	85%	

Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report,
eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores
including TSI, Student Progress Reports
Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates
+Decreased dropout rate, +Increased Dual enrollment credits earned

Staff Responsible for Monitoring: Dean of Instruction; Administrator for State Compensatory Education
At-Risk Counselor

TEA Priorities: Connect high school to career and college - **Population:** At-Risk Students - **Start Date:**
August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: COUNSELOR SALARY AND FRINGES - 162 State Compensatory -
162-31-6119-00-003-Y-30-000-Y - $74,860

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: A Communities in Schools Site Coordinator will work with At-Risk students by providing guidance and available information about programs and resources including pregnancy related services in order to improve at-risk student achievement, attendance, at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.	**Nov**	**Jan**	**Mar**	**June**
Un coordinador de sitio de Comunidades en las Escuelas trabajara con estudiantes en riesgo brindando guianza e informacion disponible sobre programas y recursos que incluyan servicios relacionados con el embarazo para mejorar los logros de la poblacion en riesgo, la asistencia, la tasa de graduacion, la tasa de completar la preparatoria y disminuir la retencion y el abandono de estudios.	80%	80%	80%	

Milestone's/Strategy's Expected Results/Impact: Results/Impact Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores
including TSI, Student Progress Reports
Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate, +Increased Dual enrollment credits earned

Staff Responsible for Monitoring: Dean of Instruction; Administrator for State Compensatory Education
At-Risk Counselor

ESF Levers: Lever 3: Positive School Culture - **Population:** At-Risk Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: CIS CONTRACTED SERVICES - 162 State Compensatory - 162-32-6299-00-003-Y-24-CIS-Y - $25,000

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Provide pregnant and teen parents Pregnancy Related Services, Compensatory Home Instruction, and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention and dropout rate.	**Nov**	**Jan**	**Mar**	**June**
Proveer a adolescentes embarazadas y a padres adolescentes servicios relacionados con el embarazo, la Ensenanza Compensatoria en Casa y guarderia como sea disponible en la escuela Lincoln Park para mejorar el logro estudiantil, la asistencia, la tasa de graduacion, la tasa de completar la preparatoria y disminuir la retencion y el abandono de estudios. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Dean of Instruction Drop Out Specialist Counselors **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	80%	80%	80%	

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Nov**	**Jan**	**Mar**	**June**
Una despensa de alimentos y un closet de ropa podrian ser aplicados en el campus para ofrecer comida, productos de higiene, utiles escolares y ropa a estudiantes identificados como en riesgo, sin hogar o jovenes no acompanados tal como sea necesario y asi mejorar los logros de estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de completar la preparatoria y disminuir la retencion y la tasa de abandono de estudios. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Dean of Instruction, Drop-Out Prevention Specialist, CIS **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	85%	80%	80%	

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

Performance Objective 2 Need Statements:

Demographics

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

School Processes & Programs

Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions

Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

A traves de esfuerzos para prevenir el abandono de los estudios, todo estudiante asistira a la escuela hasta lograr su diploma de bachillerato.

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

El Campus desarrollara estrategias de prevencion y de intervencion que aumenten los logros de estudiantes en riesgo en los examenes STAAR por un 10%.

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

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Se proporcionara instruccion acelerada en el plan de estudios basico durante el dia, la semana y/o el ano extendido por lo menos dos veces por semana. *Programas tutoriales regulares/ extendidos ayudaran a mejorar los logros de estudiantes de riesgo, la tasa de graduacion, la tasa de completar la preparatoria y tambien disminuir la retencion y la tasa de abandono de estudios.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	80%	80%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports, Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students **Staff Responsible for Monitoring:** Dean of Instruction; STARS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 1, 10 - Perceptions 5				

Strategy 2 Details	Reviews			
Strategy 2: Additional core teachers will offer supplemental instruction to At-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and drop-out rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Maestros adicionales de materias basicas ofreceran instruccion suplemental a estudiantes de riesgo para asi mejorar los logros estudiantiles, la asistencia, la tasa de graduacion, la tasa de completar la preparatoria y tambien reducir la retencion y la tasa de abandono de estudios. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress; Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Principal; Dean of Instruction; Assistant Principal; Administrator for State Compensatory Education **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 2 - School Processes & Programs 10	80%	80%	75%	

Strategy 3 Details	Reviews			
Strategy 3: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Complementar el Programa de Dislexia para ofrecer intervenciones de lenguaje y alfabetizacion como sean necesarias para mejorar los logros estudiantiles, la asistencia, la tasa de graduacion, la tasa de completar la preparatoria, y reducir la retencion y el abandono de estudios. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year **Staff Responsible for Monitoring:** Dyslexia Teacher **ESF Levers:** Lever 3: Positive School Culture - **Population:** Dyslexic Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5	75%	80%	80%	

Strategy 4 Details	Reviews			
Strategy 4: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Proporcionar instruccion basada en ensenanza por ordenador en el plan de estudios basico y tambien ofrecer dispositivos de asistencia a la adaptacion para mejorar los logros estudiantiles, la asistencia, la tasa de graduacion, la tasa de completar la preparatoria y tambien reducir la retencion y el abandono de estudios.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	80%	80%	
Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Dean of Instruction, STARS Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1, 2 - Student Learning 1, 2 - School Processes & Programs 1, 10, 13 - Perceptions 3, 5				

Strategy 5 Details	Reviews			
Strategy 5: In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Para incrementar la sensibilizacion de las necesidades de los estudiantes migrantes, los maestros y el personal del campus de BISD a traves de la distribucion mensual de la Herramienta de Monitoreo PFS y tambien a traves de reuniones agendadas seran proporcionados con informacion migrante apropiada para que intervenciones sean aplicadas a estudiantes migrantes de una manera apropiada y oportuna.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	85%	70%	80%	
Milestone's/Strategy's Expected Results/Impact: Campus Principals, Dean of Instruction **Staff Responsible for Monitoring:** Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results, STAAR, PBMAS Report Performance and Staging **ESF Levers:** Lever 3: Positive School Culture - **Population:** Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5				

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

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 10: Need to increase supplemental instructional materials to improve reading, writing, and literacy skills through quality technology, software, and network access. **Data Analysis/Root Cause**: Campus surveys and informal feedback all support the need of having 1:1 devices for students. 2019 STAAR/EOC showed that reading/writing were still lowest performing areas overall for BISD students. 2021 data indicates that the greatest drop was mathematics but Pace ELAR data was also below 2019.
Need Statement 13: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.

Perceptions
Need Statement 3: Need to increase attendance for students and teachers and improve school climate through safety checks, security/police, and a safe and disciplined environment conducive to student learning. **Data Analysis/Root Cause**: Pace is still in recovery mode from COVID-19 and students and faculty are transitioning back to being in school full-time.
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

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)

A traves de esfuerzos para prevenir el abandono de los estudios, todo estudiante asistira a la escuela hasta lograr su diploma de bachillerato.

Performance Objective 4: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student

Implementar un sistema sostenible y coordinado de salud que provea herramientas de bienestar y recursos que promuevan el desarrollo a largo plazo a traves de la asistencia estudiantil y el exito del estudiante en su totalidad.

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: To promote physically and emotionally healthy students, the campus will utilize the -PAPA (Parenting and Paternity Awareness) curriculum; -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Para promover estudiantes fisicamente y emocionalmente saludables, el campus utilizara el plan de estudios -PAPA (Sensibilizacion a la Crianza y a la Paternidad); -CATCH (Un Enfoque en la Salud Infantil Coordinada) y -SHAC (Comite Asesor de Salud Escolar) para abordar areas que incluyan la Prevencion de la Violencia en el Noviazgo y el Abuso Sexual Infantil. **Milestone's/Strategy's Expected Results/Impact:** Health Screenings Formative: Daily Screening reports Summative: Year comparison on results. **Staff Responsible for Monitoring:** Assistant Principal Dean of Instruction **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum - **Population:** Students 9-12 - **Start Date:** August 12, 2020 - **End Date:** May 27, 2021 **Need Statements:** Demographics 1 - Student Learning 1, 3, 10 - School Processes & Programs 1, 2, 5 - Perceptions 1, 5 **Funding Sources:** GENERAL SUPPLIES-PE - 199 Local funds - 199-11-6399-51-003-Y-11-000-Y - $1,500, EXTRA DUTY PAY OVERTIME - 199 Local funds - 199-33-6118-00-003-Y-99-000-Y - $180, PROFESSIONAL SALARY AND WAGES - 211 Title I-A - 211-33-6119-00-003-Y-30-0F2-Y - $58,847, GENERAL SUPPLIES FOR NURSES - 211 Title I-A - 211-33-6399-00-Y-30-0F2-Y - $850	80%	25%	25%	

Strategy 2 Details	Reviews			
Strategy 2: Pace PE teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities with the Adapted PE Teachers to address CATCH, IEP's, and ELPS in lesson plans.	Formative			Summative
	Nov	Jan	Mar	June
Los maestros de educacion fisica de Pace implementaran los TEKS con su documento de alcance y secuencia para todos los estudiantes, en particular, coordinar actividades con los maestros de educacion fisica adaptiva para abordar CATCH, IEP's y los ELPS en sus planes de estudio. **Milestone's/Strategy's Expected Results/Impact:** Formative: To include more activities for the Adapted PE students, Summative: Fitness Results will improve for all students and CATCH Binder evaluation score will improve. **Staff Responsible for Monitoring:** Administration Special Education and PE Department Heads and Teachers **ESF Levers:** Lever 3: Positive School Culture - **Population:** SPED Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	75%	75%	80%	

Strategy 3 Details	Reviews			
Strategy 3: Pace Health teachers will implement TEKS with Scope and Sequence for all students, in particular, coordinate activities using community resources to demonstrate to students consequences for high-risk behavior. Materials needed would be computer goggles to demonstrate effects of alcohol and drunk driving and crying dolls. Community speakers will also be invited to speak to students along with coordination with the counseling center.	Formative			Summative
	Nov	Jan	Mar	June
Los maestros de Salud de Pace implementaran TEKS con su documento de alcance y secuencia para todos los estudiantes, en particular, coordinar actividades usando los recursos de la comunidad para demostrar a todo estudiante las consecuencias de un comportamiento de alto riesgo. Los materiales necesarios serian gafas de ordenador para demostrar los efectos del alcohol y lo peligroso que es conducir ebrio usando munecas lloronas. Ponentes de la comunidad tambien seran invitados para que platiquen con estudiantes en coordinacion con el centro de consejeria. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans Summative: Less incidences on campus of illegal behavior **Staff Responsible for Monitoring:** Administration Teachers **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Population:** Students 9-12 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 5	80%	80%	85%	

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

Performance Objective 4 Need Statements:

Demographics
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

Student Learning
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 3: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.
Need Statement 10: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.

School Processes & Programs
Need Statement 1: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.
Need Statement 2: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.
Need Statement 5: Need for personalized professional development will be given to all instructional and support personnel on topics relevant to their position, such as, but not limited to, literacy, differentiated instruction, curriculum alignment, diverse forms of instructional technology, and meeting the social, emotional and academic needs of all students and adult stakeholders. **Data Analysis/Root Cause**: Surveys and informal feedback indicate that resources need to be allocated that supports online and blended instruction and professional development in a 21st century classroom.

Perceptions
Need Statement 1: Need to provide students, parents, and all school staff more trainings on bullying, character education, poverty related issues, health related issues, safety, suicide, and other social/emotional issues from qualified staff or consultants to meet student concerns. **Data Analysis/Root Cause**: Teenagers are feeling more isolated from the effects of COVID-19 and both adults and students are still feeling overwhelmed in returning to school , face-to-face, during 2021-2022.
Need Statement 5: Need to increase academic, technology, social, health, emotional and nutritional supports for students to decrease achievement gaps, dropout rates, and maintain completion and graduation rates for all populations, especially our struggling students, and highly able learners using appropriate supports. **Data Analysis/Root Cause**: Data from Parent and Student Needs Surveys and additional parent surveys show this as a need. Student performance gaps continue for students identified as At-Risk or for program services including Emerging Bilingual/ESL and 504 Dyslexia.

State Compensatory

Budget for Pace Early College High School

Total SCE Funds:
Total FTEs Funded by SCE: 7.2
Brief Description of SCE Services and/or Programs

Personnel for Pace Early College High School

Name	Position	FTE
Adriana Lopez	At-Risk Counselor	1
Ashley Saenz	Science Teacher	1
Blanca Pena	Program Drop Out Specialist	1
Carolina Oviedo	Math Teacher	0.1
Efrain Lopez	Credit Recovery Teacher	1
Larissa Macias	Science Teacher	1
Lisa Howell	Dean of Instruction	1
Raul Alvarado	History Teacher	1
Roberto Ramirez Jr.	Social Studies Teacher	0.1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Pace ECHS continuously reviews data to assess and rea-assess progress towards meeting district and campus goals and performance objectives. Campus, staff, parent, and student needs assessment perceptual surveys and comprehensive needs assessement surveys by departments are conducted every spring. Data from these campus and district surveys are used as part of our needs assessment. The Department heads submitted their CNA in March 2021 and the SBDM met and reviewed the Campus Improvement Plan on April 28, 2021 to determine campus strengths and needs.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was refined late April 2021 and throughout May 2021 before adjourning for the summer. Nominations for SBDM members will be held in late August when we come back to school.

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

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM supported by facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The 2020-2021 Plan was approved by members on April 2020. The plan was reviewed quarterly on the following months as a whole: October, December, and February.

The summative evaluations were completed for our April 28th meeting.

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

CIP is made available to the public, parents and TEA through the BISD and Pace ECHS websites as well as hard copies available on campus in English. Through parental involvement meetings, presentations, and open house, parents are provided information regarding the Campus Improvement Plan activities in both English and Spanish. The CIP information is translated to Spanish by campus staff upon request. The current plan has been translated into Spanish, which is the domininant language of the region, and will be revised to note new changes over the summer. A hard copy is available upon request.

2.4: Opportunities for all children to meet State standards

Pace ECHS has included strategies in Goal 1 and Goal 9 to provides students, in particular students at-risk and those provided special services, with opportunities to meet state standards through challenging classroom instruction that includes appropriate instructional materials, campus developed and state assessments, and access to core area instructional intervention and accelerated instruction activities. We also use small group instruction in and out of the classroom. This also includes increasing time after school to work on STARS. We also work with the Program Specialist, the At-Risk Counselor and the Communities in School staff member to make sure that all our students are being serviced.

2.5: Increased learning time and well-rounded education

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

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

Pace ECHS students are provided opportunities in all core areas for accelerated instruction in academic areas. They are also provided with extended day and week regaining of credit opportunities through computer-based and modular instructional resources. The campus ensures that qualified and highly effective teachers, including Special Education teachers are assigned to teach and support At-Risk and students served through Special Programs (SPED and EB). Pace At-Risk students have a counselor dedicated to servicing at-risk students; small group instruction is used during the day and in tutorials and also outside resources from Communities in Service.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parents reviewed and revised the School-Parent-Student Compact and Parent and Family Engagement Policy for 2021-2022 on April 5, 2021. After meeting as a parent group, the parents presented the revised Compact and Parent Engagement Policy to the SBDM on April 28, 2021 for final review and revisions. We will be adding a component covering COVID. The Parent-Student Compact and the Parent Family Engagement Policy are available on the Pace website for parents to view and download in both English and Spanish.

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

Name	Position	Program	FTE
Alexandra Barrientos	Teacher	Teacher	1
Alfia Gracia	Teacher	Teacher	1
Amanda Hinojosa	Library Aide	Library	1
Ana Trevino	Parental Liaison	Parental Involvement	1
Antonio Reyes	Teacher	Teacher	1
Claudia Gonzalez	Techer	Teacher	1
Emma Ortega	Teacher	Teacher	1
Eva Ortega	Teacher	Teacher	1
Ismael Garcia	Teacher	Teacher	1
Jacqueline Moreno	Nurse	Nurse	.40
Kimberly Moreno	Dyslexia Aide	Dsylexia Aide	1
Laura Gracia	Nurse	Nurse	.40
Malini Iyer	Teacher	Teacher	1
Nancy Garcia	Teacher	Teacher	1
Ofelia Garza	Parental Involvement	Parental Involvement	1

2021-2022 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Dora Lopez	Classroom Teacher
Classroom Teacher	Ismael Garcia	Classroom Teacher
Other	Ana Trevino	Parent Liaison
Meeting Facilitator	Lisa Howell	Dean of Instruction
Parent	Marisol Martinez	Parent
Parent	Sandra Gonzalez	Parent
Classroom Teacher	Juana Garcia	Classroom Teacher
Classroom Teacher	Rita Tyler-Aguilar	Classroom Teacher
Classroom Teacher	Marlane Rodriguez	Classroom Teacher
Classroom Teacher	Raul Ramirez	Classroom Teacher
Non-classroom Professional	Adam Shoupe	Technical Support
Counselor	Elva Compean-Ramirez	Counselor
Non-classroom Professional	Blanca Pena	Dropout Specialist
Community Representative	Seargeant Ian Logsdon	Community Representative US Army Recruiter
Community Representative	Tito Mata	Community Representative
Business Representative	Sandra Park	Business Representative Jostens
District-level Professional	Marhoun Donna	District Level Professional
Administrator	Joel Wood	Administrator
District-level Professional	Shirley Munoz	District Member
Other	Doloroes Emerson	Administrator for C&I- Elementary
Classroom Teacher	Maria Vazquez	Teacher

Campus Funding Summary

			No Funds Required		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	COPY PAPER	199-11`-6396-00-003-Y-11-000-Y	$3,000.00
1	1	1	CUSTODIAL SUPPLIES	199-51-6319-00-003-Y-99-000-Y	$1,000.00
1	1	2	TEXTBOOKS	199-11-6321-00-003-Y-11-000-Y	$750.00
1	1	7	GENERAL SUPPLIES	199-11-6399-00-003-Y-11-000-Y	$9,009.00
1	1	7	GENERAL SUPPLIES MEDIA CENTER	199-11-6399-16-003-Y-11-002-Y	$3,500.00
1	1	7	READING MATERIALS/INSTRUCTIONAL MATERIALS	199-12-6329-00-003-Y-99-000-Y	$415.00
1	5	3	TESTING MATERIALS	199-31-6399-00-003-Y-99-077-Y	$10,863.00
1	6	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-36-6412-00-003-Y-99-020-Y	$4,522.00
1	6	1	RECLASSIFIED TRANSPORTATION EXPENSES	199-36-6494-00-003-Y-99-020-Y	$10,000.00
1	6	1	GENERAL SUPPLIES	199-36-6399-00-003-Y-99-000-Y	$9,274.00
1	6	1	MISCELLANEOUS COPERATING COSTS-FEES	199-36-6497-00-003-Y-99-000-Y	$1,500.00
1	6	1	TRAVEL AND SUBSISTENCE-STUDENTS	199-36-6412-00-003-Y-99-019-Y	$10,000.00
1	6	1	RECLASSIFIED TRANSPORTATION EXPENSES	199-36-6494-00-003-Y-99-OOO-Y	$19,080.00
1	6	1	GENERAL SUPPLIES	199-36-6399-44-003-Y-99-057-Y	$652.00
1	6	1	MISCELLANEOUS COPERATING COSTS-FEES	199-36-6497-00-003-Y-99-000-Y	$500.00
2	1	1	GENERAL SUPPLIES	199-51-6399-00-003-Y-99-000-Y	$4,100.00
2	1	1	SUPPLIES FOR MAINTENCE/OPERATIONS-CUST	199-51-6315-00-003-Y-99-000-Y	$12,000.00
2	1	1	SUPPLIES FOR MAINTENANCE	199-51-6121-46-003-Y-99-000-Y	$1,000.00
3	2	1	AWARDS-	199-11-6498-00-003-Y-11-000-Y	$4,000.00
3	2	1	MISCELLANEOUS OPERATING COSTS	199-23-6499-53-003-Y-99-000-Y	$5,000.00
4	1	1	MISCELLANEOUS OPERATING COSTS	199-11-6499-53-003-Y-11-000-Y	$2,000.00

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	4	GENERAL SUPPLIES	199-33-6399-00-003-Y-99-000-Y	$500.00
5	2	5	GENERAL SUPPLIES	199-31-6399-00-003-Y-99-000-Y	$350.00
7	1	1	RENTALS/OPERATING LEASES	199-13-6269-00-003-Y-99-000-Y	$1,872.00
7	1	1	EMPLOYEE TRAVEL	199-13-6411-23-003-Y-11-000-Y	$500.00
7	1	1	MISCELLANEOUS OPERATING COSTS	199-13-6499-53-003-Y-99-000-Y	$2,000.00
7	1	1	EMPLOYEE TRAVEL	199-23-6411-00-003-Y-99-000-Y	$500.00
7	1	1	EMPLOYEE TRAVEL	199-23-6411-23-003-Y-99-000-Y	$3,500.00
7	1	1	EQUIPMENT UNDER 5000	199-23-6398-00-003-Y-99-000-Y	$5,000.00
7	1	1	EQUIPMENT UNDER 5000	199-23-6398-65-003-Y-99-000-Y	$6,000.00
7	1	1	RENTALS OPERATING LEASES	199-11-6269-00-003-Y-11-000-Y	$1,872.00
7	1	1	GENERAL SUPPLIES	199-23-6399-00-003-Y-99-000-Y	$15,000.00
9	1	3	AWARDS	199-23-6498-00-003-Y-99-000-Y	$20,000.00
9	4	1	GENERAL SUPPLIES-PE	199-11-6399-51-003-Y-11-000-Y	$1,500.00
9	4	1	EXTRA DUTY PAY OVERTIME	199-33-6118-00-003-Y-99-000-Y	$180.00
				Sub-Total	$170,939.00
				Budgeted Fund Source Amount	$170,939.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PROFESSIONAL DUTY EXTRA PAY	162-11-6118-00-003-Y-30-000-Y	$18,900.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY-TUTORIALS	162-11-6118-00-003-Y-24-EOC-Y	$19,852.00
1	1	1	COPY PAPER	162-11-6396-00-003-Y-30-000-Y	$11,136.00
1	1	2	WAGES FOR SUBSTITUTE TEACHERS	162-11-6112-18-000-003-Y-30-000-Y	$6,600.00
1	1	2	PROFESSIONAL DUTY EXTRA PAY CURRICULUM PLANNING	162-13-6118-00-003-Y-30-000-Y	$6,800.00
1	1	3	PROFESSIONAL SALARIES/WAGES	162-11-6119-00-003-Y-30-021-Y	$255,327.00
1	1	3	PROFESSIONAL SALARIES/WAGES with FRINGES	162-11-6119-00-003-Y-30-000-Y	$145,650.00
1	1	5	SALARY/WAGES FOR SUBSTITUTE TEACHERS	162-11-6112-18-003-Y-30-000-Y	$6,600.00
1	1	7	GENERAL SUPPLIES	162-11-6399-00-003-Y-30-000-Y	$23,195.00
1	2	2	MISCELLANEOUS CONTRACTED SERVICES	162-11-6299-15-003-Y-30-000-Y	$68,172.00
1	2	2	PACE STUDENT TUITION	162-11-6223-15-003-Y-30-000-Y	$8,215.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	PROBATION OFFICER MISCELLANEOUS CONTRACTED SERVICES	162-32-6299-00-003-Y-24-JPO-Y	$20,000.00
7	1	3	PROFESSIONAL SALARY/WAGES	162-13-6119-00-003-Y-30-000-Y	$89,589.00
8	1	1	GENERAL SUPPLIES EQUIPMENT	162-11-6399-62-003-Y-30-000-Y	$6,121.00
8	1	1	SCE-IN-PACE-IT-EQUIPMENT-SUPPLIES & MATERIALS- LCL DEFI	162-11-6398-62-003-Y-30-000-Y	$39,122.00
9	2	1	WALK FOR THE FUTURE GENERAL SUPPLIES	162-61-6399-00-003-Y-30-WTF-Y	$200.00
9	2	1	Walk for the Future MISC. OPERATING COSTS	162-61-6499-53-003-Y-30-WTF-Y	$200.00
9	2	2	PROGRAM SPECIALIST	162-23-6119-00-003-Y-30-037-Y	$66,161.00
9	2	3	COUNSELOR SALARY AND FRINGES	162-31-6119-00-003-Y-30-000-Y	$74,860.00
9	2	4	CIS CONTRACTED SERVICES	162-32-6299-00-003-Y-24-CIS-Y	$25,000.00
				Sub-Total	$891,700.00
				Budgeted Fund Source Amount	$891,700.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	BILINGUAL STIPENDS	163-11-6117-00-003-Y-25-031-Y	$21,218.00
1	1	3	CAMPUS LEAD SALARY/WAGES FOR SUPPORT PERSONNEL	163-23-6129-50-003-Y-25-000-Y	$5,445.00
1	1	5	SALARY WGES FOR SUBSTITUTE TEACHERS	163-11-6112-00-003-Y-25-000-Y	$5,000.00
1	1	7	GENERAL SUPPLIES BILINGUAL	163-11-6399-00-003-Y-25-000-Y	$2,090.00
1	1	7	GENERAL SUPPLIES-BILINGUAL	163-11-6399-00-003-Y-25-031-Y	$1,800.00
1	1	8	SALARY AND WAGES FOR SUPPORT PERSONNEL	163-11-6129-50-003-Y-25-000-Y	$21,784.00
7	1	1	LEADERSHIP EMPLOYEE TRAVEL	163-23-6411-00-003-Y-25-031-Y	$1,000.00
7	1	1	EMPLOYEE TRAVEL-BILINGUAL	163-13-6411-00-003-Y-25-000-Y	$700.00
7	1	1	EMPLOYEE TRAVEL-BILINGUAL ADMIN.	163-13-6411-23-003-Y-25-000-Y	$10,000.00
7	1	4	BILINGUAL CURRICULUM WRITING EXTRA DUTY PAY	163-13-6118-00-003-Y25-000-Y	$360.00
7	1	4	BILINGUAL PRO. DEV GENERAL SUP.	163-13-6399-00-003-Y-25-000-Y	$400.00
8	1	1	EQUIPMENT UNDER $5000	163-11-6398-62-003-Y-25-000-Y	$2,900.00
				Sub-Total	$72,697.00
				Budgeted Fund Source Amount	$72,697.00
				+/- Difference	$0.00

			164 State Career and Technical Education		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PROFESSIONAL DUTY EXTRA PAY	164-11-6118-00-003-Y-22-000-Y	$3,000.00
1	1	3	PROFESSIONAL SALARIES/WAGES	164-11-6119-01-003-Y-22-000-Y	$1,371,445.00
1	4	1	CONTRACTED MATINT. &REPAIR- SC	164-11-6249-SC-003-Y-22-000-Y	$1,000.00
1	4	1	RECLASSIFIED TRANSPORTATION	164-11-6494-FT-003-Y-22-072-Y	$1,500.00
1	4	1	GENERAL SUPPLIES-IT	164-11-6399-IT-003-Y-22-000-Y	$4,500.00
1	4	1	SOFTWARE- BUSINESS	164-11-6299-BA-003-Y-22-000-Y	$2,500.00
1	4	1	CONTRACTED MAINT. & REPAIR	164-11-6249-BA-003-Y-22-000-Y	$500.00
1	4	1	TEXTBOOKS-BUSINESS	164-11-6321-BA-003-Y-22-000-Y	$3,500.00
1	4	1	MISCELLANEOUS CONTRACTED SERVICES	164-11-6299-LW-003-Y-22-000-Y	$1,590.00
1	4	1	RECLASSIFIED TRANSPORTATON	164-11-6494-FT-003-Y-22-000-Y	$1,950.00
1	4	1	GENERAL SUPPLIES-HEALTH SCIENCE	164-11-6399-HL-003-Y-22-000-Y	$6,340.00
1	4	1	TEXTBOOKS-LAW	164-11-6321-LW-003-Y-22-000-Y	$200.00
1	4	1	MISC. CONTRACTED SERVICES- SOFTWARE	164-11-6299-SC-003-Y-22-000-Y	$5,000.00
1	4	1	TRAVEL & SUBSISTENCE STUDENTS	164-11-6412-FT-003-Y-22-072-Y	$20,000.00
1	4	1	MISC. CONTRACTED FEES ET	164-11-6497-ET-003-Y-22-000-Y	$350.00
1	4	1	GENERAL SUPPLIES	164-11-6399-LW-003-Y-22-000-Y	$1,500.00
1	4	1	MISC. OPERATING COSTS-FEES LW	164-11-6497-LW-003-Y-22-CCR-Y	$26,675.00
1	4	1	CONTRACTED MAINTENANCE & REPAIR	164-11-6249-AV-003-Y-22-000-Y	$25,000.00
1	4	1	MISCELLANEOUS- EDU & TRAINING	164-11-6299-ET-003-Y-22-000-Y	$350.00
1	4	1	MISC. OPERATING COSTS-FEES AC	164-11-6497-AC-003-Y-22-CCR-Y	$9,600.00
1	4	1	GENERAL SUPPLIES	164-11-6399-00-003-Y-22-000-Y	$1,000.00
1	4	1	GENERAL SUPPLIES-BUSINESS	164-11-6399-BA-003-Y-22-000-Y	$3,013.00
1	4	1	PROFESSIONAL DEV-HEALTH SCIENCE	164-11-6497-HL-003-Y-22-000-Y	$5,700.00
1	4	1	GENERAL SUPPLIES- EDU & TRAINING	164-11-6399-ET-003-Y-22-000-Y	$2,400.00
1	4	1	GENERAL SUPPLIES-AV	164-11-6321-AV-003-Y-22-000-Y	$2,000.00
1	4	1	GENERAL SUPPLIES-SC	164-11-6399-SC-003-Y-22-000-Y	$41,500.00
1	4	1	MISC. OPERATING COSTS-ET FEES	164-11-6497-ET-003-Y-22-CCR-Y	$3,500.00
1	4	1	MISC. OPERATING COSTS	164-11-6497-LW-003-Y-22-000-Y	$3,900.00
1	4	1	TRAVEL & SUBSISTENCE FT	164-11-6412-FT-003-Y-22-000-Y	$1,440.00
1	4	1	MISC. OPERATING COSTS-BA FEES	164-11-6497-BA-003-Y-22-CCR-Y	$4,250.00

			164 State Career and Technical Education		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	TEXTBOOKS-HEALTH SCIENCE	164-11--6321-HL-003-Y-22-000-Y	$4,325.00
1	4	1	MISC. OPERATING COSTS-FEES	164-11-6497-HL-003-Y-22-CCR-Y	$25,500.00
1	4	1	GENERAL SUPPLIES -LAW	164-11-6399-LW-003-Y-22-CCR-Y	$3,750.00
1	4	1	GENERAL SUPPLIES-ARCH & CONS	164-11-6399-AC-003-Y-22-000-Y	$1,000.00
1	4	1	MISCELLANEOUS CONTRACTED SERVICES	164-11-6299-AV-00003-Y-22-000-Y	$5,600.00
1	4	1	TEXTBOOKS-AV TECH CT	164-11-6321-AV-003-Y-22-000-Y	$4,500.00
1	4	2	TUITION & TRANSVER PAYMENTS	164-11-6299-IT-003-Y-22-000-Y	$1,000.00
1	4	2	MISC. CONTRACTED SERVICES-IT	164-11-6299-IT-003-Y-22-000-Y	$20,000.00
1	4	3	GENERAL SUPPLIES	164-31-6399-65-003-Y-22-000-Y	$300.00
1	4	3	GENERAL SUPPLIES	164-31-6399-00-003-Y-22-000-Y	$1,000.00
1	4	3	SALARY/WAGES/BENEFITS	164-31-6119-00-003-Y-22-000-7	$78,177.00
1	6	4	RECLASSIFIED TRANSPORTATION	164-36-6494-SK-003-Y-22-000-Y	$200.00
1	6	4	SVE CC-TSA-PACE -CATE TRAVEL & SUBSISTENCE-STUDENTS	164-36-6412-HL-003-Y-22-000-Y	$24,800.00
1	6	4	SVE CC-STE-PACE-CATE-TRAVEL & SUBSISTENCE-STUDENTS	164036-6412-TX-003-Y-22-000-Y	$10,000.00
1	6	4	RECLASSIFIED TRANSPORTATION	164-36-6494-HL-003-Y-22-000-Y	$200.00
1	6	4	RECLASSIFIED TRANSPORTATION-BA	164-36-6494-BA-003-Y-22-000-Y	$200.00
1	6	4	SVE-CC-STE-PACE-CATE-TRAVEL & SUBSISTENCE-STUDENTS	164-36-6412-HT-003-Y-22-000-Y	$10,000.00
1	6	4	AWARDS	164-31-6498-00-003-Y-22-000-Y	$5,000.00
1	6	4	SVE-CC-TSA-PACE-CATE-TRAVEL & SUBSISTENCE-STUDENTS	164-36-6412-ET-003-Y-22-000-Y	$10,000.00
1	6	4	SVE CC TSA TRAVEL & SUBSISTENCE STUDENTS	164-36-6412-TS-003-Y-22-000-Y	$30,000.00
1	6	4	SVE CC TSA PACE TRAVEL & SUBSISTENCE	164-36-6412-BA-003-Y-22-000-Y	$19,800.00
1	6	4	PRINTING GENERAL SUPPLIES	164-31-6399-16-003-Y-22-000-Y	$2,000.00
1	6	4	SVE CC SKILL TRAVEL & SUBSISTENCE STUDENTS	164-36-6412-SK-003-Y-22-000-Y	$29,800.00
1	6	4	MISCELLANEOUS OP. COSTS	164-31-6499-53-003-Y-22-000-Y	$3,000.00
7	1	1	EMPLOYEE TRAVEL	164-11-6411-00-003-Y-22-000-Y	$4,600.00
7	1	1	RENTALS OPERATING LEASES	164-11-6269-13-003-Y-22-000-Y	$2,500.00
7	1	1	STIPENDS	164-11-6117-00-003-Y-22-000-Y	$28,800.00
7	2	1	SUBSTITUTES SALARY/WAGES	164-11-6112-18-003-Y-22-000-Y	$37,000.00
7	2	1	PROF. DEVELOPMENT-EMP. TRAVEL	164-13-6411-AC-003-Y-22-000-Y	$1,250.00
8	1	1	EQUIPMENT UNDER 5000	164-11-6398-62-003-Y-22-000-Y	$17,100.00

			164 State Career and Technical Education		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	GENERAL SUPPLIES	164-11-6399-62-003-Y-22-000-Y	$3,380.00
8	1	1	SUPPLIES & MATERIALS-SOFTWARE	164-11-6395-62-003-Y-000-Y	$3,000.00
8	1	1	MISC. CONTRACTED SERIVCES	164-11-6299-62-003-Y-22-000-Y	$6,400.00
				Sub-Total	$1,949,385.00
				Budgeted Fund Source Amount	$1,949,385.00
				+/- Difference	$0.00
			166 State Special Ed.		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	SALARIES-SUPPORT PERSONNEL	166-11-6129-06-003-Y-23-000-Y	$597,228.00
1	1	3	STIPENDS-SPED	166-11-6117-00-003-Y-23-000-Y	$26,000.00
1	1	3	PROFESSIONAL SALARIES/WAGES/BENEFITS	166-11-6141-00-003-Y-23-000-Y	$477,221.00
1	1	7	GENERAL SUPPLIES- SPED OLYMPICS	166-11-6399-00-003-Y-23-0P0-Y	$600.00
1	1	7	GENERAL SUPPLIES-SPED	166-11-6399-00-003-Y-23-OP4-Y	$3,200.00
1	1	7	GENERAL SUPPLIES-SPED	166-11-6399-00-003-Y-23-000-Y	$520.00
1	1	7	GENERAL SUPPLIES- SPED	166-11-6399-00-003-Y-23-0P2-Y	$1,200.00
1	1	7	GENERAL SUPPLIES- SPED	166-11-6399-00-003-Y-23-0PI-Y	$1,800.00
1	1	8	STIPENDS-SPED	166-36-6117-00-003-Y-23-000-Y	$8,845.00
1	7	1	FOOD MISCELLANEOUS COSTS	166-61-6499-53-003-Y-23-0P9-Y	$150.00
1	7	1	GENERAL SUPPLIES- THERAPY	166-61-6399-00-003-Y-23-0P9-Y	$150.00
1	7	1	GENERAL SUPPLIES	166-11-6399-00-003-Y-23-0B0-Y	$800.00
1	7	1	SALARIES/WAGES FOR SUB TEACHERS	166-11-6112-18-003-Y-23-0T0-Y	$1,000.00
1	7	1	SALARIES/WAGES FOR SUB TEACHERS	166-11-6112-18-003-Y-23-ARD-Y	$4,000.00
1	7	2	PROFESSIONAL SALARY/WAGES/FRINGES	166-23-6119-00-003-Y-99-000-Y	$95,736.00
1	7	3	SALARY/WAGES FOR SUB TEACHERS	166-13-6112-SD-003-Y-23-0P5-Y	$1,000.00
1	7	3	SALARY/WAGES FOR SUB TEACHERS	166-13-6497-00-003-Y-23-0P5-Y	$3,500.00
1	7	4	PACE OEPRATING AWARDS	166-11-6498-00-003-Y-23-0P1-Y	$2,500.00
1	7	4	PACE OPERATING AWARDS-UTB/TSC	166-11-64987-00-003-Y-23-0P6-Y	$5,000.00
1	7	4	PACE OPERATING AWARDS SPED	166-11-6498-00-003-Y-23-0P0-Y	$1,000.00
1	7	4	PACE OPERATING AWARDS	166-11-6498-00-003-Y-23-0P4-Y	$3,000.00
1	7	4	PACE OPERATING AWARDS- VOC M ISCEL	166-11-6498-00-003-Y-23-000-Y	$15,000.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	EQUIPMENT GENERAL SUPPLIES	166-11-6399-62-003-Y-23-000-Y	$1,400.00
8	1	1	EQUIPMENT UNDER $5000	166-11-6398-62-003-Y-23-R75-Y	$3,856.00
				Sub-Total	$1,254,706.00
				Budgeted Fund Source Amount	$1,254,706.00
				+/- Difference	$0.00

197 Projects--TRE/Library

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	MISCELLANEOUS CONTRACT	197-12-6399-62-003-y-99-000-Y	$9,000.00
				Sub-Total	$9,000.00
				Budgeted Fund Source Amount	$9,000.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PROFESSIONAL EXTRA DUTY PAY	211-11-6118-00-003-Y-30-OF2-Y	$32,546.00
1	1	1	RECLASSIFIED TRANSPORTATON EXPENSES	211-11-6494-00-003-Y-30-0F2	$4,299.00
1	1	2	WAGES FOR SUBSTITUTE TEACHERS	211-11-6112-18-003-Y-30-AYP-Y	$3,551.00
1	1	3	PROFESSIONAL SALARIES/WAGES with FRINGES	211-11-6119-00-003-Y-30-OF2-Y	$333,724.00
1	1	3	PROFESSIONAL SALARIES WAGES WITH FRINGES	211-11-6119-00-003-Y24-OF2-Y	$66,103.00
1	1	4	DUES-AVID MEMBERSHIP	211-11-6495-00-003-Y-30-0F2	$4,679.00
1	1	4	PROFESSIONAL EXTRA DUTY PAY-SUMMER BRIDGE WITH FRINGES	211-11-6118-00-003-Y-30-BDG-Y	$7,975.00
1	1	7	PRINTING-MEDIA CENTER	211-11-6399-16-003-Y-30-0F2-Y	$1,000.00
1	1	7	GENERAL SUPPLIES	211-11-6399-00-003-Y-30-0F2-Y	$1,060.00
1	1	9	MISCELLLANEOUS OPERATING COSTS	211-12-6497-00-003-Y-30-OF2-Y	$500.00
1	1	9	READING MATERIALS	211-12-6329-00-003-Y-30-0F2-Y	$2,250.00
1	1	9	SALARIES AND WAGES SUPPORT PERSONNEL	211-12-6129-06-003-Y-30-OF2-Y	$57,420.00
1	2	1	TESTING MATERIALS FOR AP TEST	211-11-6399-00-003-Y-30-0F2-Y	$38,000.00
1	5	1	MISCELLANEOUS CONTRATCT SERVICES: ADVISE TEXAS	211-31-6299-00-003-Y-30-TUK-Y	$12,500.00
2	1	1	TELEPHONE CELL	211-51-6256-01-003-Y-24-OF2-Y	$4,940.00
5	2	5	GENERAL SUPPLIES	211-31-6399-00-003-Y-30-0F2-Y	$900.00
6	1	1	SALARY/WAGES FOR SUPPORT PERSONNEL	211-61-6129-00-003-Y-30-0F2-Y	$58,784.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	MILEAGE REIMBURSEMENTS	211-61-6411-23-003-Y-30-0F2-Y	$150.00
6	1	5	MISCELLANEOUS OPERATING COSTS	211-61-6499-53-003-Y-30-0F2-Y	$900.00
6	1	5	Title I CS- PACE CMP ALLO General Supplies	211-61-6399-00-003-Y-30-0F2-Y	$900.00
7	1	1	EMPLOYEE TRAVEL	211-13-6411-23-003-Y-30-AYP-Y	$5,000.00
7	1	1	MISCELLANEOUS CONTRACTED SERVICES	211-13-6497-00-003-Y-30-AYP-Y	$11,500.00
8	1	1	COMPUTER SUPPLIES FOR INSTRUCTION	211-11-6399-62-003-Y-30-0F2-Y	$4,481.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-00-003-Y-24-HQU-Y	$4,500.00
8	1	1	MISCELLANEOUS CONTRACTED COSTS-FEES	211-31-6497-00-003-Y-30-0F2-Y	$800.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	211-11-6299-00-003-Y-24-STM-Y	$4,500.00
9	4	1	GENERAL SUPPLIES FOR NURSES	211-33-6399-00-Y-30-0F2-Y	$850.00
9	4	1	PROFESSIONAL SALARY AND WAGES	211-33-6119-00-003-Y-30-0F2-Y	$58,847.00
				Sub-Total	$722,659.00
				Budgeted Fund Source Amount	$722,659.00
				+/- Difference	$0.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PROFESSIONAL DUTY- BILINGUAL	263-11-6118-00-003-Y-25-031-Y	$2,000.00
1	1	3	PROFESSIONAL SALARIES WAGES WITH FRINGES	263-11-6119-05-003-Y-25-000-Y	$84,525.00
1	1	7	GENERAL SUPPLIES	263-11-6399-00-003-Y-25-000-Y	$1,000.00
7	1	1	EMPLOYEE TRAVEL-BILINGUAL	263-21-6411-00-003-Y-25-000-Y	$500.00
7	1	1	EMPLOYEE TRAVEL-BILINGUAL	263-13-6411-00-003-Y-25-000-Y	$500.00
8	1	1	MISCELLENAEOUS CONTRACTED SERVICES-BILINGUAL SOFTWARE	263-11-6299-62-003-Y-25-031-Y	$31,050.00
8	1	1	LEP EL ADMIN EQUIPMENT UNDER 5000	263-11-6398-003-Y-25-000-Y	$5,328.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES- BILINGUAL	263-11-6299-00-003-Y-25-031-Y	$5,000.00
				Sub-Total	$129,903.00
				Budgeted Fund Source Amount	$129,903.00
				+/- Difference	$0.00

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	SALARY/WAGES FOR SUBSTITUTE TEACHERS	281-11-6112-18-003-Y-99-0CG-Y	$6,500.00
1	1	7	GENERAL SUPPLIES	281-11-6399-00-003-Y-99-OCG-Y	$58,000.00
1	1	9	READING MATERIALS	281-12-6329-003-Y-99-OCG-Y	$60,000.00
1	1	9	MISCELLANEOUS CONTRACTS	281-12-6299-00-003-Y-99-OCG-Y	$956.00
7	1	1	MISCELLANEOUS OPERATING COSTS	281-13-6497-00-003-Y-99-0CG-Y	$9,500.00
7	1	1	MISCELLANEOUS CONTRACTING SERVICES	281-13-6291-00-003-Y-99-0CG-Y	$15,957.00
8	1	1	EQUIPMENT UNDER $5000	281-11-6118-00-003-Y-00-	$200,944.00
8	1	1	SOFTWARE- SUMMIT K12	281-11-6395-62-003-Y-99-0CG-Y	$8,000.00
				Sub-Total	$359,857.00
				Budgeted Fund Source Amount	$359,857.00
				+/- Difference	$0.00

282 ESSER III Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	PROFESSIONAL EXTRA DUTY PAY-TUTORIALS	282-11-6118-00-003-Y-24-0CG-1	$113,940.00
1	1	1	PROFESSIONAL EXTRA DUTY PAY	282-11-6118-00-003-Y-22-000-1	$4,550.00
1	1	1	TRANSPORTATION	282-11-6494-00-003-Y-24-0CG-1	$36,916.00
1	1	1	PROFESSONAL EXTRA DUTY PAY	282-11-6497-00-003-Y-22-CCR-1	$13,500.00
1	1	3	MENTAL HEALTH STIPENDS	282-11-6117-49-003-Y-99-000-1	$4,870.00
1	1	3	IN SK LV PACE STIPENDS	282-11-6117-49-003-Y-25-000-1	$1,096.00
1	1	3	MENTAL HEALTH STIPENDS	282-11-6117-49-003-Y-24-000-1	$609.00
1	1	3	STIPENDS CS	282-61-6117-49-003-Y-24-000-1	$365.00
1	1	3	MENTAL HEALTH STIPENDS	282-11-6117-49-003-Y-23-000-1	$20,087.00
1	1	3	MENTAL HEALTH STIPENDS	282-11-6117-49-003-Y-22-000-1	$12,417.00
1	1	3	MENTAL HEALTH STIPENDS	282-11-6117-49-003-Y-37-000-1	$609.00
1	1	3	IN SK LV PACE STIPENDS	282-11-6117-49-003-Y-30-000-1	$4,252.00
1	1	3	MENTAL HEALTH STIPENDS	282-11-6117-49-003-Y-11-000-1	$49,644.00
1	1	3	STIPENDS	282-61-6117-49-003-Y-30-000-1	$1,217.00
1	1	7	GENERAL SUPPLIES	282-11-6399-00-003-Y-22-000-1	$56,363.00
1	1	7	GENERAL SUPPLIES-	282-11-6399-00-003-Y-99-HCG-1	$17,955.00
1	1	9	STIPENDS WITH FRINGES	282-12-6117-49-003-Y-99-000-1	$1,217.00

			282 ESSER III Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	STIPENDS WITH FRINGES	282-12-6117-49-003-Y-30-000-1	$1,217.00
1	6	1	GENERAL SUPPLIES	282-36-6399-57-003-Y-99-PPE-1	$1,493.00
1	6	1	GENERAL SUPPLIES	282-36-6399-79-003-Y-99-PPE-1	$299.00
1	6	1	GENERAL SUPPLIES	282-36-6399-56-003-Y-99-PPE-1	$2,863.00
1	6	1	SICK LEAVE STIPENDS	282-36-6117-49-003-Y-99-000-1	$1,217.00
1	6	5	STIPENDS	282-36-6117-49-003-Y-91-000-1	$609.00
2	1	1	EQUIPMENT UNDER $5000	282-51-6398-00-003-Y-99-090-1	$5,597.00
2	1	1	FURNITURE, EQUIPMENT, SOFTWARE	282-51-6639-00-003-Y-99-090-1	$10,444.00
2	1	1	STIPENDS	282-51-6117-49-003-Y-99-000-1	$9,131.00
2	1	2	BUILDING PURCHASE OR CONSTRUCTION OR IMPROVEMENT	282-81-6629-00-003-Y-99-090-1	$1,438,257.00
5	1	3	EXTRA PAY	282-31-6118-00-003-Y-99-MH1-1	$3,000.00
5	4	1	STIPENDS	282-33-6117-49-003-Y-30-000-1	$487.00
5	4	1	STIPENDS	282-33-6117-49-003-Y-99-000-1	$730.00
5	4	1	STIPENDS	282-35-6117-49-003-Y-99-000-1	$7,913.00
6	1	1	PROFESSIONAL DUTY EXTRA PAY	282-61-6118-00-003-Y-99-PFS-1	$2,520.00
6	1	1	GENERAL SUPPLIES	282-61-6399-00-003-Y-99-PFS-1	$1,500.00
6	1	1	OVERETIME PAY WITH BENEFITS	282-61-6121-00-003-Y-99-PFS-1	$1,740.00
6	1	1	RECLASSIFIED TRANSPORTATION	282-61-6494-00-003-Y-99-PFS-1	$1,200.00
6	1	1	MISCELLANEOUS OPERATING COSTS	211-61-6499-53-003-Y-99-PFS-1	$1,500.00
7	1	1	CONSULTING SERVICES	282-13-6291-00-003-Y-99-HCG-1	$1,219.00
7	1	1	STIPENDS	282-31-6117-49-003-Y-22-000-1	$609.00
7	1	1	STIPENDS	282-23-6117-49-003-Y-30-000-1	$609.00
7	1	1	STIPENDS	282-31-6117-49-003-Y-99-000-1	$3,652.00
7	1	1	STIPENDS	282-23-6117-49-003-Y-99-000-1	$11,565.00
7	1	1	STIPENDS	282-13-6117-49-003-Y-30-000-1	$609.00
7	1	1	SICK LEAVE POOL STIPENDS	282-32-6117-49-003-Y-99-000-1	$609.00
7	1	1	STIPENDS	282-31-6117-49-003-Y-30-000-1	$609.00
7	1	1	STIPENDS	282-23-6117-49-003-Y-25-000-1	$122.00
7	1	1	TRIPLE T STIPENDS	282-13-6117-00-003-Y-23-0P7-1	$600.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	282-11-6299-00-003-Y-99-HCG-1	$26,900.00

			282 ESSER III Grant Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	282-11-6299-62-003-Y-25-HCG-1	$53,475.00
8	1	1	EQUIPMENT UNDER $5000- CTE	282-11-6398-62-003-Y-22-000-1	$60,000.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	282-11-6299-00-003-Y-11-HCG-1	$4,500.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	282-11-6299-62-003-Y-11-HCG-1	$20,917.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	282-11-6299-62-003-Y-99-OES-1	$7,711.00
8	1	1	MISCELLANEOUS CONTRACTED SERVICES	282-11-6299-62-003-Y-99-HCG-1	$49,847.00
8	1	1	EQUIPMENT UNDER $5000- STRUCTURE FOR LIFE	282-11-6398-62-003-Y-23-0P5-1	$13,496.00
8	1	1	MISCELLANEOUS CONTRACT CARRYOVER	282-11-6299-00-003-Y-99-MH1-1`	$4,608.00
				Sub-Total	$2,092,981.00
				Budgeted Fund Source Amount	$2,092,981.00
				+/- Difference	$0.00
				Grand Total Budgeted	$7,653,827.00
				Grand Total Spent	$7,653,827.00
				+/- Difference	$0.00

Addendums

2020-21 STAAR Performance (All Students)
PACE EARLY COLLEGE H S (031901003) - BROWNSVILLE ISD

(includes all students, regardless of whether they were in the accountability subset)
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	Econ Disadv	EL
STAAR Performance Rates by Tested Grade, Subject, and Performance Level														
End of Course English I														
At Approaches Grade Level or Above	2021	66%	61%	**53%**	-	53%	*	-	-	*	-	15%	50%	29%
	2019	66%	65%	**67%**	-	67%	*	-	-	-	-	32%	67%	33%
At Meets Grade Level or Above	2021	49%	44%	**33%**	-	33%	*	-	-	*	-	7%	31%	9%
	2019	48%	47%	**48%**	-	48%	*	-	-	-	-	12%	47%	10%
At Masters Grade Level	2021	12%	10%	**7%**	-	8%	*	-	-	*	-	2%	5%	2%
	2019	10%	9%	**7%**	-	7%	*	-	-	-	-	1%	8%	0%
End of Course English II														
At Approaches Grade Level or Above	2021	70%	67%	**61%**	-	61%	*	-	-	-	-	19%	59%	26%
	2019	67%	66%	**64%**	-	64%	*	-	*	*	-	21%	63%	35%
At Meets Grade Level or Above	2021	57%	54%	**48%**	-	49%	*	-	-	-	-	13%	46%	13%
	2019	48%	44%	**45%**	-	45%	*	-	*	*	-	8%	43%	12%
At Masters Grade Level	2021	11%	9%	**9%**	-	9%	*	-	-	-	-	3%	8%	0%
	2019	8%	6%	**5%**	-	5%	*	-	*	*	-	1%	4%	1%
End of Course Algebra I														
At Approaches Grade Level or Above	2021	72%	63%	**75%**	-	75%	*	-	-	*	-	65%	77%	76%
	2019	83%	93%	**98%**	-	98%	*	-	-	-	-	95%	98%	97%
At Meets Grade Level or Above	2021	40%	27%	**36%**	-	36%	*	-	-	*	-	29%	36%	39%
	2019	59%	81%	**93%**	-	93%	*	-	-	-	-	79%	93%	88%
At Masters Grade Level	2021	23%	13%	**15%**	-	15%	*	-	-	*	-	8%	16%	22%
	2019	36%	61%	**77%**	-	77%	*	-	-	-	-	43%	76%	65%
End of Course Biology														
At Approaches Grade Level or Above	2021	81%	76%	**73%**	-	73%	*	-	-	-	-	41%	70%	54%
	2019	87%	89%	**92%**	-	92%	*	-	-	-	-	73%	92%	81%
At Meets Grade Level or Above	2021	54%	43%	**37%**	-	37%	*	-	-	-	-	13%	34%	19%
	2019	60%	59%	**57%**	-	57%	*	-	-	-	-	19%	56%	18%
At Masters Grade Level	2021	21%	12%	**11%**	-	11%	*	-	-	-	-	3%	8%	2%
	2019	24%	18%	**15%**	-	15%	*	-	-	-	-	2%	15%	2%
End of Course U.S. History														
At Approaches Grade Level or Above	2021	88%	85%	**85%**	-	85%	*	-	-	-	-	63%	84%	58%
	2019	92%	94%	**92%**	*	92%	*	-	*	-	-	66%	91%	81%
At Meets Grade Level or Above	2021	69%	60%	**57%**	-	56%	*	-	-	-	-	29%	56%	27%
	2019	72%	71%	**67%**	*	67%	*	-	*	-	-	38%	67%	38%

Texas Education Agency
2020-21 STAAR Performance (All Students)
PACE EARLY COLLEGE H S (031901003) - BROWNSVILLE ISD

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
At Masters Grade Level	2021	42%	30%	**25%**	-	25%	*	-	-	-	-	12%	24%	6%
	2019	44%	40%	**34%**	*	34%	*	-	*	-	-	11%	34%	13%
All Grades All Subjects														
At Approaches Grade Level or Above	2021	67%	58%	**68%**	-	68%	78%	-	-	*	-	35%	67%	44%
	2019	77%	79%	**80%**	*	80%	69%	-	*	*	-	52%	79%	57%
At Meets Grade Level or Above	2021	41%	31%	**42%**	-	42%	33%	-	-	*	-	15%	41%	19%
	2019	49%	51%	**58%**	*	58%	31%	-	*	*	-	27%	58%	27%
At Masters Grade Level	2021	18%	11%	**13%**	-	13%	11%	-	-	*	-	5%	12%	5%
	2019	23%	22%	**22%**	*	22%	15%	-	*	*	-	9%	22%	12%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2021	68%	62%	**57%**	-	57%	60%	-	-	*	-	17%	55%	28%
	2019	73%	74%	**66%**	-	66%	60%	-	*	*	-	27%	65%	34%
At Meets Grade Level or Above	2021	44%	38%	**41%**	-	41%	40%	-	-	*	-	9%	38%	11%
	2019	47%	46%	**46%**	-	46%	0%	-	*	*	-	10%	45%	11%
At Masters Grade Level	2021	18%	12%	**8%**	-	8%	20%	-	-	*	-	2%	7%	1%
	2019	20%	17%	**6%**	-	6%	0%	-	*	*	-	1%	6%	0%
All Grades Mathematics														
At Approaches Grade Level or Above	2021	65%	50%	**74%**	-	74%	*	-	-	*	-	65%	75%	76%
	2019	81%	85%	**98%**	-	98%	*	-	-	-	-	95%	98%	97%
At Meets Grade Level or Above	2021	37%	20%	**32%**	-	32%	*	-	-	*	-	29%	32%	38%
	2019	51%	56%	**93%**	-	93%	*	-	-	-	-	79%	93%	88%
At Masters Grade Level	2021	17%	7%	**11%**	-	11%	*	-	-	*	-	8%	12%	21%
	2019	26%	30%	**77%**	-	77%	*	-	-	-	-	43%	76%	65%
All Grades Science														
At Approaches Grade Level or Above	2021	70%	61%	**73%**	-	73%	*	-	-	-	-	41%	70%	54%
	2019	80%	83%	**92%**	-	92%	*	-	-	-	-	73%	92%	81%
At Meets Grade Level or Above	2021	43%	30%	**37%**	-	37%	*	-	-	-	-	13%	34%	19%
	2019	53%	54%	**57%**	-	57%	*	-	-	-	-	19%	56%	18%
At Masters Grade Level	2021	19%	10%	**11%**	-	11%	*	-	-	-	-	3%	8%	2%
	2019	24%	21%	**15%**	-	15%	*	-	-	-	-	2%	15%	2%
All Grades Social Studies														
At Approaches Grade Level or Above	2021	73%	68%	**85%**	-	85%	*	-	-	-	-	63%	84%	58%
	2019	80%	82%	**92%**	*	92%	*	-	*	-	-	66%	91%	81%
At Meets Grade Level or Above	2021	49%	44%	**57%**	-	56%	*	-	-	-	-	29%	56%	27%
	2019	54%	53%	**67%**	*	67%	*	-	*	-	-	38%	67%	38%

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL
At Masters Grade Level	2021	28%	21%	**25%**	-	25%	*	-	-	-	-	12%	24%	6%
	2019	32%	29%	**34%**	*	34%	*	-	*	-	-	11%	34%	13%

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

- Indicates there are no students in the group.

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.

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PACE EARLY COLLEGE H S (031901003)

Accountability Rating

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

Click here to read the official announcement.

School Information

District Name: BROWNSVILLE ISD
Campus Type: High School
Total Students: 2,067
Grade Span: 09 - 12

For more information about this campus, see **https://TXSchools.gov** or the Texas Academic Performance Report at **https://rptsvr1.tea.texas.gov/perfreport/tapr/2020/index.html**

Distinction Designations

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about PACE EARLY COLLEGE H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	93.7%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.6%
Hispanic	98.8%	98.3%	52.8%
White	1.0%	1.3%	27.0%
American Indian	0.0%	0.0%	0.4%
Asian	0.1%	0.2%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	90.6%	89.5%	60.2%
Special Education	11.6%	13.4%	10.7%
English Learners	21.7%	36.1%	20.3%
Mobility Rate (2018-19)	11.1%	14.1%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	15.0	16.3	16.4
Foreign Languages	18.0	17.8	18.7
Mathematics	23.2	19.5	17.8
Science	20.4	19.3	18.8
Social Studies	18.9	19.0	19.3

School Financial Information (2018-19)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see **http://tea.texas.gov/financialstandardreports/.**

	Campus	District	State
Instructional Staff Percent	n/a	58.9%	64.6%
Instructional Expenditure Ratio	n/a	62.9%	62.8%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$9,040	$10,562	$9,913
Instruction	$5,878	$5,721	$5,558
Instructional Leadership	$172	$142	$162
School Leadership	$502	$547	$589

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. **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 of this year's report is not updated.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	81%	**81%**	*	81%	69%	-	*	*	-	81%
	2018	77%	78%	**80%**	*	80%	64%	-	*	*	-	79%
ELA/Reading	2019	75%	76%	**68%**	-	68%	60%	-	*	*	-	68%
	2018	74%	74%	**67%**	*	67%	56%	-	*	*	-	67%
Mathematics	2019	82%	86%	**99%**	-	99%	*	-	-	-	-	99%
	2018	81%	85%	**94%**	-	94%	*	-	-	*	-	94%
Science	2019	81%	84%	**94%**	-	94%	*	-	-	-	-	93%
	2018	80%	82%	**89%**	*	89%	60%	-	*	*	-	89%
Social Studies	2019	81%	83%	**92%**	*	92%	*	-	*	-	-	92%
	2018	78%	80%	**92%**	-	92%	80%	-	*	-	-	92%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	52%	**60%**	*	60%	31%	-	*	*	-	59%
	2018	48%	49%	**54%**	*	54%	55%	-	*	*	-	54%
ELA/Reading	2019	48%	47%	**48%**	-	48%	0%	-	*	*	-	47%
	2018	46%	44%	**45%**	*	45%	56%	-	*	*	-	45%
Mathematics	2019	52%	57%	**93%**	-	94%	*	-	-	-	-	93%
	2018	50%	55%	**81%**	-	82%	*	-	-	*	-	81%
Science	2019	54%	55%	**60%**	-	60%	*	-	-	-	-	59%
	2018	51%	51%	**55%**	*	55%	40%	-	*	*	-	55%
Social Studies	2019	55%	54%	**67%**	*	67%	*	-	*	-	-	68%
	2018	53%	51%	**62%**	-	62%	60%	-	*	-	-	62%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**22%**	*	22%	15%	-	*	*	-	23%
	2018	22%	21%	**17%**	*	17%	14%	-	*	*	-	17%
ELA/Reading	2019	21%	18%	**6%**	-	6%	0%	-	*	*	-	6%
	2018	19%	17%	**5%**	*	5%	0%	-	*	*	-	5%
Mathematics	2019	26%	31%	**78%**	-	78%	*	-	-	-	-	77%
	2018	24%	28%	**67%**	-	67%	*	-	-	*	-	67%
Science	2019	25%	21%	**15%**	-	15%	*	-	-	-	-	16%
	2018	23%	19%	**13%**	*	13%	0%	-	*	*	-	13%
Social Studies	2019	33%	29%	**35%**	*	35%	*	-	*	-	-	35%
	2018	31%	26%	**24%**	-	24%	20%	-	*	-	-	24%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	69	**80**	-	80	*	-	*	*	-	81
	2018	69	71	**78**	*	79	58	-	*	*	-	78
ELA/Reading	2019	68	67	**69**	-	69	*	-	*	*	-	69
	2018	69	69	**71**	*	71	*	-	*	-	-	71
Mathematics	2019	70	71	**97**	-	97	*	-	-	-	-	97
	2018	70	72	**94**	-	94	*	-	-	*	-	94

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

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PACE EARLY COLLEGE H S (031901003)

Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2018-19	1.9%	0.7%	**0.0%**	*	0.0%	0.0%	-	*	*	-	0.0%
2017-18	1.9%	1.1%	**0.3%**	*	0.3%	0.0%	-	0.0%	*	-	0.3%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	90.0%	93.7%	**98.7%**	-	98.7%	*	-	*	-	-	98.5%
Graduates, TxCHSE, & Cont	94.1%	96.8%	**99.6%**	-	99.6%	*	-	*	-	-	99.6%
Class of 2018											
Graduated	90.0%	92.8%	**96.7%**	-	96.8%	80.0%	-	*	-	-	96.7%
Graduates, TxCHSE, & Cont	94.3%	96.1%	**98.1%**	-	98.1%	100.0%	-	*	-	-	98.1%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.2%	95.1%	**97.7%**	-	97.9%	80.0%	-	*	-	-	97.7%
Graduates, TxCHSE, & Cont	93.9%	96.3%	**98.3%**	-	98.3%	100.0%	-	*	-	-	98.3%
Class of 2017											
Graduated	92.0%	95.4%	**96.8%**	*	96.8%	*	-	*	-	-	97.0%
Graduates, TxCHSE, & Cont	93.7%	96.2%	**97.3%**	*	97.2%	*	-	*	-	-	97.5%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.4%	95.7%	**97.3%**	*	97.2%	*	-	*	-	-	97.5%
Graduates, TxCHSE, & Cont	93.7%	96.2%	**97.3%**	*	97.2%	*	-	*	-	-	97.5%
Class of 2016											
Graduated	92.1%	95.4%	**98.0%**	*	98.0%	*	-	-	-	-	98.0%
Graduates, TxCHSE, & Cont	93.4%	95.8%	**98.4%**	*	98.4%	*	-	-	-	-	98.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2019	90.0%	92.1%	**97.0%**	-	97.0%	*	-	*	-	-	97.1%
Class of 2018	90.0%	91.9%	**96.1%**	-	96.4%	66.7%	-	*	-	-	96.1%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2019	73.3%	*	**-**	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	*	-	*	-	-	-	-	-	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2019	87.6%	97.2%	**97.6%**	-	97.6%	*	-	*	-	-	97.6%
Class of 2018	86.8%	96.8%	**97.6%**	-	97.8%	*	-	*	-	-	97.6%
College, Career, and Military Ready (Annual Graduates)											
2018-19	72.9%	79.7%	**84.6%**	-	84.8%	*	-	*	-	-	84.3%
2017-18	65.5%	67.4%	**82.7%**	-	82.7%	80.0%	-	*	-	-	83.0%
SAT/ACT Results (Annual Graduates)											
Tested											
2018-19	75.0%	74.1%	**77.3%**	-	77.1%	*	-	*	-	-	76.3%
2017-18	74.6%	76.9%	**84.2%**	-	84.4%	60.0%	-	*	-	-	84.0%
Average SAT Score											
2018-19	1027	943	**912**	-	912	*	-	*	-	-	908
2017-18	1036	960	**926**	-	926	*	-	*	-	-	927
Average ACT Score											
2018-19	20.6	18.0	**16.6**	-	16.6	*	-	*	-	-	16.5
2017-18	20.6	18.1	**17.2**	-	17.2	*	-	*	-	-	17.2

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
* Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

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2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901003**

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

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)

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

End of Course English I
At Approaches Grade Level or Above

		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 Approaches Grade Level or Above	2019	68%	68%	**71%**	-	71%	*	-	-	-	-	32%	*	72%	65%	71%	56%
	2018	65%	65%	**68%**	-	68%	*	-	*	*	-	23%	75%	72%	46%	68%	44%
At Meets Grade Level or Above	2019	50%	49%	**51%**	-	51%	*	-	-	-	-	13%	*	54%	33%	50%	29%
	2018	44%	43%	**47%**	-	47%	*	-	*	*	-	10%	25%	49%	34%	46%	22%
At Masters Grade Level	2019	11%	10%	**8%**	-	8%	*	-	-	-	-	1%	*	9%	1%	8%	1%
	2018	7%	6%	**6%**	-	6%	*	-	*	*	-	3%	13%	6%	1%	6%	1%

End of Course English II
At Approaches Grade Level or Above

		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 Approaches Grade Level or Above	2019	68%	67%	**65%**	-	65%	*	-	*	*	-	22%	*	69%	50%	65%	45%
	2018	67%	64%	**67%**	*	67%	40%	-	*	-	-	34%	*	72%	47%	67%	43%
At Meets Grade Level or Above	2019	49%	45%	**46%**	-	46%	*	-	*	*	-	8%	*	50%	29%	44%	20%
	2018	48%	43%	**44%**	*	44%	40%	-	*	-	-	16%	*	48%	30%	44%	20%
At Masters Grade Level	2019	8%	6%	**4%**	-	4%	*	-	*	*	-	1%	*	5%	2%	4%	0%
	2018	8%	5%	**5%**	*	5%	0%	-	*	-	-	0%	*	5%	3%	5%	0%

End of Course Algebra I
At Approaches Grade Level or Above

		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 Approaches Grade Level or Above	2019	85%	94%	**99%**	-	99%	*	-	-	-	-	94%	*	99%	100%	99%	99%
	2018	83%	90%	**94%**	-	94%	*	-	-	*	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above	2019	61%	82%	**93%**	-	94%	*	-	-	-	-	77%	*	93%	94%	93%	91%
	2018	55%	71%	**81%**	-	82%	*	-	-	*	-	54%	*	83%	75%	81%	77%
At Masters Grade Level	2019	37%	62%	**78%**	-	78%	*	-	-	-	-	42%	*	76%	87%	77%	72%
	2018	32%	48%	**67%**	-	67%	*	-	-	*	-	33%	*	67%	65%	67%	60%

End of Course Biology
At Approaches Grade Level or Above

		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 Approaches Grade Level or Above	2019	88%	90%	**94%**	-	94%	*	-	-	-	-	72%	*	95%	89%	93%	89%
	2018	87%	88%	**89%**	*	89%	60%	-	*	*	-	63%	60%	91%	82%	89%	83%
At Meets Grade Level or Above	2019	62%	60%	**60%**	-	60%	*	-	-	-	-	19%	*	65%	38%	59%	40%
	2018	59%	55%	**55%**	*	55%	40%	-	*	*	-	23%	60%	57%	46%	55%	41%
At Masters Grade Level	2019	25%	18%	**15%**	-	15%	*	-	-	-	-	2%	*	17%	8%	16%	6%
	2018	24%	16%	**13%**	*	13%	0%	-	*	*	-	3%	20%	14%	11%	13%	6%

End of Course U.S. History
At Approaches Grade Level or Above

		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 Approaches Grade Level or Above	2019	93%	94%	**92%**	*	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	92%	92%	**92%**	-	92%	80%	-	*	-	-	67%	*	93%	89%	92%	85%
At Meets Grade Level or Above	2019	73%	72%	**67%**	*	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	70%	68%	**62%**	-	62%	60%	-	*	-	-	33%	*	65%	52%	62%	45%
At Masters Grade Level	2019	45%	40%	**35%**	*	35%	*	-	*	-	-	11%	-	36%	26%	35%	13%
	2018	40%	33%	**24%**	-	24%	20%	-	*	-	-	10%	*	24%	22%	24%	14%

All Grades All Subjects
At Approaches Grade Level or Above

		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 Approaches Grade Level or Above	2019	78%	81%	**81%**	*	81%	69%	-	*	*	-	52%	100%	83%	74%	81%	70%

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	78%	**80%**	*	80%	64%	-	*	*	-	48%	77%	82%	68%	79%	65%
At Meets Grade Level or Above	2019	50%	52%	**60%**	*	60%	31%	-	*	*	-	26%	56%	63%	45%	59%	40%
	2018	48%	49%	**54%**	*	54%	55%	-	*	*	-	24%	45%	57%	43%	54%	36%
At Masters Grade Level	2019	24%	23%	**22%**	*	22%	15%	-	*	*	-	9%	33%	23%	17%	23%	14%
	2018	22%	21%	**17%**	*	17%	14%	-	*	*	-	7%	18%	17%	15%	17%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**68%**	-	68%	60%	-	*	*	-	28%	100%	71%	56%	68%	50%
	2018	74%	74%	**67%**	*	67%	56%	-	*	*	-	29%	70%	72%	47%	67%	43%
At Meets Grade Level or Above	2019	48%	47%	**48%**	-	48%	0%	-	*	*	-	11%	40%	52%	30%	47%	24%
	2018	46%	44%	**45%**	*	45%	56%	-	*	*	-	14%	20%	49%	31%	45%	21%
At Masters Grade Level	2019	21%	18%	**6%**	-	6%	0%	-	*	*	-	1%	0%	7%	1%	6%	1%
	2018	19%	17%	**5%**	*	5%	0%	-	*	*	-	2%	10%	6%	2%	5%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**99%**	-	99%	*	-	-	-	-	94%	*	99%	100%	99%	99%
	2018	81%	85%	**94%**	-	94%	*	-	-	*	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above	2019	52%	57%	**93%**	-	94%	*	-	-	-	-	77%	*	93%	94%	93%	91%
	2018	50%	55%	**81%**	-	82%	*	-	-	*	-	54%	*	83%	75%	81%	77%
At Masters Grade Level	2019	26%	31%	**78%**	-	78%	*	-	-	-	-	42%	*	76%	87%	77%	72%
	2018	24%	28%	**67%**	-	67%	*	-	-	*	-	33%	*	67%	65%	67%	60%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**94%**	-	94%	*	-	-	-	-	72%	*	95%	89%	93%	89%
	2018	80%	82%	**89%**	*	89%	60%	-	*	*	-	63%	60%	91%	82%	89%	83%
At Meets Grade Level or Above	2019	54%	55%	**60%**	-	60%	*	-	-	-	-	19%	*	65%	38%	59%	40%
	2018	51%	51%	**55%**	*	55%	40%	-	*	*	-	23%	60%	57%	46%	55%	41%
At Masters Grade Level	2019	25%	21%	**15%**	-	15%	*	-	-	-	-	2%	*	17%	8%	16%	6%
	2018	23%	19%	**13%**	*	13%	0%	-	*	*	-	3%	20%	14%	11%	13%	6%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	**92%**	*	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	78%	80%	**92%**	-	92%	80%	-	*	-	-	67%	*	93%	89%	92%	85%
At Meets Grade Level or Above	2019	55%	54%	**67%**	*	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	53%	51%	**62%**	-	62%	60%	-	*	-	-	33%	*	65%	52%	62%	45%
At Masters Grade Level	2019	33%	29%	**35%**	*	35%	*	-	*	-	-	11%	-	36%	26%	35%	13%
	2018	31%	26%	**24%**	-	24%	20%	-	*	-	-	10%	*	24%	22%	24%	14%

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

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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																	
End of Course English II	2019	69	68	**69**	-	69	*	-	*	*	-	66	*	68	71	69	70
	2018	67	69	**71**	*	71	*	-	*	-	-	54	-	70	72	71	62
End of Course Algebra I	2019	75	91	**97**	-	97	*	-	-	-	-	88	*	96	100	97	96
	2018	72	85	**94**	-	94	*	-	-	*	-	84	*	94	99	94	93
All Grades Both Subjects	2019	69	69	**80**	-	80	*	-	*	*	-	79	*	80	81	81	83
	2018	69	71	**78**	*	79	58	-	*	*	-	66	*	78	79	78	75
All Grades ELA/Reading	2019	68	67	**69**	-	69	*	-	*	*	-	66	*	68	71	69	70
	2018	69	69	**71**	*	71	*	-	*	-	-	54	-	70	72	71	62
All Grades Mathematics	2019	70	71	**97**	-	97	*	-	-	-	-	88	*	96	100	97	96
	2018	70	72	**94**	-	94	*	-	-	*	-	84	*	94	99	94	93

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 2,067

Campus Name: PACE EARLY COLLEGE H S

2019-20 Campus Prior Year and Student Success Initiative

Grade Span: 09 - 12

Campus Number: 031901003

School Type: High School

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	99%	95%	**100%**	-	100%	-	-	-	-	-	-	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9 2019	13%	15%	**15%**	-	15%	-	-	-	-	-	7%	15%	11%
Grade 8 Mathematics													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	90%	*	-	*	-	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9 2019	50%	75%	**73%**	-	73%	-	-	-	-	-	60%	73%	*

District Name: BROWNSVILLE ISD

Campus Name: PACE EARLY COLLEGE H S

Campus Number: 031901003

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

Total Students: 2,067

Grade Span: 09 - 12

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**81%**	-	-	-	-	-	61%	24%	65%	63%	61%	61%
	2018	77%	78%	**80%**	-	-	-	-	-	56%	56%	-	44%	56%	56%
At Meets Grade Level or Above	2019	50%	52%	**60%**	-	-	-	-	-	29%	0%	31%	26%	29%	28%
	2018	48%	49%	**54%**	-	-	-	-	-	25%	25%	-	16%	25%	25%
At Masters Grade Level	2019	24%	23%	**22%**	-	-	-	-	-	11%	0%	12%	17%	11%	12%
	2018	22%	21%	**17%**	-	-	-	-	-	8%	8%	-	8%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**68%**	-	-	-	-	-	39%	8%	43%	45%	39%	39%
	2018	74%	74%	**67%**	-	-	-	-	-	31%	31%	-	27%	31%	31%
At Meets Grade Level or Above	2019	48%	47%	**48%**	-	-	-	-	-	12%	0%	14%	5%	12%	12%
	2018	46%	44%	**45%**	-	-	-	-	-	10%	10%	-	7%	10%	10%
At Masters Grade Level	2019	21%	18%	**6%**	-	-	-	-	-	0%	0%	0%	0%	0%	0%
	2018	19%	17%	**5%**	-	-	-	-	-	0%	0%	-	7%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**99%**	-	-	-	-	-	99%	-	99%	100%	99%	99%
	2018	81%	85%	**94%**	-	-	-	-	-	95%	95%	-	*	95%	94%
At Meets Grade Level or Above	2019	52%	57%	**93%**	-	-	-	-	-	87%	-	87%	100%	87%	88%
	2018	50%	55%	**81%**	-	-	-	-	-	69%	69%	-	*	69%	68%
At Masters Grade Level	2019	26%	31%	**78%**	-	-	-	-	-	65%	-	65%	83%	65%	66%
	2018	24%	28%	**67%**	-	-	-	-	-	51%	51%	-	*	51%	49%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**94%**	-	-	-	-	-	85%	71%	86%	80%	85%	85%
	2018	80%	82%	**89%**	-	-	-	-	-	79%	79%	-	60%	79%	78%
At Meets Grade Level or Above	2019	54%	55%	**60%**	-	-	-	-	-	24%	0%	25%	20%	24%	23%
	2018	51%	51%	**55%**	-	-	-	-	-	31%	31%	-	20%	31%	31%
At Masters Grade Level	2019	25%	21%	**15%**	-	-	-	-	-	2%	0%	2%	0%	2%	2%
	2018	23%	19%	**13%**	-	-	-	-	-	4%	4%	-	0%	4%	4%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	**92%**	-	-	-	-	-	82%	*	81%	*	82%	82%
	2018	78%	80%	**92%**	-	-	-	-	-	81%	81%	-	*	81%	81%
At Meets Grade Level or Above	2019	55%	54%	**67%**	-	-	-	-	-	40%	*	42%	*	40%	39%
	2018	53%	51%	**62%**	-	-	-	-	-	34%	34%	-	*	34%	33%
At Masters Grade Level	2019	33%	29%	**35%**	-	-	-	-	-	13%	*	13%	*	13%	13%
	2018	31%	26%	**24%**	-	-	-	-	-	9%	9%	-	*	9%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**80%**	-	-	-	-	-	83%	-	83%	88%	83%	84%
	2018	69%	71%	**78%**	-	-	-	-	-	73%	73%	-	56%	73%	72%
All Grades ELA/Reading	2019	68%	67%	**69%**	-	-	-	-	-	71%	-	71%	*	71%	71%
	2018	69%	69%	**71%**	-	-	-	-	-	63%	63%	-	50%	63%	63%
All Grades Mathematics	2019	70%	71%	**97%**	-	-	-	-	-	95%	-	95%	100%	95%	96%
	2018	70%	72%	**94%**	-	-	-	-	-	91%	91%	-	*	91%	90%

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Campus Name: PACE EARLY COLLEGE H S
2019-20 Campus STAAR Participation
Campus Number: 031901003

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

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

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

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 2,067

Campus Name: PACE EARLY COLLEGE H S
2019-20 Campus Attendance, Graduation, and Dropout Rates
Grade Span: 09 - 12

Campus Number: 031901003
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	**93.7%**	*	93.7%	94.0%	-	*	*	-	92.7%	93.7%	93.8%
2017-18	95.4%	95.4%	**94.8%**	*	94.8%	92.4%	-	*	*	-	93.6%	94.8%	95.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	**0.0%**	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
2017-18	1.9%	1.1%	**0.3%**	*	0.3%	0.0%	-	0.0%	*	-	0.4%	0.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	**98.7%**	-	98.7%	*	-	*	-	-	96.7%	98.5%	95.5%
Received TxCHSE	0.5%	0.2%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.7%	3.0%	**0.9%**	-	0.9%	*	-	*	-	-	1.7%	1.0%	4.5%
Dropped Out	5.9%	3.2%	**0.4%**	-	0.4%	*	-	*	-	-	1.7%	0.4%	0.0%
Graduates and TxCHSE	90.4%	93.9%	**98.7%**	-	98.7%	*	-	*	-	-	96.7%	98.5%	95.5%
Graduates, TxCHSE, and Continuers	94.1%	96.8%	**99.6%**	-	99.6%	*	-	*	-	-	98.3%	99.6%	100.0%
Class of 2018													
Graduated	90.0%	92.8%	**96.7%**	-	96.8%	80.0%	-	*	-	-	84.5%	96.7%	94.6%
Received TxCHSE	0.4%	0.3%	**0.0%**	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.8%	3.0%	**1.5%**	-	1.3%	20.0%	-	*	-	-	12.1%	1.5%	0.0%
Dropped Out	5.7%	3.9%	**1.9%**	-	1.9%	0.0%	-	*	-	-	3.4%	1.9%	5.4%
Graduates and TxCHSE	90.4%	93.1%	**96.7%**	-	96.8%	80.0%	-	*	-	-	84.5%	96.7%	94.6%
Graduates, TxCHSE, and Continuers	94.3%	96.1%	**98.1%**	-	98.1%	100.0%	-	*	-	-	96.6%	98.1%	94.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	**97.7%**	-	97.9%	80.0%	-	*	-	-	94.3%	97.7%	94.6%
Received TxCHSE	0.6%	0.5%	**0.0%**	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.7%	**0.6%**	-	0.4%	20.0%	-	*	-	-	1.9%	0.6%	0.0%
Dropped Out	6.1%	3.7%	**1.7%**	-	1.7%	0.0%	-	*	-	-	3.8%	1.7%	5.4%
Graduates and TxCHSE	92.8%	95.6%	**97.7%**	-	97.9%	80.0%	-	*	-	-	94.3%	97.7%	94.6%
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**98.3%**	-	98.3%	100.0%	-	*	-	-	96.2%	98.3%	94.6%
Class of 2017													
Graduated	92.0%	95.4%	**96.8%**	*	96.8%	*	-	*	-	-	96.4%	97.0%	96.5%
Received TxCHSE	0.6%	0.3%	**0.0%**	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	**0.4%**	*	0.4%	*	-	*	-	-	1.8%	0.4%	0.0%
Dropped Out	6.3%	3.8%	**2.7%**	*	2.8%	*	-	*	-	-	1.8%	2.5%	3.5%
Graduates and TxCHSE	92.6%	95.7%	**96.8%**	*	96.8%	*	-	*	-	-	96.4%	97.0%	96.5%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**97.3%**	*	97.2%	*	-	*	-	-	98.2%	97.5%	96.5%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	**97.3%**	*	97.2%	*	-	*	-	-	98.2%	97.5%	96.5%

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

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	**0.0%**	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.2%	**0.0%**	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	3.8%	**2.7%**	*	2.8%	*	-	*	-	-	1.8%	2.5%	3.5%
Graduates and TxCHSE	93.2%	96.1%	**97.3%**	*	97.2%	*	-	*	-	-	98.2%	97.5%	96.5%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**97.3%**	*	97.2%	*	-	*	-	-	98.2%	97.5%	96.5%
Class of 2016													
Graduated	92.1%	95.4%	**98.0%**	*	98.0%	*	-	-	-	-	93.5%	98.0%	94.7%
Received TxCHSE	0.8%	0.4%	**0.4%**	*	0.5%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.5%	0.1%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.2%	**1.6%**	*	1.6%	*	-	-	-	-	6.5%	1.6%	5.3%
Graduates and TxCHSE	92.9%	95.7%	**98.4%**	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%
Graduates, TxCHSE, and Continuers	93.4%	95.8%	**98.4%**	*	98.4%	*	-	-	-	-	93.5%	98.4%	94.7%

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%	**97.0%**	-	97.0%	*	-	*	-	-	89.4%	97.1%	94.4%
Class of 2018	90.0%	91.9%	**96.1%**	-	96.4%	66.7%	-	*	-	-	81.7%	96.1%	94.6%

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%	**0.2%**	-	0.2%	*	-	*	-	-	0.0%	0.2%	0.0%
Class of 2018	5.0%	3.6%	**1.3%**	-	1.3%	*	-	*	-	-	13.3%	1.3%	0.0%

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	79.9%	**97.5%**	-	97.4%	*	-	*	-	-	75.0%	97.4%	95.0%
Class of 2018	82.0%	93.2%	**96.3%**	-	96.5%	*	-	*	-	-	66.7%	96.3%	98.1%

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%	**97.6%**	-	97.6%	*	-	*	-	-	75.0%	97.6%	95.0%
Class of 2018	86.8%	96.8%	**97.6%**	-	97.8%	*	-	*	-	-	80.0%	97.6%	98.1%

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%	**37.5%**	-	37.5%	-	-	-	-	-	0.0%	0.0%	-
2017-18	37.7%	58.8%	**14.3%**	-	14.3%	-	-	-	-	-	0.0%	0.0%	-

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%	**0.2%**	-	0.2%	*	-	*	-	-	0.0%	0.2%	0.0%
2017-18	4.9%	3.6%	**1.4%**	-	1.5%	0.0%	-	*	-	-	13.0%	1.4%	0.0%

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%	**96.9%**	-	96.9%	*	-	*	-	-	71.7%	97.0%	95.5%
2017-18	81.5%	94.3%	**96.3%**	-	96.5%	80.0%	-	*	-	-	67.4%	96.5%	98.6%

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%	**96.2%**	-	96.2%	*	-	*	-	-	64.7%	96.2%	95.5%
2017-18	85.1%	96.1%	**96.6%**	-	96.7%	80.0%	-	*	-	-	71.2%	96.8%	98.6%

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	547	100.0%	3,285	355,615
By Ethnicity:				
African American	0	0.0%	2	43,953
Hispanic	542	99.1%	3,255	180,673
White	4	0.7%	18	105,577
American Indian	0	0.0%	1	1,293
Asian	1	0.2%	8	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	1	7,018
By Graduation Type:				
Minimum H.S. Program	5	0.9%	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	3	0.5%	20	1,090
Foundation H.S. Program (No Endorsement)	33	6.0%	198	51,579
Foundation H.S. Program (Endorsement)	1	0.2%	516	15,160
Foundation H.S. Program (DLA)	505	92.3%	2,509	285,538
Special Education Graduates	67	12.2%	299	27,598
Economically Disadvantaged Graduates	491	89.8%	2,760	186,364
LEP Graduates	93	17.0%	462	25,189
At-Risk Graduates	456	83.4%	2,003	146,432

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

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	**84.6%**	-	84.8%	*	-	*	-	-	81.3%	84.3%	88.7%
2017-18	65.5%	67.4%	**82.7%**	-	82.7%	80.0%	-	*	-	-	70.5%	83.0%	82.9%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	**55.9%**	-	56.1%	*	-	*	-	-	10.4%	55.6%	61.3%
2017-18	50.0%	51.9%	**70.8%**	-	70.8%	60.0%	-	*	-	-	23.2%	71.1%	71.2%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	**59.8%**	-	59.8%	*	-	*	-	-	16.4%	59.1%	30.1%
2017-18	58.2%	61.1%	**72.6%**	-	72.4%	80.0%	-	*	-	-	32.1%	72.9%	47.9%
Mathematics													
2018-19	48.6%	46.2%	**57.0%**	-	57.4%	*	-	*	-	-	17.9%	56.8%	43.0%
2017-18	46.0%	49.9%	**72.8%**	-	72.8%	60.0%	-	*	-	-	35.7%	73.1%	67.1%
Both Subjects													
2018-19	44.2%	41.1%	**43.9%**	-	44.1%	*	-	*	-	-	7.5%	43.2%	23.7%
2017-18	42.1%	44.9%	**60.6%**	-	60.4%	60.0%	-	*	-	-	19.6%	60.8%	39.7%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	**30.9%**	-	31.0%	*	-	*	-	-	6.0%	29.7%	22.6%
2017-18	20.7%	20.1%	**26.2%**	-	26.0%	20.0%	-	*	-	-	12.5%	26.3%	13.7%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	**24.3%**	-	24.5%	*	-	*	-	-	0.0%	23.4%	53.8%
2017-18	20.4%	18.6%	**22.6%**	-	22.7%	0.0%	-	*	-	-	1.8%	22.7%	45.2%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	**66.8%**	-	66.8%	*	-	*	-	-	81.3%	66.6%	62.4%
2017-18	28.7%	36.1%	**44.7%**	-	44.5%	50.0%	-	*	-	-	70.5%	44.9%	37.7%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	**25.6%**	-	25.5%	*	-	*	-	-	14.9%	24.8%	23.7%
2017-18	4.8%	4.4%	**4.0%**	-	3.9%	0.0%	-	*	-	-	0.0%	4.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency

District Name: BROWNSVILLE ISD   **Texas Academic Performance Report**   Total Students: 2,067
Campus Name: PACE EARLY COLLEGE H S   **2019-20 Campus College, Career, and Military Readiness (CCMR)**   Grade Span: 09 - 12
Campus Number: 031901003   School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	**1.6%**	-	1.5%	*	-	*	-	-	13.4%	1.4%	1.1%
2017-18	1.7%	0.7%	**0.0%**	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	81.7%	**86.1%**	-	86.2%	*	-	*	-	-	74.6%	85.9%	80.6%
2017-18	38.7%	53.1%	**69.0%**	-	68.8%	80.0%	-	*	-	-	46.4%	69.3%	64.4%

U.S. Armed Forces Enlistment (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	7.7%	**17.2%**	-	17.2%	*	-	*	-	-	16.4%	17.3%	11.8%
2017-18	4.3%	4.1%	**4.4%**	-	4.3%	20.0%	-	*	-	-	3.6%	4.4%	4.1%

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	4.4%	**6.0%**	-	5.9%	*	-	*	-	-	49.3%	5.7%	3.2%
2017-18	2.6%	4.9%	**7.4%**	-	7.5%	0.0%	-	*	-	-	66.1%	7.4%	1.4%

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.0%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	-	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%

Texas Education Agency

District Name: BROWNSVILLE ISD

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

Campus Name: PACE EARLY COLLEGE H S

Campus Number: 031901003

Total Students: 2,067

Grade Span: 09 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	**57.6%**	-	57.6%	*	-	*	-	-	16.4%	56.8%	28.0%
2017-18	32.1%	54.8%	**65.6%**	-	65.5%	60.0%	-	*	-	-	32.1%	65.9%	32.9%
Mathematics													
2018-19	24.7%	43.2%	**56.1%**	-	56.5%	*	-	*	-	-	14.9%	55.8%	41.9%
2017-18	23.7%	44.4%	**58.8%**	-	58.6%	60.0%	-	*	-	-	21.4%	59.0%	47.9%
Both Subjects													
2018-19	18.8%	36.6%	**42.2%**	-	42.4%	*	-	*	-	-	7.5%	41.5%	21.5%
2017-18	18.1%	39.1%	**49.6%**	-	49.5%	40.0%	-	*	-	-	17.9%	49.8%	24.7%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	**88.1%**	-	88.2%	*	-	*	-	-	77.6%	88.2%	82.8%
2017-18	58.4%	82.3%	**88.4%**	-	88.4%	80.0%	-	*	-	-	73.2%	88.8%	89.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	**0.4%**	-	0.4%	*	-	*	-	-	0.0%	0.4%	0.0%
2017-18	2.0%	1.7%	**7.2%**	-	7.1%	20.0%	-	*	-	-	1.8%	7.2%	20.5%
Mathematics													
2018-19	7.3%	3.3%	**1.3%**	-	1.3%	*	-	*	-	-	3.0%	1.4%	1.1%
2017-18	3.9%	4.6%	**17.0%**	-	17.2%	0.0%	-	*	-	-	14.3%	17.1%	32.9%
Both Subjects													
2018-19	2.6%	0.5%	**0.0%**	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2017-18	0.9%	0.7%	**3.6%**	-	3.7%	0.0%	-	*	-	-	0.0%	3.6%	12.3%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	**26.4%**	*	26.6%	0.0%	-	*	-	-	n/a	25.8%	n/a
2018	25.8%	24.1%	**22.3%**	-	22.1%	25.0%	-	*	-	-	n/a	22.3%	n/a
English Language Arts													
2019	14.5%	16.1%	**13.8%**	*	14.0%	0.0%	-	*	-	-	n/a	13.1%	n/a
2018	15.3%	15.6%	**12.3%**	-	12.1%	12.5%	-	*	-	-	n/a	12.3%	n/a
Mathematics													
2019	7.4%	3.6%	**4.3%**	*	4.4%	0.0%	-	*	-	-	n/a	3.9%	n/a
2018	7.3%	2.0%	**1.9%**	-	1.7%	12.5%	-	*	-	-	n/a	1.9%	n/a
Science													
2019	10.4%	8.1%	**9.7%**	*	9.7%	0.0%	-	*	-	-	n/a	9.2%	n/a
2018	10.8%	5.5%	**5.6%**	-	5.5%	0.0%	-	*	-	-	n/a	5.6%	n/a
Social Studies													
2019	13.9%	16.7%	**12.4%**	*	12.5%	0.0%	-	*	-	-	n/a	12.4%	n/a
2018	14.5%	13.6%	**8.3%**	-	8.3%	12.5%	-	*	-	-	n/a	8.3%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	**32.7%**	-	32.9%	-	-	*	-	-	n/a	32.4%	n/a
2018	50.7%	27.6%	**40.1%**	-	40.8%	*	-	*	-	-	n/a	40.1%	n/a
English Language Arts													
2019	41.2%	9.2%	**16.3%**	-	16.3%	-	-	-	-	-	n/a	15.5%	n/a
2018	42.5%	14.2%	**21.4%**	-	21.9%	*	-	*	-	-	n/a	21.4%	n/a
Mathematics													
2019	52.2%	6.9%	**2.2%**	-	2.2%	-	-	-	-	-	n/a	2.6%	n/a

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

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	14.8%	**25.0%**	-	27.8%	*	-	*	-	-	n/a	25.0%	n/a
Science													
2019	40.6%	5.1%	**5.8%**	-	5.9%	-	-	*	-	-	n/a	6.7%	n/a
2018	38.0%	7.4%	**11.7%**	-	12.1%	-	-	*	-	-	n/a	11.7%	n/a
Social Studies													
2019	46.3%	9.5%	**11.4%**	-	11.4%	-	-	-	-	-	n/a	11.5%	n/a
2018	44.6%	11.7%	**17.0%**	-	17.2%	*	-	-	-	-	n/a	17.0%	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)
2018-19	75.0%	74.1%	**77.3%**	-	77.1%	*	-	*	-	-	n/a	76.3%	n/a
2017-18	74.6%	76.9%	**84.2%**	-	84.4%	60.0%	-	*	-	-	n/a	84.0%	n/a

At/Above Criterion for All
Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	17.5%	**9.9%**	-	10.0%	*	-	*	-	-	n/a	9.6%	n/a
2017-18	37.9%	22.5%	**14.0%**	-	14.2%	*	-	*	-	-	n/a	13.8%	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)
2018-19	1027	943	**912**	-	912	*	-	*	-	-	n/a	908	n/a
2017-18	1036	960	**926**	-	926	*	-	*	-	-	n/a	927	n/a

English Language Arts
and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	478	**458**	-	459	*	-	*	-	-	n/a	455	n/a
2017-18	521	489	**473**	-	473	*	-	*	-	-	n/a	473	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	464	**453**	-	454	*	-	*	-	-	n/a	452	n/a
2017-18	515	472	**453**	-	453	*	-	*	-	-	n/a	453	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)
2018-19	20.6	18.0	**16.6**	-	16.6	*	-	*	-	-	n/a	16.5	n/a
2017-18	20.6	18.1	**17.2**	-	17.2	*	-	*	-	-	n/a	17.2	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	17.7	**16.1**	-	16.1	*	-	*	-	-	n/a	15.9	n/a
2017-18	20.3	17.7	**16.8**	-	16.8	*	-	*	-	-	n/a	16.8	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	17.8	**16.7**	-	16.7	*	-	*	-	-	n/a	16.6	n/a
2017-18	20.6	18.1	**17.2**	-	17.2	*	-	*	-	-	n/a	17.1	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	18.4	**17.2**	-	17.2	*	-	*	-	-	n/a	17.2	n/a
2017-18	20.9	18.5	**17.4**	-	17.5	*	-	*	-	-	n/a	17.4	n/a

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	**54.7%**	*	54.7%	35.7%	-	*	*	-	21.5%	54.8%	32.3%
2017-18	43.4%	49.1%	**57.5%**	*	57.5%	53.3%	-	100.0%	*	-	19.4%	58.6%	36.6%
English Language Arts													
2018-19	17.8%	27.5%	**18.4%**	*	18.4%	0.0%	-	*	*	-	2.8%	18.3%	5.9%
2017-18	17.3%	26.5%	**31.6%**	*	31.5%	33.3%	-	80.0%	*	-	9.4%	32.1%	12.9%
Mathematics													
2018-19	20.4%	27.5%	**34.0%**	*	34.0%	14.3%	-	*	*	-	15.1%	34.4%	21.0%
2017-18	20.7%	24.5%	**27.2%**	*	27.2%	23.1%	-	*	*	-	10.3%	27.7%	15.1%
Science													
2018-19	21.7%	16.4%	**14.1%**	*	14.2%	0.0%	-	*	*	-	2.0%	13.8%	5.1%
2017-18	21.2%	18.3%	**17.5%**	*	17.4%	21.4%	-	60.0%	*	-	7.3%	17.8%	4.5%
Social Studies													
2018-19	23.6%	26.0%	**39.3%**	*	39.4%	15.4%	-	*	*	-	4.7%	39.0%	15.5%
2017-18	22.8%	24.9%	**40.7%**	*	40.6%	38.5%	-	80.0%	*	-	1.5%	41.2%	10.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	**58.0%**	-	58.0%	60.0%	-	*	-	-	28.6%	58.1%	45.1%
2016-17	54.6%	59.3%	**57.5%**	*	57.6%	*	-	*	-	-	26.8%	57.6%	31.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	**53.2%**	-	52.9%	*	-	*	-	-	18.8%	53.2%	25.0%
2016-17	59.2%	63.5%	**61.3%**	-	61.1%	-	-	*	-	-	13.3%	61.3%	53.3%

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

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

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,067	100.0%	42,989	5,479,173	2,067	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	8.3%	4.5%	0	0.0%	8.3%	4.5%
Kindergarten	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.3%
Grade 5	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	560	27.1%	8.5%	8.2%	560	27.1%	8.5%	8.2%
Grade 10	552	26.7%	8.0%	7.4%	552	26.7%	8.0%	7.4%
Grade 11	483	23.4%	7.5%	6.9%	483	23.4%	7.5%	6.9%
Grade 12	472	22.8%	7.2%	6.4%	472	22.8%	7.2%	6.4%
Ethnic Distribution:								
African American	1	0.0%	0.1%	12.6%	1	0.0%	0.1%	12.6%
Hispanic	2,042	98.8%	98.3%	52.8%	2,042	98.8%	98.3%	52.8%
White	21	1.0%	1.3%	27.0%	21	1.0%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	2	0.1%	0.2%	4.6%	2	0.1%	0.2%	4.6%
Pacific Islander	1	0.0%	0.0%	0.2%	1	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	1,020	49.3%	49.1%	48.8%	1,020	49.3%	49.1%	48.8%
Male	1,047	50.7%	50.9%	51.2%	1,047	50.7%	50.9%	51.2%
Economically Disadvantaged	1,873	90.6%	89.5%	60.3%	1,873	90.6%	89.5%	60.2%
Non-Educationally Disadvantaged	194	9.4%	10.5%	39.7%	194	9.4%	10.5%	39.8%
Section 504 Students	159	7.7%	8.6%	6.9%	159	7.7%	8.6%	6.9%
English Learners (EL)	449	21.7%	36.1%	20.3%	449	21.7%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	92	4.1%	0.9%	1.5%				
Students w/ Dyslexia	109	5.3%	5.9%	4.1%	109	5.3%	5.9%	4.1%
Foster Care	5	0.2%	0.4%	0.3%	5	0.2%	0.4%	0.3%
Homeless	73	3.5%	3.4%	1.4%	73	3.5%	3.4%	1.4%
Immigrant	21	1.0%	1.1%	2.3%	21	1.0%	1.1%	2.3%
Migrant	45	2.2%	1.4%	0.3%	45	2.2%	1.4%	0.3%
Title I	2,051	99.2%	98.5%	65.1%	2,051	99.2%	98.5%	65.1%
Military Connected	4	0.2%	0.5%	1.9%	4	0.2%	0.5%	1.9%
At-Risk	1,434	69.4%	67.8%	50.6%	1,434	69.4%	67.7%	50.5%

Texas Education Agency
District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 2,067
Campus Name: PACE EARLY COLLEGE H S
2019-20 Campus Student Information
Grade Span: 09 - 12
Campus Number: 031901003
School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	432	20.9%	35.6%	20.6%	432	20.9%	35.6%	20.6%
Career & Technical Education	1,953	94.5%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	1,909	92.4%	81.9%	50.8%	1,909	92.4%	81.9%	50.8%
Gifted & Talented Education	346	16.7%	11.6%	8.1%	346	16.7%	11.6%	8.1%
Special Education	239	11.6%	13.3%	10.5%	239	11.6%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	239							
By Type of Primary Disability								
Students with Intellectual Disabilities	143	59.8%	54.6%	42.4%				
Students with Physical Disabilities	*	*	11.7%	21.4%				
Students with Autism	**	**	12.1%	13.8%				
Students with Behavioral Disabilities	63	26.4%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	247	11.1%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	244	11.0%						
White	3	0.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	178	11.2%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	3.3%	5.5%
Grade 1	-	7.6%	2.9%	-	15.7%	4.9%
Grade 2	-	4.1%	1.6%	-	4.6%	2.0%
Grade 3	-	2.9%	0.9%	-	2.2%	0.8%
Grade 4	-	1.0%	0.5%	-	0.6%	0.4%
Grade 5	-	0.4%	0.4%	-	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	6.7%	9.1%	7.8%	10.9%	19.1%	13.1%

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

Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.0	19.0
Grade 1	-	16.9	18.9
Grade 2	-	17.9	18.8
Grade 3	-	22.2	19.0
Grade 4	-	23.3	19.2
Grade 5	-	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	15.0	16.3	16.4
Foreign Languages	18.0	17.8	18.7
Mathematics	23.2	19.5	17.8
Science	20.4	19.3	18.8
Social Studies	18.9	19.0	19.3

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 2,067

Campus Name: PACE EARLY COLLEGE H S
2019-20 Campus Staff Information
Grade Span: 09 - 12

Campus Number: 031901003
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	192.6	100.0%	100.0%	100.0%
Professional Staff:	172.1	89.4%	56.7%	63.7%
Teachers	144.3	74.9%	44.1%	49.4%
Professional Support	21.8	11.3%	9.7%	10.2%
Campus Administration (School Leadership)	6.0	3.1%	2.8%	3.0%
Educational Aides:	20.5	10.6%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	6.0	n/a	155.0	12,901.0
Part-time	3.0	n/a	8.0	1,103.0
Total Minority Staff:	171.2	88.9%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	122.8	85.1%	89.8%	28.1%
White	17.3	12.0%	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	4.3	3.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	65.4	45.3%	31.5%	23.8%
Females	78.9	54.7%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.4	3.7%	1.3%	1.3%
Bachelors	106.9	74.1%	79.4%	73.4%
Masters	32.0	22.2%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	6.3	4.4%	2.3%	7.4%
1-5 Years Experience	37.9	26.3%	13.3%	27.9%
6-10 Years Experience	29.9	20.7%	17.3%	19.4%
11-20 Years Experience	39.5	27.4%	40.1%	29.4%
Over 20 Years Experience	30.7	21.3%	27.1%	15.9%
Number of Students per Teacher	14.3	n/a	15.0	15.1

District Name: BROWNSVILLE ISD

Campus Name: PACE EARLY COLLEGE H S

Campus Number: 031901003

Total Students: 2,067

Grade Span: 09 - 12

School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	16.0	9.6	6.2
Average Years Experience of Principals with District	16.0	9.1	5.3
Average Years Experience of Assistant Principals	6.6	9.1	5.3
Average Years Experience of Assistant Principals with District	6.6	8.9	4.7
Average Years Experience of Teachers:	12.6	15.4	11.1
Average Years Experience of Teachers with District:	11.6	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,651	$50,807	$49,868
1-5 Years Experience	$49,325	$51,636	$52,823
6-10 Years Experience	$52,730	$53,468	$55,756
11-20 Years Experience	$56,896	$58,689	$59,308
Over 20 Years Experience	$64,937	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$55,309	$58,957	$57,091
Professional Support	$62,502	$73,071	$67,352
Campus Administration (School Leadership)	$97,255	$95,913	$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD

Campus Name: PACE EARLY COLLEGE H S

Campus Number: 031901003

Total Students: 2,067

Grade Span: 09 - 12

School Type: High School

Program Information	--------------- Campus ---------------		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	1.2%	2.7%	6.5%
Career & Technical Education	22.7	15.7%	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	109.3	75.7%	78.7%	70.9%
Special Education	10.6	7.3%	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

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

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.

Total Students: 2,067
Grade Span: 09 - 12
School Type: High School
Download Excel

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

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

Indicator	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)
End of Course U.S. History — At Approaches Grade Level or Above	2019	93%	94%	92%	-	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	92%	92%	92%	-	92%	80%	-	*	-	-	67%	-	93%	89%	92%	85%
At Meets Grade Level or Above	2019	73%	72%	67%	-	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	70%	68%	62%	-	62%	60%	-	*	-	-	33%	60%	65%	52%	62%	45%
At Masters Grade Level	2019	45%	40%	35%	-	35%	*	-	*	-	-	11%	-	36%	26%	35%	13%
	2018	40%	33%	24%	-	24%	20%	-	*	-	-	10%	20%	24%	22%	24%	14%
All Grades All Subjects — At Approaches Grade Level or Above	2019	78%	81%	81%	-	81%	69%	-	*	-	-	52%	100%	83%	74%	81%	70%
	2018	77%	78%	80%	-	80%	64%	-	*	-	-	48%	77%	82%	68%	79%	65%
At Meets Grade Level or Above	2019	50%	52%	60%	-	60%	31%	-	*	-	-	26%	56%	63%	45%	59%	40%
	2018	48%	49%	54%	-	54%	55%	-	*	-	-	24%	45%	57%	43%	54%	36%
At Masters Grade Level	2019	24%	23%	22%	-	22%	15%	-	*	-	-	9%	33%	23%	17%	23%	14%
	2018	22%	21%	17%	-	17%	14%	-	*	-	-	7%	18%	17%	15%	17%	11%
All Grades ELA/Reading — At Approaches Grade Level or Above	2019	75%	76%	68%	-	68%	60%	-	*	-	-	28%	100%	71%	56%	68%	50%
	2018	74%	74%	67%	-	67%	56%	-	*	-	-	29%	70%	72%	47%	67%	43%
At Meets Grade Level or Above	2019	48%	47%	48%	-	48%	0%	-	*	-	-	11%	40%	52%	30%	47%	24%
	2018	46%	44%	45%	-	45%	56%	-	*	-	-	14%	20%	49%	31%	45%	21%
At Masters Grade Level	2019	21%	18%	6%	-	6%	0%	-	*	-	-	1%	0%	7%	1%	6%	1%
	2018	19%	17%	5%	-	5%	0%	-	*	-	-	2%	10%	6%	2%	5%	0%
All Grades Mathematics — At Approaches Grade Level or Above	2019	82%	86%	99%	-	99%	*	-	*	-	-	94%	*	99%	100%	99%	99%
	2018	81%	85%	94%	-	94%	*	-	*	-	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above	2019	52%	57%	93%	-	94%	*	-	*	-	-	77%	*	93%	94%	93%	91%
	2018	50%	55%	81%	-	82%	*	-	*	-	-	54%	*	83%	75%	81%	77%
At Masters Grade Level	2019	26%	31%	78%	-	78%	*	-	*	-	-	42%	*	76%	87%	77%	72%
	2018	24%	28%	67%	-	67%	*	-	*	-	-	33%	*	67%	65%	67%	60%
All Grades Science — At Approaches Grade Level or Above	2019	81%	84%	94%	-	94%	60%	-	*	-	-	72%	*	95%	89%	93%	89%
	2018	80%	82%	89%	-	89%	*	-	*	-	-	63%	*	91%	82%	89%	83%
At Meets Grade Level or Above	2019	54%	55%	60%	-	60%	60%	-	*	-	-	19%	*	65%	38%	59%	40%
	2018	51%	51%	55%	-	55%	*	-	*	-	-	23%	*	57%	46%	55%	41%
At Masters Grade Level	2019	25%	21%	15%	-	15%	*	-	*	-	-	2%	*	17%	8%	16%	6%
	2018	23%	19%	13%	-	13%	*	-	*	-	-	3%	*	14%	11%	13%	6%
All Grades Social Studies — At Approaches Grade Level or Above	2019	81%	83%	92%	-	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	78%	80%	92%	-	92%	80%	-	*	-	-	67%	-	93%	89%	92%	85%
At Meets Grade Level or Above	2019	55%	54%	67%	-	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	53%	51%	62%	-	62%	60%	-	*	-	-	33%	-	65%	52%	62%	45%

		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	33%	29%	35%	*	35%	*	-	*	-	-	11%	-	36%	26%	35%	13%
	2018	31%	26%	24%	-	24%	20%	-	*	-	10%	*	24%	22%	24%	14%	

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

- Indicates there are no students in the group.

Texas Education Agency
2019-20 Federal Report Card for Texas Public Schools

Campus Name: PACE EARLY COLLEGE H S
Campus ID: 03190103
District Name: BROWNSVILLE ISD

Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

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

    (aa) the specific weight of the indicators in such differentiation;
    (bb) the methodology by which the State differentiates all such schools;
    (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
    (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: [Comprehensive Support and Improvement Schools](#) , [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) .

Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a

graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Part (iii)(III): Graduation Rate
This section provides information on high school graduation rates for the class of 2019.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Federal Graduation Rates

4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2019

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless^	Foster Care^
All Students	97.0%	97.0%	*		*				97.1%	89.4%	95.0%	90.7%	*
CWD	89.4%	89.2%	*	*	*				88.1%	89.4%	100.0%	83.3%	*
CWOD	98.1%	98.1%	*	*					98.4%	-	94.5%	93.5%	-
EL^	95.0%	95.0%	*		*				94.6%	100.0%	95.0%	92.3%	-
Male	96.2%	96.1%	*		*				96.5%	88.9%	96.2%	92.0%	*
Female	98.0%	98.0%							97.8%	90.5%	93.9%	88.9%	*

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

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

^ Ever in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

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

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate. For secondary schools with CCMR (college, career, and military readiness) data, the results are reported.

School Quality (College, Career, and Military Readiness Performance)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
%Students meeting CCMR	82%	-	83%	50%	-	*	-	-	82%	68%	87%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL

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

⁂   Indicates there are no students in the group.

Part (vi): Goal Meeting Status

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

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

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
Students Without Disabilities											
In-School Suspensions											
Male	173	0	169	3	0	0	0	1	1	0	43
Female	113	0	112	1	0	0	0	0	0	0	32
Total	286	0	281	4	0	0	0	1	1	0	75
Out-of-School Suspensions											
Male	13	0	12	0	0	0	0	1	0	0	5
Female	6	0	6	0	0	0	0	0	0	0	4
Total	19	0	18	0	0	0	1	0	1	0	9
Expulsions											
With Educational Services											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0
Without Educational Services											
Male	0	0	0	0	0	0	0	0	0	0	0
Female	0	0	0	0	0	0	0	0	0	0	0

Category		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
School-Related Arrests	Male	3	0	3	0	0	0	0	0	1	0	0
	Female	1	0	1	0	0	0	0	0	0	0	0
	Total	4	0	4	0	0	0	0	0	1	0	0
Referrals to Law Enforcement	Male	16	0	16	0	0	0	0	0	7	0	0
	Female	2	0	2	0	0	0	0	0	0	0	0
	Total	18	0	18	0	0	0	0	0	7	0	0
Students With Disabilities In-School Suspensions	Male	49	0	46	3	0	0	0	0	10	0	20
	Female	17	0	17	0	0	0	0	0	0	0	6
	Total	66	0	63	3	0	0	0	0	10	0	26
Out-of-School Suspensions	Male	13	0	12	1	0	0	0	0	2	0	3
	Female	3	0	3	0	0	0	0	0	0	0	1
	Total	16	0	15	1	0	0	0	0	2	0	4
Expulsions With Educational Services	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	0	0	0	0	0
School-Related Arrests	Male	1	0	1	0	0	0	0	0	0	0	0
	Female	0	0	0	0	0	0	0	0	0	0	0
	Total	1	0	1	0	0	0	0	0	0	0	0
Referrals to Law Enforcement	Male	6	0	6	0	0	0	0	0	2	0	4
	Female	1	0	1	0	0	0	0	0	0	0	0
	Total	7	0	7	0	0	0	0	0	2	0	4
All Students Chronic Absenteeism	Male	172	-8	168	3	-8	-8	1	-8	28	35	-8
	Female	165	-8	164	1	-8	-8	-8	-8	32	17	-8
	Total	337	-8	332	4	-8	-8	1	-8	60	52	-8

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities (Section 504)	Students with Disabilities	Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight with a firearm or explosive device												0
Incidents of physical attack or fight without a weapon												7
Incidents of threats of physical attack with a weapon												0
Incidents of threats of physical attack with a firearm or explosive device												0
Incidents of threats of physical attack without a weapon												41
Incidents of possession of a firearm or explosive device												0
Allegations of Harassment or bullying												
On the basis of sex											0	1
On the basis of race											0	0
On the basis of disability											0	0
On the basis of sexual orientation											0	0
On the basis of religion											0	0

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	446	0	0	438	5	0	2	1	34	4
	Female	492	0	0	489	1	0	2	0	39	3
	Total	938	0	0	927	6	0	4	1	73	7
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	139	0	136	0	0	3	0	0	7	2

'-' Indicates there are no data available in the group.
'-3' Indicates skip logic failure.
'-8' Indicates EDFacts missing data.
'-9' Indicates not applicable / skipped.
'-11' Indicates suppressed data.
Blank cell indicates the student group is not applicable to this report.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Female	207	1	205	0	0	1	0	0	13	4
Total	346	1	341	0	0	4	0	0	20	6

Part (ix): Teacher Quality Data

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

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.3	10.9%
Teachers Teaching with Emergency or Provisional Credentials	7.2	5.0%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	20.5	14.2%

'-' Indicates there are no data available in the group.
Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

		State & Local and Federal		State & Local			Federal		
	Enrollment	Total($)	Site($)	District Allocation($)	Total($)	Site($)	District Allocation($)	Total($)
Business/central/other support services	367	367	462	367	367			367	
Food services	619	619	157	157			619	619	

	Enrollment	State & Local and Federal		State & Local			Federal	
		Total($)	Site($)	District Allocation($)	Total($)	Site($)	District Allocation($)	Total($)
Instruction		7,065	5,817	233	6,050	963	52	1,015
Support services, general administration		41	41	41	41			41
Support services, instructional staff		734	477	75	552	90	92	182
Support services, operation and maintenance of plant		1,252	310	937	1,247	0	5	5
Support services, pupils		821	702	35	737	44	41	85
Support services, school administration		543	510	30	540	3	0	3
Support services, student transportation		244		244	244			244
Total	2,067	11,687	8,278	2,119	10,397	1,100	190	1,290

Blank cell indicates there are no data available in the group.
Due to rounding, numbers may not add up precisely to the totals.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1

Grade	Subject	Student Group	% Below Basic TX	% Below Basic US	% At or Above Basic TX	% At or Above Basic US	% At or Above Proficient TX	% At or Above Proficient US	% At Advanced TX	% At Advanced US
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	8	33	92	67	*	24	*	4
		Asian	4	7	96	93	69	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	10	10
		Econ Disadv	21	29	79	71	26	26	3	3
		Students with Disabilities	55	54	45	46	14	14	2	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	15	15	n/a	1
		Hispanic	38	37	62	63	22	22	1	2
		White	20	18	80	82	42	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	5
		Two or More Races	26	24	74	76	25	37	1	2
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	6	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

Grade	Subject	Student Group	Rate

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	53%	-	53%	*	-	*	-	-	53%	29%	36%

*** Indicates reporting standards not met.

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

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

-: Indicates there are no students in the group.

Q2 ¿Cuantos hijos tiene usted asistiendo a esta escuela?How many children do you have that currently attend this school?

Answered: 258   Skipped: 1
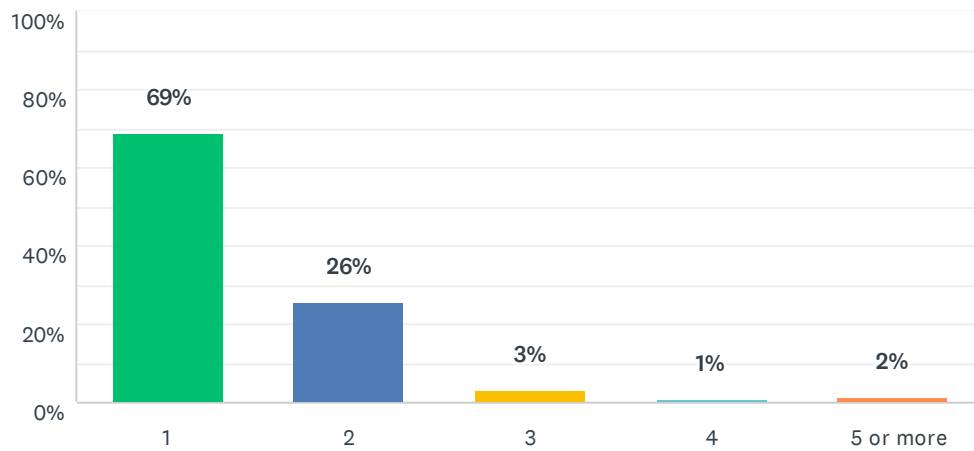
ANSWER CHOICES	RESPONSES	
1	69%	178
2	26%	66
3	3%	8
4	1%	2
5 or more	2%	4
TOTAL		258

Q3 Mis hijo(s) están en el _____ grado.   Seleccione todas las opciones que apliquen. I have students in _____ grade. Select as many as apply.

Answered: 259   Skipped: 0
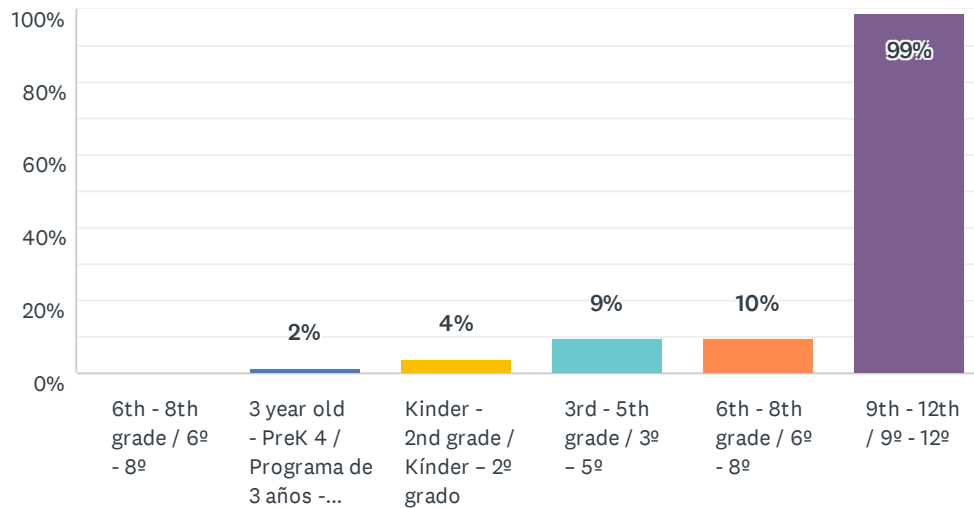
ANSWER CHOICES	RESPONSES	
6th - 8th grade / 6º - 8º	0%	0
3 year old - PreK 4 / Programa de 3 años - PreKinder 4	2%	4
Kinder - 2nd grade / Kínder – 2º grado	4%	10
3rd - 5th grade / 3º – 5º	9%	24
6th - 8th grade / 6º - 8º	10%	25
9th - 12th / 9º - 12º	99%	256
Total Respondents: 259		

Q4 La escuela de mi hijo(a) ofrece instrucción en el aula relacionada con las áreas de Ciencias, Tecnología, Ingenieria y Matemáticas (STEM).My child's school provides Science, Technology, Engineering, and Mathematics (STEM) related classroom instruction.

Answered: 12   Skipped: 247
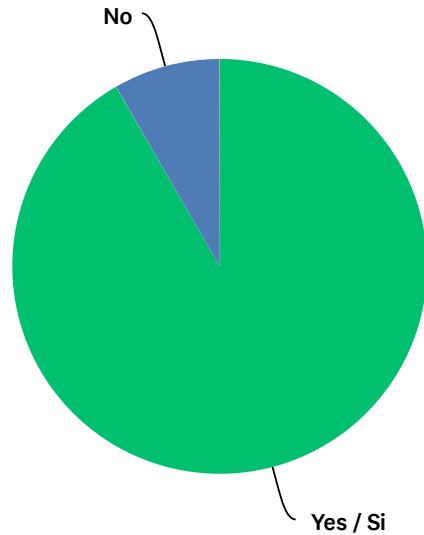
ANSWER CHOICES	RESPONSES	
Yes / Si	92%	11
No	8%	1
I don't know. / No sé	0%	0
TOTAL		12

Q5 ¿Prefiere usted participar en esta encuesta en español o ingles?Do you prefer to take this survey in English or Spanish?

Answered: 257   Skipped: 2

Spanish (español)
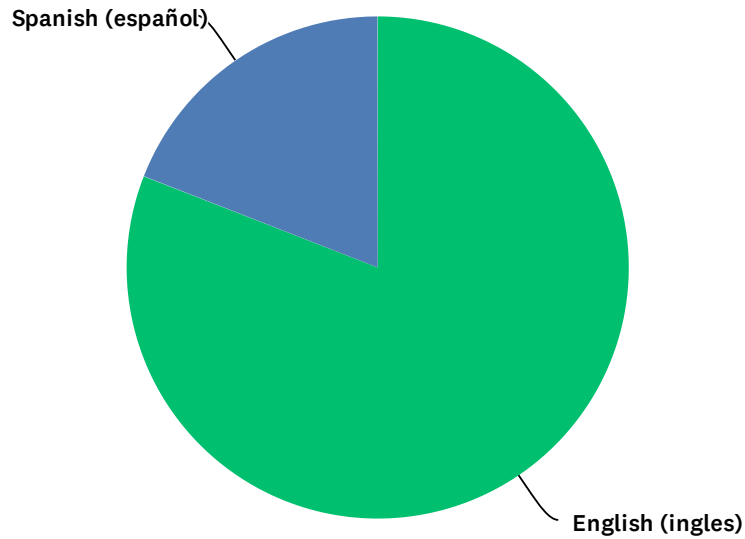
English (ingles)

ANSWER CHOICES	RESPONSES	
English (ingles)	81%	208
Spanish (español)	19%	49
TOTAL		257

Q6 Please respond to the following:

Answered: 202   Skipped: 57
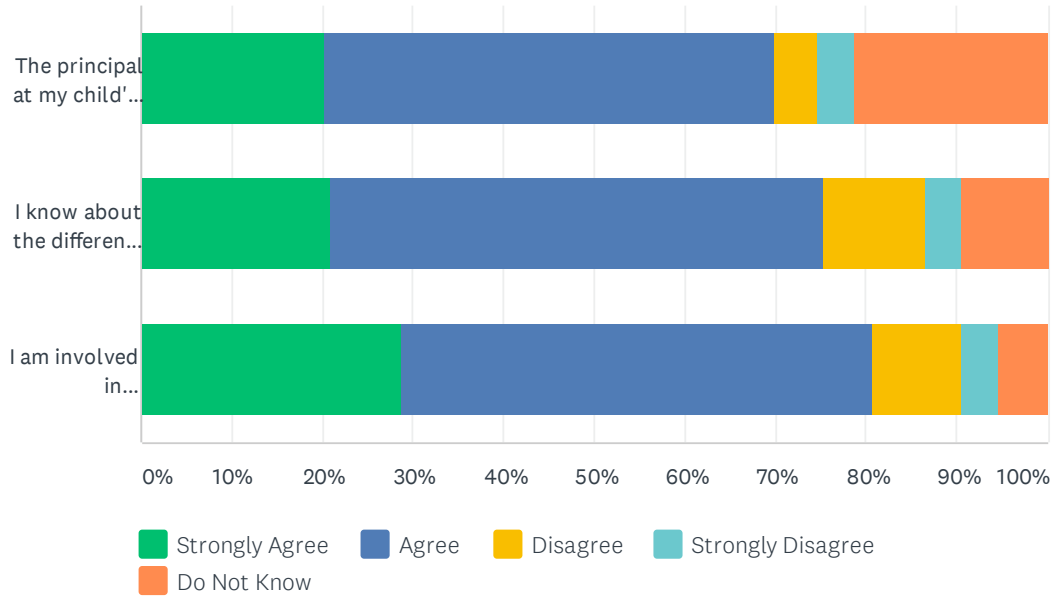
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
The principal at my child's school is available when I need him/her.	20% 41	50% 100	5% 10	4% 8	21% 43	202
I know about the different programs and services provided by this school.	21% 42	54% 110	11% 23	4% 8	9% 19	202
I am involved in decision-making at my child's school.	29% 58	52% 105	10% 20	4% 8	5% 11	202

Q7 Where have your children participated in classes this year?

Answered: 187   Skipped: 72
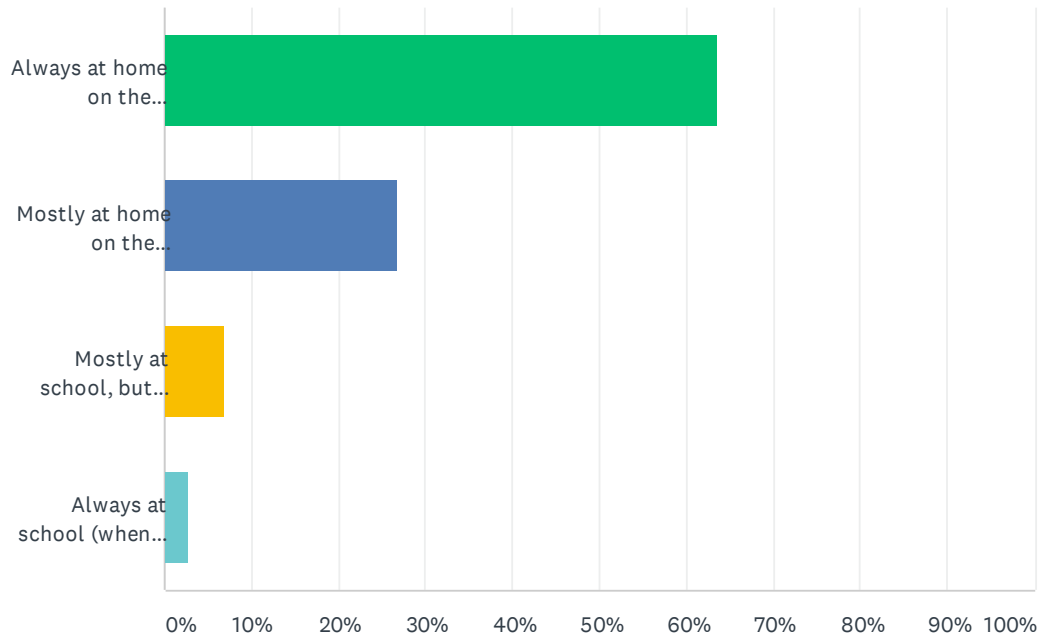
ANSWER CHOICES	RESPONSES	
Always at home on the computer.	64%	119
Mostly at home on the computer.	27%	50
Mostly at school, but some days at home.	7%	13
Always at school (when school is open to students).	3%	5
TOTAL		187

Q8 Indicate which technology device(s) that are available for use your children at home. Choose all that apply.

Answered: 187   Skipped: 72
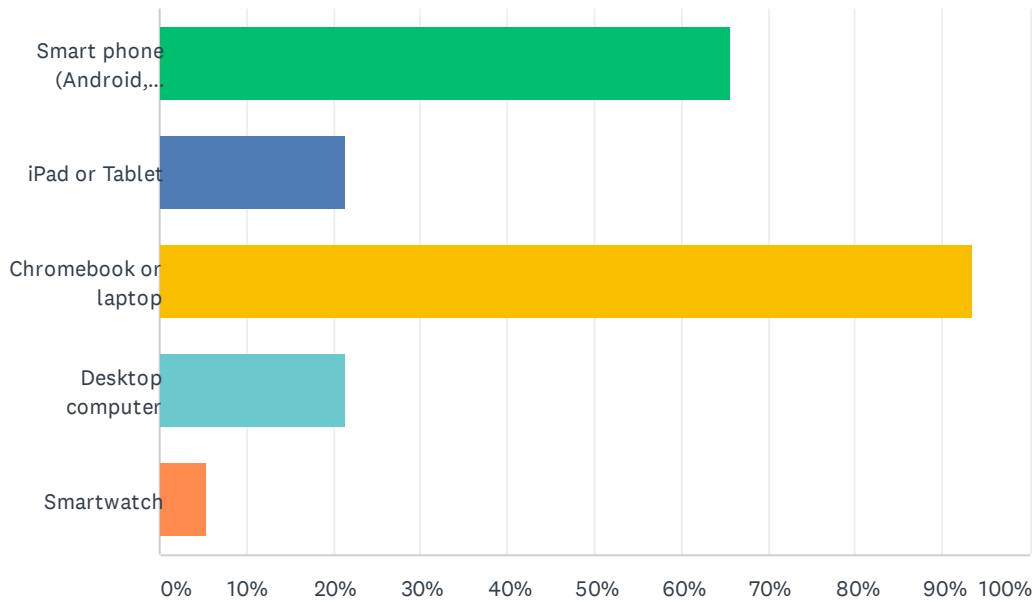
ANSWER CHOICES	RESPONSES	
Smart phone (Android, iPhone, Blackberry, etc.)	66%	123
iPad or Tablet	21%	40
Chromebook or laptop	94%	175
Desktop computer	21%	40
Smartwatch	5%	10
Total Respondents: 187		

Q9 How would you describe your perception of your child's online experience (virtual learning at home)?

Answered: 187   Skipped: 72
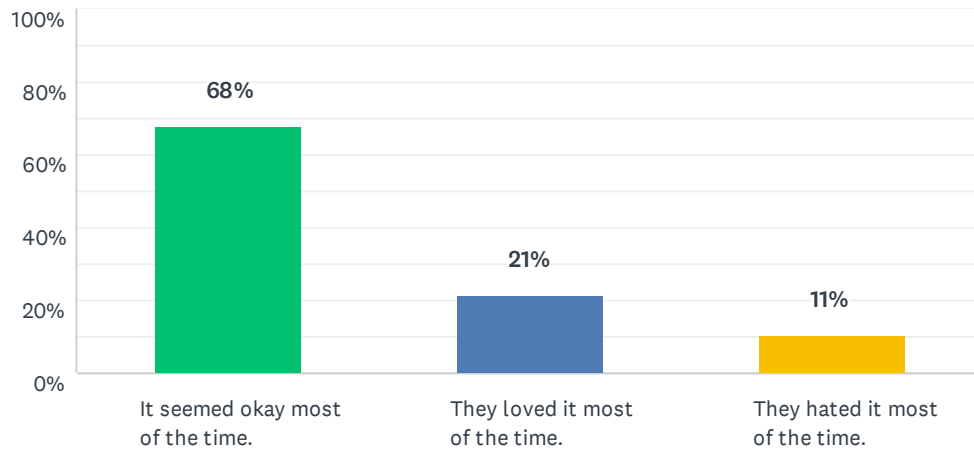
ANSWER CHOICES	RESPONSES	
It seemed okay most of the time.	68%	127
They loved it most of the time.	21%	40
They hated it most of the time.	11%	20
TOTAL		187

Q10 Please respond to the following:

Answered: 185   Skipped: 74
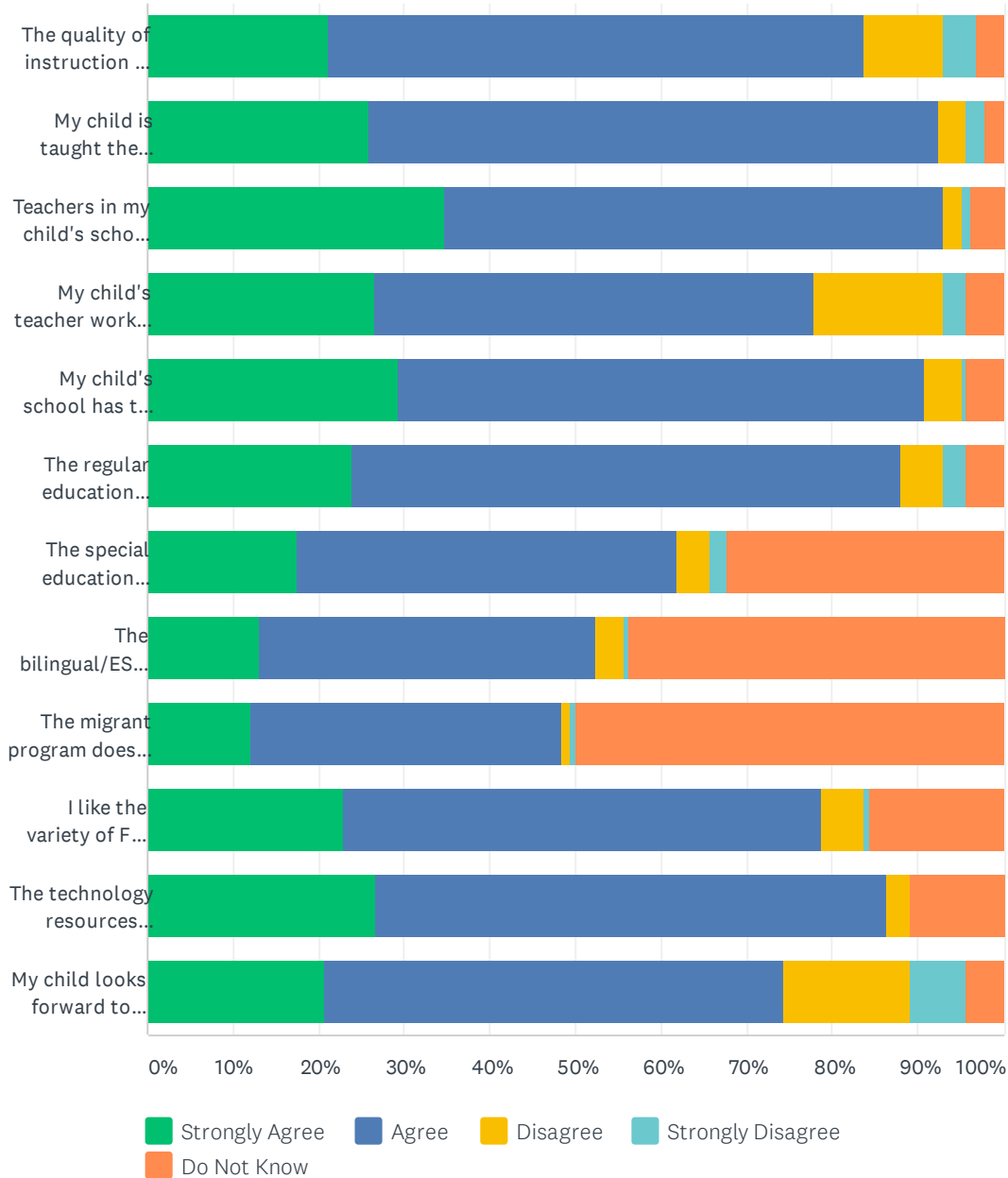
Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

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	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
The quality of instruction in my child's school and online is good.	21% 39	63% 116	9% 17	4% 7	3% 6	185
My child is taught the appropriate subjects at school and online.	26% 48	66% 123	3% 6	2% 4	2% 4	185
Teachers in my child's school expect my child to do his/her very best.	35% 64	58% 107	2% 4	1% 2	4% 7	184
My child's teacher works with me to improve the educational experience of my child.	26% 49	51% 95	15% 28	3% 5	4% 8	185
My child's school has the materials and supplies he/she needs to learn.	29% 54	61% 113	4% 8	1% 1	4% 8	184
The regular education program at my child's school and online does a good job of educating students.	24% 44	64% 118	5% 9	3% 5	4% 8	184
The special education program at my child's school and online does a good job of educating students.	17% 32	44% 81	4% 7	2% 4	32% 59	183
The bilingual/ESL program at my child's school and online does a good job educating students.	13% 24	39% 73	3% 6	1% 1	44% 81	185
The migrant program does a good job of educating students.	12% 22	36% 67	1% 2	1% 1	50% 92	184
I like the variety of Fine Arts activities available at my school and online (choir, art, ballroom dancing, etc.)	23% 42	56% 103	5% 9	1% 1	16% 29	184
The technology resources (computer labs, online library resources, mobile devices, etc.) available to my child are very helpful for their school work.	27% 49	60% 110	3% 5	0% 0	11% 20	184
My child looks forward to coming to or logging in to school each day.	21% 38	54% 98	15% 27	7% 12	4% 8	183

Q11 Why do you think they felt this way about online instruction?
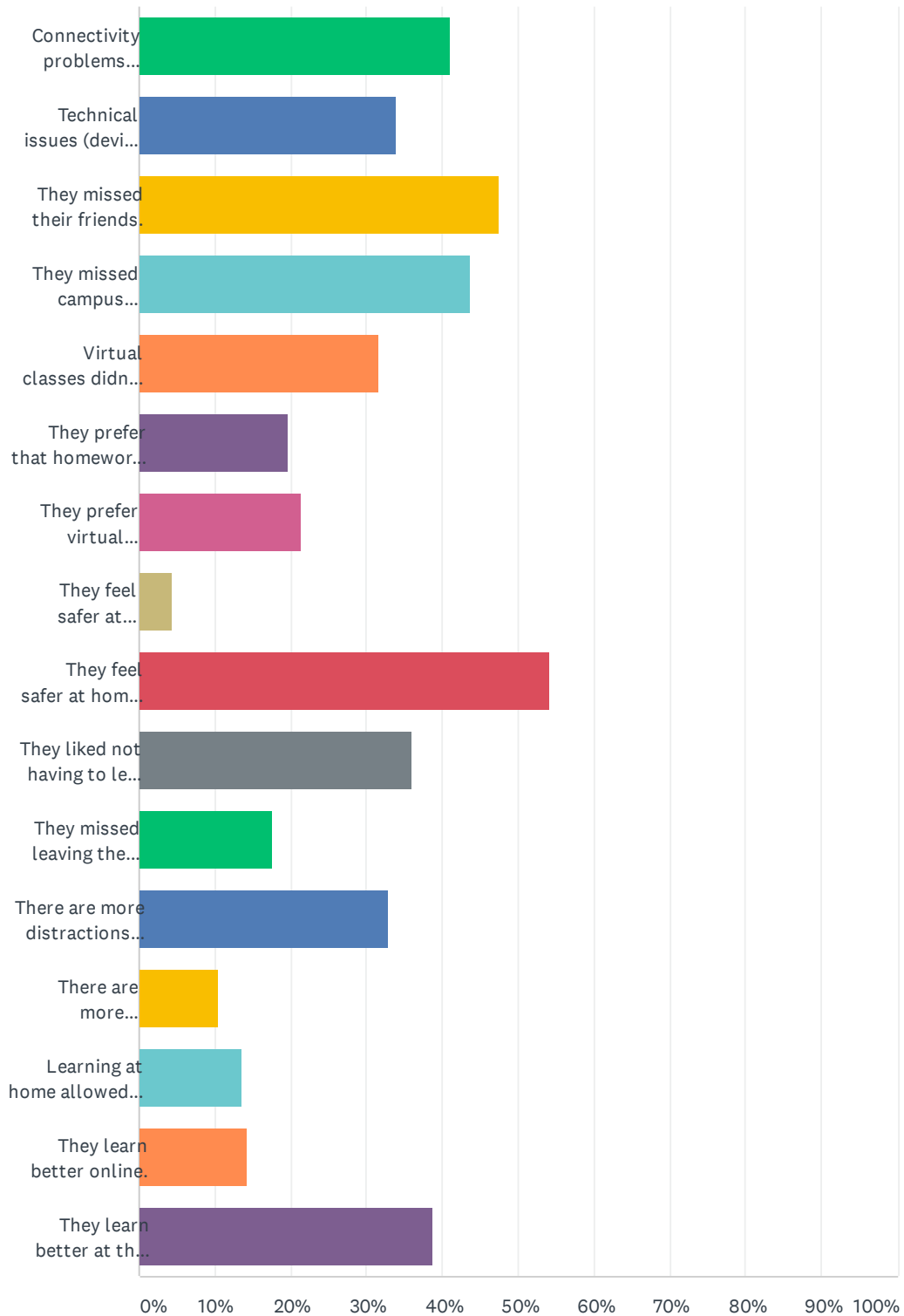
ANSWER CHOICES	RESPONSES	
Connectivity problems (Internet didn't/doesn't always work)	41%	75
Technical issues (device didn't/doesn't always work)	34%	62
They missed their friends.	48%	87
They missed campus activities.	44%	80
Virtual classes didn't feel like school.	32%	58
They prefer that homework given inside the school building.	20%	36
They prefer virtual homework.	21%	39
They feel safer at school.	4%	8
They feel safer at home (because of COVID-19).	54%	99
They liked not having to leave the house.	36%	66
They missed leaving the house.	17%	32
There are more distractions at home.	33%	60
There are more distractions at school.	10%	19
Learning at home allowed your child the flexibility to get a job.	14%	25
They learn better online.	14%	26
They learn better at the campus.	39%	71
Total Respondents: 183		

#	OTHER (PLEASE SPECIFY)	DATE
1	It allowed my child to mature in responsibility.	5/5/2021 4:18 PM
2	I feel that my child does okay but in a school setting would be better.On that note, regardless on how I feel I will not and I repeat will not send my child to school unless the students are vaccinated.Only vaccinated people should be allowed in the school!!!!!	4/29/2021 3:46 PM
3	My kids mentioned that their teacher are amazing but they just miss the ability and flexibility of asking for help that they have when they attend traditional schooling.	4/28/2021 10:04 PM
4	I don't agree with teachers providing students outside of the normal scope of school hours and expect my child to have completed by the next day. Some assignments have been assigned as late as 8:00 pm. I also notice that the amount of, "busy work", or work load increase to either me earlier deadlines or increase of assignments is also a disservice when you have it all the classes.	4/28/2021 4:23 PM
5	Children with ADHD aren't learning the way need and don't get visual to help learn	4/27/2021 11:19 AM
6	definitely safer at home than at school. environment is more controlled.	4/21/2021 3:02 PM
7	she is safe at home	4/15/2021 8:25 AM

Q12 Please respond to the following:I am aware that my child has opportunities to --

Answered: 186   Skipped: 73
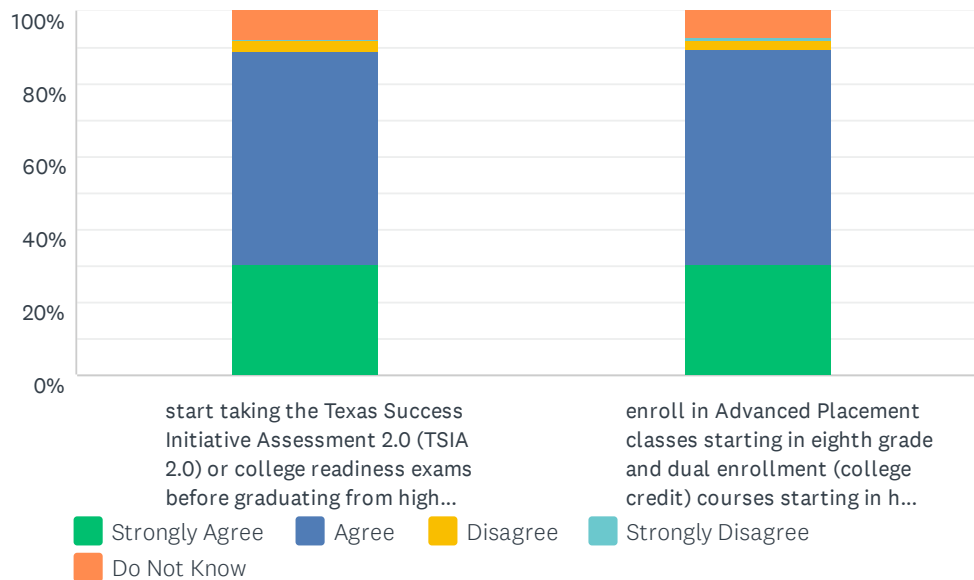
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
start taking the Texas Success Initiative Assessment 2.0 (TSIA 2.0) or college readiness exams before graduating from high school so he/she can take dual enrollment courses in high school and earn college credits.	31% 57	59% 109	3% 5	1% 1	8% 14	186
enroll in Advanced Placement classes starting in eighth grade and dual enrollment (college credit) courses starting in high school so he/she can graduate from high school with up to 60 hours of college credits.	30% 56	59% 110	2% 4	1% 2	7% 13	185

Q13 What select what type of activity would most benefit your child's desire to increase physical activity? Choose all that apply.

Answered: 168   Skipped: 91
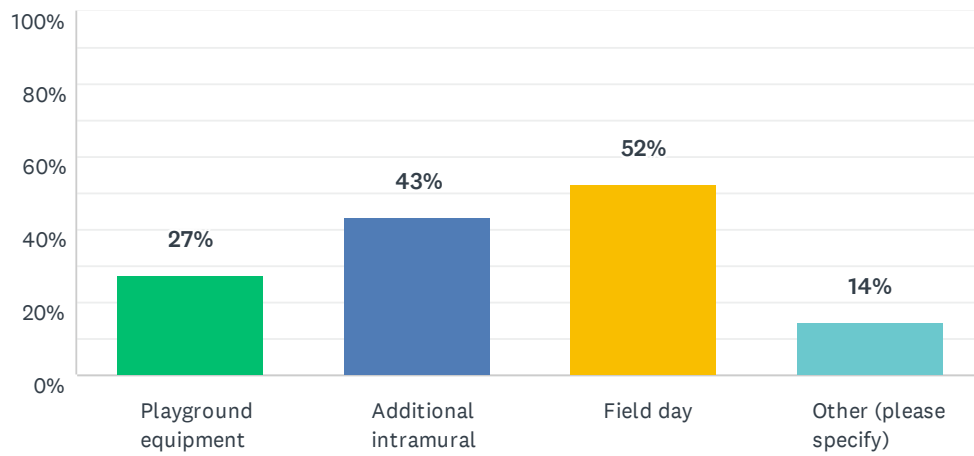
ANSWER CHOICES	RESPONSES	
Playground equipment	27%	46
Additional intramural sports	43%	73
Field day	52%	88
Other (please specify)	14%	24
Total Respondents: 168		

#	OTHER (PLEASE SPECIFY)	DATE
1	ROTC Drill Team or what ever else they have to offer.	5/6/2021 3:28 PM
2	open exercise gym	5/6/2021 1:38 PM
3	yoga, meditation	5/6/2021 10:26 AM
4	Cleaning the school grounds.	5/6/2021 8:45 AM
5	Walking	5/6/2021 8:40 AM
6	N/A	5/5/2021 4:20 PM
7	I am not comfortable allowing my child to interact with other students in a P.E. setting. Track is fine.	5/5/2021 4:18 PM
8	basketball court	5/5/2021 4:16 PM
9	n/a	5/4/2021 4:03 PM
10	sport	5/3/2021 1:26 PM
11	sports	4/29/2021 11:56 AM
12	PE Equipment available to students to be able to use the GYM more regularly.	4/28/2021 10:04 PM
13	We have provided excercise equipment and created a weight room to use at home to stay active.	4/28/2021 4:23 PM
14	Encourage everyone not just the "popular" kids	4/28/2021 4:08 PM

15	walker	4/28/2021 3:22 PM
16	NA	4/28/2021 11:24 AM
17	Weight lifting	4/28/2021 11:03 AM
18	PE class	4/28/2021 10:25 AM
19	Field trips sports without cost dance classes without cost	4/27/2021 11:19 AM
20	volleyball	4/27/2021 10:45 AM
21	Marching Band	4/27/2021 9:29 AM
22	More gym equipment	4/27/2021 9:28 AM
23	n/a	4/27/2021 9:12 AM
24	making sports fun and not political	4/21/2021 3:02 PM

Q14 Please respond to the following:

Answered: 179   Skipped: 80
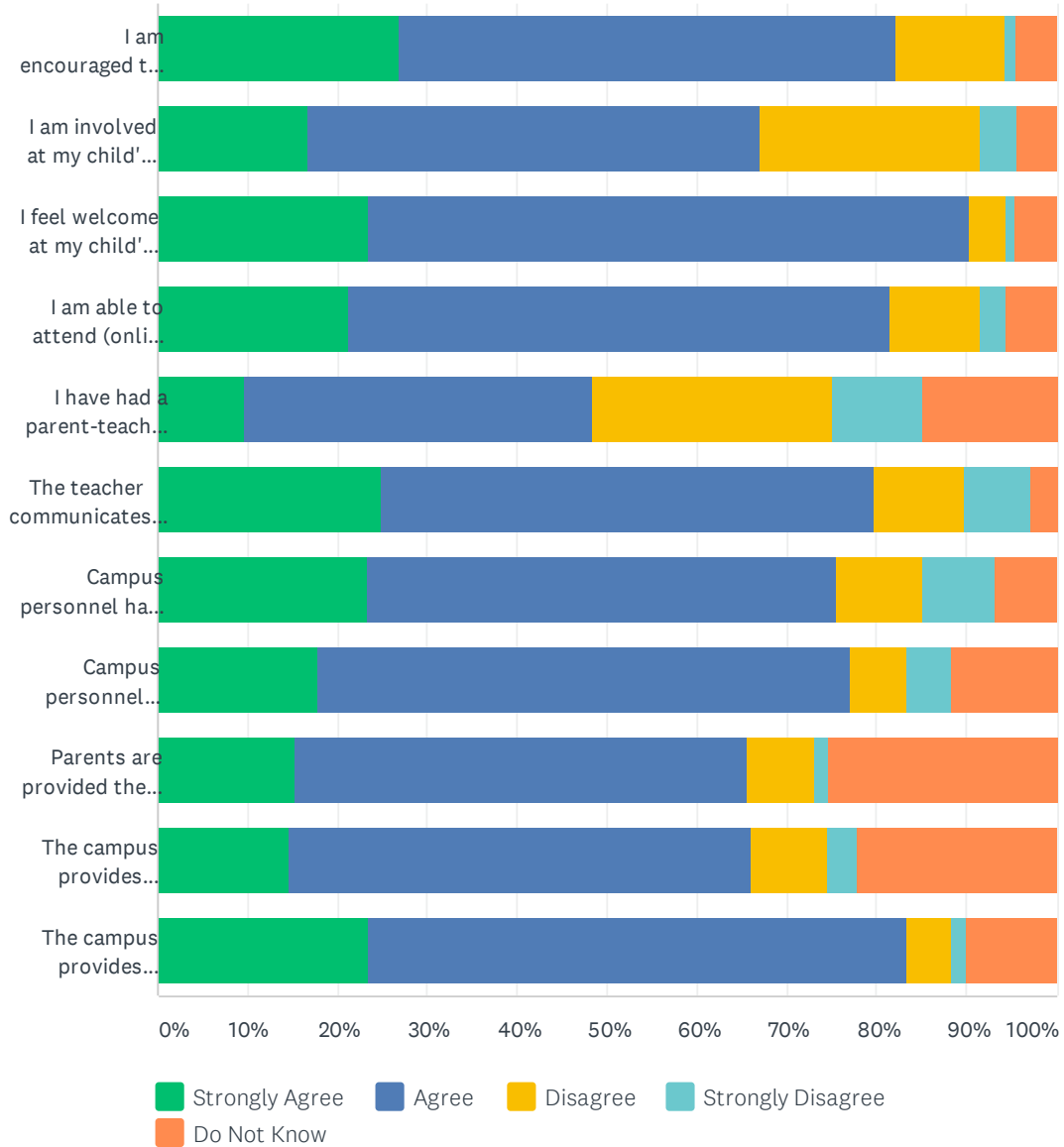
Legend:
- Strongly Agree
- Agree
- Disagree
- Strongly Disagree
- Do Not Know

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	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
I am encouraged to be involved at my child's school.	27% 48	55% 99	12% 22	1% 2	4% 8	179
I am involved at my child's school.	17% 30	50% 90	25% 44	4% 7	4% 8	179
I feel welcome at my child's school.	23% 41	67% 117	4% 7	1% 2	5% 8	175
I am able to attend (online or in person) school activities such as parent meetings, open house, and student performances.	21% 38	60% 107	10% 18	3% 5	6% 10	178
I have had a parent-teacher conference (online or in person) regarding the S-P-S Compact, as it relates to student achievement.	10% 17	39% 68	27% 47	10% 18	15% 26	176
The teacher communicates with me regarding my child's academic progress.	25% 44	55% 97	10% 18	7% 13	3% 5	177
Campus personnel have reached out to by home visit, phone call, or video call.	23% 41	52% 92	10% 17	8% 14	7% 12	176
Campus personnel provides meaningful two-way communication.	18% 32	59% 106	6% 11	5% 9	12% 21	179
Parents are provided the opportunity to volunteer.	15% 27	51% 90	7% 13	2% 3	25% 45	178
The campus provides flexible parent meeting times.	15% 26	51% 91	8% 15	3% 6	22% 39	177
The campus provides information that is important to me.	23% 42	60% 107	5% 9	2% 3	10% 18	179

Q15 When is the time that you are most likely to attend a school meeting? Please rate the following from best to worst for your schedule.

Answered: 179   Skipped: 80
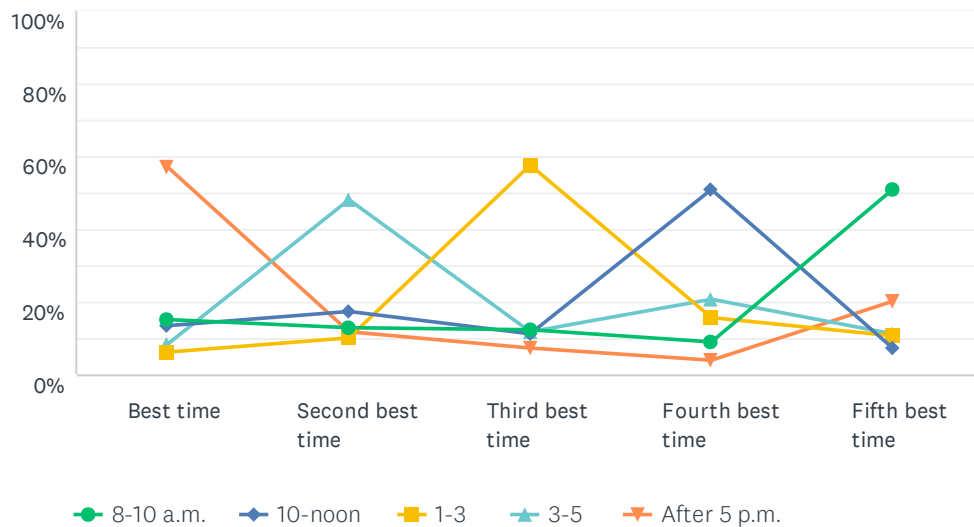
	8-10 A.M.	10-NOON	1-3	3-5	AFTER 5 P.M.	TOTAL
Best time	15% 27	13% 24	6% 11	8% 15	57% 102	179
Second best time	13% 23	17% 31	10% 18	48% 86	12% 21	179
Third best time	12% 22	11% 20	58% 103	12% 21	7% 13	179
Fourth best time	9% 16	51% 91	16% 28	21% 37	4% 7	179
Fifth best time	51% 91	7% 13	11% 19	11% 20	20% 36	179

Q16 The PreK Program is available for all students.

Answered: 179   Skipped: 80
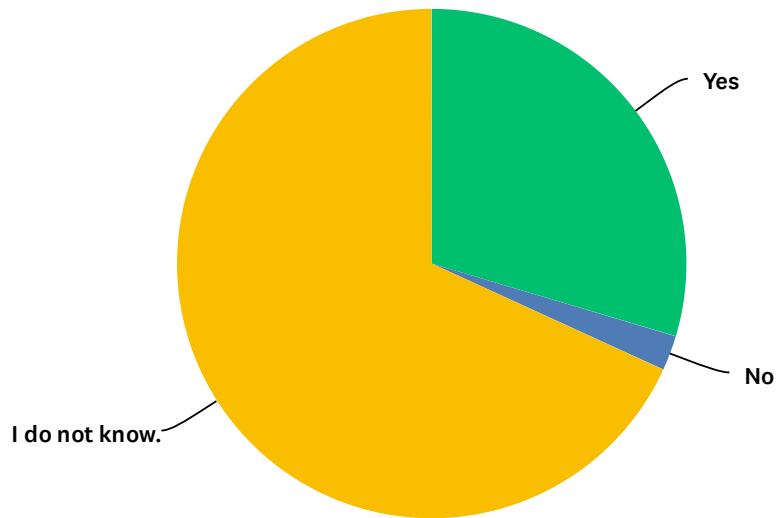
ANSWER CHOICES	RESPONSES	
Yes	30%	53
No	2%	4
I do not know.	68%	122
TOTAL		179

Q17 The PreK Program addresses early childhood literacy.

Answered: 178   Skipped: 81
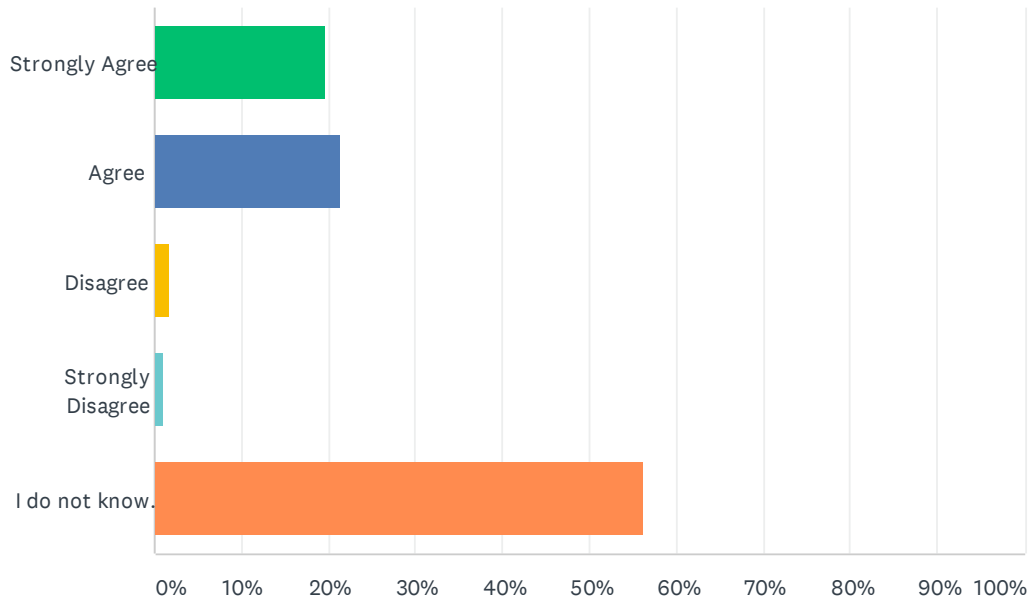
ANSWER CHOICES	RESPONSES	
Strongly Agree	20%	35
Agree	21%	38
Disagree	2%	3
Strongly Disagree	1%	2
I do not know.	56%	100
TOTAL		178

Q18 Please respond to the following:

Answered: 178   Skipped: 81
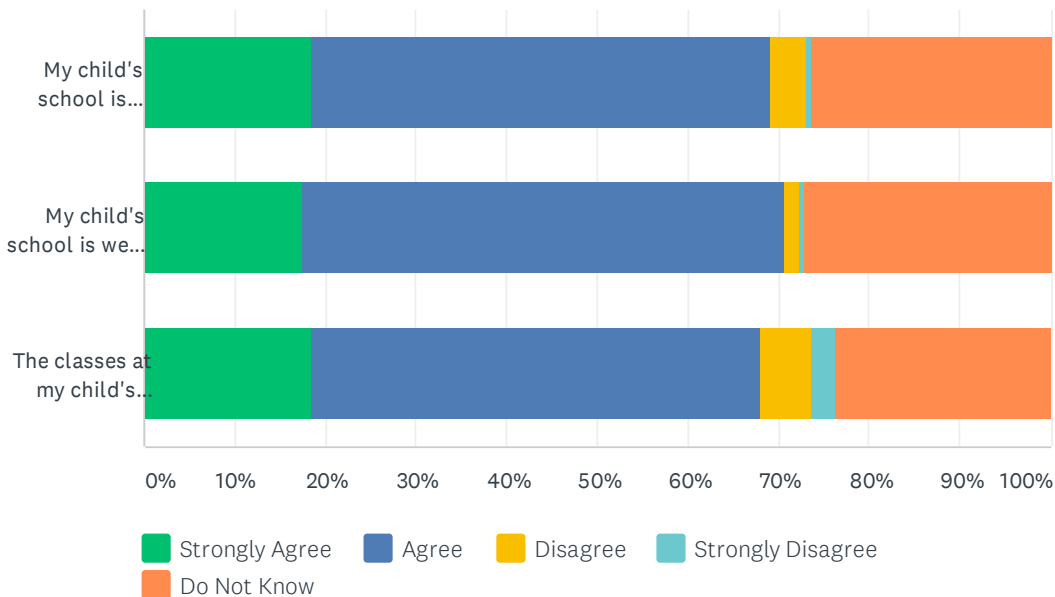
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
My child's school is clean.	19% 33	51% 90	4% 7	1% 1	26% 47	178
My child's school is well maintained.	18% 31	53% 94	2% 3	1% 1	27% 48	177
The classes at my child's school (in person and online) are small enough so that each child receives individual attention from the teacher.	19% 33	49% 88	6% 10	3% 5	24% 42	178

Q19 Please respond to the following:

Answered: 177   Skipped: 82
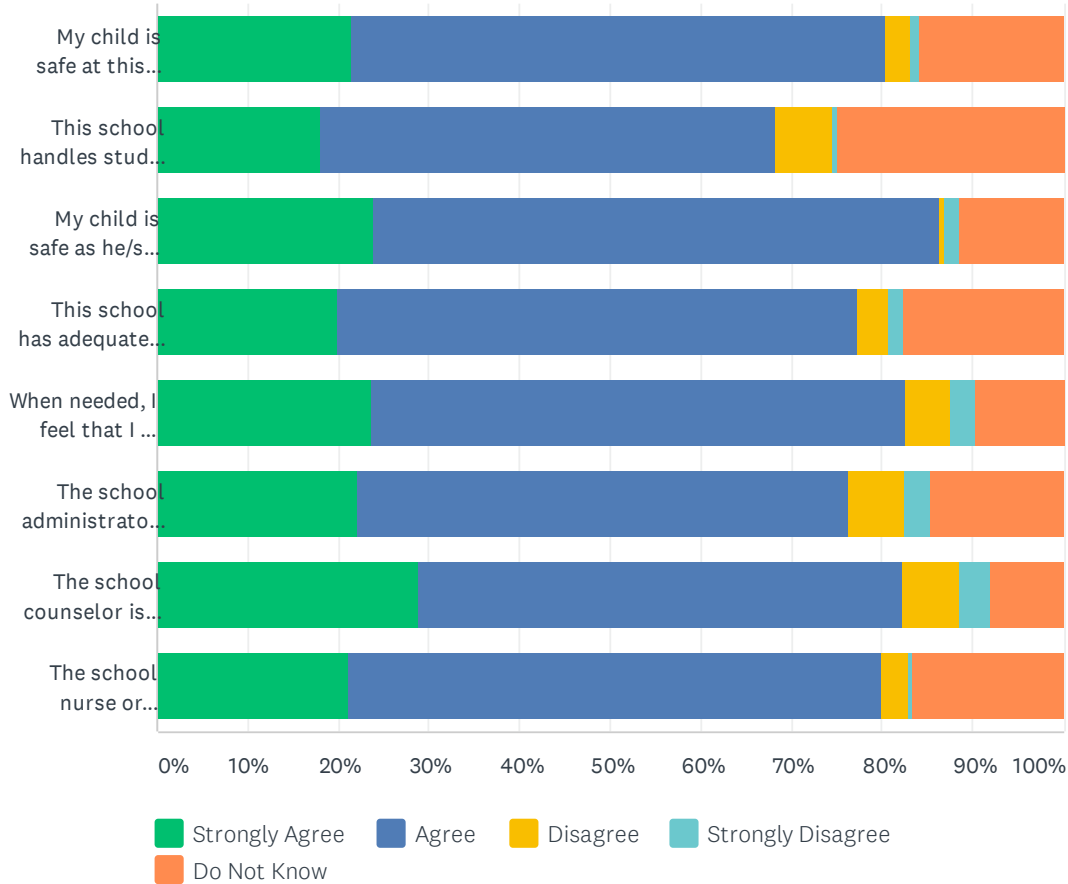
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
My child is safe at this school.	21% 38	59% 104	3% 5	1% 2	16% 28	177
This school handles student misbehavior well.	18% 32	50% 89	6% 11	1% 1	25% 44	177
My child is safe as he/she travels to and from school.	24% 42	63% 110	1% 1	2% 3	11% 20	176
This school has adequate security personnel to maintain a safe school environment.	20% 35	57% 101	3% 6	2% 3	18% 31	176
When needed, I feel that I can share my concerns with school personnel.	24% 42	59% 104	5% 9	3% 5	10% 17	177
The school administrators and/or teachers take my concerns seriously.	22% 39	54% 96	6% 11	3% 5	15% 26	177
The school counselor is available to assist my child.	29% 51	53% 94	6% 11	3% 6	8% 14	176
The school nurse or someone else is available to care for my child if he/she is ill or injured.	21% 37	59% 103	3% 5	1% 1	17% 29	175

Q20 What do you think would make this a better school?

Answered: 75   Skipped: 184

#	RESPONSES	DATE
1	More communication with parents on one and one specially freshman	5/7/2021 10:51 PM
2	The school is already perfect	5/7/2021 3:42 PM
3	better food	5/7/2021 1:52 PM
4	Communication with students & parents and comprehension towards students.	5/7/2021 12:33 PM
5	teachers to work a little more with students and security.	5/6/2021 5:58 PM
6	Last year my daughter was a freshman at Pace and I could never get her counselor to help us out. This lady is still there this year as in charge of the dual enrollment classes and still is of no assistance to my daughter. SAD!	5/6/2021 1:44 PM
7	More security.	5/6/2021 8:42 AM
8	I think it's perfect the way it is now	5/5/2021 5:08 PM
9	Better parent/ instructor communication	5/5/2021 4:25 PM
10	More communication. is needed.	5/5/2021 4:21 PM
11	Having communication and a response when we call in.	5/5/2021 12:22 PM
12	The students being able to go on the elevator	5/5/2021 10:55 AM
13	Que ya empiezan abrir la escuela completa	5/5/2021 9:31 AM
14	Renovations to upgrade building.	5/4/2021 4:15 PM
15	Viking statue	5/3/2021 4:22 PM
16	n/a	5/3/2021 3:05 PM
17	Not sure	5/3/2021 1:27 PM
18	Making teacher and parent communication better	5/3/2021 1:15 PM
19	Selling snacks durning lunch	5/1/2021 9:45 PM
20	My kids Going back to school	4/30/2021 3:52 PM
21	batter food.	4/29/2021 4:34 PM
22	Having employees who actually care about the safety for the students and maintain social distancing At All Times!!!!!! Have better security!!	4/29/2021 4:24 PM
23	Get better food	4/29/2021 3:34 PM
24	Better Communication	4/29/2021 3:00 PM
25	Having courteous personnel all throughout the school.	4/29/2021 1:48 PM
26	I don't know	4/29/2021 11:18 AM
27	i dont know	4/29/2021 10:46 AM
28	Safe for students not to get sick	4/29/2021 10:43 AM
29	less stress put on kids	4/29/2021 10:03 AM
30	No school on friday	4/29/2021 9:34 AM
31	a little more help	4/29/2021 9:21 AM

32	Better food	4/29/2021 9:16 AM
33	idk	4/29/2021 8:57 AM
34	The administrators and teachers are attentive and mean well in providing a good education for the students. One or two of the classes could be improved when it comes to the curriculum taught by the teacher. For the most part the teachers are kind, decent people. The meals could be improved according to my son.	4/28/2021 10:46 PM
35	More work does not equate better results. Please consider reviewing the assignment guidelines. At times the work load is so large with a quick turn around submission due dates (sometimes due dates on the same day during school hours when students are attending other periods).	4/28/2021 10:14 PM
36	Principal that is more stringent with staff	4/28/2021 9:25 PM
37	N/A	4/28/2021 5:25 PM
38	its a lot of students but ask individually if they need help or anything else that would benefit them to want to continue to go to college	4/28/2021 4:33 PM
39	Encourage counselors to respond to emails within 24-48 hours of initial emails sent, contact, or communication when trends of grades or attendance is at risk, (some teachers are great at this, while others don't ever reach out or notice if your child is present), just as we have to sign syllbus or pact agreements, teachers should have to provide the same consistency. While occasional emergencies may arise, some teachers wait till the last minute or get the grades in on time causing the child's grades to have a less than expected grade earned.	4/28/2021 4:33 PM
40	Larger eating area, lunch hours by grade, faster serving time.	4/28/2021 4:28 PM
41	No issues to make it a better school My concern is homework assigned by some teachers. My son is linked all day in class and then he is doing assignments for at least 2 -3 hours for one particular class. I understand some students don't log in or don't submit assignments but you also have students that are over achievers and they are stress out due to the level of assignments due.	4/28/2021 4:16 PM
42	j	4/28/2021 2:54 PM
43	better teachers	4/28/2021 1:56 PM
44	n/a	4/28/2021 1:54 PM
45	n/a	4/28/2021 1:35 PM
46	If there were more opportunities and awareness about certifications and job opportunities since not every kid wants to go to college although it is encouraged.	4/28/2021 10:59 AM
47	n/a	4/28/2021 10:28 AM
48	no	4/28/2021 9:57 AM
49	Less physical contact w/ students due to male and female relationships.	4/28/2021 9:23 AM
50	Being more strict on students to do their work. As well as, having good counselors that actually care about the students.	4/28/2021 9:22 AM
51	nothing	4/28/2021 9:16 AM
52	less work	4/28/2021 9:03 AM
53	The special programs that they have for my daughter from her special education .	4/28/2021 12:11 AM
54	school play	4/27/2021 1:59 PM
55	Update appearance	4/27/2021 1:54 PM
56	Keep parents of new students informed of what is happening within their grade level.	4/27/2021 1:19 PM
57	If they take care of the students and make sure no one gets sick	4/27/2021 1:18 PM
58	stricter rules	4/27/2021 12:59 PM

59	a get together for student and teacher to know each other better	4/27/2021 12:15 PM
60	Smaller class groups to give children the attention they need and focus less pressure more hands on activities more better foods at school more counselors time weekly vos with each student even if they children don't ask meet with them one on one weekly or by weekly	4/27/2021 11:24 AM
61	listen to the children's opinions, not just disregard them, as y'all do.	4/27/2021 10:55 AM
62	More communication between teachers and parents about their students.	4/27/2021 9:35 AM
63	A better dress code, it needs to be less strict.	4/27/2021 9:33 AM
64	NA	4/27/2021 9:32 AM
65	reach out to all parents for meetings & etc. not to be so strict on dress-code	4/27/2021 9:23 AM
66	By providing more options for meals and by not being that strict on dress code	4/27/2021 9:17 AM
67	Better food.	4/27/2021 9:17 AM
68	n/a	4/27/2021 9:15 AM
69	to do not be strict on the dress code	4/27/2021 9:12 AM
70	Better food	4/27/2021 9:06 AM
71	keep everyone clean	4/27/2021 1:04 AM
72	Rewarding kids weekly	4/26/2021 8:41 PM
73	Higher budget so teachers get paid more	4/26/2021 7:43 PM
74	If they would actually use the machines to disinfect the school. I have only seen the custodians use the disinfecting machine once in 15 days. I don't think that is safe for the students. Bisd promotes that the schools are disinfected and sanitized everyday and they are not. Surfaces are not being cleaned. That is why my student is not safe coming to school for face to face and I am not bringing my student to school. I am not endangering my students life just for Bisd to receive money from the state.	4/26/2021 11:06 AM
75	they had the another number for my child	4/15/2021 8:31 AM

Q21 Por favor responda a las siguientes lo que mejor corresponda:

Answered: 47   Skipped: 212
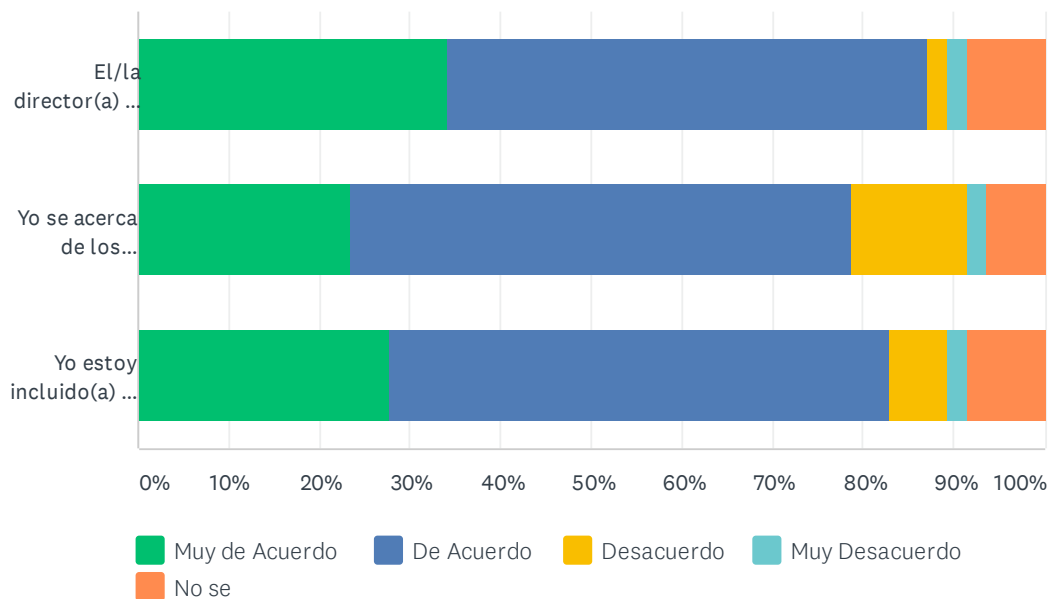
	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
El/la director(a) en la escuela de mi(s) hijo(s) está(n) disponible cuando yo lo/la necesito.	34% 16	53% 25	2% 1	2% 1	9% 4	47
Yo se acerca de los diferentes programas y servicios que ofrece esta escuela.	23% 11	55% 26	13% 6	2% 1	6% 3	47
Yo estoy incluido(a) en las decisiones hechas en la escuela de mi(s) nino(s).	28% 13	55% 26	6% 3	2% 1	9% 4	47

Q22 ¿Dónde han participado sus hijos en las clases este año?

Answered: 43   Skipped: 216
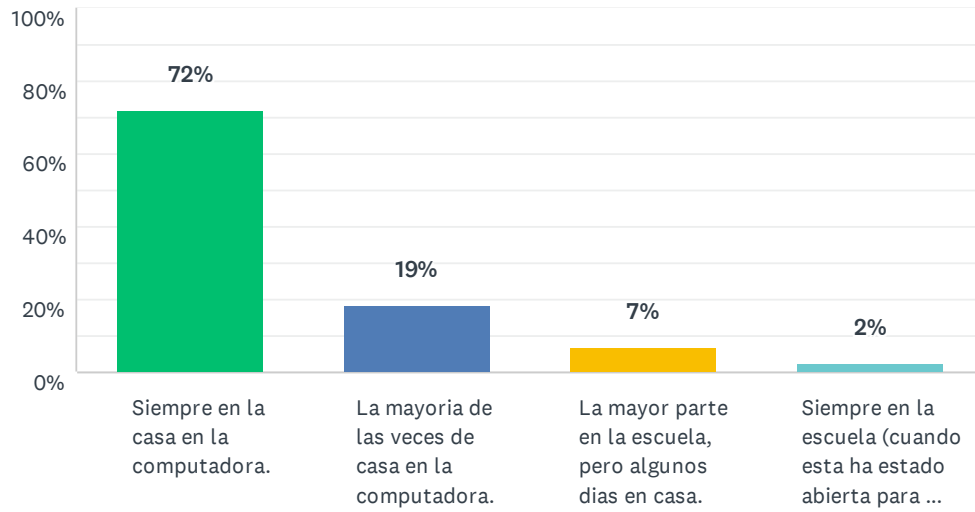
ANSWER CHOICES	RESPONSES	
Siempre en la casa en la computadora.	72%	31
La mayoria de las veces de casa en la computadora.	19%	8
La mayor parte en la escuela, pero algunos dias en casa.	7%	3
Siempre en la escuela (cuando esta ha estado abierta para los estudiantes).	2%	1
TOTAL		43

Q23 Favor de indicar qué dispositivos tecnológicos estan disponibles para que los usen sus hijos en casa. Elija todo lo que aplique:

Answered: 43   Skipped: 216
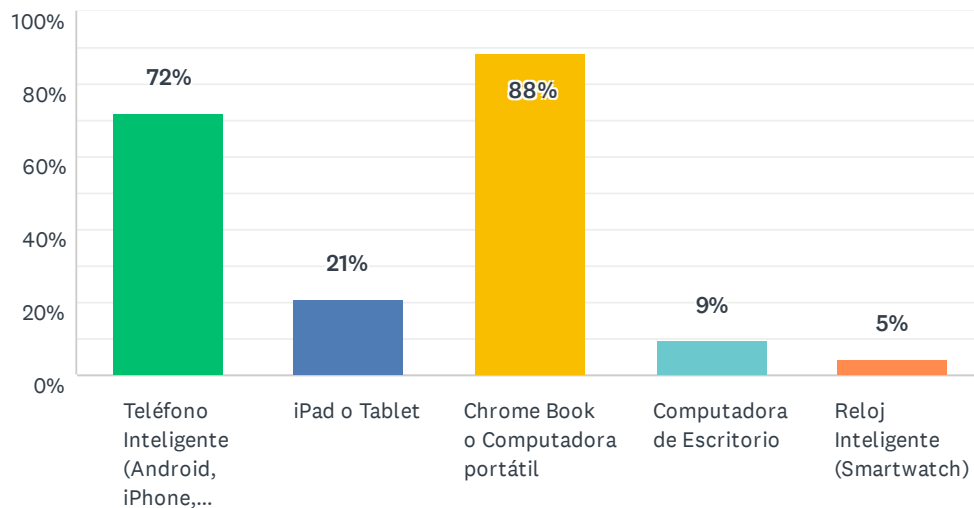
ANSWER CHOICES	RESPONSES	
Teléfono Inteligente (Android, iPhone, Blackberry, etc.)	72%	31
iPad o Tablet	21%	9
Chrome Book o Computadora portátil	88%	38
Computadora de Escritorio	9%	4
Reloj Inteligente (Smartwatch)	5%	2
Total Respondents: 43		

Q24 ¿Cómo describiría su percepción de la experiencia en línea de su hijo (en la casa)?

Answered: 43   Skipped: 216
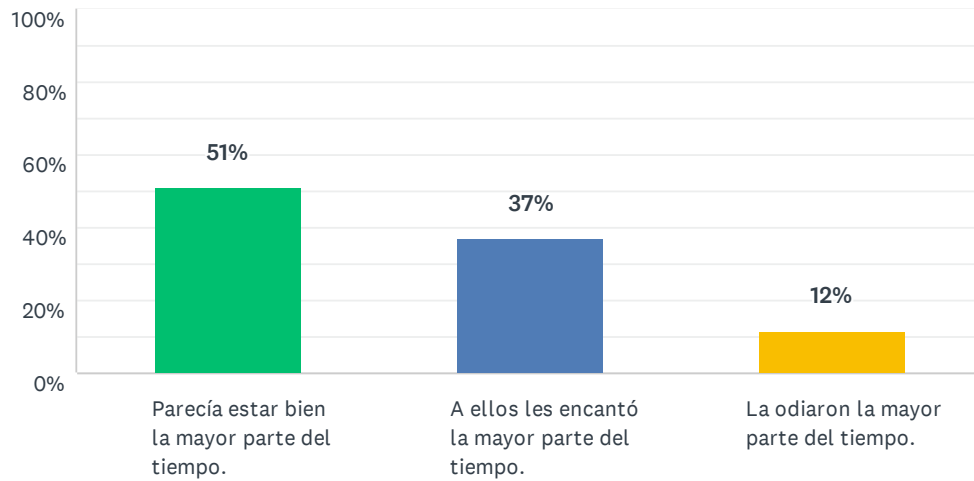
ANSWER CHOICES	RESPONSES	
Parecía estar bien la mayor parte del tiempo.	51%	22
A ellos les encantó la mayor parte del tiempo.	37%	16
La odiaron la mayor parte del tiempo.	12%	5
TOTAL		43

Q25 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 43   Skipped: 216
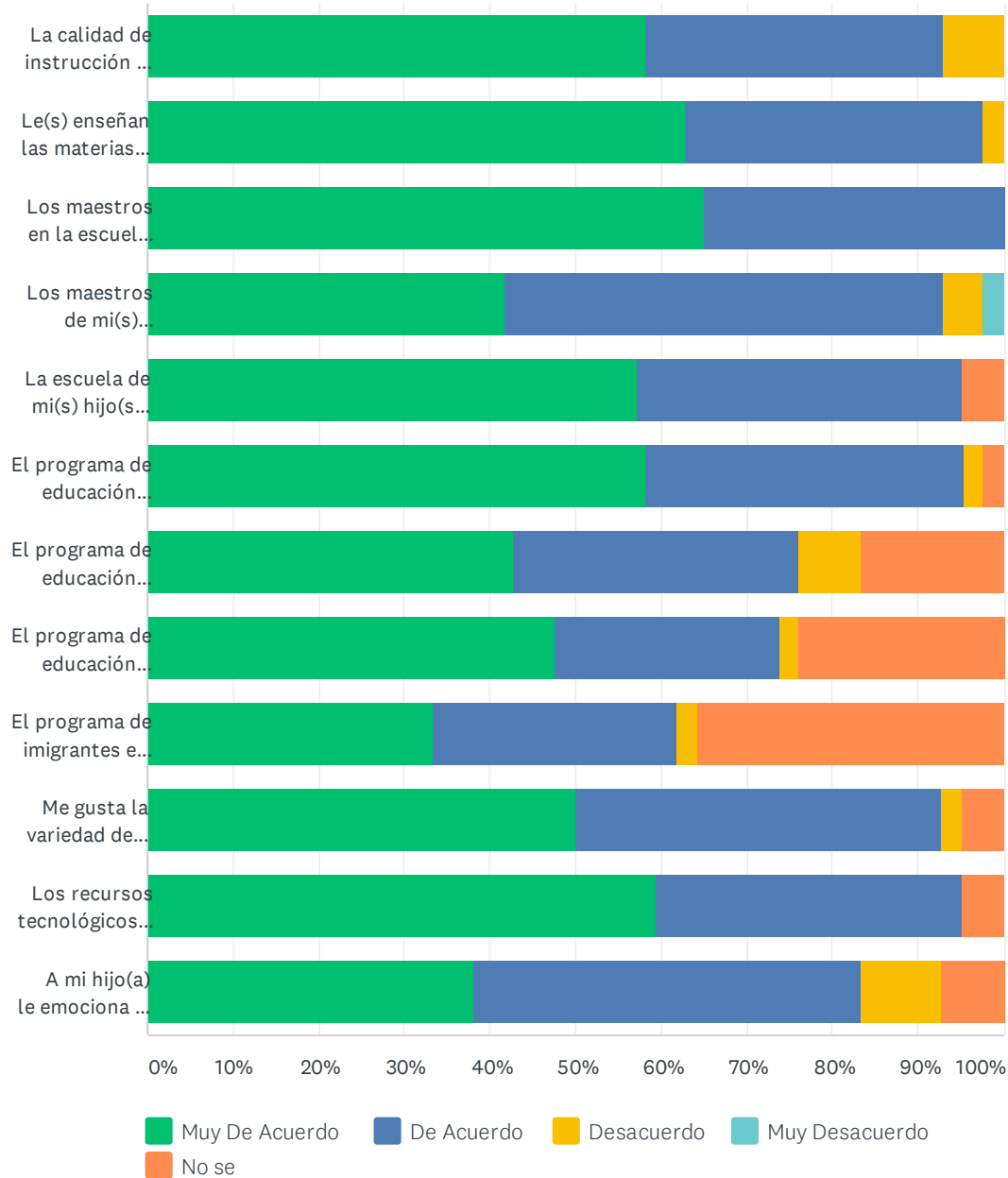
	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
La calidad de instrucción en la escuela de mi(s) niño(s) y virtual es buena.	58% 25	35% 15	7% 3	0% 0	0% 0	43
Le(s) enseñan las materias apropiadas a mi(s) hijo(s) en la escuela y en línea.	63% 27	35% 15	2% 1	0% 0	0% 0	43
Los maestros en la escuela de mi(s) hijo(s) esperan que mi(s) hijo(s) haga(n) lo mejor que pueda(n).	65% 28	35% 15	0% 0	0% 0	0% 0	43
Los maestros de mi(s) hijo(s) colaboran conmigo para mejorar la educación de mi(s) hijo(s).	42% 18	51% 22	5% 2	2% 1	0% 0	43
La escuela de mi(s) hijo(s) tiene(n) los materiales y utiles necesarios para aprender.	57% 24	38% 16	0% 0	0% 0	5% 2	42
El programa de educación regular en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	58% 25	37% 16	2% 1	0% 0	2% 1	43
El programa de educación especial en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	43% 18	33% 14	7% 3	0% 0	17% 7	42
El programa de educación bilingüe/ESL en la escuela de mi(s) hijo(s) y en línea educa bién a los estudiantes.	48% 20	26% 11	2% 1	0% 0	24% 10	42
El programa de imigrantes en la escuela de mi(s) hijo(s) y en línea educa bien a los estudiantes.	33% 14	29% 12	2% 1	0% 0	36% 15	42
Me gusta la variedad de actividades de bellas artes en mi escuela y en línea (corro, arte, baile de salón, etc.)	50% 21	43% 18	2% 1	0% 0	5% 2	42
Los recursos tecnológicos (laboratorios de computación, recursos de la biblioteca en línea, dispositivos móviles, etc.) disponibles para mi hijo son muy ùtiles para su trabajo escolar.	60% 25	36% 15	0% 0	0% 0	5% 2	42
A mi hijo(a) le emociona la idea de iniciar su session de clase en línea o asistir a clase todos los días.	38% 16	45% 19	10% 4	0% 0	7% 3	42

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL

Q26 Porqué consideras que se sintieron así con la instrucción en línea?

Answered: 43   Skipped: 216
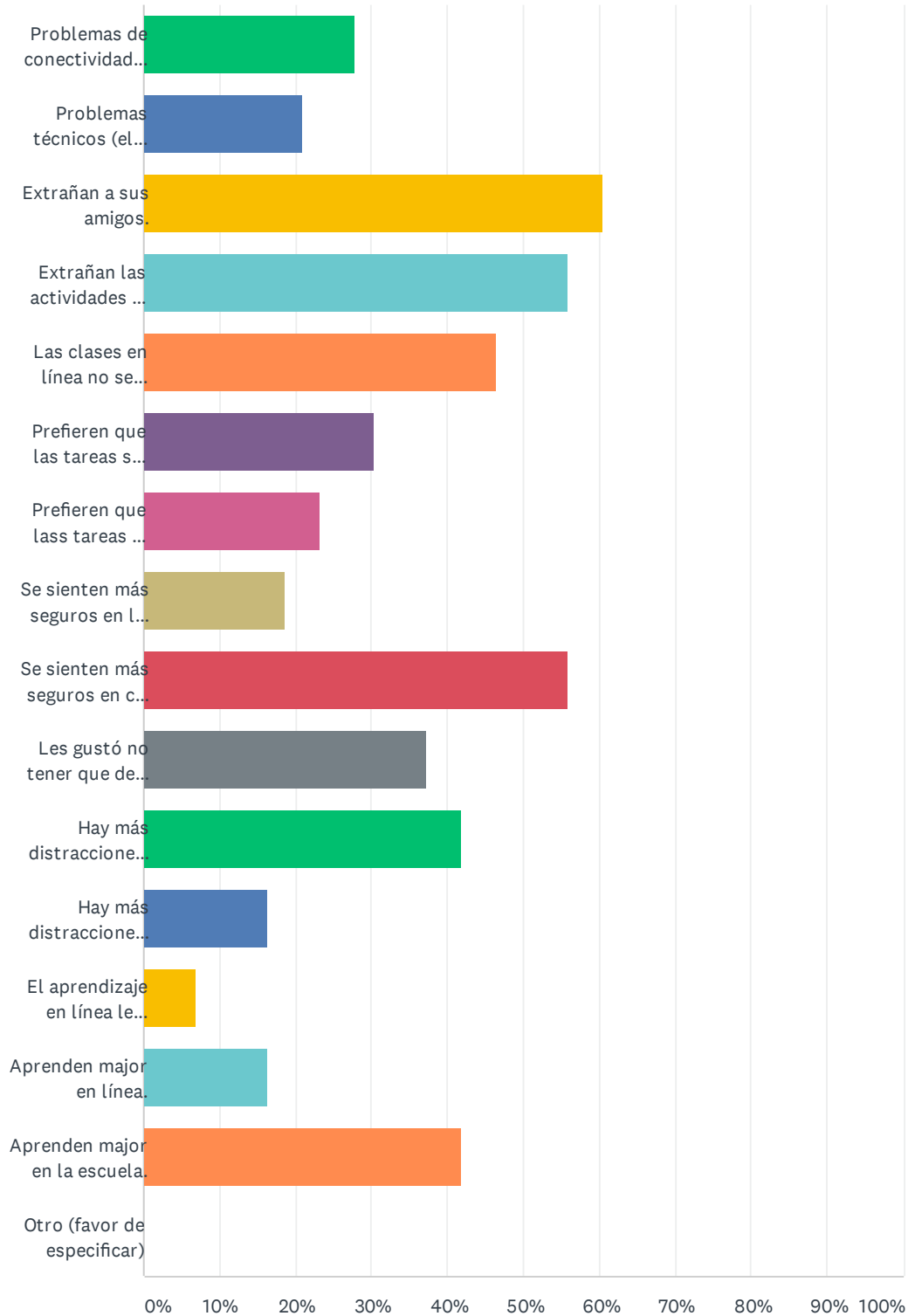
2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

ANSWER CHOICES	RESPONSES	
Problemas de conectividad (el intenet nunca/ o casi nunca funcionó)	28%	12
Problemas técnicos (el dispositivo nunca/ o casi nunca funcionó)	21%	9
Extrañan a sus amigos.	60%	26
Extrañan las actividades de la escuela.	56%	24
Las clases en línea no se sentía como estar en la escuela.	47%	20
Prefieren que las tareas se proporcionen dentro del edificio escolar.	30%	13
Prefieren que lass tareas se proporcionen de forma virtual.	23%	10
Se sienten más seguros en la escuela.	19%	8
Se sienten más seguros en casa (por el miedo a COVID-19).	56%	24
Les gustó no tener que dejar la casa.	37%	16
Hay más distracciones en casa.	42%	18
Hay más distracciones en la escuela.	16%	7
El aprendizaje en línea le permitió a su hijo(a) la flexibilidad de conseguir un empleo.	7%	3
Aprenden major en línea.	16%	7
Aprenden major en la escuela.	42%	18
Otro (favor de especificar)	0%	0
Total Respondents: 43		

#	OTRO (FAVOR DE ESPECIFICAR)	DATE
	There are no responses.	

Q27 Por favor responda a lo siguiente lo que mejor corresponda:Conozco y entiendo que a mi hijo(a) se le brindan oportunidades para que - -

Answered: 42   Skipped: 217

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
Tome el Evaluación de la iniciativa de éxito de Texas 2.0 (TSIA 2.0) o exámenes de preparación para la universidad antes de que se reciba de la preparatoria con el propósito de que el/ella se inscriba en cursos de matrícula doble en la preparatoria y que pueda recaudar créditos universitarios.	55% 23	36% 15	5% 2	0% 0	5% 2	42
De inscribirse en clases de colocación avanzada a partir del octavo año escolar y, durante la preparatoria, en cursos de matrícula dual para que el/ella pueda recibirse de la preparatoria con hasta 60 horas de créditos universitarios.	46% 19	46% 19	0% 0	0% 0	7% 3	41

Q28 Seleccione el tipo de actividad la cual favorecerá que su hijo(a) incremente su actividad física. Elija todo lo que aplique:

Answered: 39   Skipped: 220
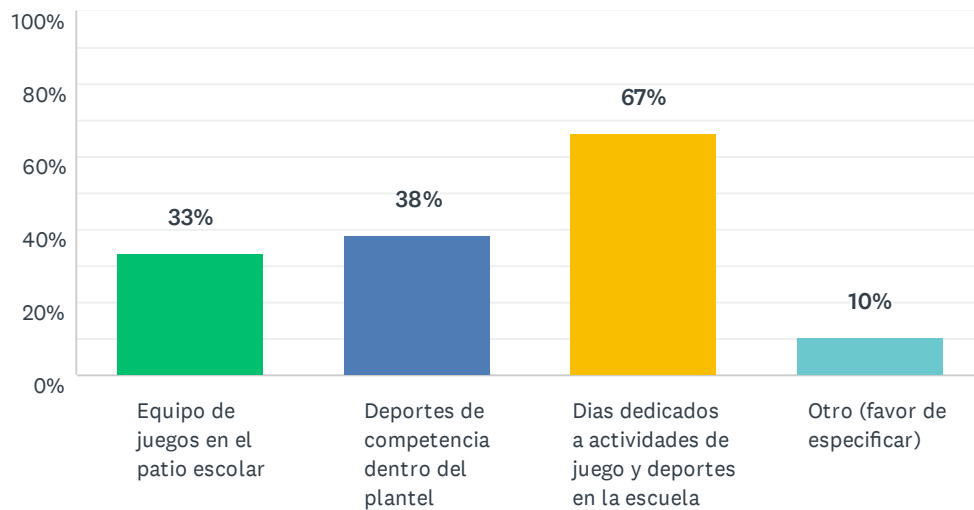
ANSWER CHOICES	RESPONSES	
Equipo de juegos en el patio escolar	33%	13
Deportes de competencia dentro del plantel	38%	15
Dias dedicados a actividades de juego y deportes en la escuela	67%	26
Otro (favor de especificar)	10%	4
Total Respondents: 39		

#	OTRO (FAVOR DE ESPECIFICAR)	DATE
1	Natacion, pero las clases son muy temprano 6:0am, deben ser por la tarde	5/7/2021 12:25 PM
2	Mas dedicasion en deportes	4/29/2021 8:47 AM
3	Clubs de deportes despues de escuela	4/27/2021 10:09 AM
4	hace deportes fuera de la escuela	4/27/2021 9:19 AM

Q29 Por favor responda a lo siguiente lo que mejor corresponda:
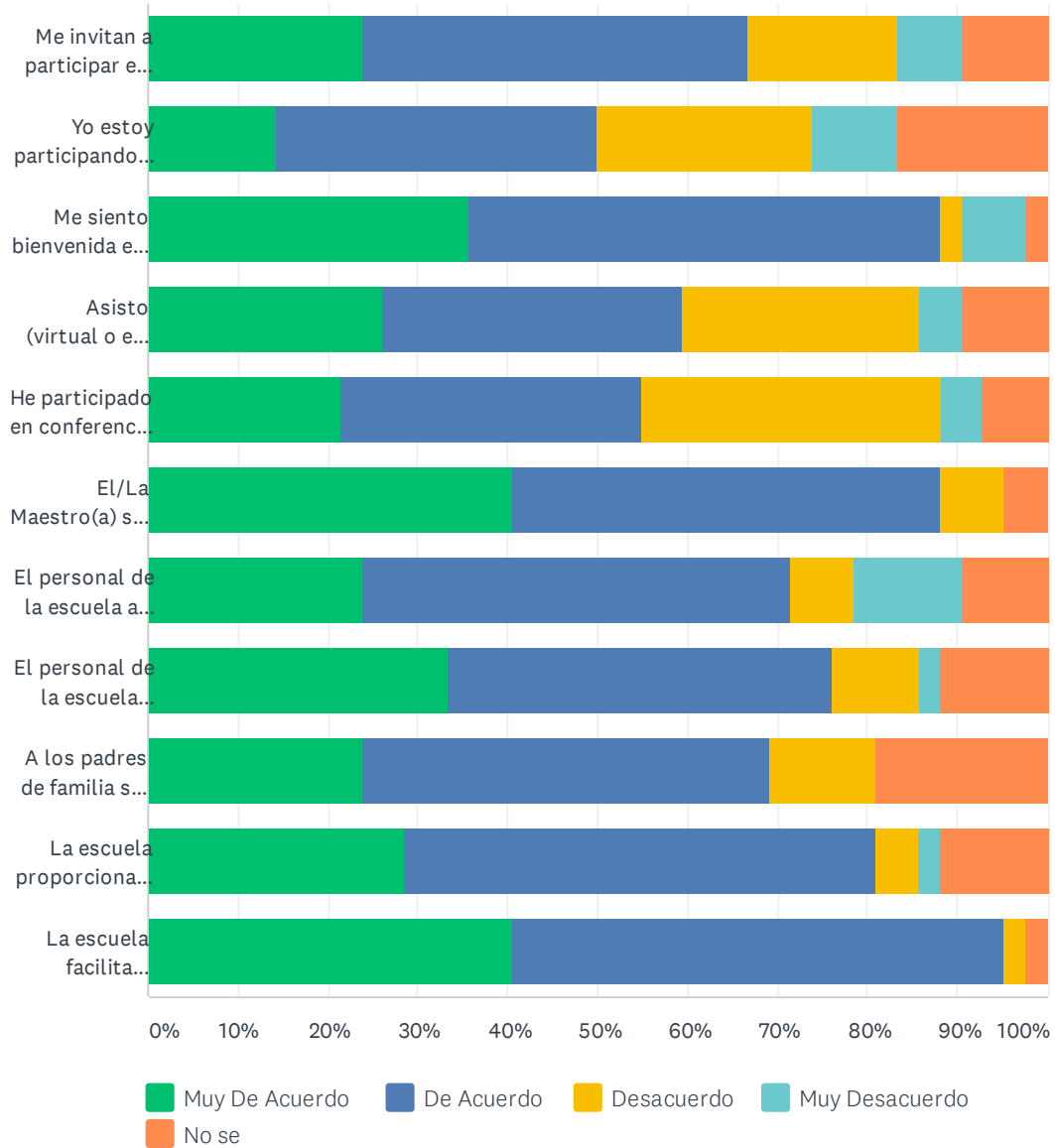
Answered: 42   Skipped: 217

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
Me invitan a participar en la escuela de mi(s) hijo(s).	24% 10	43% 18	17% 7	7% 3	10% 4	42
Yo estoy participando en la escuela de mis(s) hijo(s).	14% 6	36% 15	24% 10	10% 4	17% 7	42
Me siento bienvenida en la escuela de mis(s) hijo(s).	36% 15	52% 22	2% 1	7% 3	2% 1	42
Asisto (virtual o en persona) con regularidad a eventos escolares (virtual o en persona) tales como juntas de padres de familia, noche de padres y festivales.	26% 11	33% 14	26% 11	5% 2	10% 4	42
He participado en conferencias de padres y maestros (virtual o en persona) tocante a el Convenio Entre Escuela, Padre y Estudiante (S-P-S Compact), ya que se relaciona con logros académicos estudiantiles.	21% 9	33% 14	33% 14	5% 2	7% 3	42
El/La Maestro(a) se comunica conmigo tocante el progreso académico de mi hijo(a).	40% 17	48% 20	7% 3	0% 0	5% 2	42
El personal de la escuela a visitado mi casa, llamada telefónica, o video llamada.	24% 10	48% 20	7% 3	12% 5	10% 4	42
El personal de la escuela ofrece comunicación bi-direccional (entre escuela y padres de familia).	33% 14	43% 18	10% 4	2% 1	12% 5	42
A los padres de familia se les facilitan las oportunidades para ser voluntarios en los planteles educativos.	24% 10	45% 19	12% 5	0% 0	19% 8	42
La escuela proporciona horas flexibles para asistir a las juntas de padres de familia.	29% 12	52% 22	5% 2	2% 1	12% 5	42
La escuela facilita información de gran importancia para mí.	40% 17	55% 23	2% 1	0% 0	2% 1	42

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL

Q30 ¿Cuándo es más probable que asista a una reunion escolar? Favor de indicar lo siguiente de major a peor para su horario?

Answered: 41   Skipped: 218
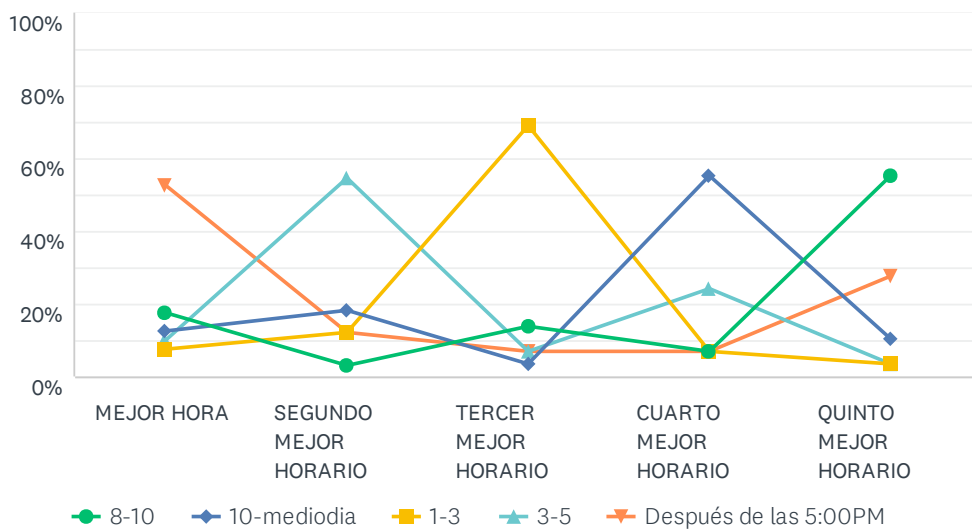
	8-10	10-MEDIODIA	1-3	3-5	DESPUÉS DE LAS 5:00PM	TOTAL
MEJOR HORA	18% 7	13% 5	8% 3	10% 4	53% 21	40
SEGUNDO MEJOR HORARIO	3% 1	18% 6	12% 4	55% 18	12% 4	33
TERCER MEJOR HORARIO	14% 4	3% 1	69% 20	7% 2	7% 2	29
CUARTO MEJOR HORARIO	7% 2	55% 16	7% 2	24% 7	7% 2	29
QUINTO MEJOR HORARIO	55% 16	10% 3	3% 1	3% 1	28% 8	29

Q31 Los programas de pre-kínder (día completo y medio día) están disponibles para todos estudiantes.

Answered: 42   Skipped: 217
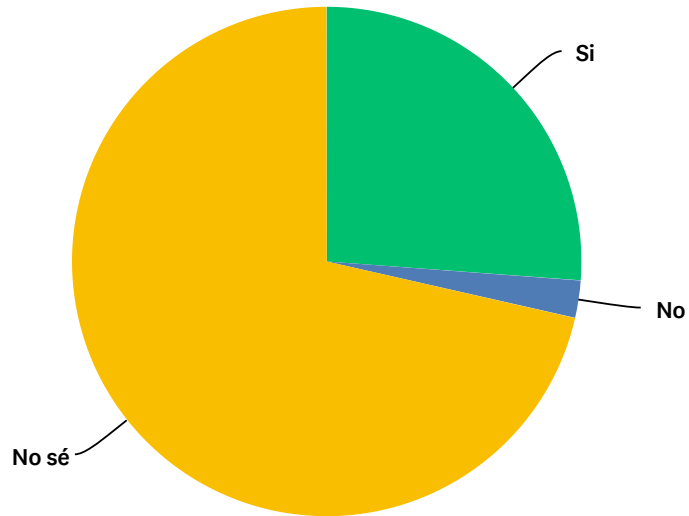
ANSWER CHOICES	RESPONSES	
Si	26%	11
No	2%	1
No sé	71%	30
TOTAL		42

Q32 El programa de pre-kínder proporciona instrucción que favorece la alfabetización infantil.

Answered: 42   Skipped: 217
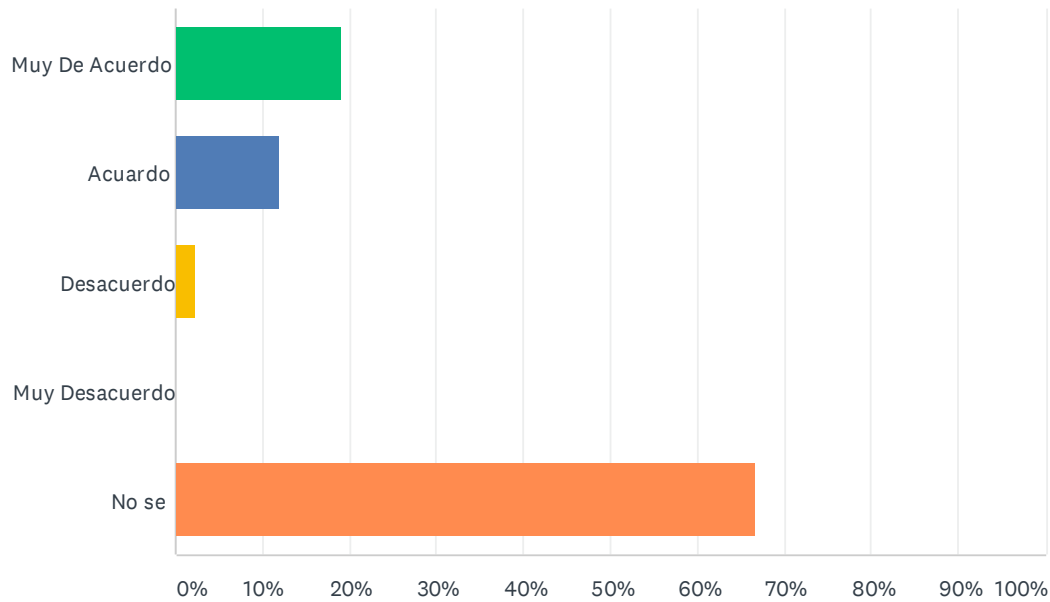
ANSWER CHOICES	RESPONSES	
Muy De Acuerdo	19%	8
Acuardo	12%	5
Desacuerdo	2%	1
Muy Desacuerdo	0%	0
No se	67%	28
TOTAL		42

Q33 Por favor responda a las siguientes lo que mejor corresponda:

Answered: 42   Skipped: 217
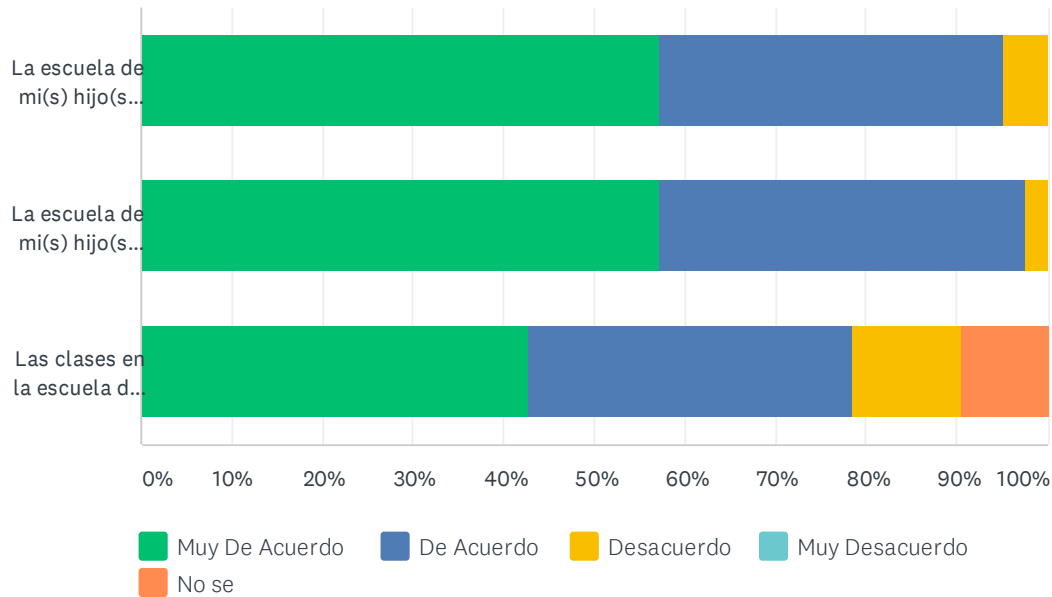
	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
La escuela de mi(s) hijo(s) está limpia.	57% 24	38% 16	5% 2	0% 0	0% 0	42
La escuela de mi(s) hijo(s) está bien mantenida.	57% 24	40% 17	2% 1	0% 0	0% 0	42
Las clases en la escuela de mi(s) hijo(s) y en línea está(n) suficientemente pequeñas para que cada estudiante pueda recibir la atención individual de la maestra(o).	43% 18	36% 15	12% 5	0% 0	10% 4	42

Q34 Por favor responda a lo siguiente lo que mejor corresponda:

Answered: 41   Skipped: 218

Legend:
- Muy De Acuerdo
- De Acuerdo
- Desacuerdo
- Muy Desacuerdo
- No se
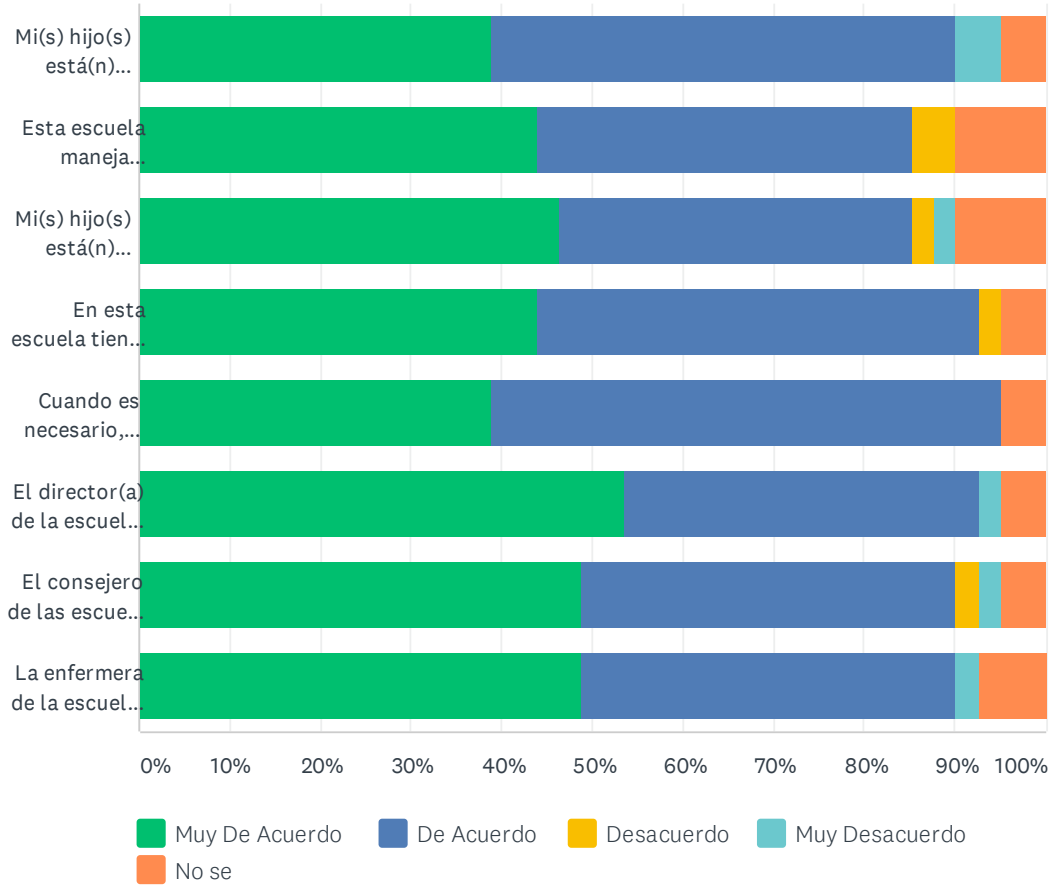
2020 - 2021 Parent Campus Needs Assessment (CNA) Survey

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL
Mi(s) hijo(s) está(n) seguro(s) en la escuela.	39% 16	51% 21	0% 0	5% 2	5% 2	41
Esta escuela maneja efectivamente la mala conducta de los estudiantes.	44% 18	41% 17	5% 2	0% 0	10% 4	41
Mi(s) hijo(s) está(n) seguro(s) cuando es (son) transportado(s) a la escuela y de la escuela.	46% 19	39% 16	2% 1	2% 1	10% 4	41
En esta escuela tienen el personal de seguridad adecuado para mantener un ambiente seguro en la escuela.	44% 18	49% 20	2% 1	0% 0	5% 2	41
Cuando es necesario, siento que puedo expresar mi opiníon con respecto al personal de la escuela.	39% 16	56% 23	0% 0	0% 0	5% 2	41
El director(a) de la escuela y/o los maestros toman en serio mis preocupaciones.	54% 22	39% 16	0% 0	2% 1	5% 2	41
El consejero de las escuela está disponible para atender/asistar a mi hijo(a).	49% 20	41% 17	2% 1	2% 1	5% 2	41
La enfermera de la escuela o alguien está disponible en dado caso que mi hijo(a) se lastime o se enferme.	49% 20	41% 17	0% 0	2% 1	7% 3	41

	MUY DE ACUERDO	DE ACUERDO	DESACUERDO	MUY DESACUERDO	NO SE	TOTAL

Q35 ¿Usted que piensa que mejoraría esta escuela?

Answered: 21   Skipped: 238

#	RESPONSES	DATE
1	Mejor comunicasion con los padres .	5/7/2021 8:51 PM
2	Los mensajes que envía el director de la escuela deberían de ser también en español ya que solo envía en Inglés y no todos los padres están familiarizados con el idioma,	5/7/2021 8:21 PM
3	no estoy segura ya que no he tenido la oportunidad de recorrer todo el plantel, las ocasiones que la he visitado ha sido todo bien.si acaso seria la idenficiacion de los pasillos (a,b,c,, etc) ya que me hija a batallado un poco al encontrarlos	5/7/2021 12:51 PM
4	Mantener las clases online hasta que sea seguro para los estudiantes aun cuando ya hayan sido vacunados	5/7/2021 12:28 PM
5	nada	5/5/2021 3:17 PM
6	deberia de mejorar el que no tengan sustitutos por mucho tiempo por que con los sustitutos no aprenden casi nada	5/4/2021 4:44 PM
7	La comida de la cafeteria	5/3/2021 3:14 PM
8	Mejor comida	5/3/2021 1:28 PM
9	no se	4/29/2021 7:03 PM
10	El personal deberia ser mas atentos con los estudiantes en especial los consejeros	4/29/2021 8:49 AM
11	Remodelar instalaciones.	4/28/2021 9:05 PM
12	School Bullying	4/28/2021 4:50 PM
13	la escuela esta bien	4/28/2021 9:11 AM
14	Que dejen a los estudiantes sentarse juntos en lunche	4/28/2021 9:06 AM
15	En todo	4/27/2021 8:21 PM
16	internet	4/27/2021 1:16 PM
17	para mi todo es excelente.	4/27/2021 11:37 AM
18	si	4/27/2021 11:30 AM
19	En todo estoy de acuerdo, no tengo ninguna sugerencia de cambio.	4/27/2021 10:26 AM
20	Mayor comunicacion en idioma espanol por parte de administradores	4/27/2021 10:16 AM
21	Que mejoren el bano de los ninos	4/27/2021 9:22 AM

Brownsville Independent School District

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 46% in 2018-2019 to 49% by August 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
46%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets						
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	46%	67%	44%	41%	25%	46%	46%
2021	46%	67%	44%	41%	25%	46%	46%
2022	47%	68%	45%	42%	26%	47%	47%
2023	48%	69%	46%	43%	27%	48%	48%
2024	49%	70%	47%	44%	28%	49%	49%

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 56% in 2018-2019 to 59% by August 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
56%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets						
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	56%	56%	54%	53%	31%	46%	46%
2021	56%	56%	54%	53%	31%	46%	46%
2022	57%	57%	55%	54%	32%	47%	47%
2023	58%	58%	56%	55%	33%	48%	48%
2024	59%	59%	57%	56%	34%	49%	49%

Minimum size criteria set to 25 or more students.

Brownsville Independent School District
COLLEGE, CAREER, AND MILITARY READY
HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 67% for the Class of 2018 to 71% by August 2024 for the Class of 2023.

Yearly Target Goals

2020	2021	2022	2023	2024
Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
68%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

		Hispanic	White	Special Ed	Eco. Disadv.	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020	69%	90%	68%	68%	56%	70%	55%
	2021	69%	90%	68%	68%	56%	70%	55%
	2022	70%	91%	69%	69%	57%	71%	56%
	2023	71%	92%	70%	70%	58%	72%	57%
	2024	72%	93%	71%	71%	59%	73%	58%

CCMR Progress Measure 1

The percentage of BISD graduates that meet the criteria for TSI (and for 2021 and beyond, the TSI-2*) will increase from 45% for the Class of 2018 to 49% by 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021*)	2023 (Class of 2022)	2024 (Class of 2023)
46%	46%	47%	48%	49%

CCMR Progress Measure 2

The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% for the Class of 2018 to 23% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
20%	20%	21%	22%	23%

CCMR Progress Measure 3

The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% for the Class of 2018 to 28% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
25%*	25%	26%	27%	28%

*Due to increase in available certificates and certifications qualifying students for this measure.

Q1 Please indicate your age:

Answered: 966   Skipped: 0
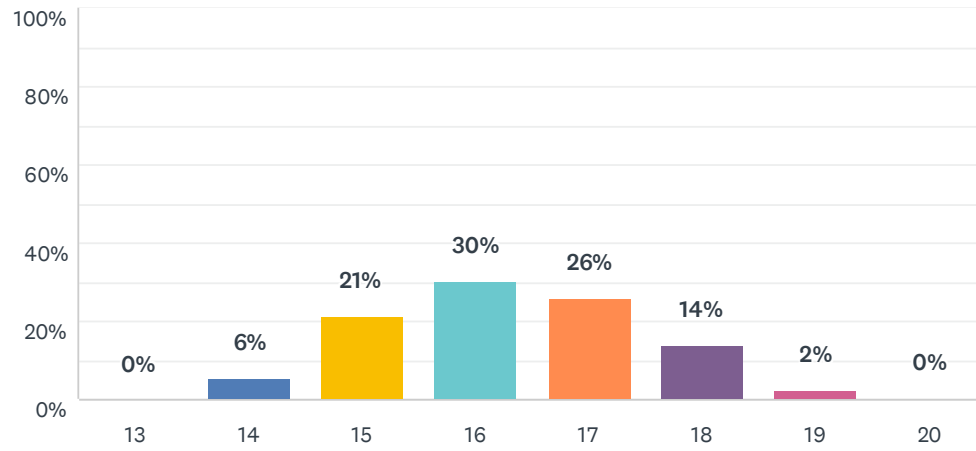
ANSWER CHOICES	RESPONSES	
13	0%	1
14	6%	55
15	21%	206
16	30%	291
17	26%	253
18	14%	133
19	2%	23
20	0%	4
TOTAL		966

Q2 What is your grade level?

Answered: 966   Skipped: 0
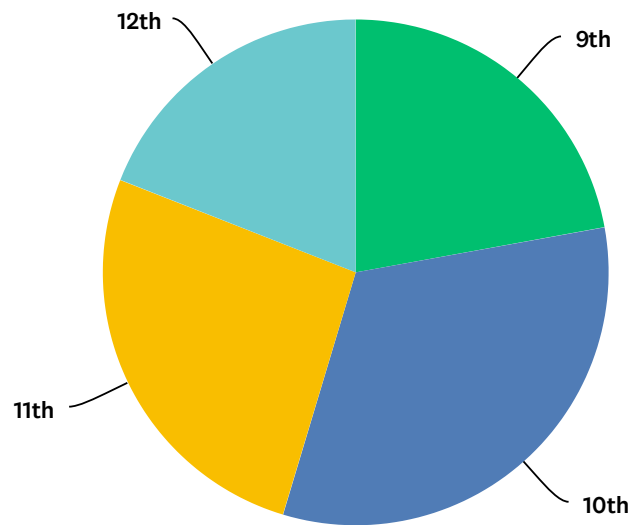
ANSWER CHOICES	RESPONSES	
9th	22%	214
10th	33%	314
11th	26%	254
12th	19%	184
TOTAL		966

Q4 When did you start as a student at this school (in person or virtually)?

Answered: 966   Skipped: 0
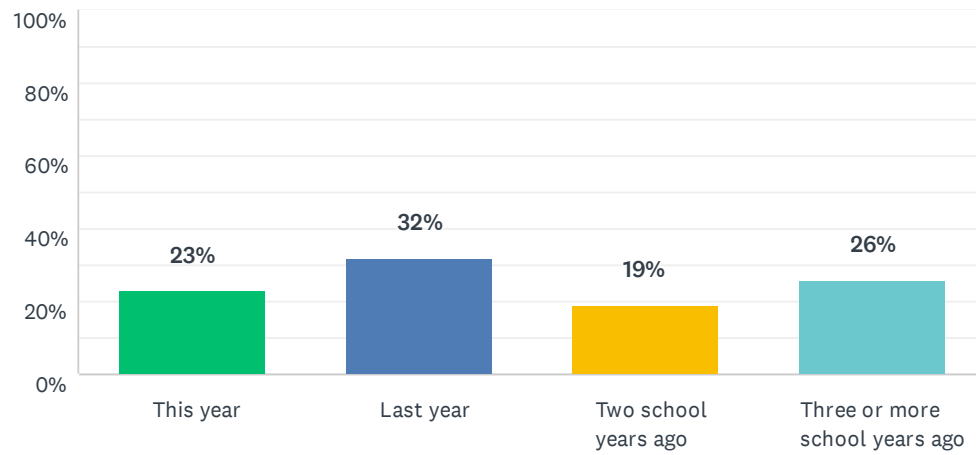
ANSWER CHOICES	RESPONSES	
This year	23%	221
Last year	32%	310
Two school years ago	19%	184
Three or more school years ago	26%	251
TOTAL		966

Q5 Please answer the following:

Answered: 905   Skipped: 61
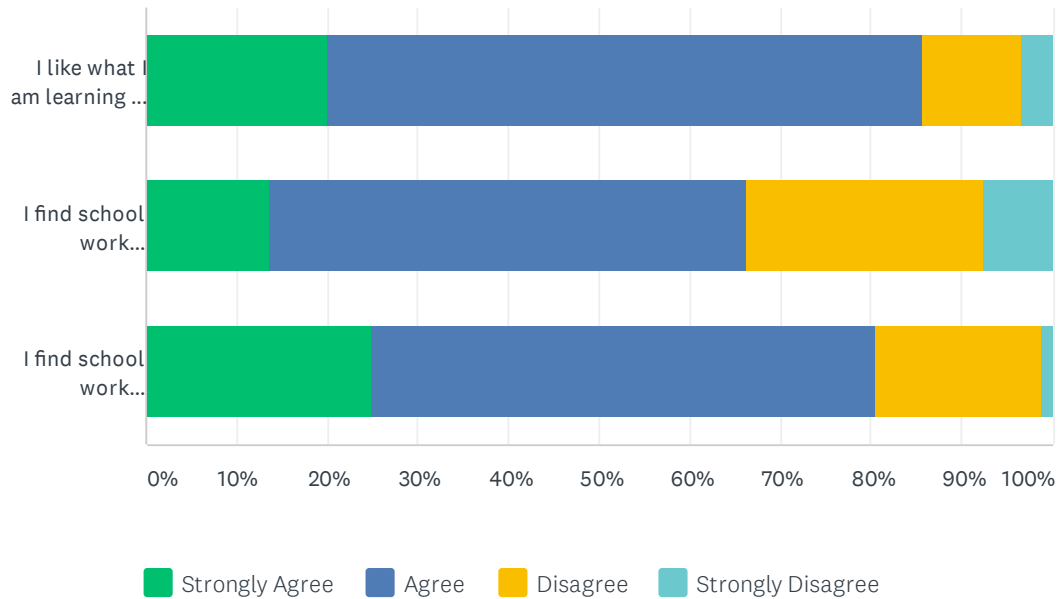
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I like what I am learning in my classes.	20% 181	66% 591	11% 99	3% 30	901
I find school work interesting.	14% 123	53% 475	26% 236	8% 68	902
I find school work challenging.	25% 222	56% 498	18% 164	1% 11	895

Q6 The classes in the following academic areas provide me with IMPORTANT knowledge and skills:

Answered: 904   Skipped: 62

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree
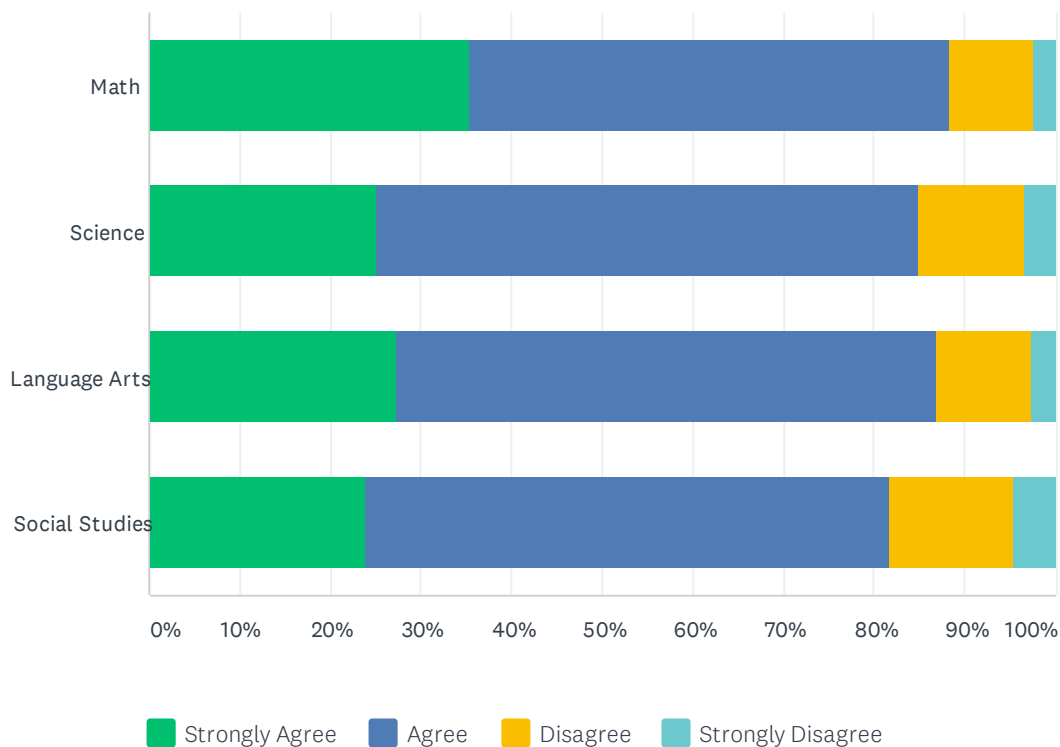
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Math	35% 319	53% 478	9% 85	2% 21	903
Science	25% 226	60% 538	12% 105	3% 31	900
Language Arts	27% 246	59% 534	10% 94	3% 24	898
Social Studies	24% 215	58% 520	14% 123	5% 42	900

Q7 Please indicate if you agree or disagree with these statements.

Answered: 908   Skipped: 58
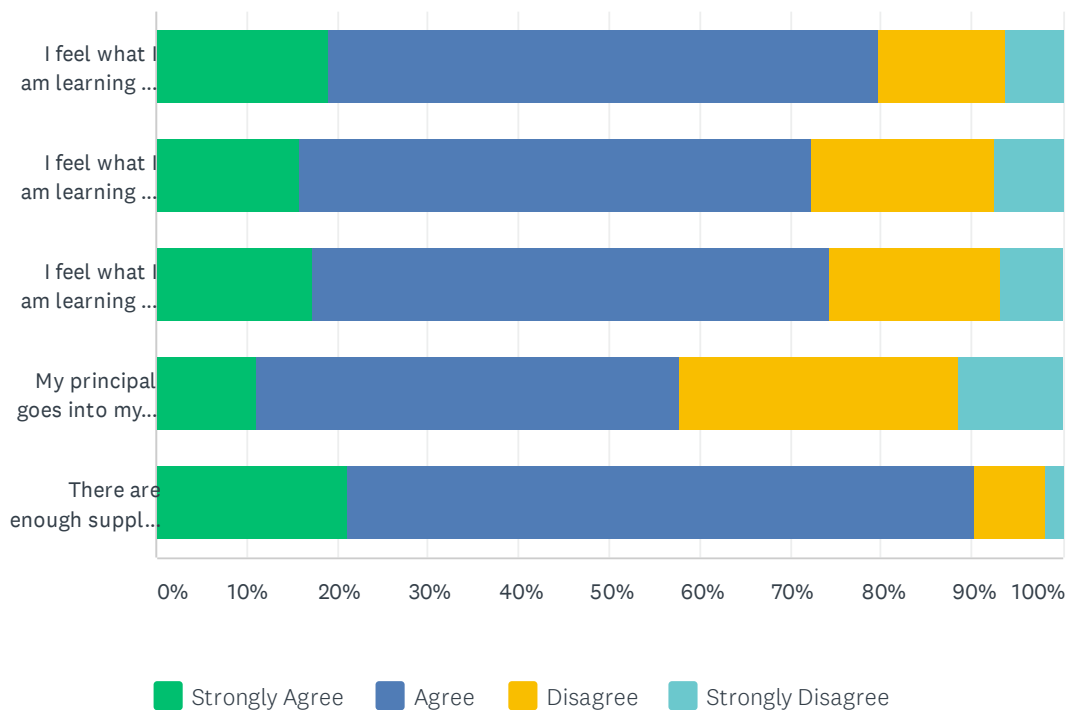
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel what I am learning in school or online is preparing me to take state exams (STAAR).	19% 172	61% 548	14% 128	6% 56	904
I feel what I am learning in school or online is preparing me to take college entrance exams (SAT, Advanced Placement, ACT, etc.).	16% 143	56% 509	20% 184	7% 67	903
I feel what I am learning in school or online is preparing me to go college.	17% 156	57% 513	19% 170	7% 61	900
My principal goes into my classroom or joins our online classroom to see what I am learning.	11% 99	47% 421	31% 276	11% 103	899
There are enough supplies in the classroom to complete my school work.	21% 190	69% 625	8% 70	2% 17	902

Q8 Please indicate how often you do the following activities in your classes:

Answered: 881   Skipped: 85
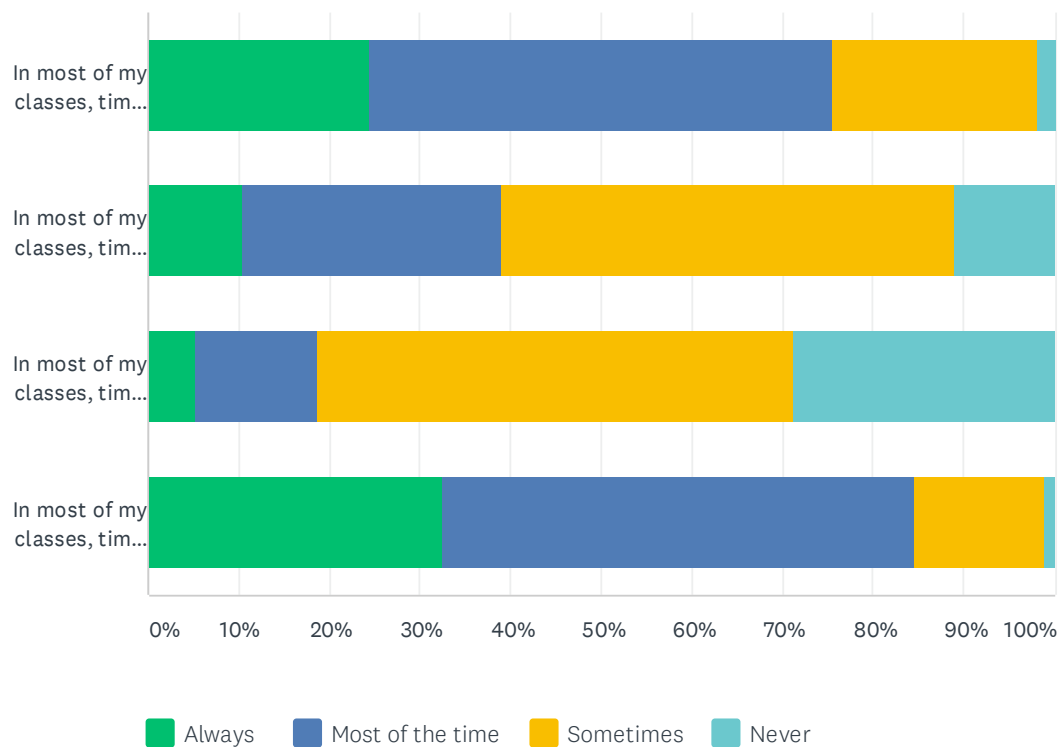
	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER	TOTAL
In most of my classes, time is spent listening to teacher presentations.	25% 216	51% 450	23% 199	2% 16	881
In most of my classes, time is spent in whole class discussion.	10% 92	28% 250	50% 439	11% 97	878
In most of my classes, time is spent working in small groups.	5% 45	14% 118	53% 459	29% 251	873
In most of my classes, time is spent working individually.	33% 286	52% 457	14% 127	1% 9	879

Q9 Please indicate how often you do the following activities in your classes:

Answered: 881   Skipped: 85
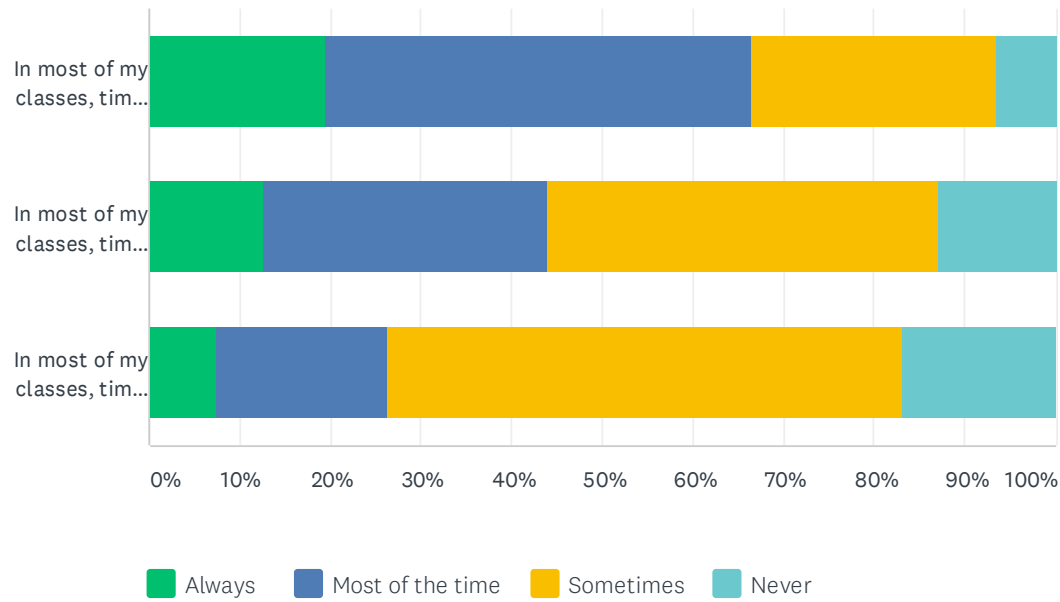
	ALWAYS	MOST OF THE TIME	SOMETIMES	NEVER	TOTAL
In most of my classes, time is spent doing worksheets or handouts.	19% 171	47% 412	27% 238	6% 56	877
In most of my classes, time is spent learning things that I find interesting.	13% 111	31% 275	43% 378	13% 113	877
In most of my classes, time is spent working on class projects.	7% 65	19% 165	57% 496	17% 147	873

Q10 Where have you participated in classes this year?

Answered: 876   Skipped: 90
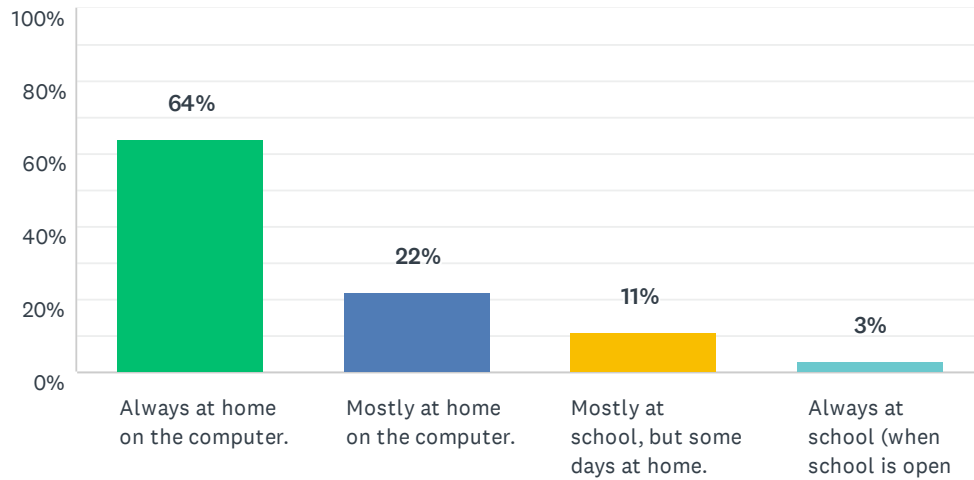
ANSWER CHOICES	RESPONSES	
Always at home on the computer.	64%	562
Mostly at home on the computer.	22%	191
Mostly at school, but some days at home.	11%	95
Always at school (when school is open to students).	3%	28
TOTAL		876

Q11 Indicate which technology device(s) you have available for use at home. Choose all that apply.

Answered: 880   Skipped: 86
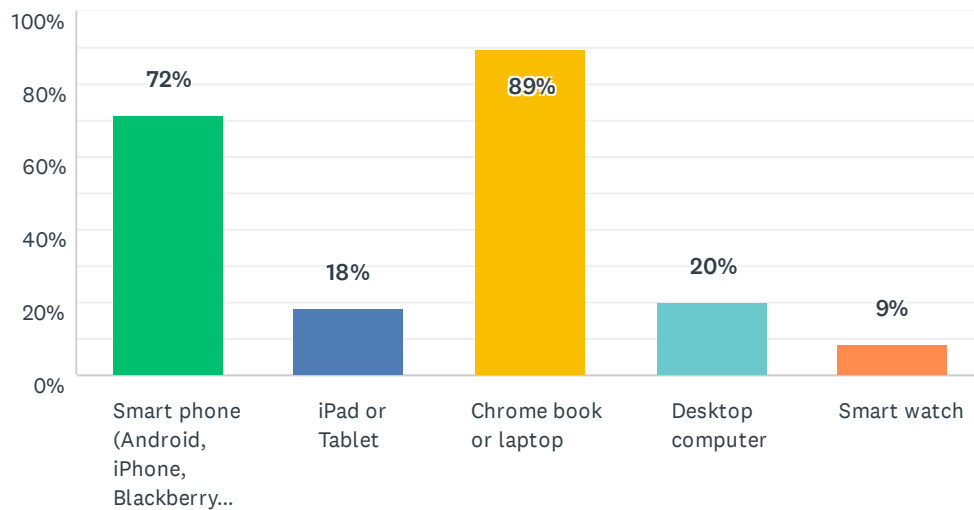
ANSWER CHOICES	RESPONSES	
Smart phone (Android, iPhone, Blackberry, etc.)	72%	630
iPad or Tablet	18%	161
Chrome book or laptop	89%	787
Desktop computer	20%	176
Smart watch	9%	77
Total Respondents: 880		

Q12 How would you describe your online experience (virtual learning at home) this school year?

Answered: 879   Skipped: 87
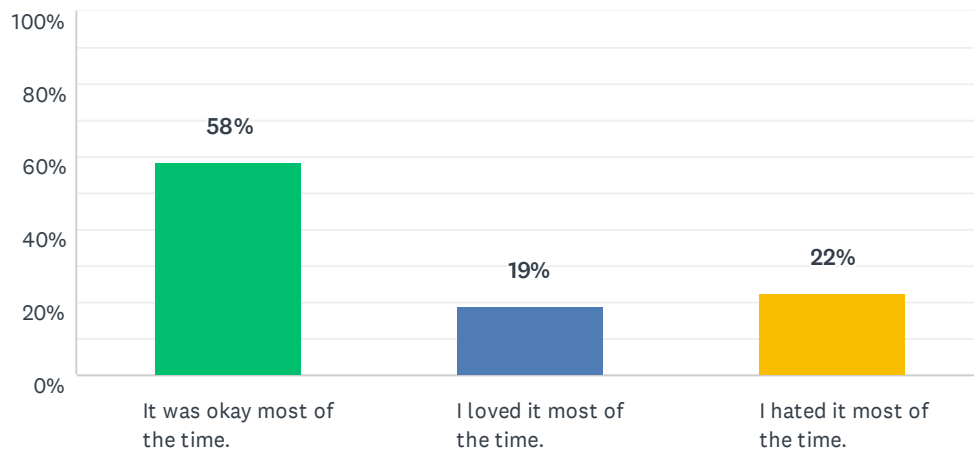
ANSWER CHOICES	RESPONSES	
It was okay most of the time.	58%	514
I loved it most of the time.	19%	169
I hated it most of the time.	22%	196
TOTAL		879

Q13 Why do/did you feel this way about online instruction? Choose all that apply.

Answered: 880   Skipped: 86
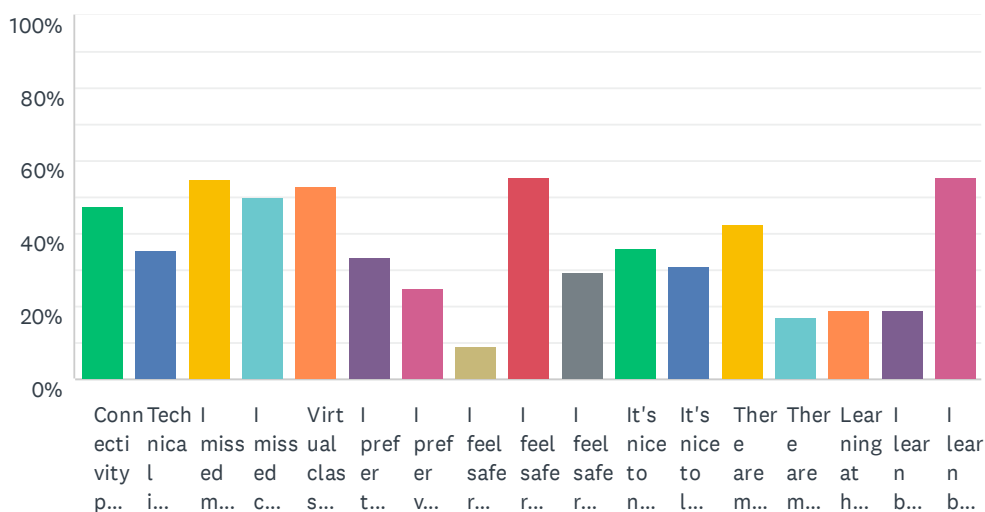
ANSWER CHOICES	RESPONSES	
Connectivity problems (Internet didn't/doesn't work consistently)	47%	417
Technical issues (device didn't/doesn't always work)	35%	312
I missed my friends.	55%	486
I missed campus activities.	50%	441
Virtual classes don't feel like school.	53%	468
I prefer the homework given inside the school building.	34%	296
I prefer virtual homework.	25%	219
I feel safer at school.	9%	81
I feel safer at home (because of COVID-19).	55%	487
I feel safer at home, not having anything to do with Covid-19.	30%	261
It's nice to not have to leave the house.	36%	317
It's nice to leave the house.	31%	274
There are more distractions at home.	43%	376
There are more distractions at school.	17%	151
Learning at home allowed me the flexibility to get a job.	19%	169
I learn better online.	19%	169
I learn better at the campus.	55%	487
Total Respondents: 880		

Q14 Please indicate if you agree or disagree with these statements.

Answered: 870   Skipped: 96

Legend: ■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Teachers use different ways to help me understand class.	23% 200	64% 556	10% 91	3% 23	870
Teachers provide me with the help I need to complete class assignments.	27% 232	65% 564	7% 57	2% 14	867
Teachers at this school help me to succeed in school.	28% 241	65% 564	5% 44	2% 15	864
The way teachers grade my assignments and tests is fair.	27% 235	63% 547	8% 70	2% 17	869
If I get sick or hurt at school, the school nurse or someone else helps me.	21% 177	63% 540	11% 96	6% 49	862
The staff at my school care about me and listen to what I have to say.	17% 149	62% 538	16% 137	5% 41	865
I am aware of the opportunities to start taking the Texas Success Initiative Assessment 2.0 (TSIA 2.0) before I graduate from high school so I can take dual enrollment courses in high school and earn college credits.	29% 256	60% 520	8% 71	2% 21	868
I am aware of the opportunities to enroll in Advanced Placement classes starting in eighth grade and dual enrollment (college credit) courses starting in high school so I can graduate from high school with up to 60 hours of college credits.	29% 254	63% 545	6% 51	2% 19	869

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL

Q15 Do you talk to your teachers in person or online when you need extra help with school work?

Answered: 869   Skipped: 97
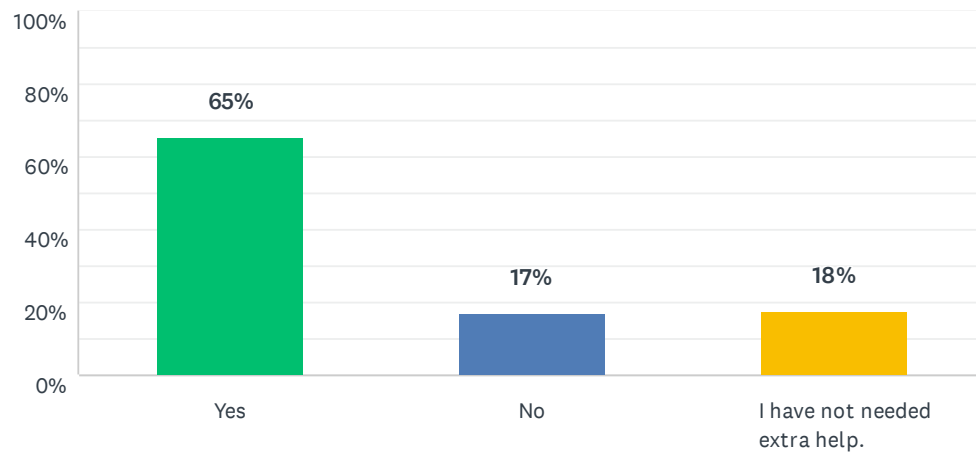
ANSWER CHOICES	RESPONSES	
Yes	65%	569
No	17%	146
I have not needed extra help.	18%	154
TOTAL		869

Q16 Do you go to tutorial/accelerated instruction when you need extra help with school work?

Answered: 873   Skipped: 93
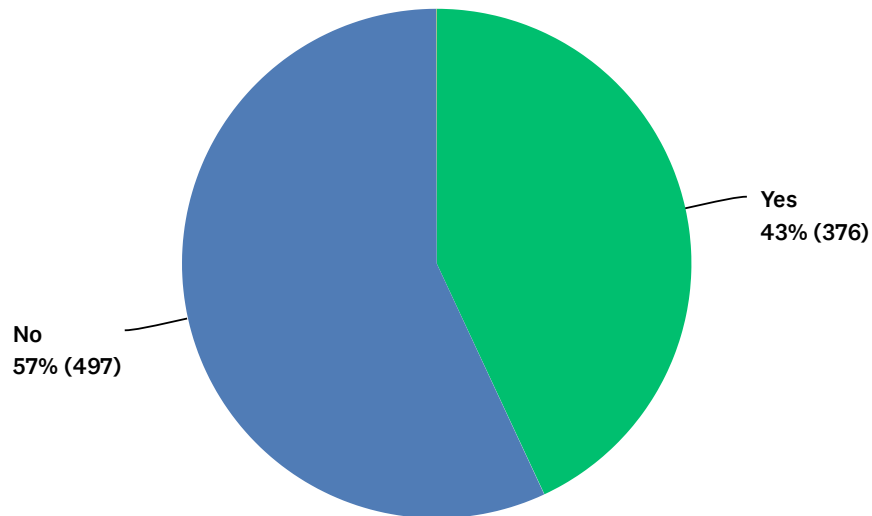
ANSWER CHOICES	RESPONSES	
Yes	43%	376
No	57%	497
I do not need extra help with my school work.	0%	0
TOTAL		873

Q17 Why do you not stay for tutorial/accelerated instruction?

Answered: 290   Skipped: 676
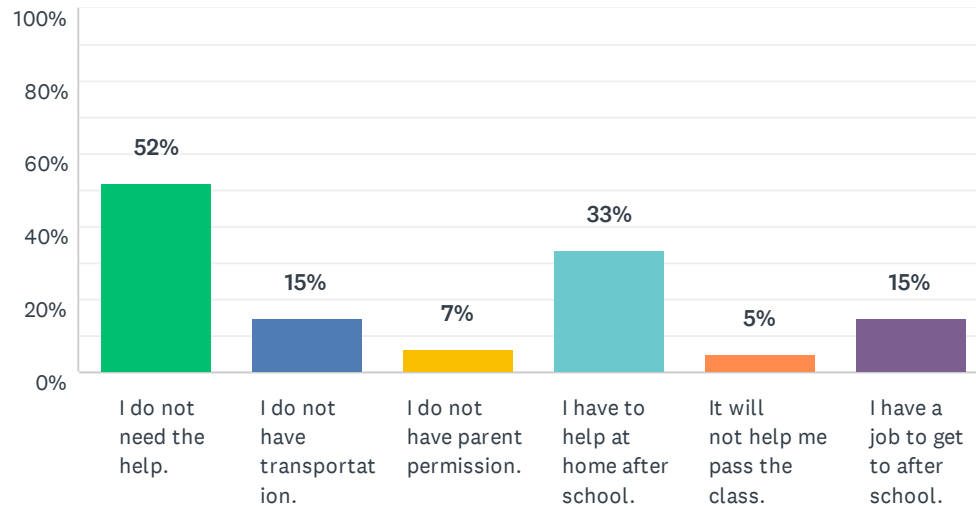
ANSWER CHOICES	RESPONSES	
I do not need the help.	52%	151
I do not have transportation.	15%	43
I do not have parent permission.	7%	19
I have to help at home after school.	33%	97
It will not help me pass the class.	5%	14
I have a job to get to after school.	15%	43
Total Respondents: 290		

Q18 Do tutorials help you learn the class material better?

Answered: 374   Skipped: 592
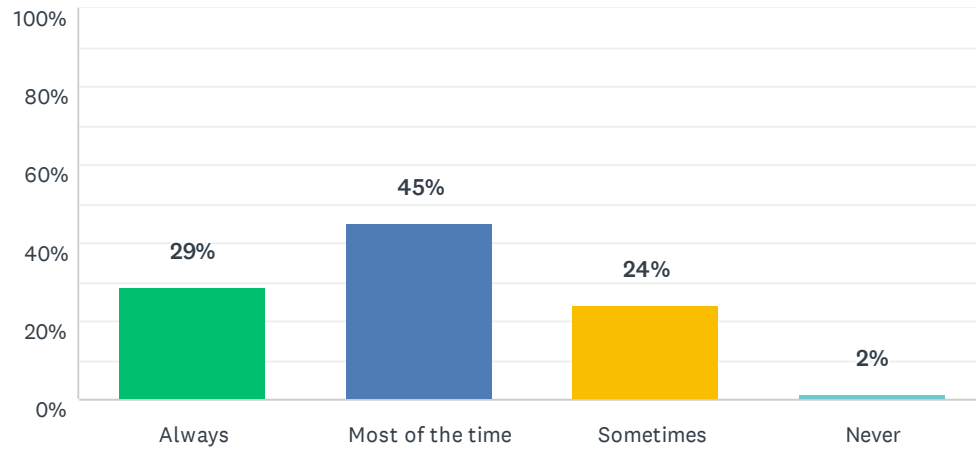
ANSWER CHOICES	RESPONSES	
Always	29%	108
Most of the time	45%	169
Sometimes	24%	91
Never	2%	6
TOTAL		374

Q19 I am absent from school or don't log in to class -

Answered: 871   Skipped: 95
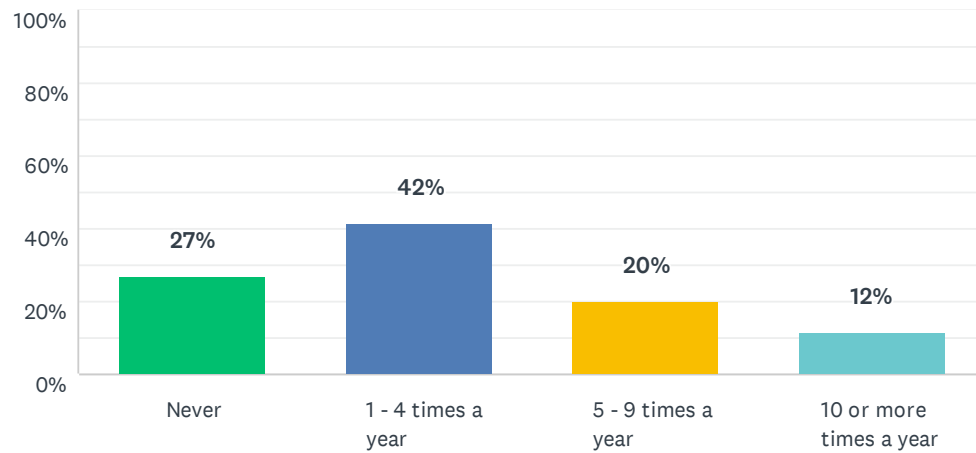
ANSWER CHOICES	RESPONSES	
Never	27%	234
1 - 4 times a year	42%	362
5 - 9 times a year	20%	173
10 or more times a year	12%	102
TOTAL		871

Q20 Why are you absent or don't log in more than 10 days a year?

Answered: 102   Skipped: 864
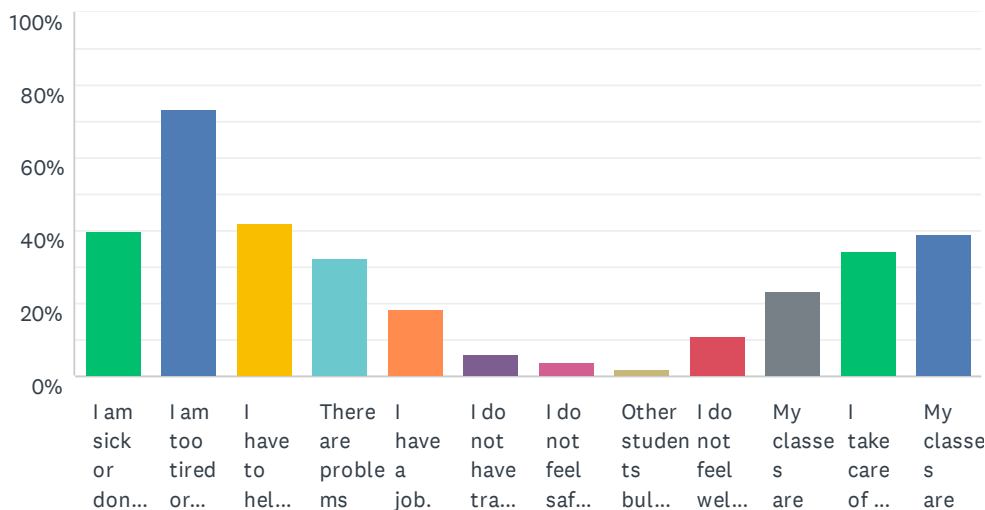
ANSWER CHOICES	RESPONSES	
I am sick or don't feel well.	40%	41
I am too tired or oversleep,	74%	75
I have to help at home.	42%	43
There are problems at home.	32%	33
I have a job.	19%	19
I do not have transportation.	6%	6
I do not feel safe at school.	4%	4
Other students bully or make fun of me.	2%	2
I do not feel welcome.	11%	11
My classes are too hard for me.	24%	24
I take care of my siblings or other family members.	34%	35
My classes are not interesting.	39%	40
Total Respondents: 102		

Q21 How often do you go to the library or do online research for your classes?

Answered: 863   Skipped: 103
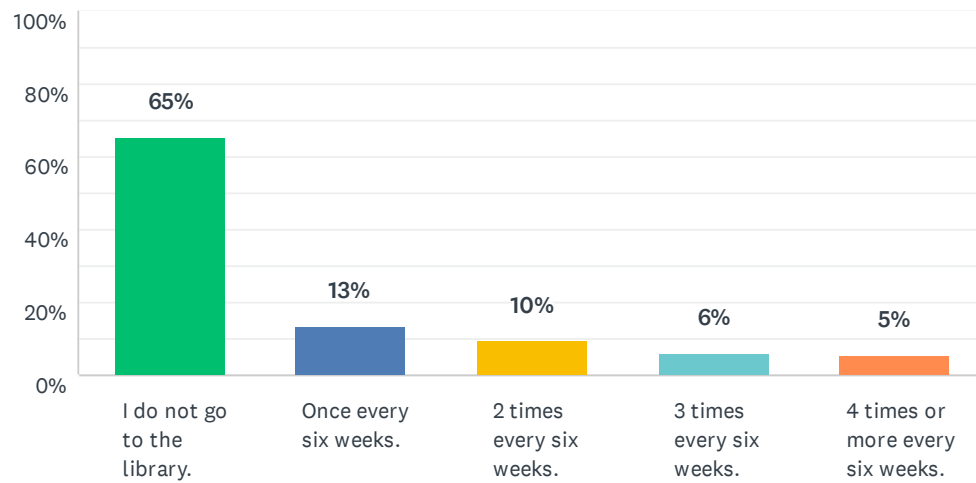
ANSWER CHOICES	RESPONSES	
I do not go to the library.	65%	565
Once every six weeks.	13%	115
2 times every six weeks.	10%	84
3 times every six weeks.	6%	52
4 times or more every six weeks.	5%	47
TOTAL		863

Q22 The library offers books and resources that help me with my class work.

Answered: 863   Skipped: 103
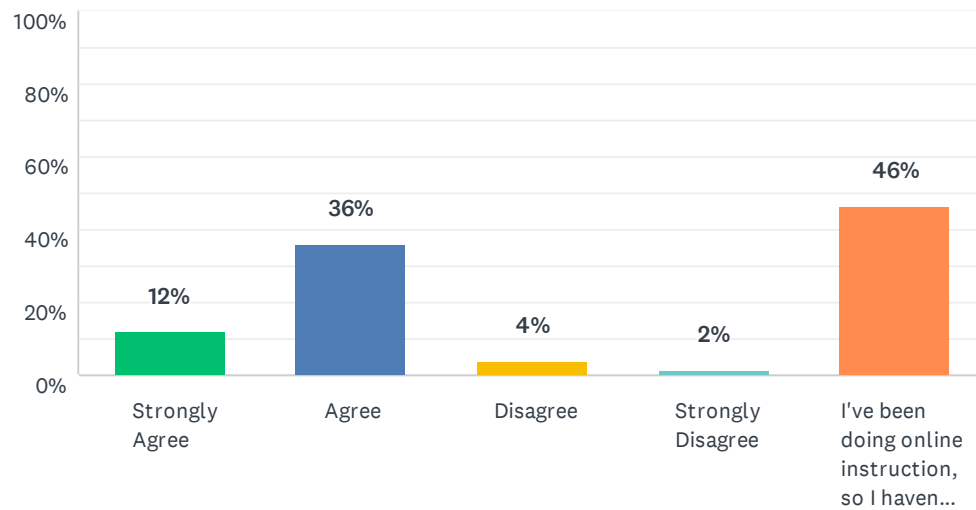
ANSWER CHOICES	RESPONSES	
Strongly Agree	12%	102
Agree	36%	311
Disagree	4%	36
Strongly Disagree	2%	14
I've been doing online instruction, so I haven't had the opportunity to go to the school library.	46%	400
TOTAL		863

Q23 Please answer the following:

Answered: 863   Skipped: 103
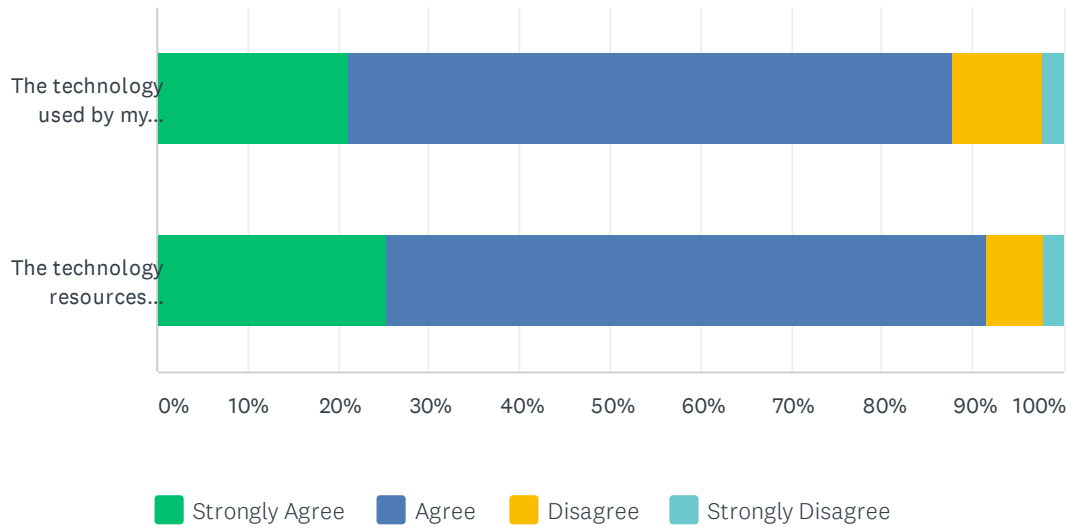
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The technology used by my teachers during class helps me learn better.	21% 182	67% 572	10% 87	2% 19	860
The technology resources (computer labs, online library resources,etc.) available to me are very helpful for my school work.	25% 218	66% 569	6% 54	2% 19	860

Q24 How often do you go to or contact the counselor?

Answered: 858   Skipped: 108
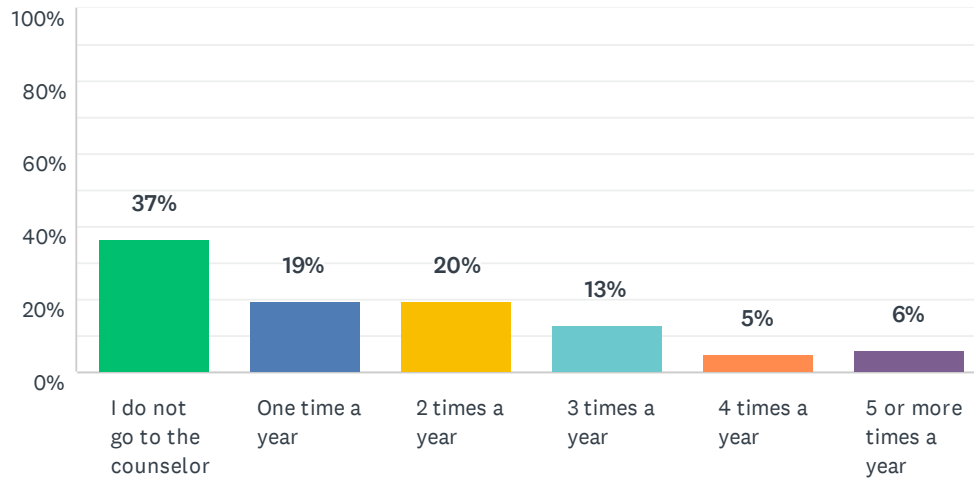
ANSWER CHOICES	RESPONSES	
I do not go to the counselor	37%	315
One time a year	19%	167
2 times a year	20%	168
3 times a year	13%	111
4 times a year	5%	44
5 or more times a year	6%	53
TOTAL		858

Q25 Please indicate if you agree or disagree with these statements.

Answered: 858   Skipped: 108

Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
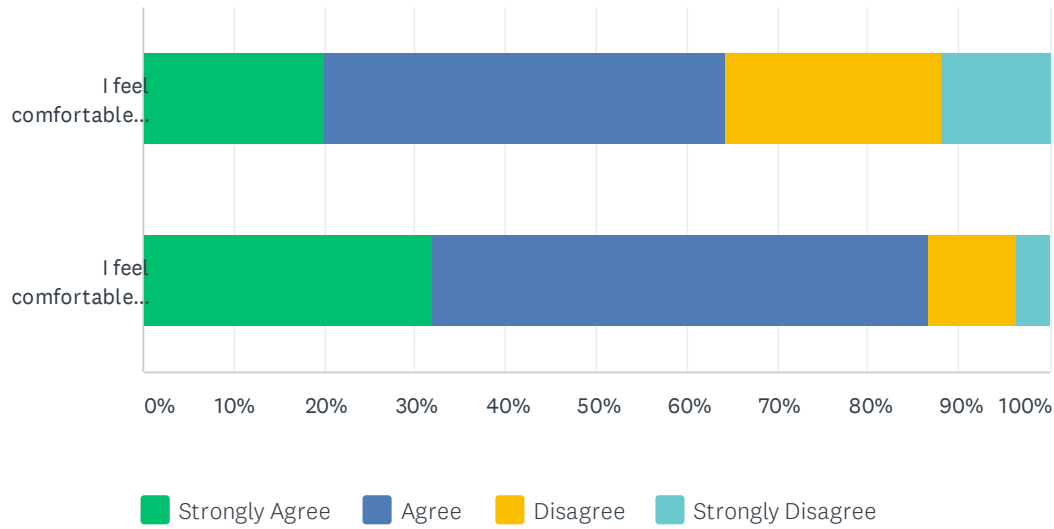
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel comfortable going to or contacting the school counselor if I need help with personal problems.	20% 173	44% 379	24% 204	12% 102	858
I feel comfortable going to or contacting the school counselor if I need help with academic issues (taking SAT exams, college orientation, etc.)	32% 273	55% 467	10% 82	4% 31	853

Q26 Please respond to the following:

Answered: 856   Skipped: 110
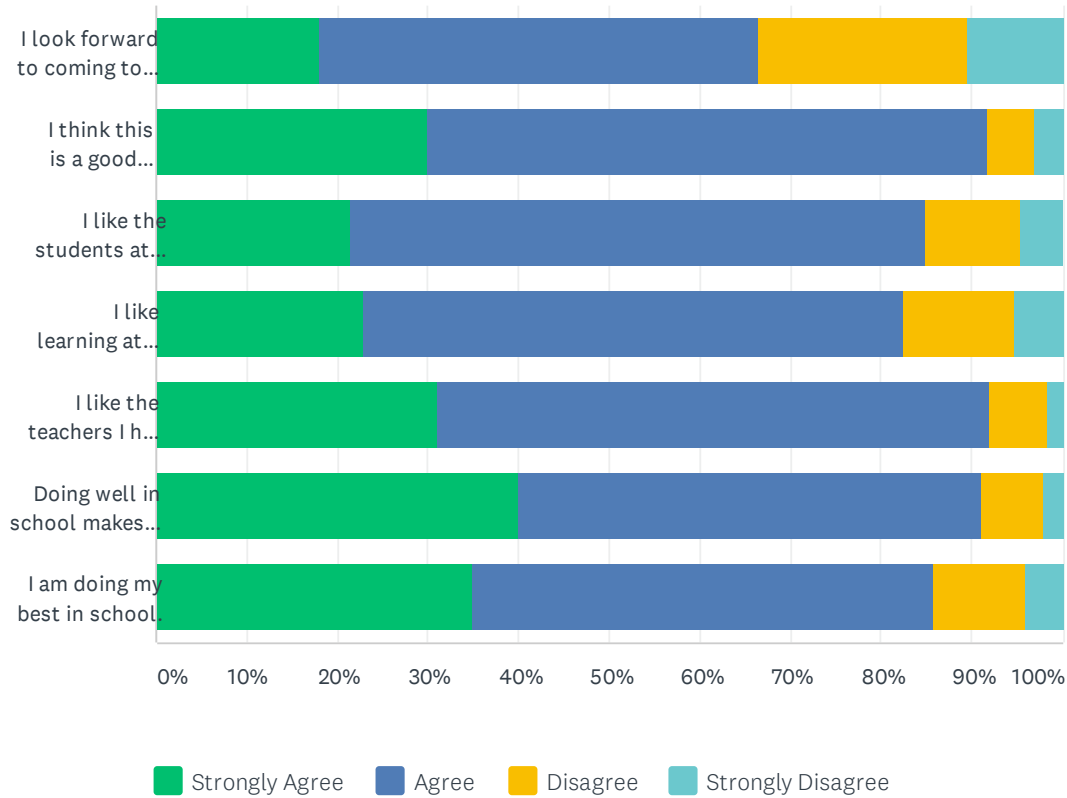
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I look forward to coming to or logging in to school each day.	18% 154	48% 414	23% 198	10% 89	855
I think this is a good school.	30% 255	62% 529	5% 45	3% 25	854
I like the students at this school or online.	22% 184	63% 542	10% 88	5% 40	854
I like learning at school.	23% 194	60% 503	12% 104	5% 44	845
I like the teachers I have for my classes.	31% 264	61% 518	6% 54	2% 14	850
Doing well in school makes me feel good about myself.	40% 341	51% 437	7% 58	2% 18	854
I am doing my best in school.	35% 298	51% 434	10% 88	4% 34	854

Q27 I like the school breakfast.

Answered: 850   Skipped: 116
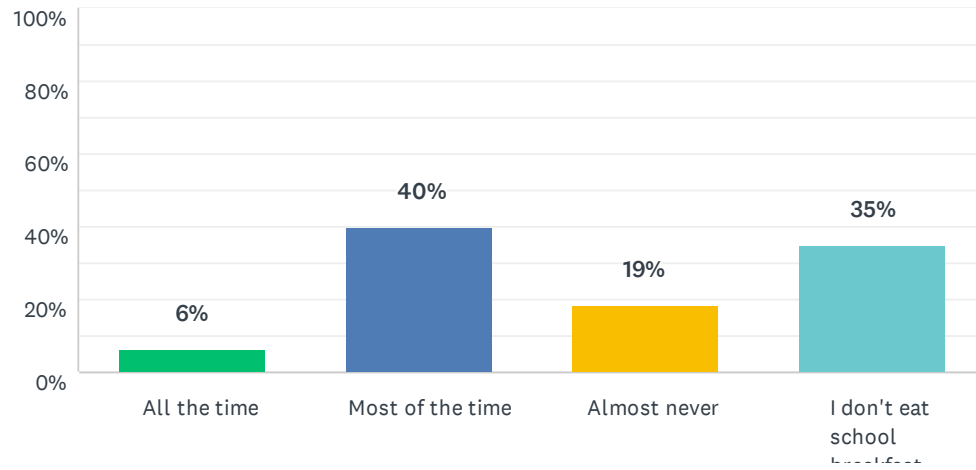
ANSWER CHOICES	RESPONSES	
All the time	6%	55
Most of the time	40%	339
Almost never	19%	159
I don't eat school breakfast.	35%	297
TOTAL		850

Q28 I like the school lunch.

Answered: 851   Skipped: 115
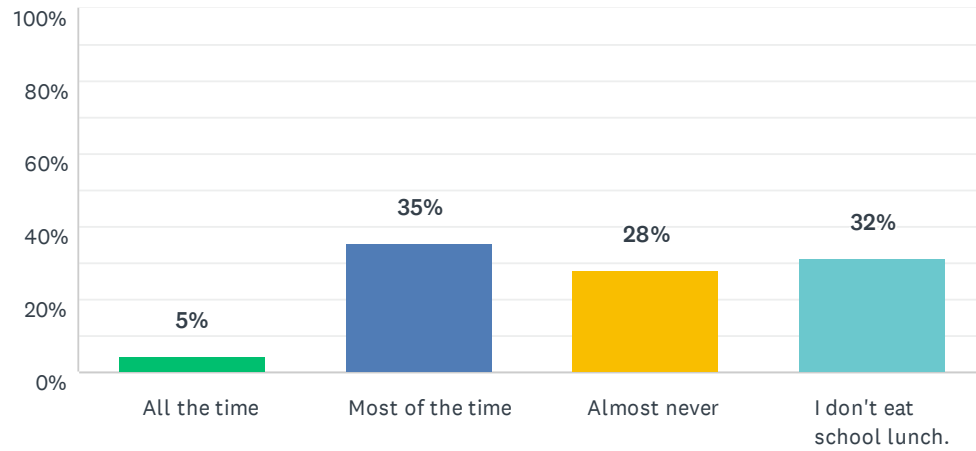
ANSWER CHOICES	RESPONSES	
All the time	5%	40
Most of the time	35%	301
Almost never	28%	240
I don't eat school lunch.	32%	270
TOTAL		851

Q29 I like the school supper.

Answered: 852   Skipped: 114
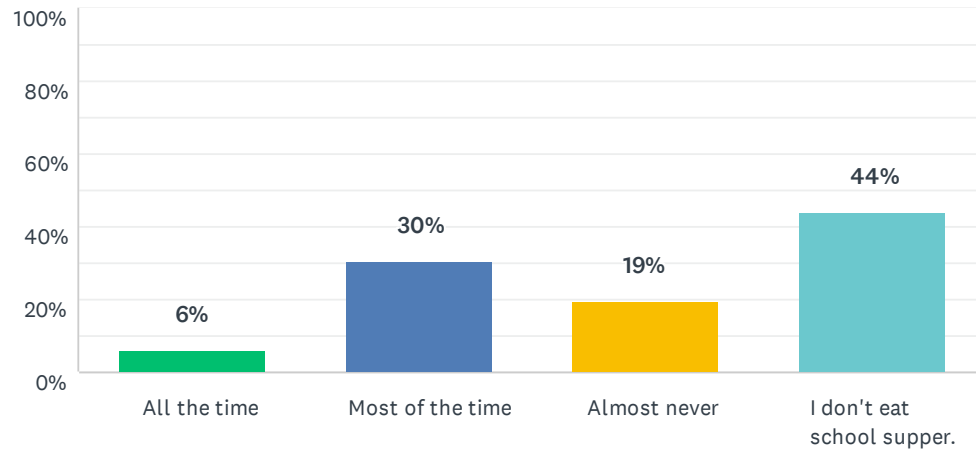
ANSWER CHOICES	RESPONSES	
All the time	6%	52
Most of the time	30%	258
Almost never	19%	166
I don't eat school supper.	44%	376
TOTAL		852

Q30 Please indicate if you agree or disagree with these statements.

Answered: 832   Skipped: 134
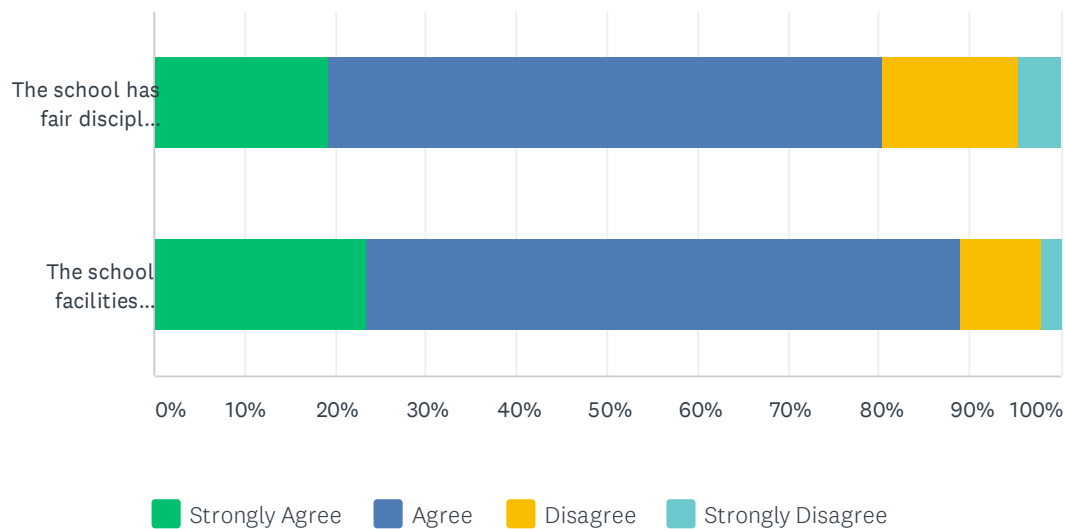
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The school has fair discipline rules and consequences.	19% 160	61% 509	15% 125	5% 38	832
The school facilities (cafeteria, bathrooms, halls) are kept clean.	23% 195	65% 544	9% 75	2% 17	831

Q31 Please indicate if you agree or disagree with these statements.

Answered: 835   Skipped: 131
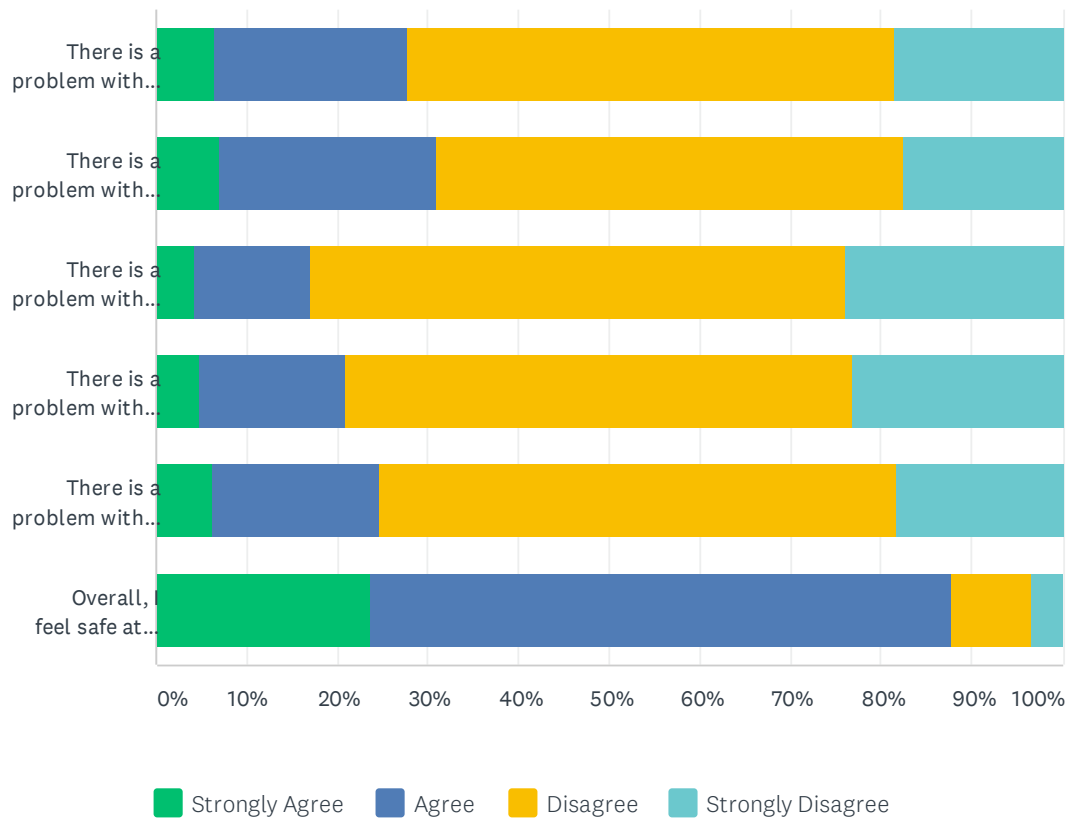
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
There is a problem with drugs at this school.	6% 53	21% 177	54% 448	18% 153	831
There is a problem with vaping at this school.	7% 59	24% 199	52% 429	17% 145	832
There is a problem with alcohol at this school.	4% 35	13% 106	59% 490	24% 199	830
There is a problem with gangs at this school.	5% 40	16% 133	56% 467	23% 192	832
There is a problem with bullies at this school.	6% 52	18% 153	57% 474	18% 151	830
Overall, I feel safe at this school.	24% 197	64% 533	9% 74	3% 28	832

Q32 Please respond to the following:

Answered: 835   Skipped: 131
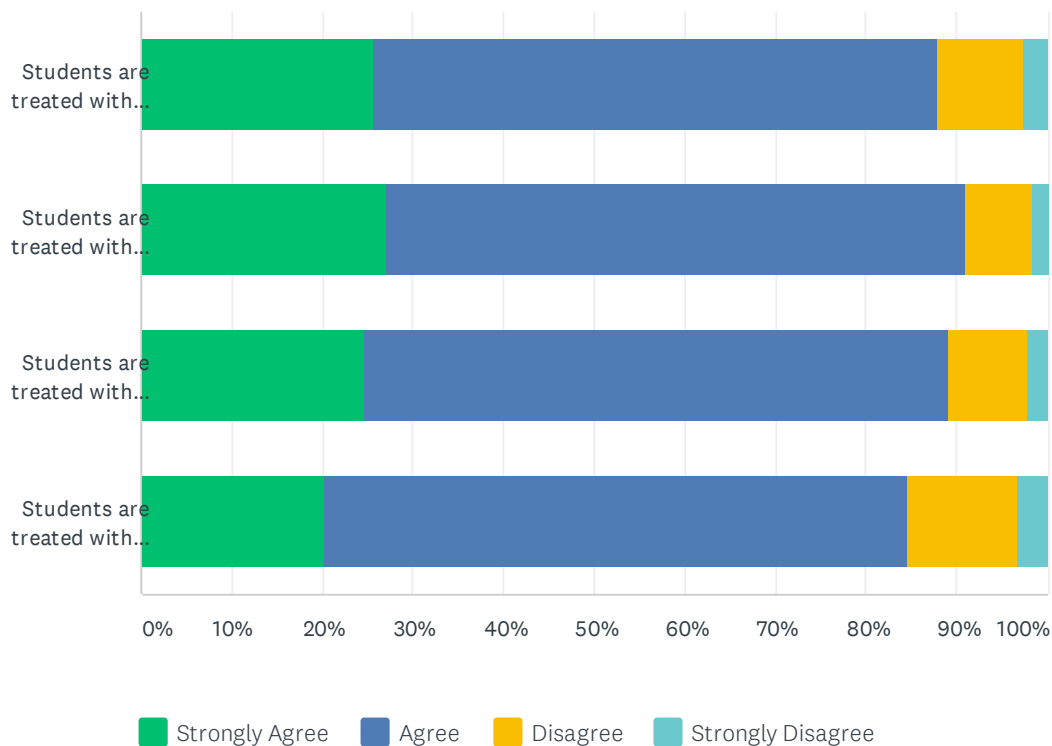
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Students are treated with respect by the principal and assistant principals.	26% 214	62% 520	9% 78	3% 22	834
Students are treated with respect by the school teachers.	27% 226	64% 533	7% 61	2% 14	834
Students are treated with respect by the staff in the school office.	25% 207	64% 538	9% 72	2% 18	835
Students are treated with respect by other students at this school.	20% 168	64% 534	12% 101	3% 27	830

Q33 Please respond to the following:

Answered: 837   Skipped: 129
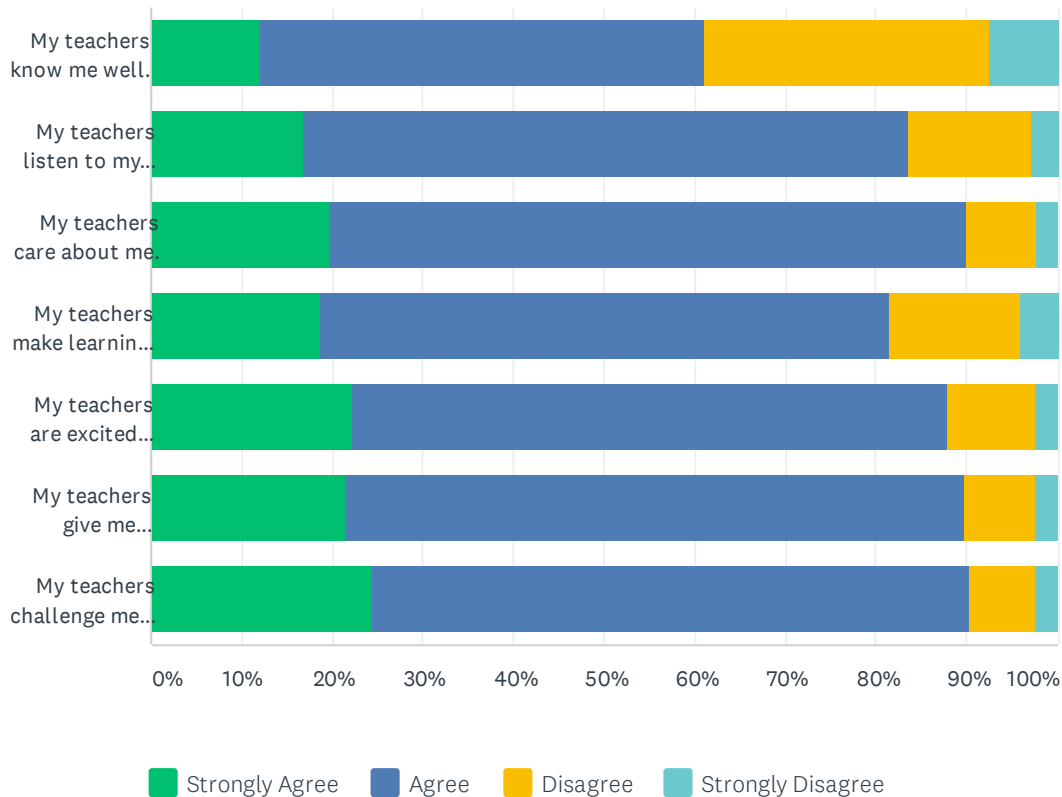
	STRONGLY AGREE		AGREE	DISAGREE	STRONGLY DISAGREE		TOTAL
My teachers know me well.	12%	101	49% 410	31% 263	8%	63	837
My teachers listen to my ideas.	17%	141	67% 556	14% 113	3%	24	834
My teachers care about me.	20%	164	70% 582	8% 66	2%	18	830
My teachers make learning interesting and fun.	19%	156	63% 525	15% 122	4%	33	836
My teachers are excited about what they teach.	22%	186	66% 548	10% 80	2%	20	834
My teachers give me individual help when I need it.	22%	180	68% 568	8% 66	2%	20	834
My teachers challenge me to do better.	25%	204	66% 547	7% 61	2%	20	832

Q34 Please indicate if you agree or disagree with these statements.

Answered: 828   Skipped: 138
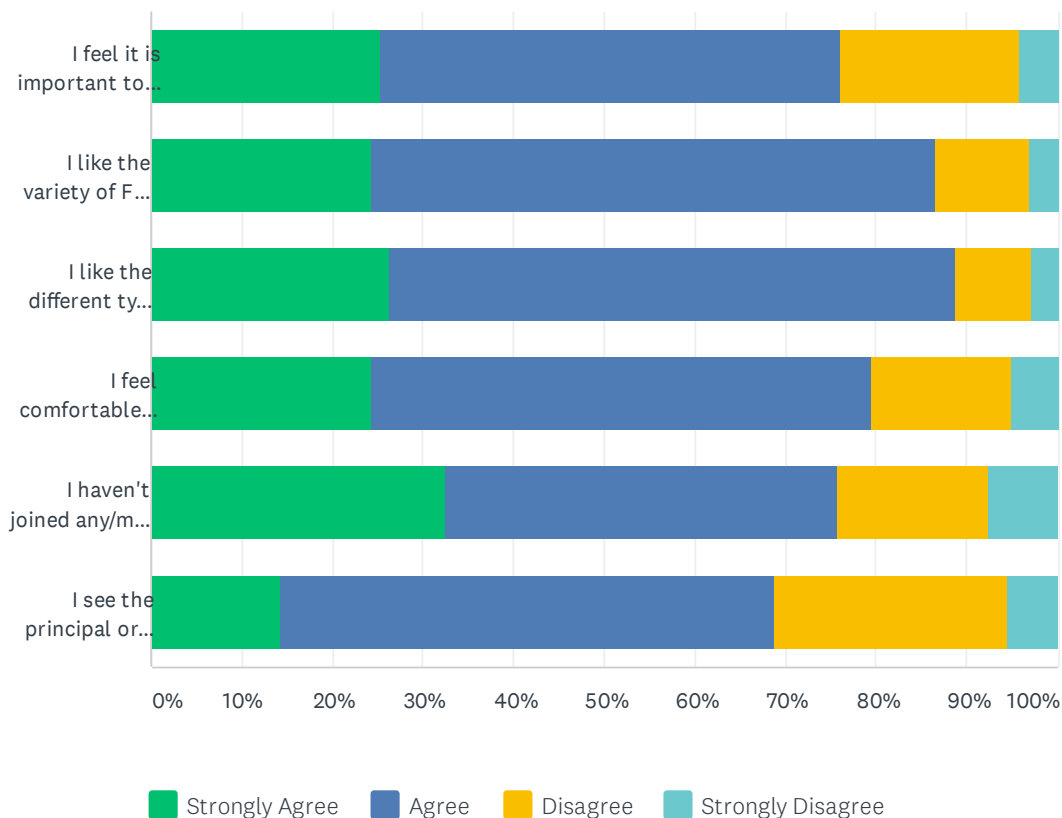
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I feel it is important to be involved in after-school activities (clubs or sports).	25% 208	51% 420	20% 162	4% 35	825
I like the variety of Fine Arts activities at my school (choir, art, ballroom dancing, etc.)	24% 201	62% 512	10% 86	3% 25	824
I like the different types of student activities offered after-school (clubs or sports).	26% 217	62% 515	8% 70	3% 23	825
I feel comfortable joining after-school activities (clubs or sports).	24% 200	55% 454	15% 126	5% 42	822
I haven't joined any/many after-school activities this year because of COVID-19.	33% 268	43% 355	17% 136	8% 63	822
I see the principal or an assistant principal at school activities.	14% 116	55% 443	26% 208	5% 44	811

Q35 I participate in the following after-school activities (check all that apply):

Answered: 821   Skipped: 145
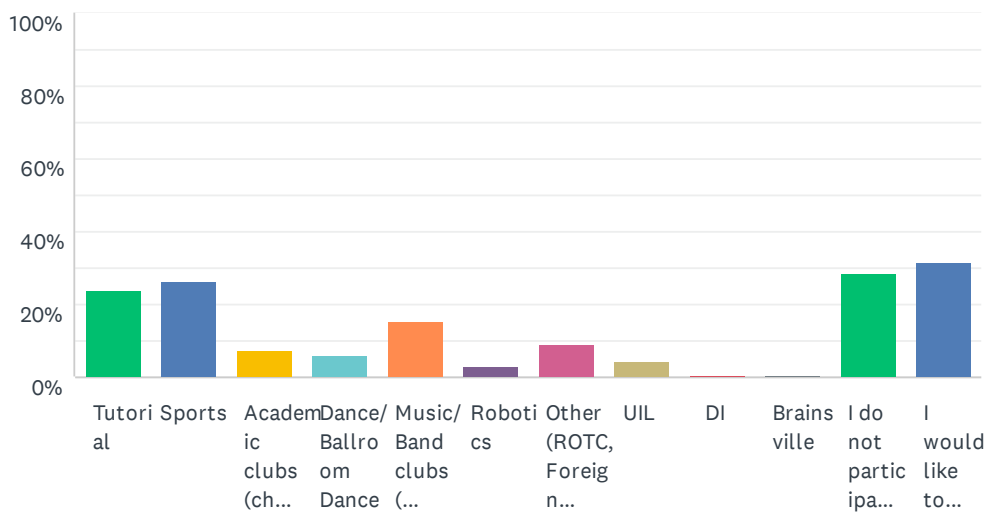
ANSWER CHOICES	RESPONSES	
Tutorial	24%	196
Sports	27%	219
Academic clubs (chess, math, speech, science, etc.)	8%	63
Dance/Ballroom Dance	6%	50
Music/Band clubs (choir, orchestra, mariachi, rondalla, etc.)	16%	129
Robotics	3%	23
Other (ROTC, Foreign Languages, etc.)	9%	72
UIL	4%	36
DI	1%	6
Brainsville	1%	6
I do not participate in any school club or activity	29%	234
I would like to participate in a school club or activity, but haven't this year due to COVID-19.	32%	259
Total Respondents: 821		

Q36 Do you ride the bus to school?

Answered: 834   Skipped: 132
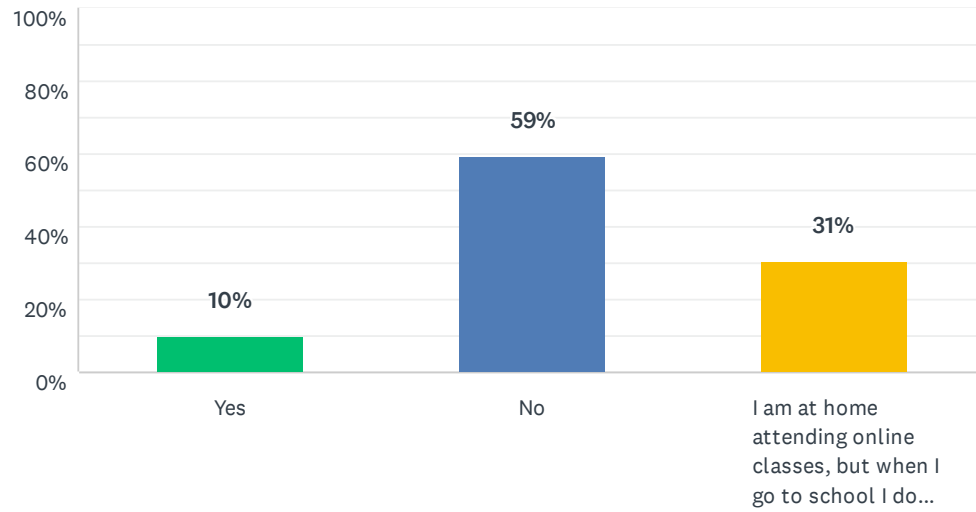
ANSWER CHOICES	RESPONSES	
Yes	10%	83
No	59%	496
I am at home attending online classes, but when I go to school I do ride the school bus.	31%	255
TOTAL		834

Q37 The school bus is on time for school in the morning.

Answered: 83 Skipped: 883
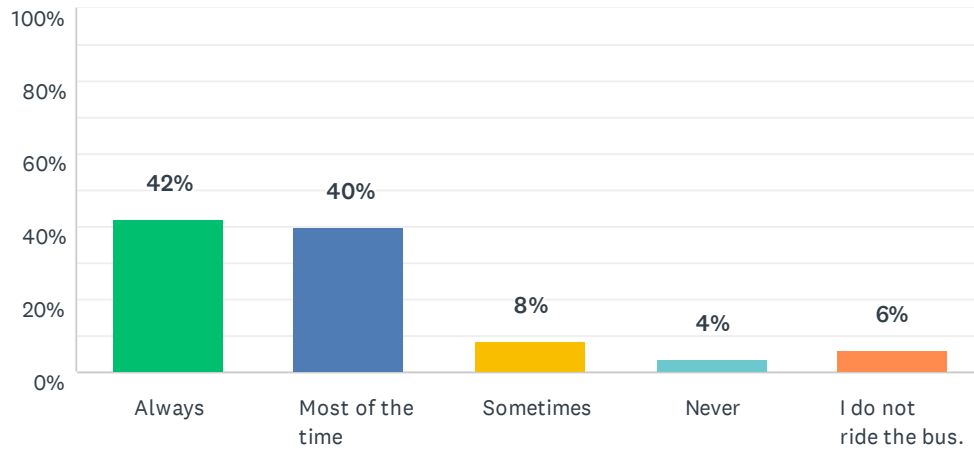
ANSWER CHOICES	RESPONSES	
Always	42%	35
Most of the time	40%	33
Sometimes	8%	7
Never	4%	3
I do not ride the bus.	6%	5
TOTAL		83

Q38 The school bus is on time to drop me off at home after school.

Answered: 83   Skipped: 883
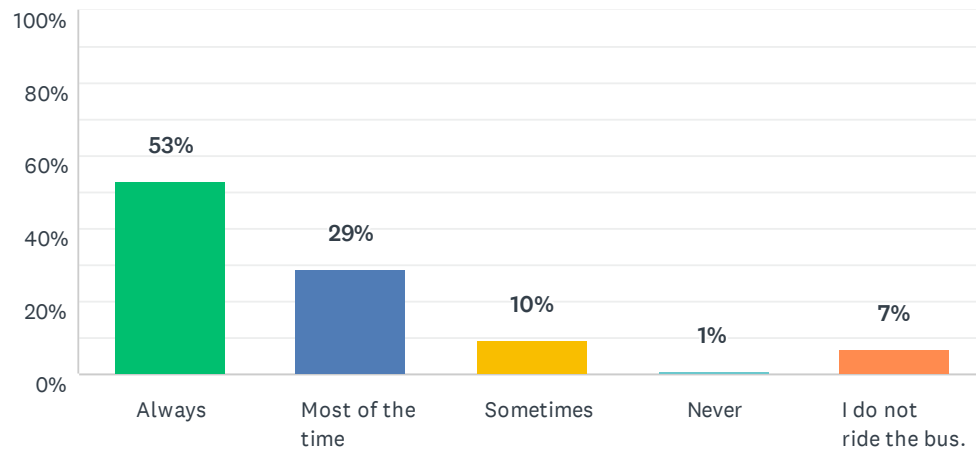
ANSWER CHOICES	RESPONSES	
Always	53%	44
Most of the time	29%	24
Sometimes	10%	8
Never	1%	1
I do not ride the bus.	7%	6
TOTAL		83

Q2 Please indicate the number of years of experience.

Answered: 183   Skipped: 0
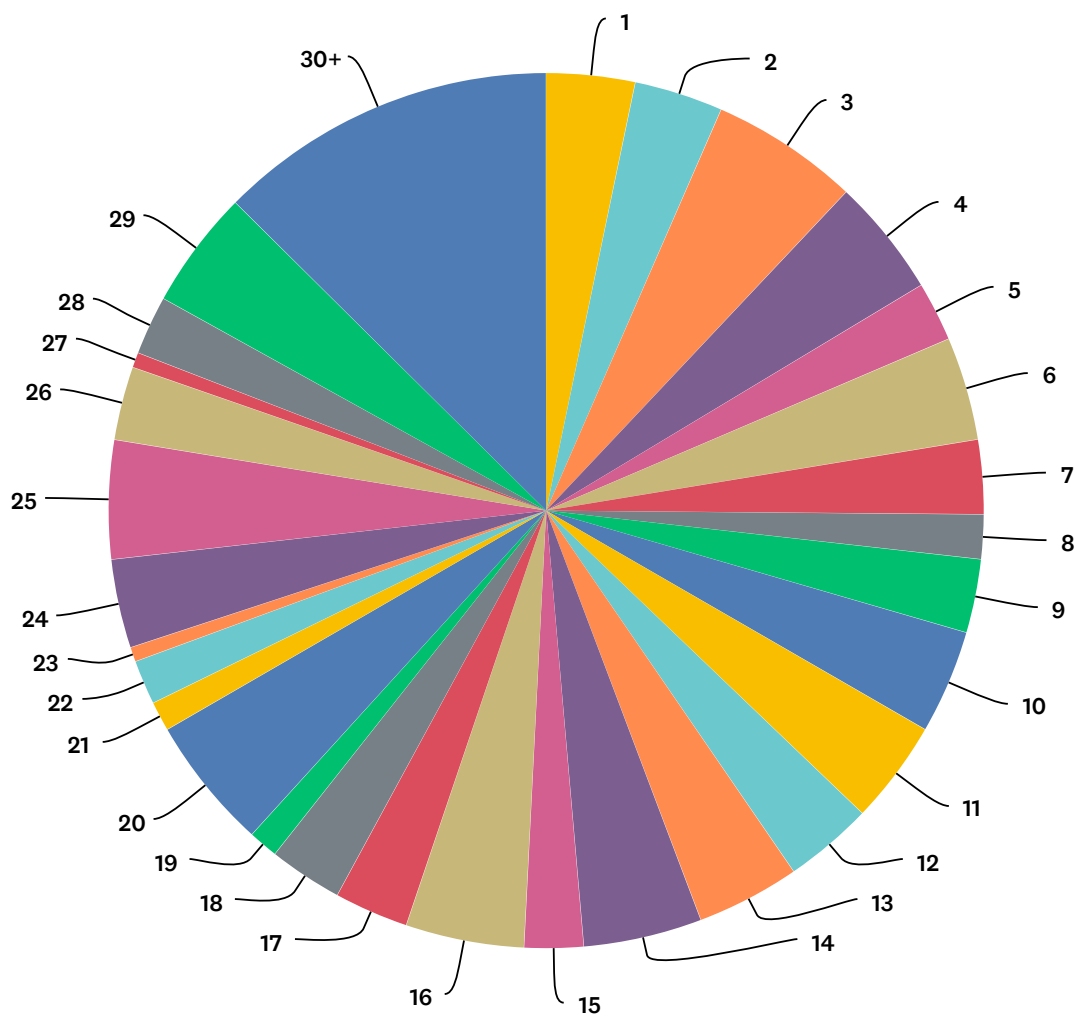
2020 - 2021 High School Staff CNA Survey

ANSWER CHOICES	RESPONSES	
Not Applicable	0%	0
0	0%	0
1	3%	6
2	3%	6
3	5%	10
4	4%	8
5	2%	4
6	4%	7
7	3%	5
8	2%	3
9	3%	5
10	4%	7
11	4%	7
12	3%	6
13	4%	7
14	4%	8
15	2%	4
16	4%	8
17	3%	5
18	3%	5
19	1%	2
20	5%	9
21	1%	2
22	2%	3
23	1%	1
24	3%	6
25	4%	8
26	3%	5
27	1%	1
28	2%	4
29	4%	8
30+	13%	23
TOTAL		183

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Q3 Please indicate the number of years you have worked at your CURRENT high school campus.

Answered: 183   Skipped: 0
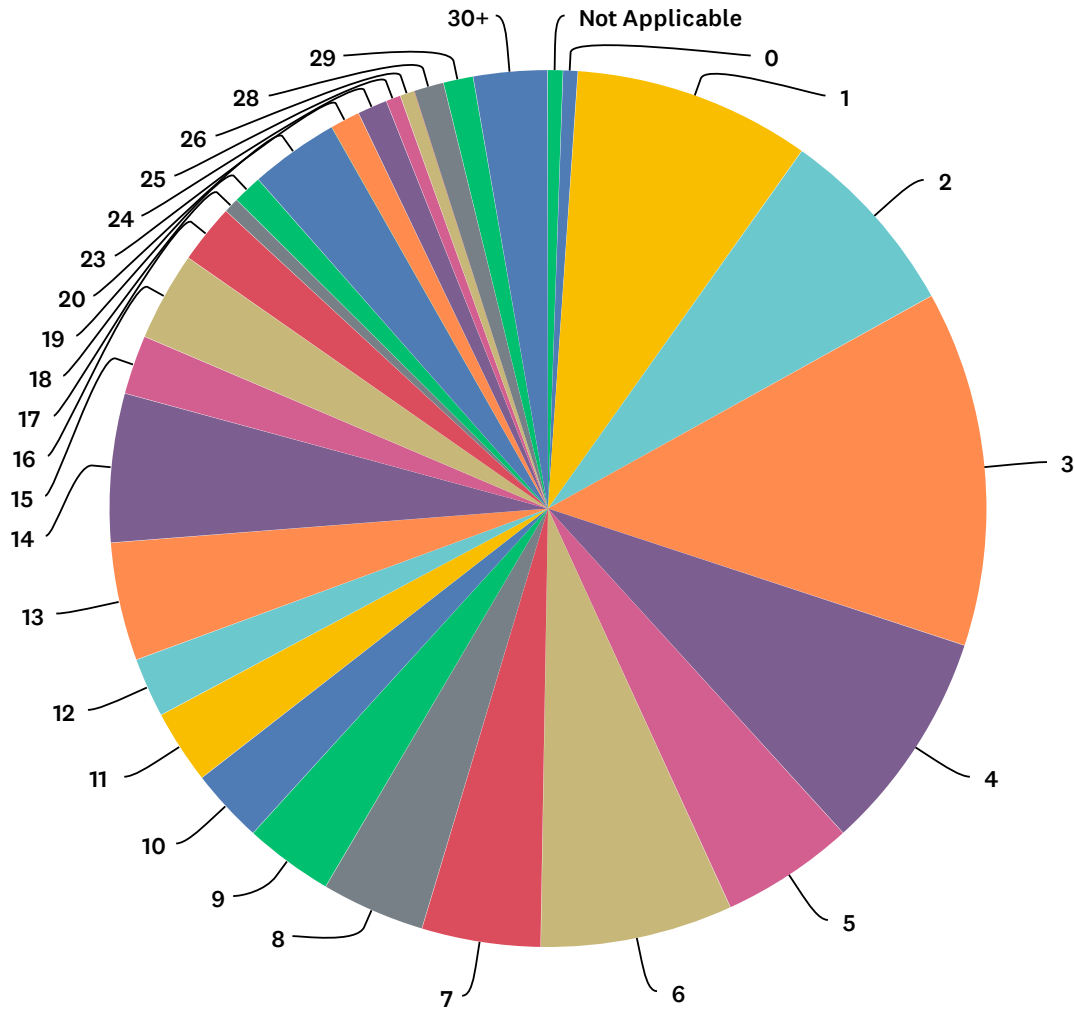
2020 - 2021 High School Staff CNA Survey

ANSWER CHOICES	RESPONSES	
Not Applicable	1%	1
0	1%	1
1	9%	16
2	7%	13
3	13%	24
4	8%	15
5	5%	9
6	7%	13
7	4%	8
8	4%	7
9	3%	6
10	3%	5
11	3%	5
12	2%	4
13	4%	8
14	5%	10
15	2%	4
16	3%	6
17	2%	4
18	1%	1
19	1%	2
20	3%	6
21	0%	0
22	0%	0
23	1%	2
24	1%	2
25	1%	1
26	1%	1
27	0%	0
28	1%	2
29	1%	2
30+	3%	5
TOTAL		183

Q4 Please complete the following:

Answered: 174   Skipped: 9

Strongly Agree   Agree   Disagree   Strongly Disagree
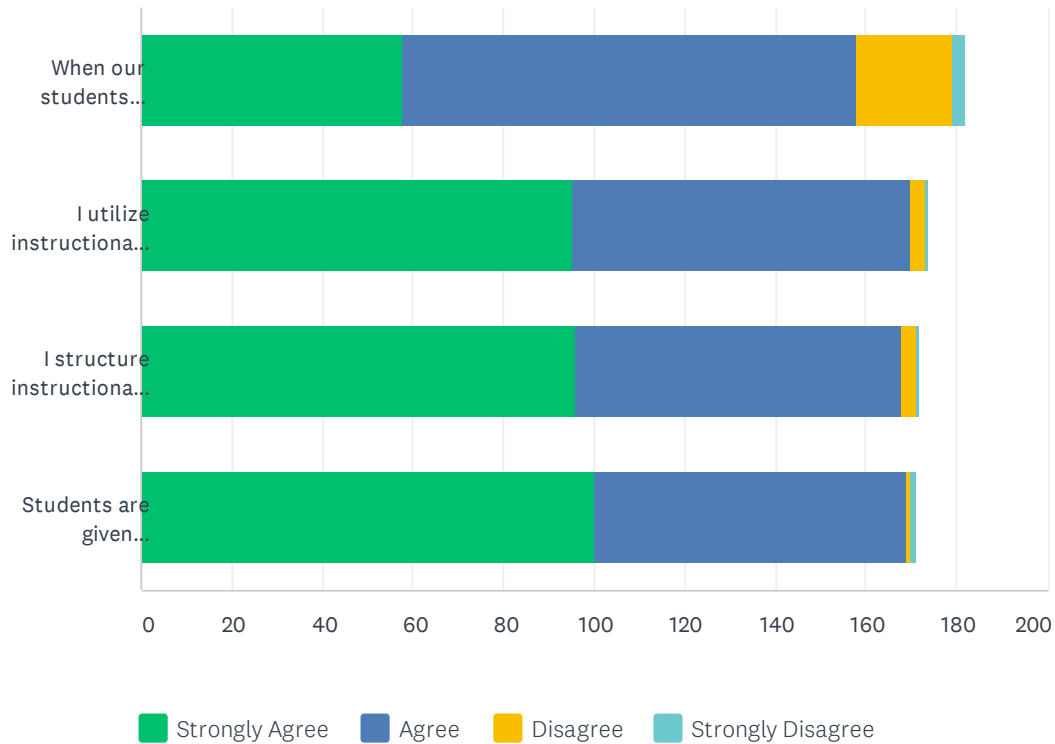
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL RESPONDENTS
When our students complete high school, they are prepared with adequate knowledge and skills to succeed in post secondary education.	33% 58	57% 100	12% 21	2% 3	174
I utilize instructional activities in the classroom and online in which students need to use critical thinking and problem-solving strategies.	55% 95	44% 75	2% 3	1% 1	172
I structure instructional activities to encourage active student participation and promote learning.	56% 96	42% 72	2% 3	1% 1	172
Students are given opportunities to demonstrate their learning.	59% 100	41% 69	1% 1	1% 1	170

Q5 Our campus effectively educates students in the following educational areas:

Answered: 173   Skipped: 10
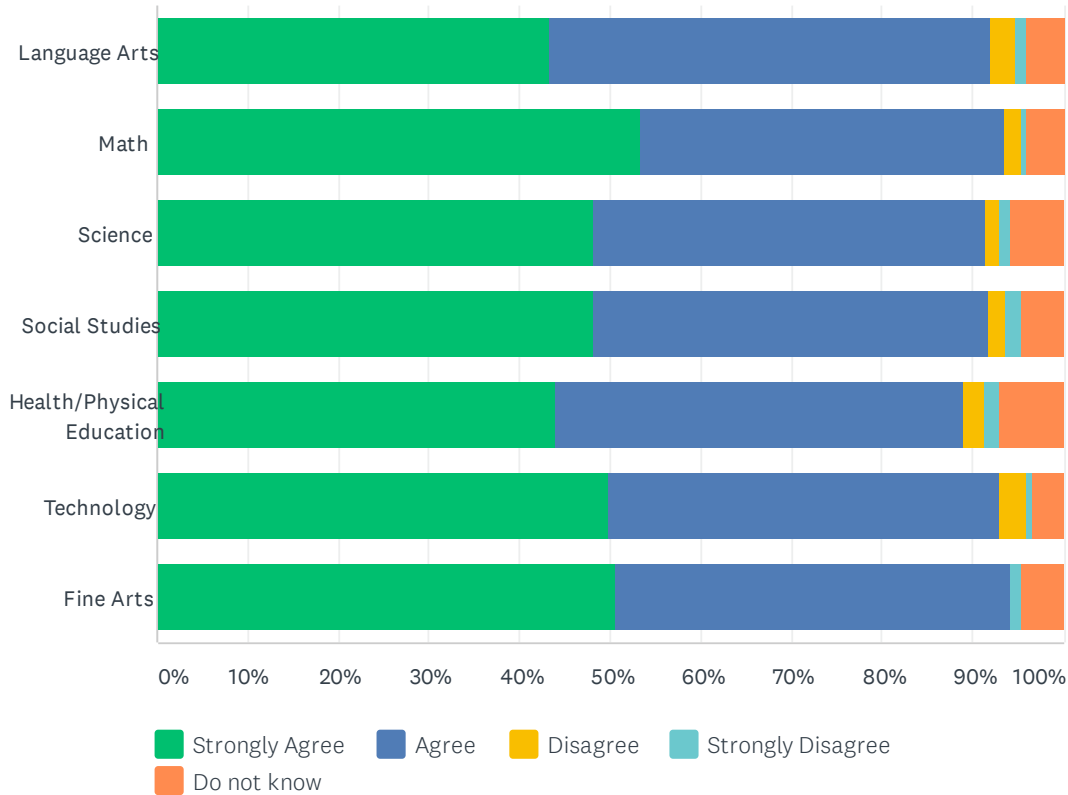
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DO NOT KNOW	TOTAL
Language Arts	43% 75	49% 84	3% 5	1% 2	4% 7	173
Math	53% 92	40% 69	2% 3	1% 1	4% 7	172
Science	48% 83	43% 74	2% 3	1% 2	6% 10	172
Social Studies	48% 83	44% 75	2% 3	2% 3	5% 8	172
Health/Physical Education	44% 76	45% 78	2% 4	2% 3	7% 12	173
Technology	50% 86	43% 75	3% 5	1% 1	3% 6	173
Fine Arts	51% 87	44% 75	0% 0	1% 2	5% 8	172

Q6 The special education program at our campus effectively educates students.

Answered: 173   Skipped: 10
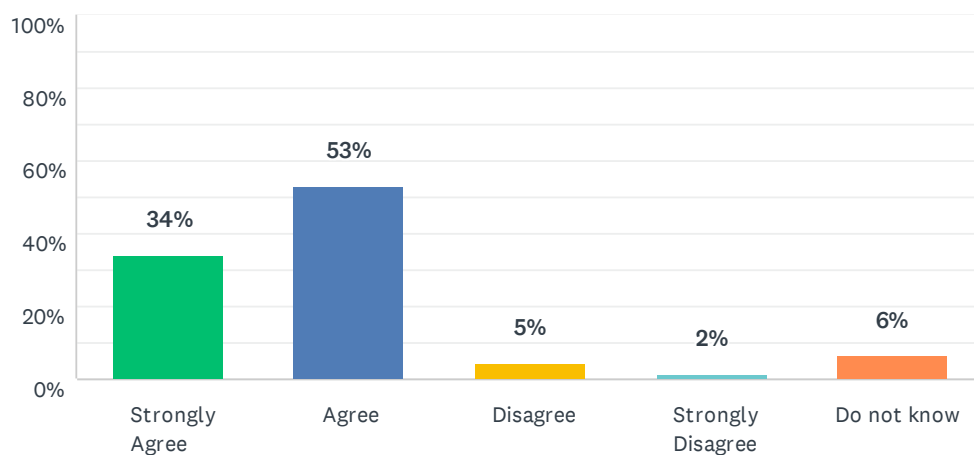
ANSWER CHOICES	RESPONSES	
Strongly Agree	34%	59
Agree	53%	92
Disagree	5%	8
Strongly Disagree	2%	3
Do not know	6%	11
TOTAL		173

Q7 The ESL/Bilingual program at our campus effectively educates students.

Answered: 174   Skipped: 9
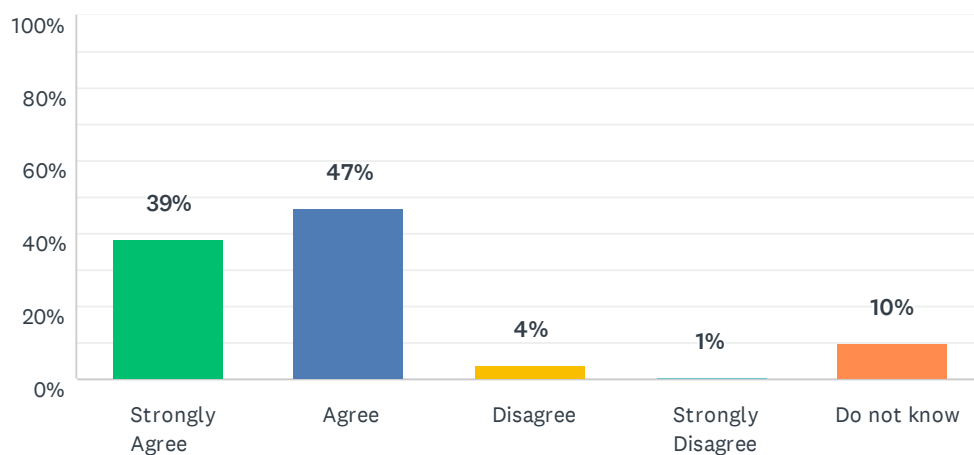
ANSWER CHOICES	RESPONSES	
Strongly Agree	39%	67
Agree	47%	82
Disagree	4%	7
Strongly Disagree	1%	1
Do not know	10%	17
TOTAL		174

Q8 The migrant services effectively support migrant student education.

Answered: 174   Skipped: 9
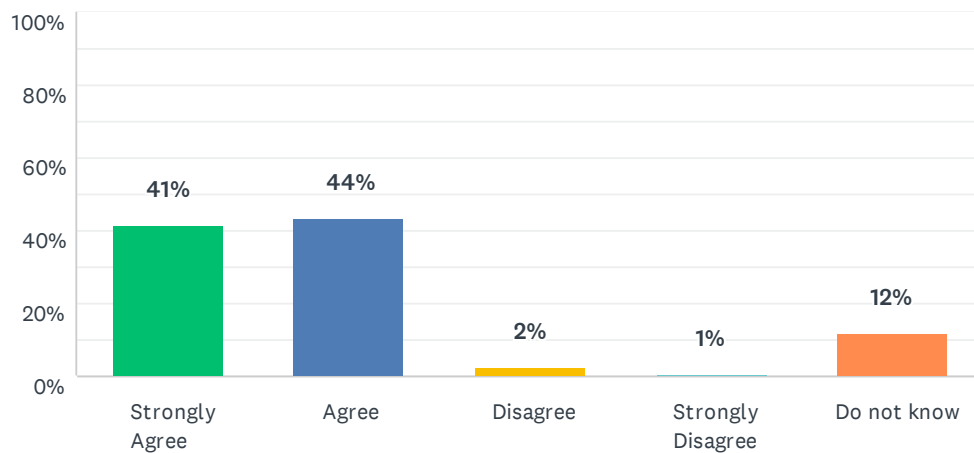
ANSWER CHOICES	RESPONSES	
Strongly Agree	41%	72
Agree	44%	76
Disagree	2%	4
Strongly Disagree	1%	1
Do not know	12%	21
TOTAL		174

Q9 The advanced academic programs at our campus effectively educate students.

Answered: 174   Skipped: 9
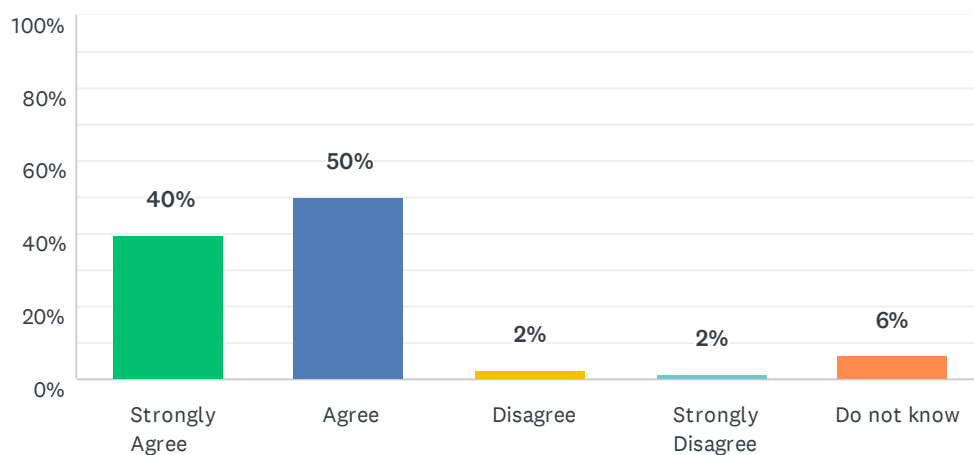
ANSWER CHOICES	RESPONSES	
Strongly Agree	40%	69
Agree	50%	87
Disagree	2%	4
Strongly Disagree	2%	3
Do not know	6%	11
TOTAL		174

Q10 The compensatory funded services at our campus effectively educate students at risk.

Answered: 173   Skipped: 10
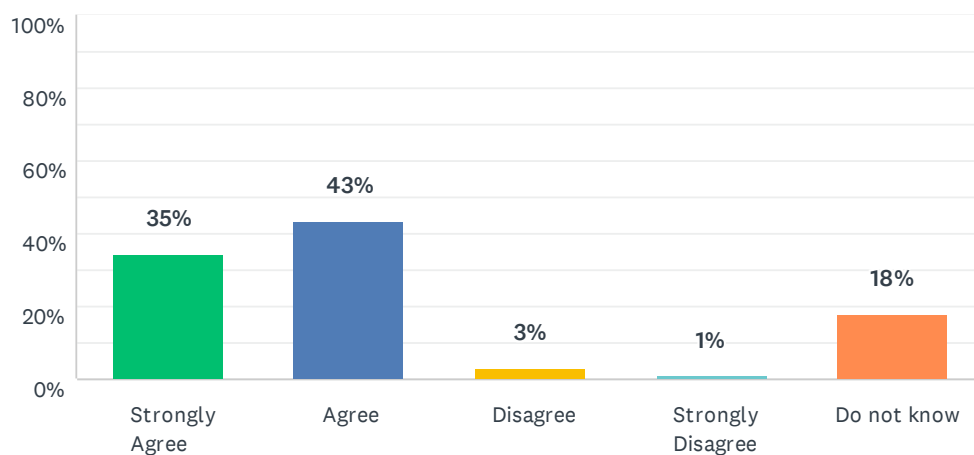
ANSWER CHOICES	RESPONSES	
Strongly Agree	35%	60
Agree	43%	75
Disagree	3%	5
Strongly Disagree	1%	2
Do not know	18%	31
TOTAL		173

Q11 Our campus does a good job of implementing the district instructional frameworks in the classrooms and online.

Answered: 173   Skipped: 10
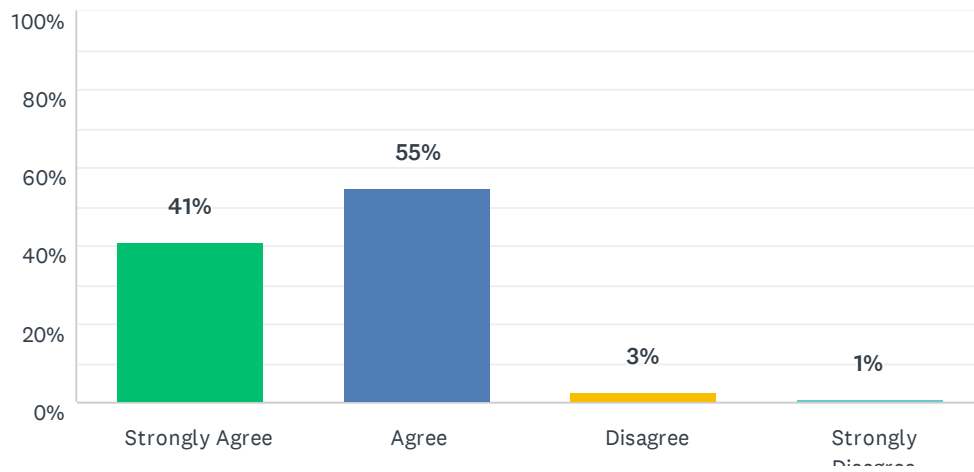
ANSWER CHOICES	RESPONSES	
Strongly Agree	41%	71
Agree	55%	95
Disagree	3%	5
Strongly Disagree	1%	2
TOTAL		173

Q12 Our campus does a good job of meeting the academic needs of diverse student populations.

Answered: 174   Skipped: 9
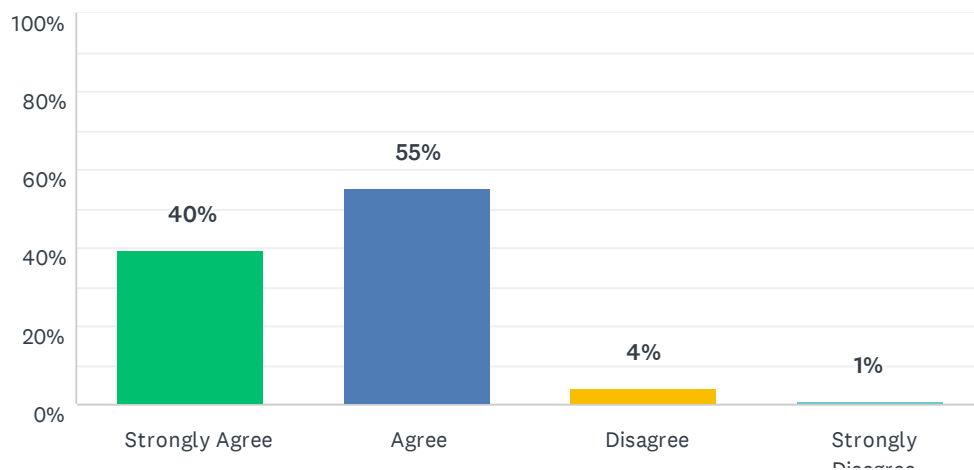
ANSWER CHOICES	RESPONSES	
Strongly Agree	40%	69
Agree	55%	96
Disagree	4%	7
Strongly Disagree	1%	2
TOTAL		174

Q13 Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn.

Answered: 174   Skipped: 9
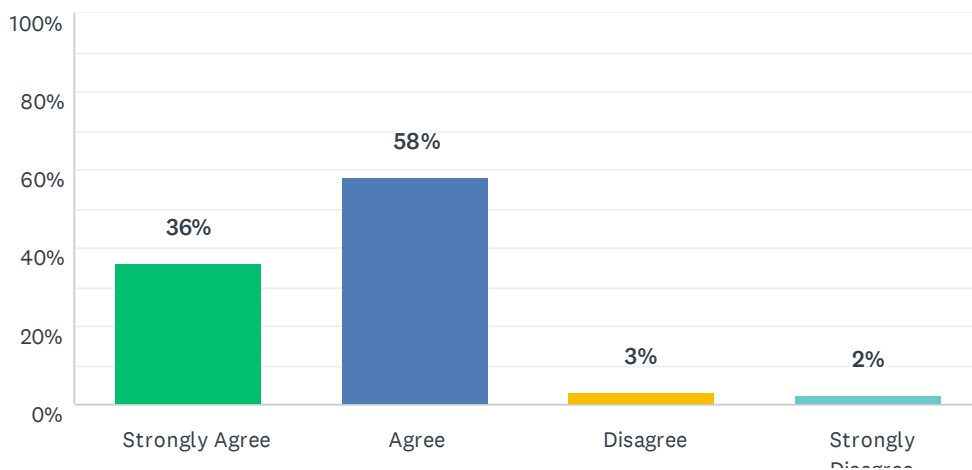
ANSWER CHOICES	RESPONSES	
Strongly Agree	36%	63
Agree	58%	101
Disagree	3%	6
Strongly Disagree	2%	4
TOTAL		174

Q14 I would like additional professional development.

Answered: 174   Skipped: 9
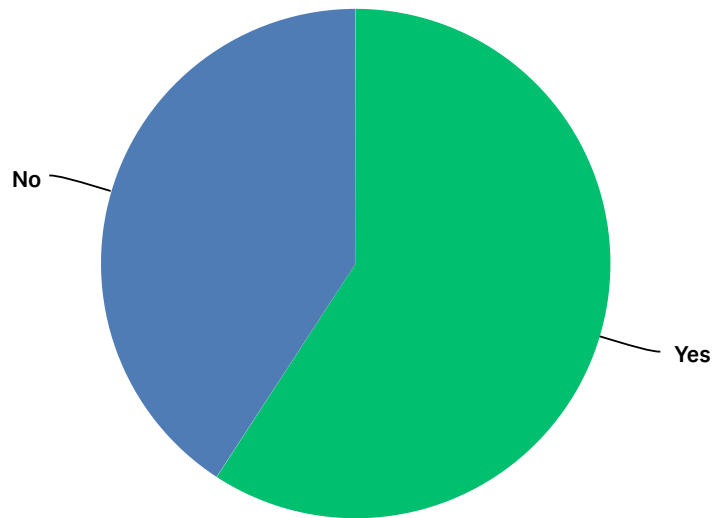
ANSWER CHOICES	RESPONSES	
Yes	59%	103
No	41%	71
TOTAL		174

Q15 I would like professional development in the following areas. Check as many as apply.

Answered: 103   Skipped: 80
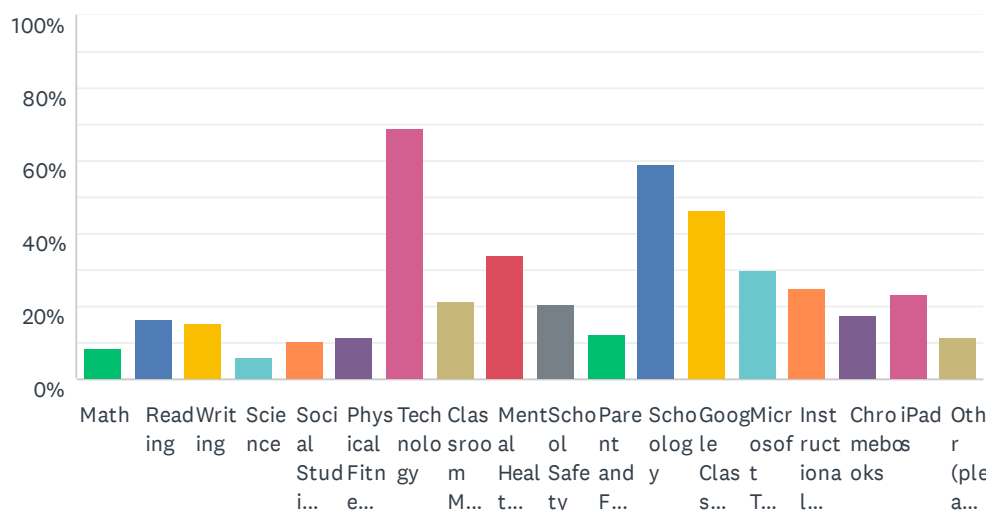
ANSWER CHOICES	RESPONSES	
Math	9%	9
Reading	17%	17
Writing	16%	16
Science	6%	6
Social Studies / History	11%	11
Physical Fitness / Health / P.E.	12%	12
Technology	69%	71
Classroom Management	21%	22
Mental Health and Wellness / Social Emotional Learning	34%	35
School Safety	20%	21
Parent and Family Engagement Topics	13%	13
Schoology	59%	61
Google Classroom	47%	48
Microsoft Teams	30%	31
Instructional Learning	25%	26
Chromebooks	17%	18
iPads	23%	24
Other (please specify)	12%	12
Total Respondents: 103		

#	OTHER (PLEASE SPECIFY)	DATE
1	n	5/6/2021 9:51 AM
2	ISOP	5/3/2021 4:01 PM
3	bisd office softwares	5/3/2021 1:35 PM
4	Data analysis of STAAR assessments and benchmarks	4/28/2021 4:22 PM
5	special education	4/28/2021 3:25 PM
6	Jane Schaffer	4/28/2021 10:11 AM
7	forethought	4/28/2021 9:49 AM
8	Special Education	4/28/2021 9:31 AM
9	Fine Arts	4/28/2021 9:06 AM
10	Blended learning	4/28/2021 8:40 AM
11	certifications from Google for Education Levels 1 & 2	4/27/2021 10:10 AM
12	computer softwares and district software programs for aides, secretaries and clerks	4/26/2021 10:27 AM

Q16 The following campus administrators consistently support teachers:

Answered: 172   Skipped: 11
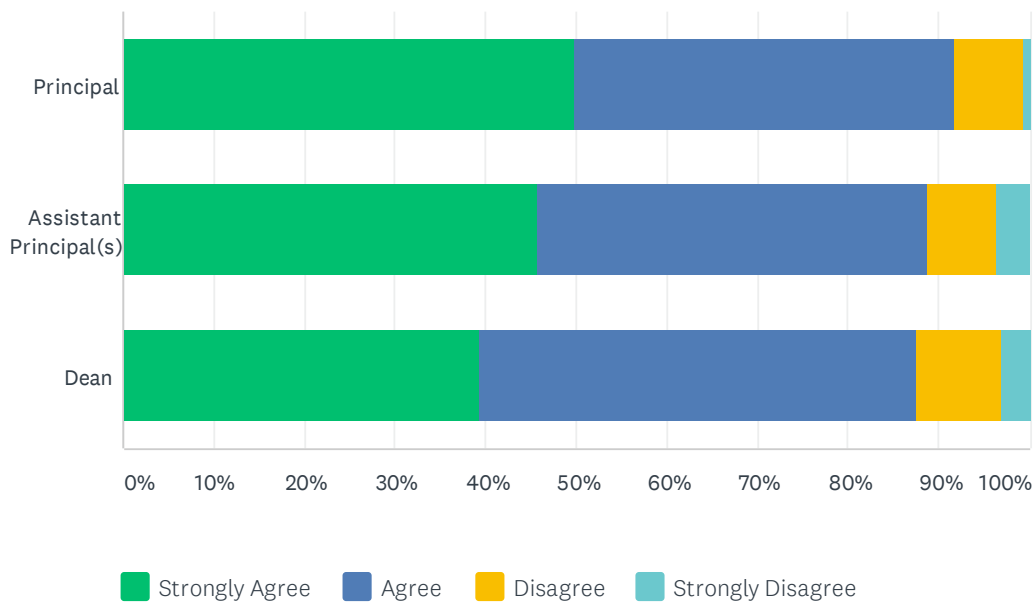
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Principal	50% 85	42% 72	8% 13	1% 1	171
Assistant Principal(s)	46% 78	43% 73	8% 13	4% 6	170
Dean	39% 66	48% 81	10% 16	3% 5	168

Q17 There is an atmosphere of trust and mutual respect between administration and staff at our campus.

Answered: 172   Skipped: 11
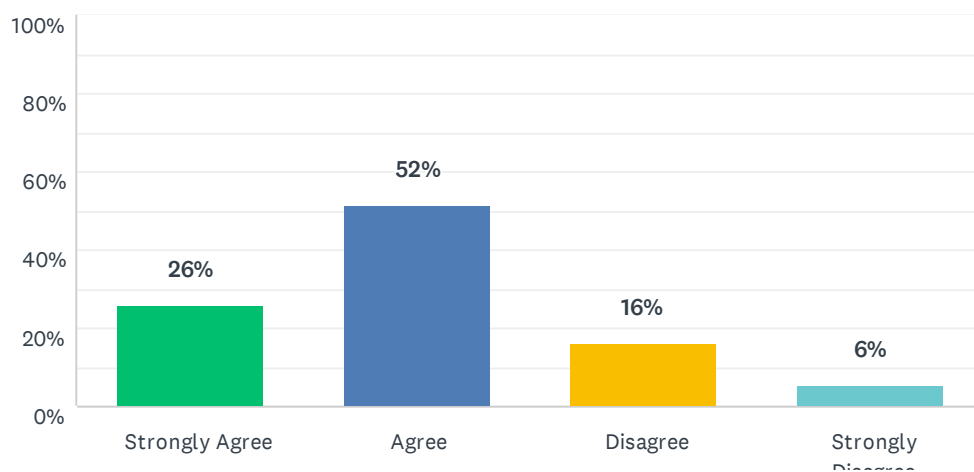
ANSWER CHOICES	RESPONSES	
Strongly Agree	26%	45
Agree	52%	89
Disagree	16%	28
Strongly Disagree	6%	10
TOTAL		172

Q18 Teachers are involved in the decision making process of important educational issues at our campus.

Answered: 173   Skipped: 10
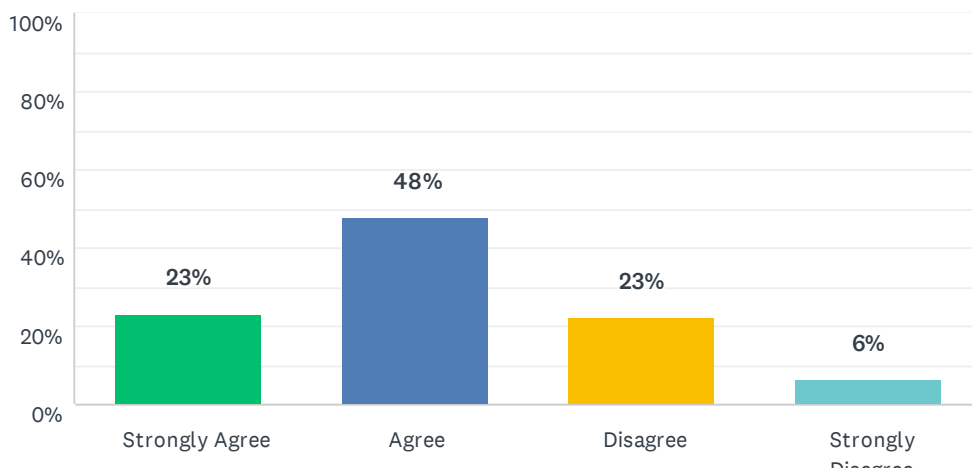
ANSWER CHOICES	RESPONSES	
Strongly Agree	23%	40
Agree	48%	83
Disagree	23%	39
Strongly Disagree	6%	11
TOTAL		173

Q19 During teacher preparation days, time is spent strictly for classroom/instructional preparation purposes (e.g. setting up classroom, aligning curriculum, lesson planning, completing grades, end of year clearance).

Answered: 173   Skipped: 10
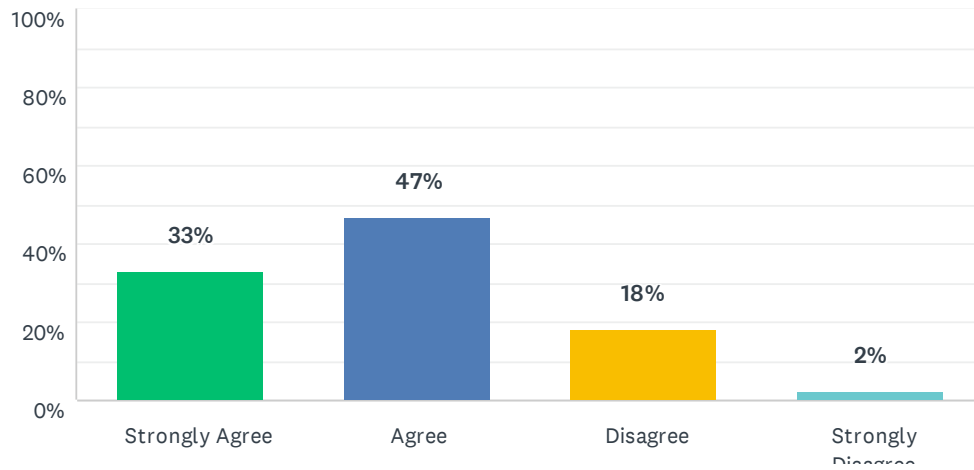
ANSWER CHOICES	RESPONSES	
Strongly Agree	33%	57
Agree	47%	81
Disagree	18%	31
Strongly Disagree	2%	4
TOTAL		173

Q20 Our campus is kept clean.

Answered: 171   Skipped: 12
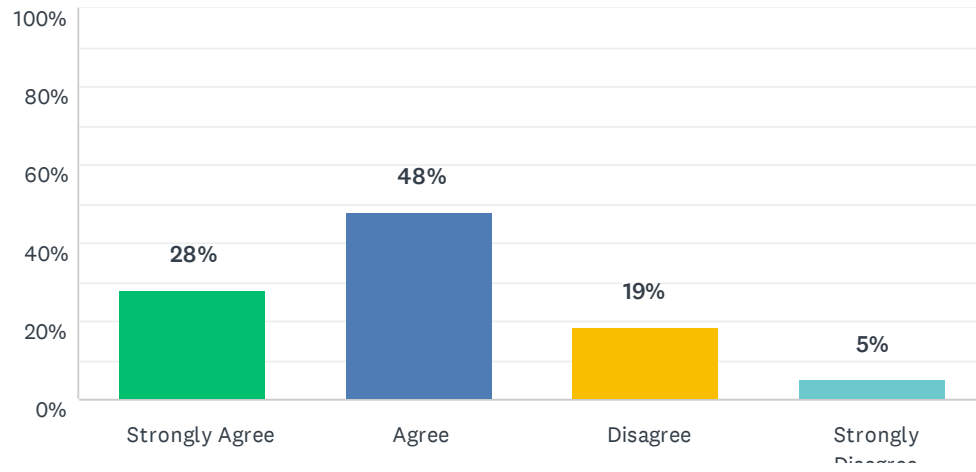
ANSWER CHOICES	RESPONSES	
Strongly Agree	28%	48
Agree	48%	82
Disagree	19%	32
Strongly Disagree	5%	9
TOTAL		171

Q21 Our campus follows the COVID-19 cleaning protocols.

Answered: 172   Skipped: 11
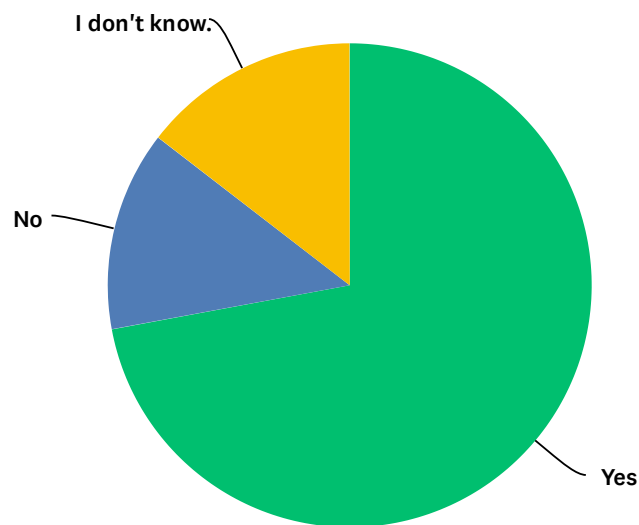
ANSWER CHOICES	RESPONSES	
Yes	72%	124
No	13%	23
I don't know.	15%	25
TOTAL		172

Q22 Our campus facilities are well maintained.

Answered: 171   Skipped: 12
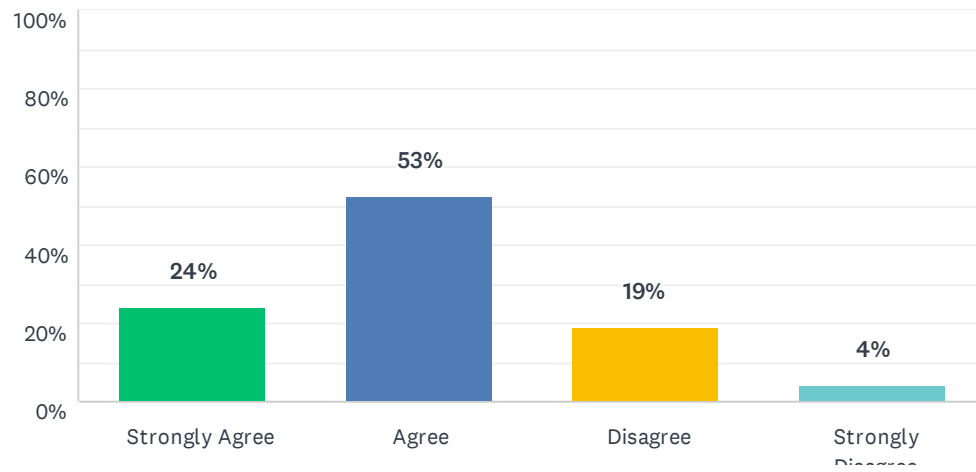
ANSWER CHOICES	RESPONSES	
Strongly Agree	24%	41
Agree	53%	90
Disagree	19%	33
Strongly Disagree	4%	7
TOTAL		171

Q23 Our campus facilities are adequate for the size of our student population.

Answered: 171   Skipped: 12
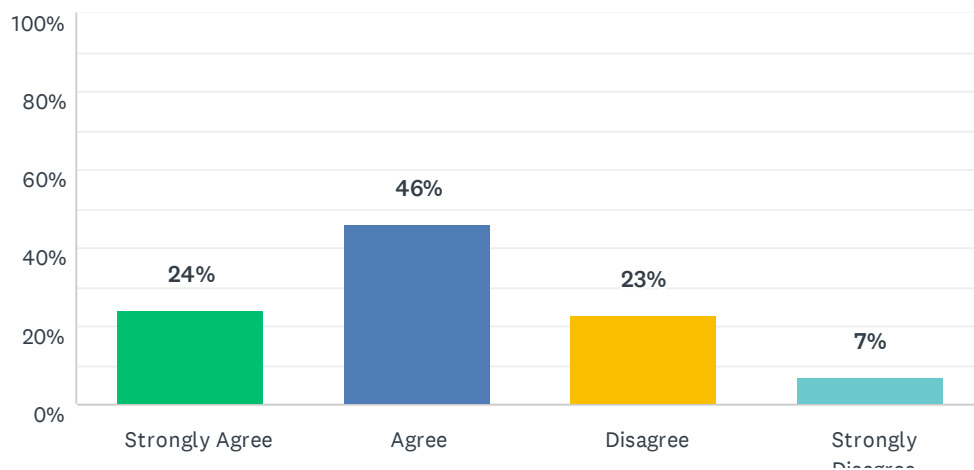
ANSWER CHOICES	RESPONSES	
Strongly Agree	24%	41
Agree	46%	79
Disagree	23%	39
Strongly Disagree	7%	12
TOTAL		171

Q24 The district/campus provides the necessary cleaning supplies and personal protective equipment (PPE) for me to feel safe in my classroom.

Answered: 169   Skipped: 14
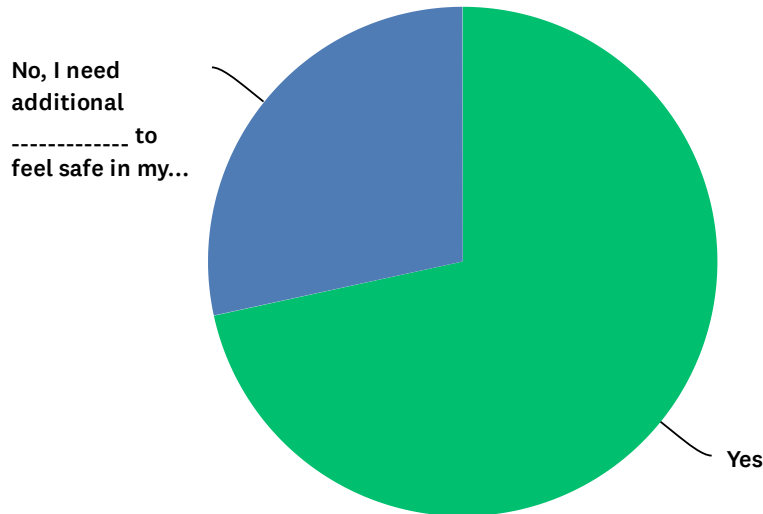
ANSWER CHOICES	RESPONSES	
Yes	72%	121
No, I need additional _____ to feel safe in my classroom.	28%	48
TOTAL		169

#	NO, I NEED ADDITIONAL _____ TO FEEL SAFE IN MY CLASSROOM.	DATE
1	water, cleaning supplies, disposable masks	5/7/2021 3:55 PM
2	Mores masks and hand sanitizer	5/4/2021 4:47 PM
3	wipes, hand sanitizer not expired years ago, disinfectant spray	5/4/2021 4:39 PM
4	lysol and wipes	5/4/2021 4:33 PM
5	Cleaning of classroom daily	5/4/2021 8:49 AM
6	soap, sanitizer, toilet paper	5/3/2021 4:09 PM
7	PPE and cleaning supplies	5/3/2021 3:59 PM
8	PPE & cleaning supplies	5/3/2021 3:59 PM
9	The masks that where provided by BISD were not to CDC standards when their was a high percentage of Covid 19 cases here in the valley.	5/3/2021 3:37 PM
10	wipes for cleaning surfaces	5/3/2021 3:05 PM
11	disinfectant spray or wipes	5/3/2021 1:38 PM
12	We don't have enough sanitizing wipes for desks and the sanitizing spray is harmful for human contact (we cannot use)	5/3/2021 11:38 AM
13	mask/shields	5/3/2021 9:39 AM
14	needed desk shields	5/3/2021 9:05 AM

15	PPE	4/30/2021 3:37 PM
16	wipes	4/30/2021 2:50 PM
17	face mask and cleaning supplies	4/30/2021 2:20 PM
18	Wipes that are actually good and disinfecting.	4/29/2021 3:55 PM
19	Clorox wipes, floors and desks need to be cleaned often	4/29/2021 3:09 PM
20	They need to clean floors in a daily base	4/29/2021 3:09 PM
21	Napkins, Lysol, Clorox wipes,	4/29/2021 1:51 PM
22	disinfectant spray, wipes, hand sanitizer, masks, gloves	4/29/2021 9:27 AM
23	Disinfection products for desk and computers	4/29/2021 8:02 AM
24	Clorox wipes or spray to disinfect desks and computers	4/29/2021 7:48 AM
25	Shields ,mask, hand sanitizer	4/28/2021 4:06 PM
26	desk shields, and cleaning supplies	4/28/2021 2:21 PM
27	wipes...sanitizer	4/28/2021 11:33 AM
28	staff and faculty restrooms need to be cleaned every day, several times a day.	4/28/2021 10:55 AM
29	disinfecting wipes	4/28/2021 10:35 AM
30	Gloves, Safe wipes like Clorox, not hospital grade that can be dangerous if not used with special training	4/28/2021 10:15 AM
31	masks	4/28/2021 10:08 AM
32	PPE, then disinfect our rooms	4/28/2021 9:09 AM
33	disinfecting wipes	4/28/2021 9:09 AM
34	sprays and wipes	4/28/2021 8:58 AM
35	non expired items	4/28/2021 8:56 AM
36	Plexiglass dividers	4/28/2021 8:51 AM
37	wipes, hand sanitizer	4/27/2021 11:04 AM
38	Wipes	4/27/2021 9:20 AM
39	Cleaning supplies needs to be provided quicker.	4/27/2021 9:16 AM
40	Desk barrier	4/27/2021 8:57 AM
41	Frankly, PPE is the least of my worries. My classroom has NO windows, so my classroom is not receiving adequate ventilation to make the room safe no matter how much PPE is available.	4/27/2021 8:52 AM
42	wipes	4/26/2021 9:36 PM
43	cleaning supplies	4/26/2021 1:31 PM
44	I have to buy my own cleaning supplies to clean my classroom.	4/26/2021 10:48 AM
45	Teachers need more PPE supplies.	4/26/2021 10:44 AM
46	Wipes, disinfectant spray, gloves	4/26/2021 10:44 AM
47	cleaning and sanitizing from custodians	4/26/2021 10:32 AM
48	Disinfectant Spray	4/26/2021 10:30 AM

Q25 I am satisfied with the way counselors address student needs in the following areas:

Answered: 170   Skipped: 13
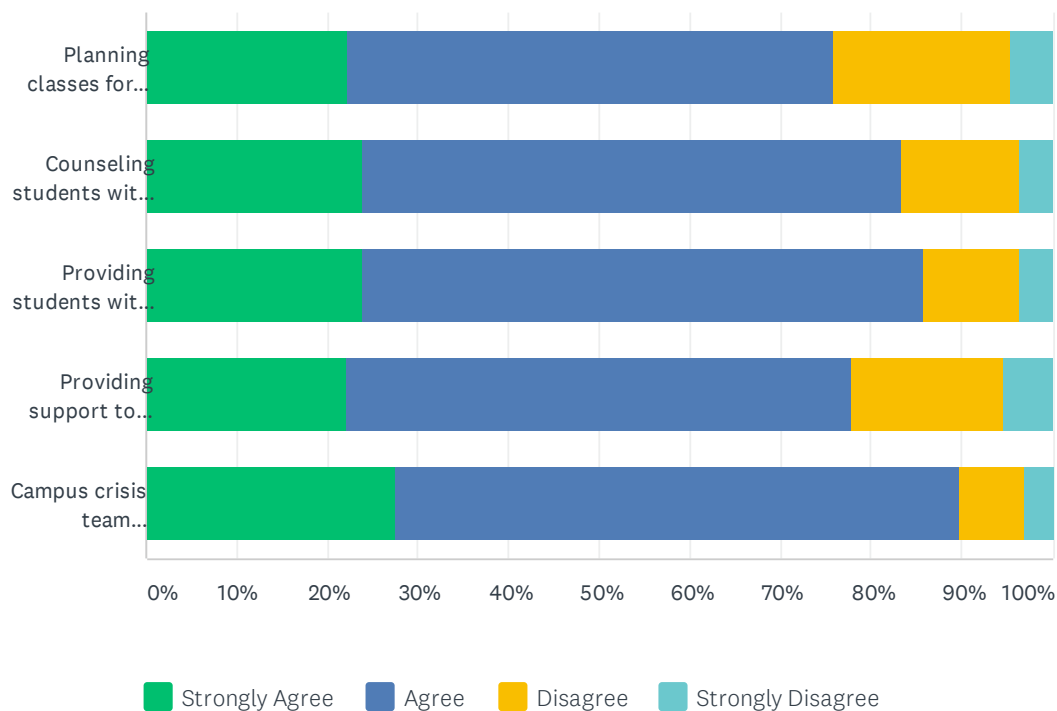
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Planning classes for students.	22% 38	54% 91	19% 33	5% 8	170
Counseling students with personal problems.	24% 40	60% 100	13% 22	4% 6	168
Providing students with career/vocational orientation through online or face-to-face workshops, presentations, or speakers.	24% 40	62% 104	11% 18	4% 6	168
Providing support to teachers with students in need of academic interventions or personal counseling.	22% 37	56% 94	17% 28	5% 9	168
Campus crisis team interventions are provided for students at risk of self-harm.	28% 46	62% 104	7% 12	3% 5	167

Q26 Please respond to the following:

Answered: 170   Skipped: 13
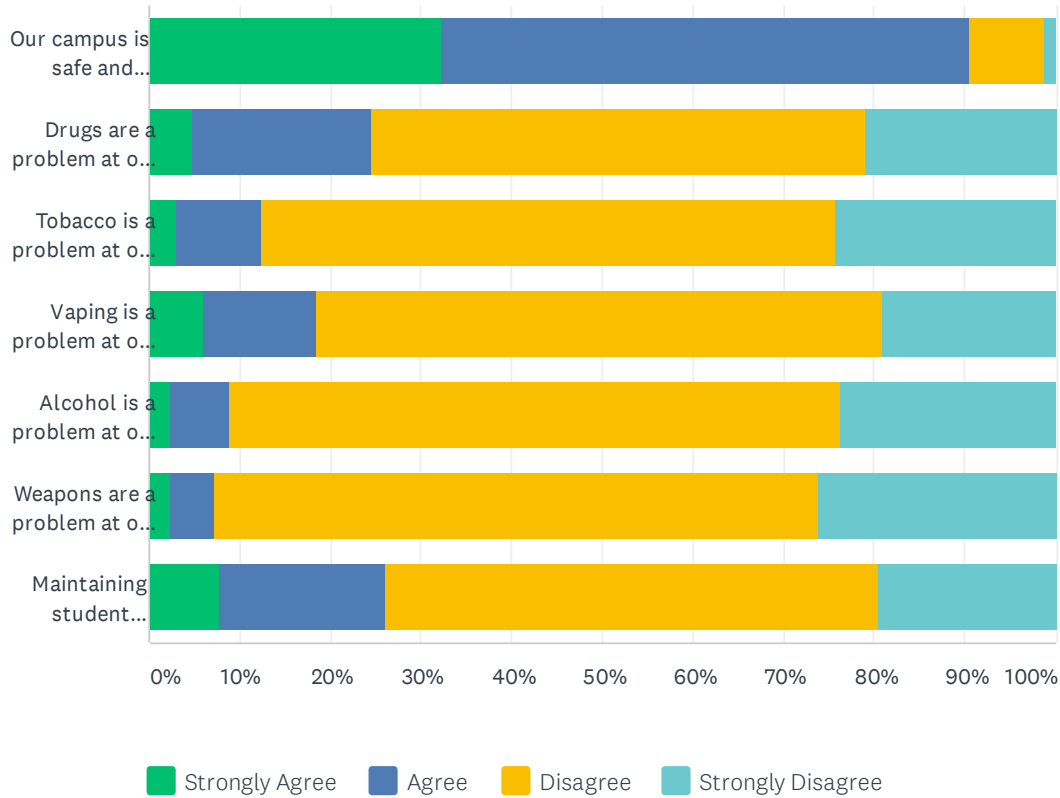
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Our campus is safe and secure.	32% 55	58% 99	8% 14	1% 2	170
Drugs are a problem at our campus.	5% 8	20% 33	55% 92	21% 35	168
Tobacco is a problem at our campus.	3% 5	9% 16	63% 107	24% 41	169
Vaping is a problem at our campus.	6% 10	13% 21	63% 105	19% 32	168
Alcohol is a problem at our campus.	2% 4	7% 11	67% 114	24% 40	169
Weapons are a problem at our campus.	2% 4	5% 8	67% 112	26% 44	168
Maintaining student discipline is a problem at our campus.	8% 13	18% 30	55% 90	19% 32	165

Q27 The student code of conduct is applied consistently and fairly among students.

Answered: 167   Skipped: 16
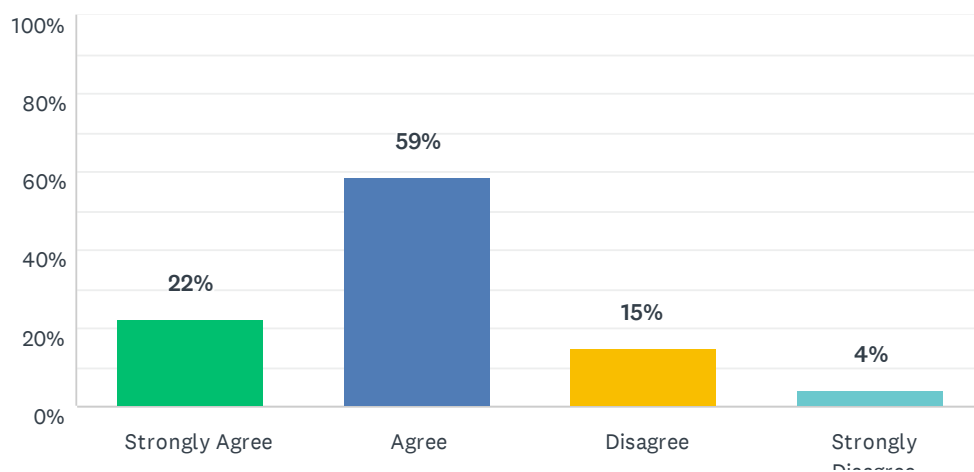
ANSWER CHOICES	RESPONSES	
Strongly Agree	22%	37
Agree	59%	98
Disagree	15%	25
Strongly Disagree	4%	7
TOTAL		167

Q28 Please respond to the following:

Answered: 167   Skipped: 16
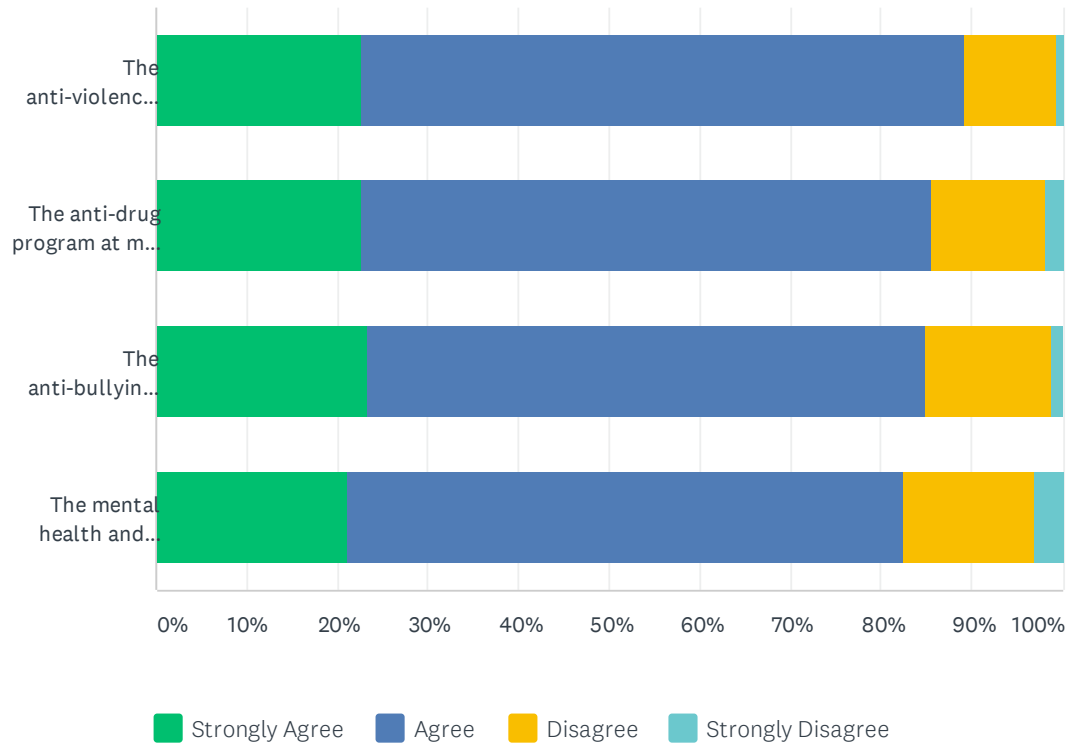
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The anti-violence program at my school is effective.	23% 38	66% 111	10% 17	1% 1	167
The anti-drug program at my school is effective.	23% 38	63% 105	13% 21	2% 3	167
The anti-bullying program at my school is effective.	23% 39	62% 103	14% 23	1% 2	167
The mental health and wellness program at my school is effective.	21% 35	61% 102	14% 24	3% 5	166

Q29 Please respond to the following:

Answered: 167   Skipped: 16
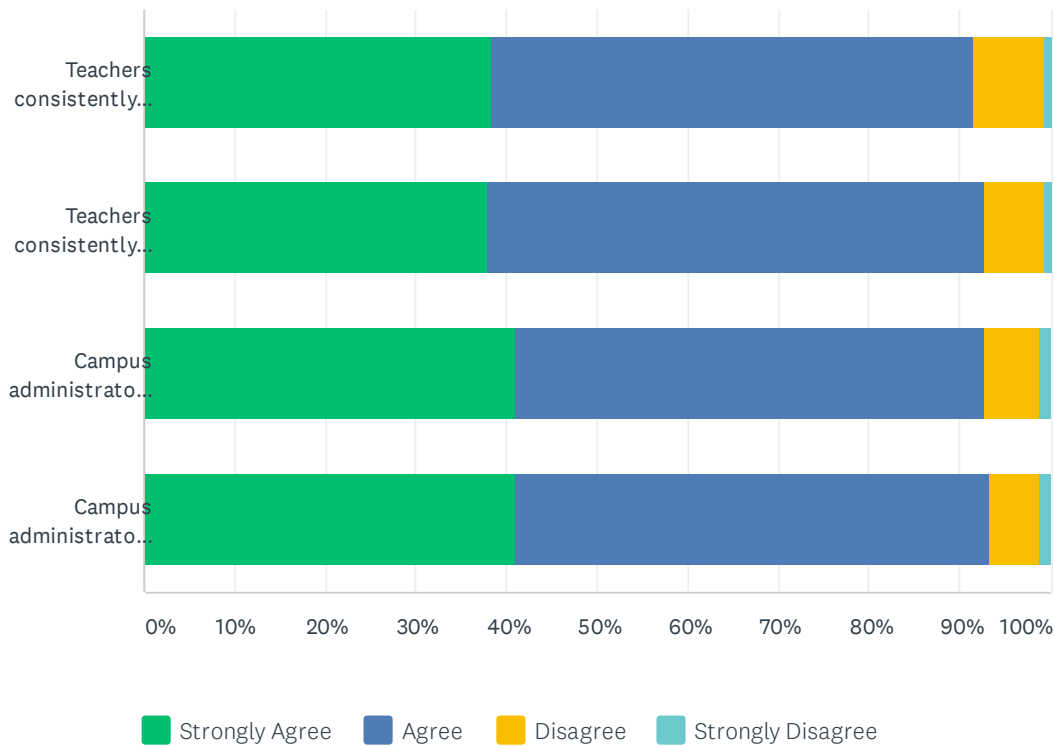
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Teachers consistently hold high academic expectations for all students.	38% 64	53% 89	8% 13	1% 1	167
Teachers consistently hold high behavioral and social expectations for all students.	38% 63	55% 91	7% 11	1% 1	166
Campus administrators hold high expectations for all teachers and staff.	41% 68	52% 86	6% 10	1% 2	166
Campus administrators hold high expectations for all teachers and staff.	41% 68	52% 87	5% 9	1% 2	166

Q30 Please respond to the following:

Answered: 163   Skipped: 20
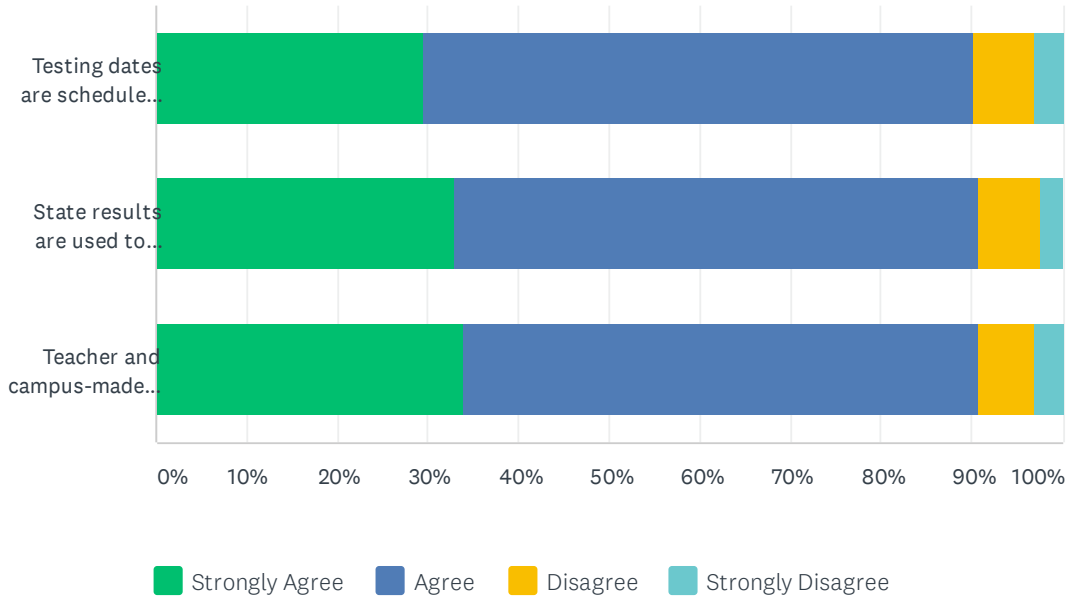
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Testing dates are scheduled efficiently to minimize disruption to classroom instruction.	29% 48	61% 99	7% 11	3% 5	163
State results are used to improve instruction.	33% 53	58% 93	7% 11	2% 4	161
Teacher and campus-made tests, check-point assessments (CPAs), and district benchmark (DBM) results are used to improve instruction.	34% 55	57% 92	6% 10	3% 5	162

Q31 Please respond to the following:

Answered: 165   Skipped: 18

Legend: Strongly Agree, Agree, Disagree, Strongly Disagree
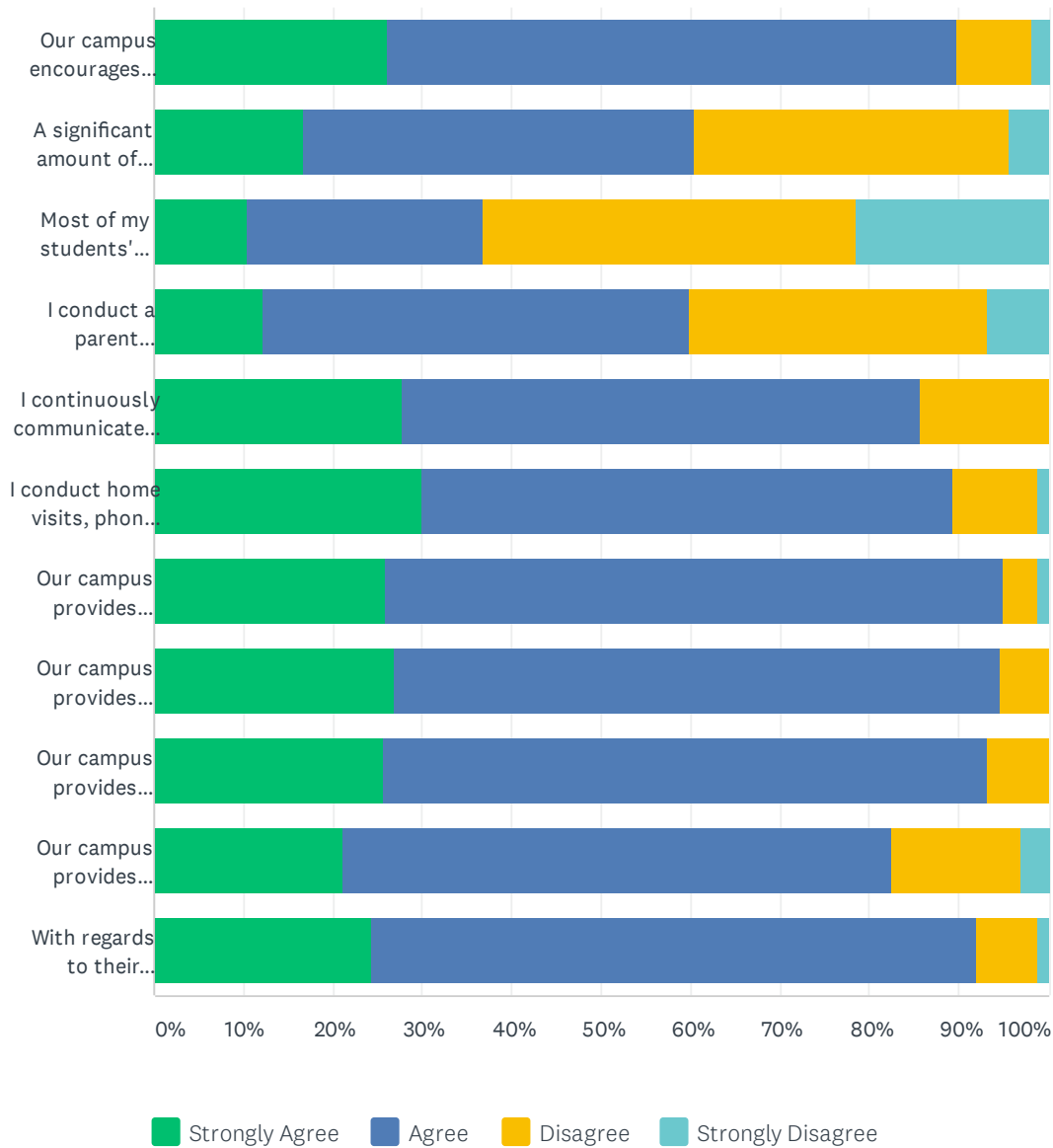
2020 - 2021 High School Staff CNA Survey

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
Our campus encourages parents to be involved.	26% 43	64% 105	8% 14	2% 3	165
A significant amount of parents are actively involved in our campus.	17% 27	44% 71	35% 57	4% 7	162
Most of my students' parents visited with me online during Open House.	10% 17	26% 43	42% 68	21% 35	163
I conduct a parent conference with every parent to discuss the S-P-S Compact as it relates to student achievement.	12% 20	48% 77	33% 54	7% 11	162
I continuously communicate with all parents/guardians regarding student progress.	28% 45	58% 94	14% 23	0% 0	162
I conduct home visits, phone calls, or online meetings with hard to reach parents.	30% 48	59% 95	9% 15	1% 2	160
Our campus provides parents with the opportunity to volunteer (when they are allowed on campus).	26% 42	69% 112	4% 6	1% 2	162
Our campus provides regular two-way communication between parents/guardians and school staff.	27% 44	67% 110	6% 9	0% 0	163
Our campus provides flexible parent meeting times.	26% 42	67% 110	7% 11	0% 0	163
Our campus provides parents/guardians meaningful training.	21% 34	61% 99	14% 23	3% 5	161
With regards to their children, parents are provided meaningful opportunities to participate in the decision-making process.	24% 39	68% 109	7% 11	1% 2	161

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL

Q32 Please respond to the following:

Answered: 159   Skipped: 24
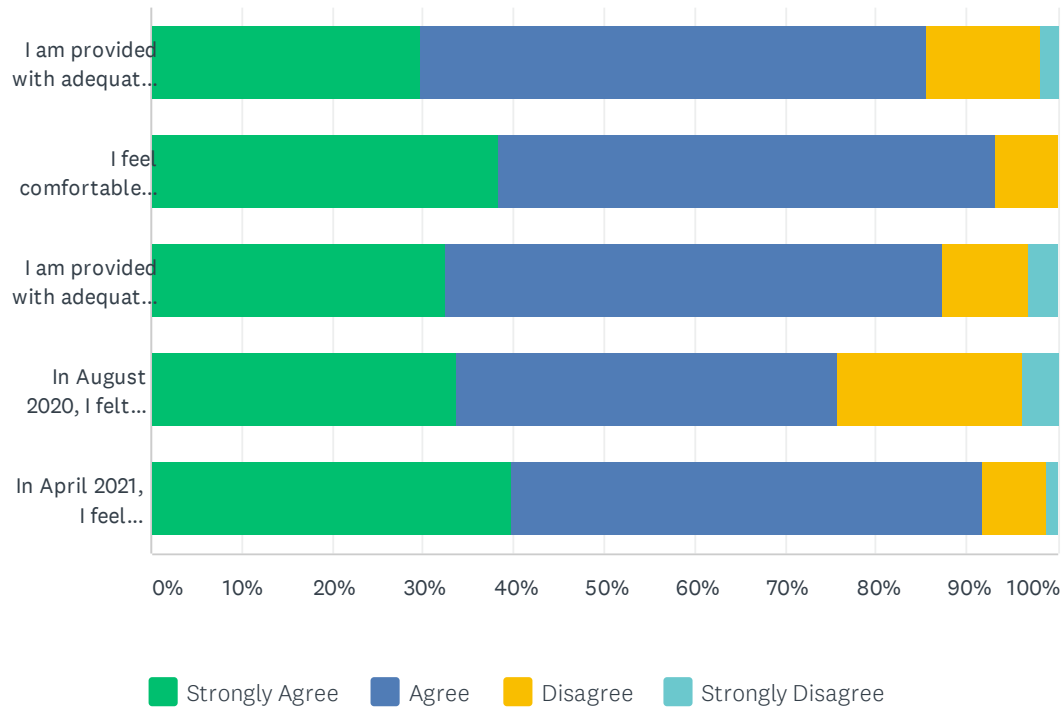
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
I am provided with adequate technology resources to use in the classroom and online for instructional purposes.	30% 47	56% 88	13% 20	2% 3	158
I feel comfortable using technology as part of my instruction.	38% 61	55% 87	7% 11	0% 0	159
I am provided with adequate support and training to effectively use technology in the classroom and online.	32% 51	55% 86	10% 15	3% 5	157
In August 2020, I felt comfortable setting up my virtual classroom, teaching online, and assigning relevant student work/projects.	34% 53	42% 66	20% 32	4% 6	157
In April 2021, I feel comfortable in my virtual classroom, teaching online, and assigning relevant student work/projects.	40% 62	52% 81	7% 11	1% 2	156

Q33 Overall, how would you describe your virtual instruction experience (teaching from home or from campus) in the 2020-2021 school year?

Answered: 159   Skipped: 24
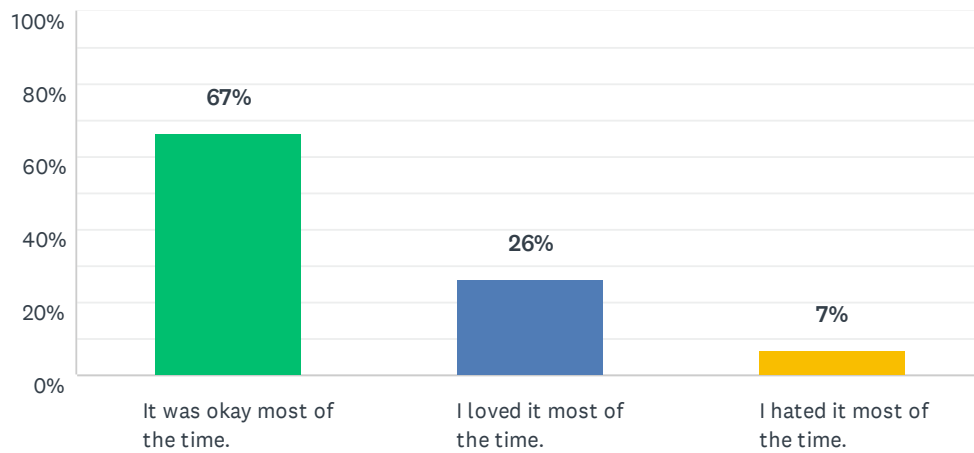
ANSWER CHOICES	RESPONSES	
It was okay most of the time.	67%	106
I loved it most of the time.	26%	42
I hated it most of the time.	7%	11
TOTAL		159

Q34 Why do you feel this way about your virtual teaching experience? Choose all that apply.

Answered: 160   Skipped: 23
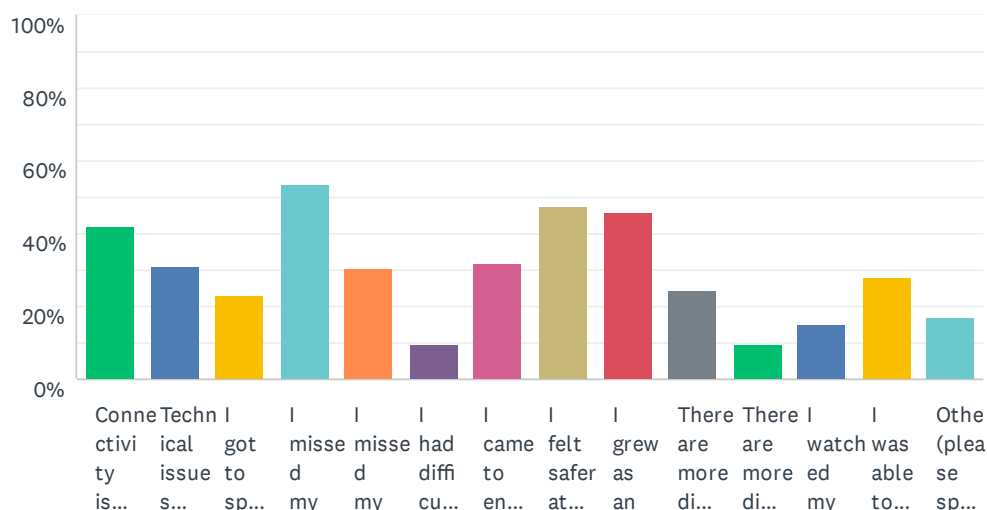
ANSWER CHOICES	RESPONSES	
Connectivity issues at home or school.	42%	67
Technical issues (trouble with device)	31%	50
I got to spend extra time with my family and pets.	23%	37
I missed my students.	54%	86
I missed my collegues.	31%	49
I had difficulty navigating within my virtual classroom.	9%	15
I came to enjoy virtual instruction.	32%	51
I felt safer at home (due to isolation)	48%	76
I grew as an educator - honing my virtual teaching skills.	46%	74
There are more distractions at home.	24%	39
There are more distractions at school.	9%	15
I watched my students grow in time management skills.	15%	24
I was able to learn from my students (or with my students) on how to maneuver through the online classroom.	28%	45
Other (please specify)	17%	27
Total Respondents: 160		

#	OTHER (PLEASE SPECIFY)	DATE
1	I never stopped working and neglected my family.	5/5/2021 9:02 AM
2	Not a teacher	5/4/2021 4:56 PM
3	not a teacher/ worked don campus	5/4/2021 4:52 PM

4	Students struggled significantly with time management, motivation, and mental health	5/4/2021 4:23 PM
5	it showed the students that we need to adapt, sometimes in life.	5/3/2021 5:02 PM
6	was f2f on campus everyday. working from home did not apply	5/3/2021 4:04 PM
7	The paperwork increased greatly	5/3/2021 3:30 PM
8	I believe there are too many distractions for the students at home.	5/3/2021 1:09 PM
9	lack of student participation.	5/3/2021 12:20 PM
10	I had connectivity issues at school.	5/3/2021 11:50 AM
11	i feel that the above average and above student will succeed and thrive online classes. the below average student will struggle and fall behind, as a large district we need to rethink virtual learning like other campuses across the valley. bisd need to u	5/3/2021 9:18 AM
12	It was nice to wear jeans at home like the principal's secretary does all the time.	4/29/2021 4:01 PM
13	Students aren't independent enough to hold their own and their parents aren't there to teach them about that.	4/29/2021 1:59 PM
14	teach It was irresponsible of the district to not plan adequate training.	4/29/2021 10:59 AM
15	Lack of student & parent accountability is causing an educational gap.	4/28/2021 4:27 PM
16	cut down on travel time.	4/28/2021 11:14 AM
17	Technology is something our students needed in order to better prepare them for the technology heavy college experience. This pandemic forced the students and myself to increase learning through technology. Also, going paperless has been a long-term personal goal, and I am almost there!	4/28/2021 10:24 AM
18	lack of student participation and constant change of expectations. For example, Students at beginning of year did not have to turn on camera now at the end of the year they need to have camera on	4/28/2021 10:17 AM
19	Many students would not log into class.	4/28/2021 9:57 AM
20	Students rarely show up for online classes since the temptation engage in activities that occur at home--sleep in, watch TV, etc.--is so high. This places teachers in a position where they are teaching to an empty classroom.	4/28/2021 9:47 AM
21	Students do not interact the same way online as they do in the classroom. I did not feel it was effective because of their lack of participation and lack of their parents support.	4/28/2021 9:19 AM
22	Resources were not provided or available for example: ink for cartridge, printer, etc.	4/28/2021 9:15 AM
23	Students are disengaged and not doing the work. Everything shifted to Lecture mode and teacher centered instruction. It is exhausting.	4/28/2021 8:56 AM
24	Difficulty getting students to connect to class and do work	4/27/2021 9:04 AM
25	Students were more distracted at home. They won't participate and won't do the assignments even when you asked them. They say yes but don't do them. Parents of such kids never answer and are never reached.	4/26/2021 1:38 PM
26	This year was very interesting, however I truly enjoyed working from home and believe my students did a great job in this type of instruction. Flexibility was a great way to respect my students as they were learning to adjust to this new method of instruction and learning.	4/26/2021 12:28 PM
27	Too difficult to manage having 504 meetings without student data from my folders at school.	4/26/2021 10:54 AM

Q35 Please respond to the following:

Answered: 158   Skipped: 25

Strongly Agree   Agree   Disagree   Strongly Disagree
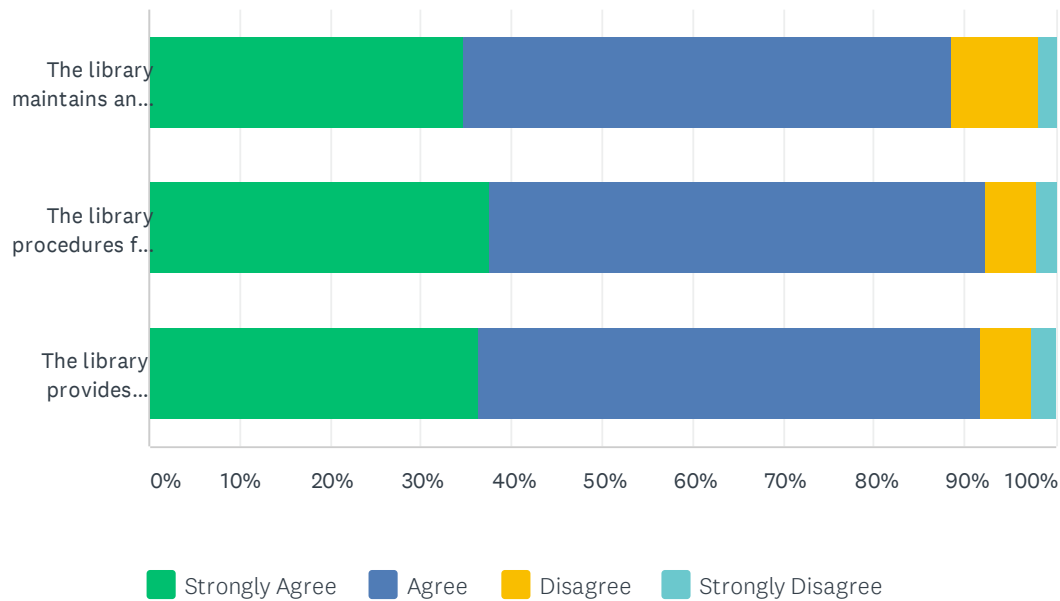
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The library maintains an adequate inventory of books and resources that support classroom instruction.	35% 55	54% 85	9% 15	2% 3	158
The library procedures for checking out books and materials are efficient.	38% 59	55% 86	6% 9	2% 3	157
The library provides adequate student services to assist them with academic projects.	36% 57	55% 87	6% 9	3% 4	157

Q36 Please respond to the following:

Answered: 157   Skipped: 26
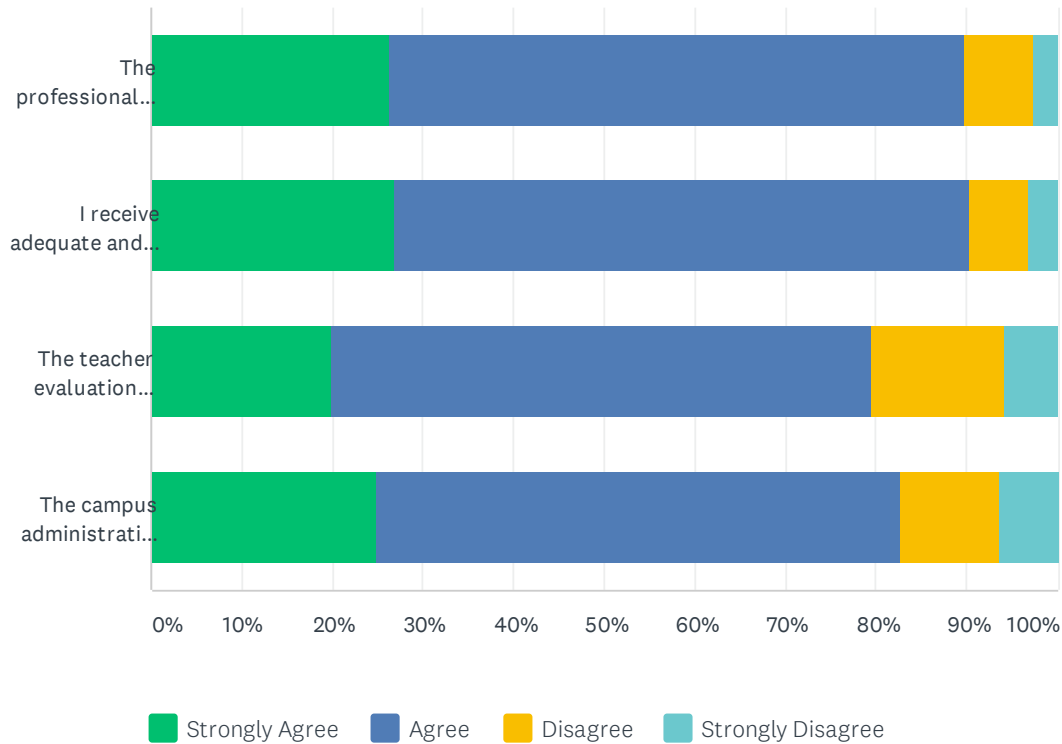
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The professional development I receive provides me with the knowledge, skills, and strategies necessary to improve instruction.	26% 41	63% 99	8% 12	3% 4	156
I receive adequate and timely professional feedback to help me improve my teaching skills.	27% 42	63% 99	6% 10	3% 5	156
The teacher evaluation process has helped me improve my ability to do my job.	20% 31	60% 93	15% 23	6% 9	156
The campus administration does a good job of recognizing strengths and areas of improvement.	25% 39	58% 91	11% 17	6% 10	157

Q37 Please respond to the following:

Answered: 160   Skipped: 23
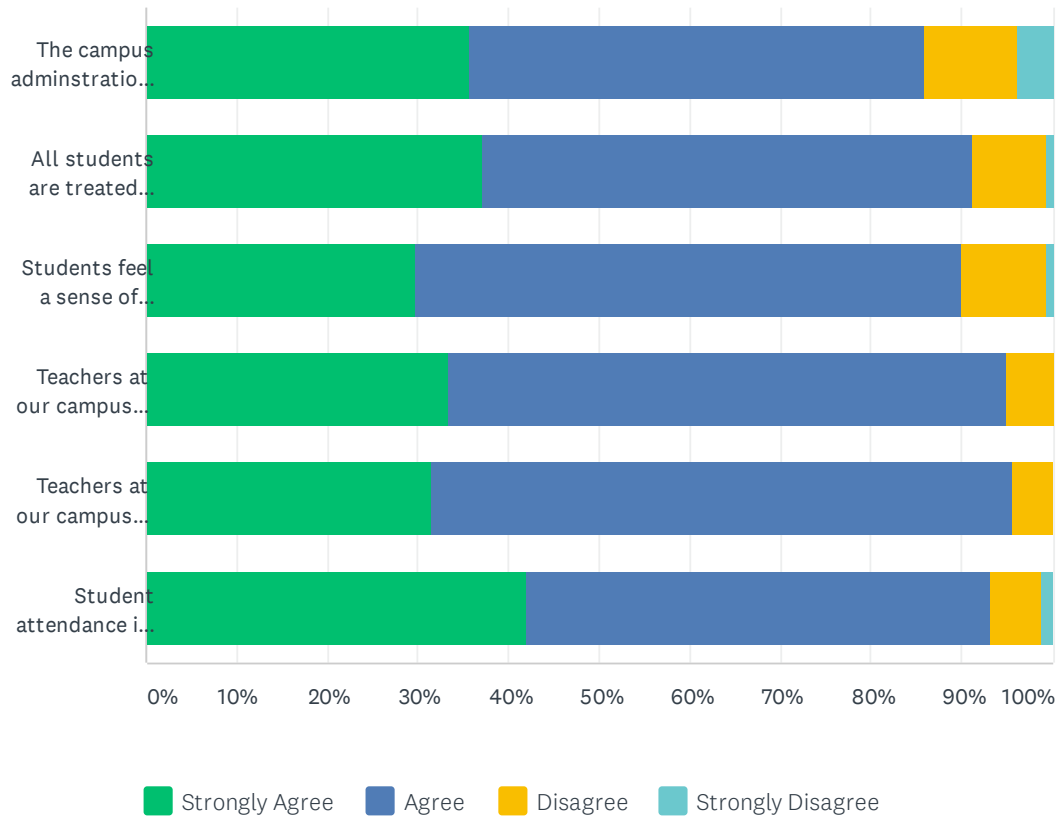
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
The campus adminstration treats teachers with respect.	36% 56	50% 79	10% 16	4% 6	157
All students are treated with respect.	37% 59	54% 86	8% 13	1% 1	159
Students feel a sense of belonging at our campus or their virtual classroom.	30% 47	60% 95	9% 15	1% 1	158
Teachers at our campus exhibit a commitment to CAMPUS initiatives.	33% 53	62% 98	5% 8	0% 0	159
Teachers at our campus exhibit a commitment to DISTRICT initiatives.	31% 50	64% 102	4% 7	0% 0	159
Student attendance is a priority at my campus and is effectively addressed by administrators, teachers, and staff.	42% 67	51% 82	6% 9	1% 2	160

Q38 Please respond to the following:

Answered: 159   Skipped: 24
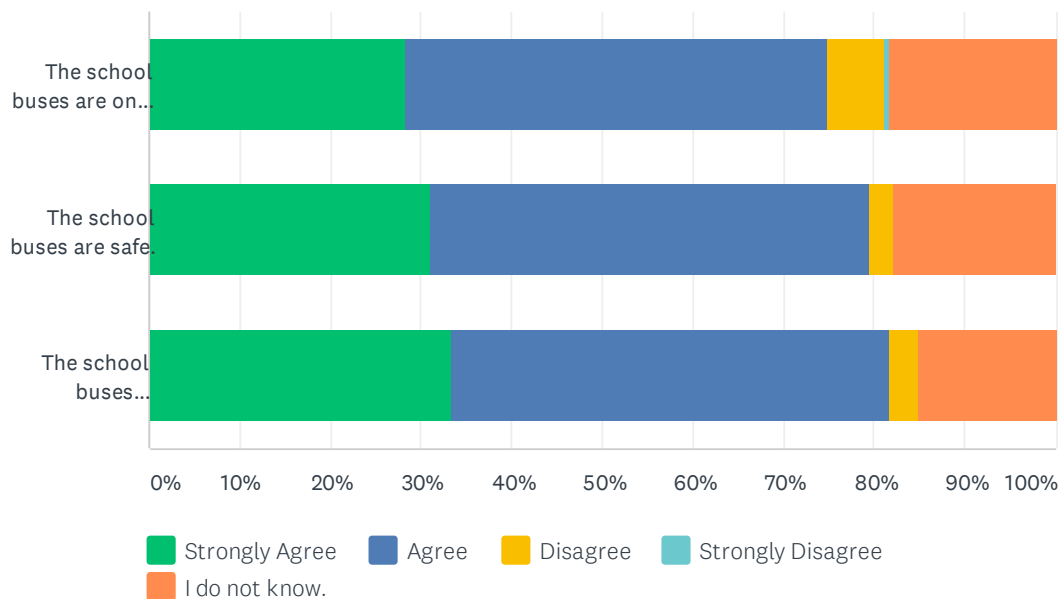
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The school buses are on time.	28% 45	47% 74	6% 10	1% 1	18% 29	159
The school buses are safe.	31% 49	48% 76	3% 4	0% 0	18% 28	157
The school buses adequately serve the students in extracurricular activities.	33% 53	48% 77	3% 5	0% 0	15% 24	159

Q39 Please respond to the following:

Answered: 159   Skipped: 24
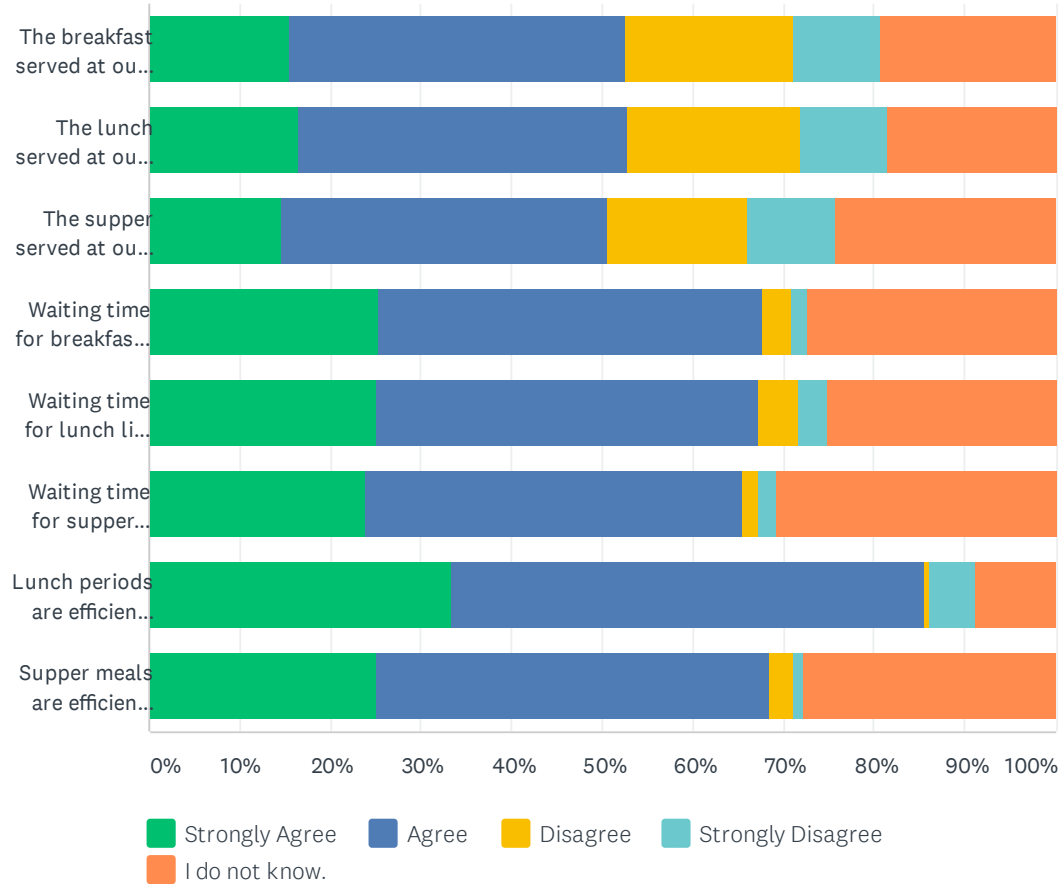
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DO NOT KNOW.	TOTAL
The breakfast served at our campus is of high quality.	15% 24	37% 58	19% 29	10% 15	19% 30	156
The lunch served at our campus is of high quality.	17% 26	36% 57	19% 30	10% 15	18% 29	157
The supper served at our campus is of high quality.	15% 23	36% 56	15% 24	10% 15	24% 38	156
Waiting time for breakfast is kept to a minimum.	25% 40	42% 67	3% 5	2% 3	27% 43	158
Waiting time for lunch lines is kept to a minimum.	25% 40	42% 67	4% 7	3% 5	25% 40	159
Waiting time for supper lines is kept to a minimum.	24% 38	42% 66	2% 3	2% 3	31% 49	159
Lunch periods are efficiently scheduled at our campus.	33% 53	52% 83	1% 1	5% 8	9% 14	159
Supper meals are efficiently scheduled at our campus.	25% 40	43% 69	3% 4	1% 2	28% 44	159

Q40 Please respond to the following:

Answered: 158   Skipped: 25
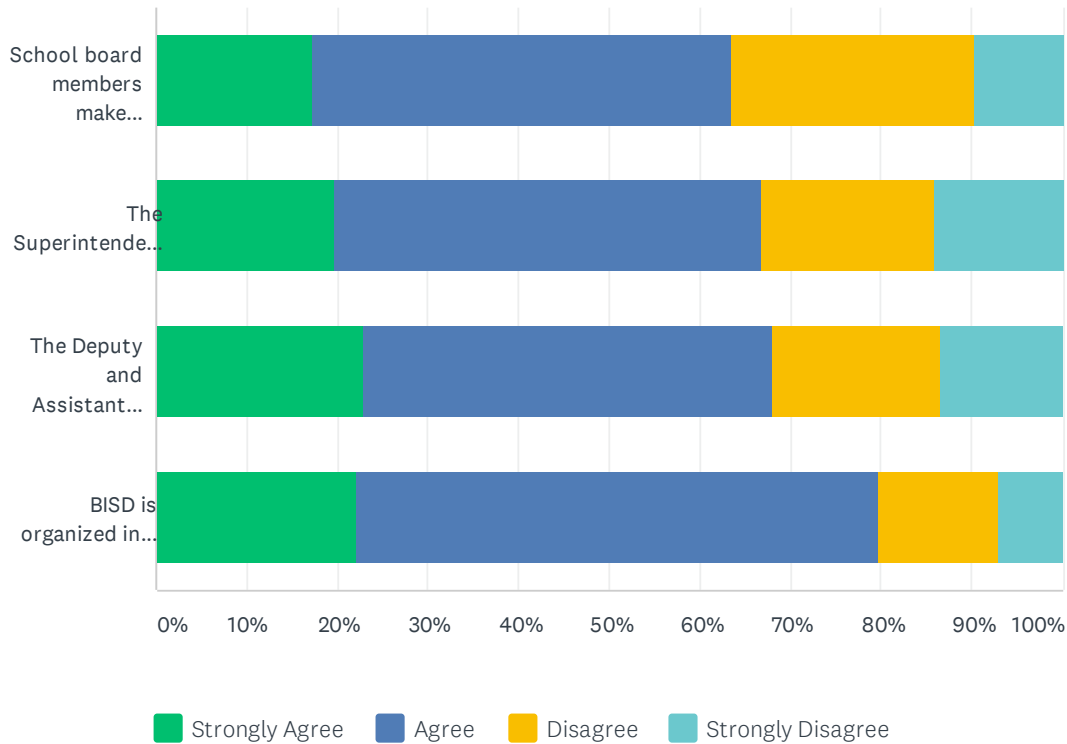
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL
School board members make sound decisions for the district.	17% 27	46% 72	27% 42	10% 15	156
The Superintendent provides direction and leadership to our campus.	20% 31	47% 74	19% 30	14% 22	157
The Deputy and Assistant Superintendents provide direction and leadership to our campus.	23% 36	45% 71	18% 29	13% 21	157
BISD is organized in a way that encourages student performance.	22% 35	58% 91	13% 21	7% 11	158

Q41 Please add any additional items that you would like to see addressed in your Campus Improvement Plan:

Answered: 27   Skipped: 156

#	RESPONSES	DATE
1	We need more technology training in small groups, especially for those employees in the older population.	5/4/2021 4:58 PM
2	Adequate space is needed for performances	5/4/2021 4:25 PM
3	Support and experience in doing their assigned jobs. Stop "winging" it	5/4/2021 8:57 AM
4	I would like there to be constancy with the expectations and demands and have more meaningful professional Development to engage students and help us do our jobs effectively.	5/3/2021 9:51 PM
5	Everything is running great , we have an awesome very capable staff	5/3/2021 5:05 PM
6	Buses for athletes afterschool	5/3/2021 4:05 PM
7	nepotism!!	5/3/2021 9:23 AM
8	Air quality, repairing of leaking roofs, bringing old science lab rooms up to safety standards, reducing class sizes	4/29/2021 6:42 PM
9	Counselors need a lot of improvement on our campus. Some of them have a terrible attitude when you call and need help with a student. I feel sorry for the students that tell me their counselor does not listen. I totally get it. Also, some of the assistant admins are harsh when doing a walk through and have no empathy and no understanding of what is going on in our class, but act like robots, yet we are supposed to have empathy for our students.	4/29/2021 4:07 PM
10	food student trash the food	4/29/2021 3:37 PM
11	No repercussions=kids don't care. Also, what was the point in verification forms every 6 weeks if it was just handed back to us to fill in ourselves? Would have liked an explanation.	4/29/2021 2:03 PM
12	The internet network needs to be updated. it does not respond to the needs of teachers and students.	4/29/2021 9:42 AM
13	Student Accountability - The district seems to be more concerned about attendance percentages and failure rates which in turn pressures teachers to unethically pass students who did not earn a passing grade in fear of being reprimanded. The students have become accustomed to receiving grades they did not truly earn which is why there is so much apathy in regards to performance and even attendance.	4/29/2021 9:20 AM
14	Respect for those employees with disabilities.	4/29/2021 8:14 AM
15	Available funding for special education teachers to offer tutorials for their students in resource classes	4/28/2021 11:11 PM
16	Increased accountability for all teachers, students, and parents.	4/28/2021 4:31 PM
17	I would like to see more action on the part of administration in regards to contacting parents and students. Also, I would like the staff restroom cleanliness addressed. These need to be cleaned daily and it seems that the administrators have no say over that. There are a lot of inconsistencies in this questionnaire that only address the "in general" aspect of some situations. I believe that all areas need improvement.	4/28/2021 11:27 AM
18	I believe that our students should be served better lunch!	4/28/2021 9:39 AM
19	All they want is to show number instead of actually fixing the problem, we are being bullied into making our numbers look good.	4/28/2021 9:23 AM
20	More money for instructional aids/books/resources for classroom.	4/28/2021 9:07 AM

21	Classes should be in minimum numbers. Students should be spread more throughout the school.	4/28/2021 9:03 AM
22	Tutorial funds should be allocated for all teachers	4/27/2021 11:15 AM
23	All students need to be included when EOC tutoring is provided-- no matter the funding.	4/27/2021 11:12 AM
24	This campus needs to take priority away from trying to enroll as many students as possible in dual enrollment courses. Many of these students have demonstrated that they are not ready for the level of academic work for a college course and this puts both teachers and students in a difficult situation where teachers are discouraged from giving these students the grade they deserve and the students are leaving high school with a false impression of what college classes are really like.	4/27/2021 9:08 AM
25	Annual appointments of department chairs and strand leaders. The same people have been in place too long to be effective, and not to mention all the favoritism.	4/26/2021 9:37 PM
26	The campus Improvement Plan is usually done like if the teachers are doing everything wrong and they are the problem. I am not saying teachers are perfect, but teachers are always been added more and more things to do and it is hard to keep up with it. In my personal experience Coounselors always messed up students schedule. putting kids in classes that they didn't ask for. So I end up having students on AP and honors classes that never asked for it. They just wanted a regular class. Parents complain about this issue as well and then. The teacher as to fight for the kids to get out of the class and sometimes even after all the time spent on the process we are denied the request. Also, why every school as an attendance office if teachers have to call home for students absent DURING instruction. Calls for students tardi call for students that are constantly absent etc. I keep up with my attendance if other teachers don't they are the ones that should be doing that but if I do what I am suppose do when I supposed to do it why I am I getting punished for what other teachers DO. ALSO parents, parents are also responsible for students success. I have encountered students who fail my class because their parents wanted them to take an AP class when the students has never taken an AP class. Then, they fail and it is the teachers fault. I have been trying to get my campus to approve a pretest for students entering my honors and AP class, and if they student fails the test it is strongly recommended to NOT take the class but regular class. If they insist they have to sign a contract that as soon as they fail a progress report or report card they are out without parent conference or excuses or anything. That is not discrimination if you want a class prepare for it since you start high school if not you didn't want it as much as you said. AND there is more but I wouldn't finish.	4/26/2021 1:55 PM
27	When Covid is better controlled maybe more hands on projects for students, educational field trips. I think it's important to stimulate student thinking in a more hands on approach.	4/26/2021 10:39 AM

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901003**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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

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

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

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)
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	**71%**	-	71%	*	-	-	-	-	32%	*	72%	65%	71%	56%
	2018	65%	65%	**68%**	-	68%	*	-	*	*	-	23%	75%	72%	46%	68%	44%
At Meets Grade Level or Above	2019	50%	49%	**51%**	-	51%	*	-	-	-	-	13%	*	54%	33%	50%	29%
	2018	44%	43%	**47%**	-	47%	*	-	*	*	-	10%	25%	49%	34%	46%	22%
At Masters Grade Level	2019	11%	10%	**8%**	-	8%	*	-	-	-	-	1%	*	9%	1%	8%	1%
	2018	7%	6%	**6%**	-	6%	*	-	*	*	-	3%	13%	6%	1%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	**65%**	-	65%	*	-	*	*	-	22%	*	69%	50%	65%	45%
	2018	67%	64%	**67%**	*	67%	40%	-	*	-	-	34%	*	72%	47%	67%	43%
At Meets Grade Level or Above	2019	49%	45%	**46%**	-	46%	*	-	*	*	-	8%	*	50%	29%	44%	20%
	2018	48%	43%	**44%**	*	44%	40%	-	*	-	-	16%	*	48%	30%	44%	20%
At Masters Grade Level	2019	8%	6%	**4%**	-	4%	*	-	*	*	-	1%	*	5%	2%	4%	0%
	2018	8%	5%	**5%**	*	5%	0%	-	*	-	-	0%	*	5%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	**99%**	-	99%	*	-	-	-	-	94%	*	99%	100%	99%	99%
	2018	83%	90%	**94%**	-	94%	*	-	-	*	-	75%	*	95%	91%	94%	95%
At Meets Grade Level or Above	2019	61%	82%	**93%**	-	94%	*	-	-	-	-	77%	*	93%	94%	93%	91%
	2018	55%	71%	**81%**	-	82%	*	-	-	*	-	54%	*	83%	75%	81%	77%
At Masters Grade Level	2019	37%	62%	**78%**	-	78%	*	-	-	-	-	42%	*	76%	87%	77%	72%
	2018	32%	48%	**67%**	-	67%	*	-	-	*	-	33%	*	67%	65%	67%	60%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	**94%**	-	94%	*	-	-	-	-	72%	*	95%	89%	93%	89%
	2018	87%	88%	**89%**	*	89%	60%	-	*	*	-	63%	60%	91%	82%	89%	83%
At Meets Grade Level or Above	2019	62%	60%	**60%**	-	60%	*	-	-	-	-	19%	*	65%	38%	59%	40%
	2018	59%	55%	**55%**	*	55%	40%	-	*	*	-	23%	60%	57%	46%	55%	41%
At Masters Grade Level	2019	25%	18%	**15%**	-	15%	*	-	-	-	-	2%	*	17%	8%	16%	6%
	2018	24%	16%	**13%**	*	13%	0%	-	*	*	-	3%	20%	14%	11%	13%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**92%**	*	92%	*	-	*	-	-	66%	-	92%	89%	92%	84%
	2018	92%	92%	**92%**	-	92%	80%	-	*	-	-	67%	*	93%	89%	92%	85%
At Meets Grade Level or Above	2019	73%	72%	**67%**	*	67%	*	-	*	-	-	37%	-	68%	64%	68%	44%
	2018	70%	68%	**62%**	-	62%	60%	-	*	-	-	33%	*	65%	52%	62%	45%
At Masters Grade Level	2019	45%	40%	**35%**	*	35%	*	-	*	-	-	11%	-	36%	26%	35%	13%
	2018	40%	33%	**24%**	-	24%	20%	-	*	-	-	10%	*	24%	22%	24%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**81%**	*	81%	69%	-	*	*	-	52%	100%	83%	74%	81%	70%
	2018	77%	78%	**80%**	*	80%	64%	-	*	*	-	48%	77%	82%	68%	79%	65%
At Meets Grade Level or Above	2019	50%	52%	**60%**	*	60%	31%	-	*	*	-	26%	56%	63%	45%	59%	40%
	2018	48%	49%	**54%**	*	54%	55%	-	*	*	-	24%	45%	57%	43%	54%	36%
At Masters Grade Level	2019	24%	23%	**22%**	*	22%	15%	-	*	*	-	9%	33%	23%	17%	23%	14%

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

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

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

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

District Name: BROWNSVILLE ISD

Campus Name: PACE EARLY COLLEGE H S

Campus Number: 031901003

Total Students: 2,085

Grade Span: 09 - 12

School Type: High School

School Progress Domain - Academic Growth Score by Grade and Subject

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

TEXAS EDUCATION AGENCY

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

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

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

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

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

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

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

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

Texas Academic Performance Report
2018-19 Campus STAAR Participation

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

District Name: BROWNSVILLE ISD

Campus Name: PACE EARLY COLLEGE H S

Campus Number: 031901003

Total Students: 2,085

Grade Span: 09 - 12

School Type: High School

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	**6.4%**	-	4.3%	-	-	*	-	-	n/a	6.4%	n/a
Science													
2018	38.0%	7.4%	**11.7%**	-	12.1%	-	-	*	-	-	n/a	11.7%	n/a
2017	38.3%	5.0%	**2.4%**	-	2.5%	*	-	*	-	-	n/a	2.4%	n/a
Social Studies													
2018	44.6%	11.7%	**17.0%**	-	17.2%	*	-	-	-	-	n/a	17.0%	n/a
2017	41.4%	6.9%	**4.8%**	*	4.5%	*	-	*	-	-	n/a	4.8%	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	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%	**84.2%**	-	84.4%	60.0%	-	*	-	-	n/a	84.0%	n/a
2016-17	73.5%	71.0%	**71.7%**	100.0%	71.5%	0.0%	-	100.0%	-	-	n/a	71.4%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	**14.0%**	-	14.2%	*	-	*	-	-	n/a	13.8%	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	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	**926**	-	926	*	-	*	-	-	n/a	927	n/a
English Language Arts and Writing													
2017-18	521	489	**473**	-	473	*	-	*	-	-	n/a	473	n/a
Mathematics													
2017-18	515	472	**453**	-	453	*	-	*	-	-	n/a	453	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	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	**17.2**	-	17.2	*	-	*	-	-	n/a	17.2	n/a
English Language Arts													
2017-18	20.3	17.7	**16.8**	-	16.8	*	-	*	-	-	n/a	16.8	n/a
Mathematics													
2017-18	20.6	18.1	**17.2**	-	17.2	*	-	*	-	-	n/a	17.1	n/a
Science													
2017-18	20.9	18.5	**17.4**	-	17.5	*	-	*	-	-	n/a	17.4	n/a

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

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

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

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

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

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

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

TEXAS EDUCATION AGENCY

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

Texas Academic Performance Report
2018-19 Campus Student Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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