

**Brownsville Independent School District**

**Keller Elementary**

**2022-2023 Campus Improvement Plan**



# Mission Statement

## Keller Elementary School Mission Statement

**All Keller Grizzly Staff members are committed...to teach the content students MUST learn in order to SUCCEED academically and in life while establishing a caring, loving, and respectful learning environment in which students are expected to ACHIEVE at high levels.**

## Vision

Keller Elementary - Going for the ...

**G**ive and Earn Respect

**O**wn Your Actions

**L**ead by Example

**D**emonstrate Cooperation

## Value Statement

*Excellence: The Keller Instinct!*

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	11
Priority Need Statements	13
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11). Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).	18
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)	44
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	45
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	47
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	49
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, 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 Junta Directiva, en colaboración con el personal del distrito, la administración y los padres, brindará el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres serán socios plenos de los educadores en la educación de sus hijos. (TEA Cap. 4, Obj. 1)	53
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)	60
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	61
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 través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)	70
State Compensatory	77
Budget for Keller Elementary	78
Personnel for Keller Elementary	78
Title I Personnel	78
2022-2023 Site Based Decision Making Team	79
Campus Funding Summary	80
Addendums	82

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Campus assessment data is accumulated and reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. As student areas of need are targeted and addressed by both grade-level teachers and administration, with assistance and guidance from district C & I specialist, A.R.E. assessment department, and our Assistant Superintendents in close collaboration with use of data item analysis via Trends and AWARE, we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need, strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements.

*STAAR/EOC performance reports are not available to COVID 19. Process evaluation is base on benchmark and other assessments.*

# Demographics

## Demographics Summary

Keller Elementary School is located in Brownsville, Texas. Keller Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009 and opened its doors in January of 2010. The main campus was originally comprised of (40) classrooms, a cafeteria, library, and gymnasium.

The student population at Keller Elementary School is approximately 533 and serves students from Pre-kinder-3 through Fifth Grade. According to the PEIMS Data Review of our campus profile, 96.85 % of the student population is Hispanic, 70% is White and 0.4% is of the student population is African American. From our student population 93.8% are identified as Economically Disadvantaged. 40.5% are classified as Limited English Proficient with the majority being English/Spanish bilingual. In addition 70.2% of our entire student population is At-risk, 7.8% is enrolled in Special Education Services, and 6.9% is receiving Gifted and Talented Education.

Our campus and district participate in the USDA Special Assistance Provision 2. This program has enabled us to serve all our students one breakfast, one lunch meal and end of school day supper per day free of charge.

The students of Keller Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area as well as in Art, Music, Library and Technology. The instructional programs include academic core subjects at various levels, such as the gifted and talented, special education varying from students in PPCD, SFL, resource and inclusion services to dyslexia and speech. Our limited english proficiency students receive bilingual education and general education classes.

Tutorial classes are provided after school and Saturdays for at-risk students and English Language Learners in 1st through fifth grade through State Compensatory and Title I. Extended day is an academically focused afterschool program for all grade level students.

The current staff at Keller Elementary School is comprised of 32 teachers, 3 campus administrators, 2 counselors, 4 office support staff and 5 educational aides. The ethnicity of the Keller Elementary School staff is diverse with 98% Hispanic and 2% White. The teaching staff is also 20 % male and 80 % female.

## Demographics Strengths

1. Keller has a caring committed teaching staff that strives to put the needs of the students first.
2. 22:1 student to teacher ratio is not exceeded for classrooms in Kinder through 4th grades.
3. RTI plans are updated as a team. A 3-6 week for monitoring cycle is in place for TIER II and III student which includes current assessment/academic data and team input.
4. More Gifted and Talented Students Identified and actively participate in the district's Galaxy Program.
5. Keller has a high rate of bilingually certified teachers in core level areas to assist students with language acquisition.

6. Collaboration with higher learning institutions in the area of language arts (Pre-k3 - 5th grades).
7. Several teachers lead district staff development on curriculum and instruction.
8. Weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis and improvement planning based on student needs for increased student achievement.

#### **Need Statements Identifying Demographics Needs**

**Need Statement 1 (Prioritized):** Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause:** Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school. 2021-2022 school attendance rate was 91.37% while the district's expectation is 97.5%.

**Need Statement 2 (Prioritized):** Need for enrollment to increase. Enrollment at the end of 2022 school year was 540 students. **Data Analysis/Root Cause:** Strong recruitment efforts are needed to attain and retain students at our campus.

# Student Learning

## Student Learning Summary

Campus assessment data is accumulated and reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. As student areas of need are targeted and addressed by both teachers, grade levels, as a campus, by teachers, administration, with assistance and guidance from district C & I specialist, A.R.E. assessment assistance, and our Assistant Superintendents in close collaboration with use of data item analysis via Trends and AWARE, we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need , strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements.

Percentage of Content and All Subjects					*Preliminary			
	2014	2015	2016	2017	2018	2019	2021	2022*
3rd-5th	76%	76%	79%	87%	87%	84%	54%	81%
Reading								
3rd-5th Math	81%	77%	87%	89%	89%	88%	39%	80%
3rd-5th All	78%	76%	79%	89%	86%	94%	40%	77%
Subjects								
District	79%	76%	79%	87%	81%	84%	48%	75%

## Student Learning Strengths

### Student Academic Strengths:

1. Special Education student performance in the core curricular areas. Special education teachers will co-teach with teachers to assist students with core-curriculum strategies.
2. Reading fluency increase in all grade levels. Fluency is monitored every 3 weeks and progress is tracked.
3. Early Dyslexia TPRI Screeners for Kindergarten - 2nd Grades.
5. Journal and Composition writing in all grade levels.

6. Increase of registration and recruitment of student in the Pre-K3 and Pre-K4 programs.
7. Increase of health and nutrition awareness through the Nurse's Office.
8. Online STAAR testing for all assessment levels and subjects.
9. Higher rate of students meeting the "Masters" goal for 3rd - 5th grade STAAR.
10. Higher rate of progress for students in 4th grade math and reading, assessed and monitored through end of six weeks checkpoints.
11. Extra-curricular activities such as UIL, Science Fair, Coding, Reading Club Volley Ball, Basketball, Dance Team, Destination Imagination and Choir.
12. A replenishable increase in one to one mobile technology devices for students.
13. An increase in the use of web-based instructional formats for delivery of instruction.

#### **Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident. **Data Analysis/Root Cause:** Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

**Need Statement 2 (Prioritized):** A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year. **Data Analysis/Root Cause:** Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

**Need Statement 3 (Prioritized):** Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause:** Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school. 2021-2022 school attendance rate was 91.37% while the district's expectation is 97.5%.



# School Processes & Programs

## School Processes & Programs Summary

Keller Elementary School ensures that a positive, safe, and appropriate learning environment and climate is ensured for all campus and community stakeholders that have a direct vested involvement in the holistic social, emotional, academic, physical and intellectual development of the students at Keller Elementary School. This is ensured via relational capacity with the notion that ALL means ALL in involving and providing each and every student the opportunity to learn and be involved in their own personal development with the support of the campus and all stakeholders. Doing so, Keller Elementary ensures that we focus on closing not just the academic gaps evident via our student achievement and demographic analysis, but the opportunity gaps that students experience in their educational lifecycle. Semester perfect attendance celebrations, Student of the Week - Promoted on the marquee, special event, , individual student incentives for morning announcements, birthday recognitions - through announcements and individual birthday cards, classroom counselor presentations, motivational rallies, promote a harmonious and well involved campus climate for all students. Students are encouraged to participate in all extracurricular activities such as: Honors Choir, Destination Imagination, UIL, Library Book Club, Chess, Drill Team, Sugar Bears, Flag Football, Girls Volleyball, Running Club, Local and State Art Competitions,

Teachers will meet for collaboration sessions every 3 weeks for Reading/ELA and Social Studies Planning. Weekly planning sessions within the grade level are scheduled twice a week to focus on Math and Science. Teachers will also meet weekly by grade level, faculty and administrative grade level meetings, parent meetings, as well as campus committee meetings, special called faculty and staff meetings, RTI trainings, curricular support trainings (campus and district level), monthly SBDM, CSH CATCH, paraprofessional meetings, DEIC, district level safety meetings, assessment and parent involvement meetings as determined and guided by a campus wide CNA survey conducted annually, allows all individuals at Keller Elementary to ensure proper and appropriate communication, collaboration, information and implementation of support and procedures positively influencing campus culture and climate is ensured at all times, Immediate and effective instructional and job performance feedback, open door policies and positivity in our interactions on a daily basis reinforce our school's culture and climate.

Formative and summative employee evaluations are conducted at Keller Elementary annually ongoing throughout the school year. New teachers are guided and mentored by all grade level teachers via collaboration and led by a highly qualified lead teacher and instructional dean. Teacher performance records and TTESS evaluations and components are documented and kept by campus administration, assistant principal and principal.

A strong family and community based program exists at Keller Elementary with weekly meeting conducted on a variety of topics focusing primarily on informative based meeting regarding information parents must know about campus, local and state educational issues and policies. Open house, meet the teacher and individualized parent meetings are held as well to ensure open lines of communication. Keller adheres to all local, district and state parental involvement guidelines and ensures that parents are an active part of campus initiatives.

Scheduled SBDM and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated, as well as weekly parent meetings are conducted to keep the parents informed on the events taking place in school.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2022-2023 Campus Improvement Plan.

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus

providing feedback on all programs that our campus operates under.

### **School Processes & Programs Strengths**

Data analysis identified the following curriculum, instruction and assessment strengths.

1. Promote college awareness year round. Each grade level representing a college or university of their choosing and incorporate it within their decor and instruction.
2. Promote and collaborate with the University of Texas - UT-Health program in creating awareness and participation in family health education.
3. The campus provides immediate interventions for all students in need of assistance.
4. Keller has online assessments for 3rd - 5th grades in all state testing areas.
4. Parent Teacher Meetings are held each month with important topics about our campus, district and state policies.
5. Review and discussions with teachers about students needs and intervention strategies takes place every 3rd week of the six weeks.
6. Assigned weekly collaboration days for grade levels to share effective teaching practices and analyze data.
7. Classroom schedules are shared and displayed for campus and district evaluators and staff.
8. Keller has 4 desktop computer labs and Pre K - 5th grades have a one to one mobile device for student use

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:

Campus assessments in every grade level to monitor student progress will be created and used to receive student data on the students progress through STAAR content instructional alignment, horizontal and vertical alignment, benchmark results, use and assessment of supplemental resources which focus on TEKS and STAAR standards. Students will also participate in off campus learning opportunities in the form of field trips to enhance academic learning, be involved with the community and be able to see additional opportunities provided by student field trips (this will include funding for field trip student meals). Administration and teachers will analyze assessment data from TANGO, Eduphoria and Lead4ward to disaggregate results and target the areas of need and provide adequate and appropriate STAAR instructional resource procurement (SE 1.1). Teachers will be given the opportunity to vertically and horizontally plan and

align to meet the needs of the students based on data results.

Professional and staff development will be offered for teachers to gain and improve the knowledge and skills important to their positions and job performance (SE 1.4).

Technology equipment such as ink cartridges for printers in the classrooms, elmos and projectors for teachers who do not have them, bulbs for replacements due to wear and tear, and laptops for the Computers on Wheels (COW) to complete a class set of laptops will be purchased to assist the teachers with curriculum and instruction (SE 8.2).

Technology software, desktop computers, laptops, PC Panels and updates for Math, Reading, Writing, and Science will be purchased to enhance the lessons taking place

in the classrooms and computer labs. The purchase of these items including the STAR Renaissance program will help with the vertical alignment necessary in our campus to help improve student achievement.

Supplemental resources and educational material that are TEKS based and focus on reinforcing STAAR standards will be purchased or reproduced at media services to reinforce the daily activities that are taught in the classrooms. Teachers will be given the opportunity to select resources which will benefit their own students' needs and the campus will purchase supplemental resources and duplicating paper for student work, for the entire grade levels as well to reinforce the skills the grade level and the campus needs improvement which include Health/PE equipment. PFS students will also exclusively receive clothing and instructional materials to positively enhance their academic performance and school experiences.

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

**Need Statement 1 (Prioritized):** The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels. **Data Analysis/Root Cause:** The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations or collaborative planning.

**Need Statement 2 (Prioritized):** Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity. **Data Analysis/Root Cause:** The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

**Need Statement 3 (Prioritized):** The campus technology resource inventory is in need of replenishable Google Chromebooks for students and TV Panels for direct instruction **Data Analysis/Root Cause:** The campus technology inventory is quickly deemed obsolete due to constant software updates. Devices have hard use and become in need of repair or replacement. New updates in curriculum have made Panels a stapled need in every class.

# Perceptions

## Perceptions Summary

Keller strives to provide many positive core aspects to our climate and culture. A strong focus and concentration is towards high instructional expectations and student achievement. These expectations are developed through continuous improvement in instructional practices. Teachers strive to instill a love of life-long learning, goal-setting, and a growth mindset to ensure students develop to their maximum potential. The school's academic focus fosters the development of academic student teams such as Destination Imagination, Science Fair, U.I.L., Honor's Choir, Coding and Library Club. We are also the first elementary within BISD to have a National Elementary Honor Society Chapter.

Our campus continuously involves its stakeholders in the reviewing and decision making processes to achieve high level expectations for work and students. This involvement helps create the strengths of the campus' culture and climate. We continually strive to involve our parents to volunteer at our campus to assist in the daily activities and student programs.

Our goal is to have open dialogue and communication with all of our parents to share the value of what we do to provide a safe environment for our children. A major part of the communication comes in the form of social media. We provide the Thomas Keller Elementary Facebook Page which is routinely updated with parent messages and reminders for school events as well as student activities. We also use the entrance marquee to announce important information or showcase students.

## Perceptions Strengths

1. Keller is a safe and positive learning environment for all members.
2. Provides positive teacher and student interactions to allow for a sense of belonging.
3. Students have many opportunities to develop strengths and interests through a variety of extra-curricular clubs offered to all students.
4. Teachers are a part of instructional partnerships with local universities to further develop their teaching practices.
5. We have a strong commitment to provide an open communication forum with parents throughout the school year.

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Keller needs to improve the opportunities we have for parents to visit our campus allowing our students to showcase their work and talent. **Data Analysis/Root Cause:** Most parent focused events conflict with parents schedules during the day.

**Need Statement 2 (Prioritized):** Need for more teacher sponsored extracurricular activities throughout the grade levels. **Data Analysis/Root Cause:** Funding plays an instrumental part in the teacher's decision to sponsor a club or event.

# Priority Need Statements

**Need Statement 1:** Student tardiness and absences have caused major interruptions with classroom instructional processes.

**Data Analysis/Root Cause 1:** Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school. 2021-2022 school attendance rate was 91.37% while the district's expectation is 97.5%.

**Need Statement 1 Areas:** Demographics - Student Learning

**Need Statement 3:** A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident.

**Data Analysis/Root Cause 3:** Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

**Need Statement 3 Areas:** Student Learning

**Need Statement 5:** The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels.

**Data Analysis/Root Cause 5:** The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations or collaborative planning.

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

**Need Statement 9:** Keller needs to improve the opportunities we have for parents to visit our campus allowing our students to showcase their work and talent.

**Data Analysis/Root Cause 9:** Most parent focused events conflict with parents schedules during the day.

**Need Statement 9 Areas:** Perceptions

**Need Statement 2:** Need for enrollment to increase. Enrollment at the end of 2022 school year was 540 students.

**Data Analysis/Root Cause 2:** Strong recruitment efforts are need to attain and retain students at our campus.

**Need Statement 2 Areas:** Demographics

**Need Statement 4:** A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year.

**Data Analysis/Root Cause 4:** Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

**Need Statement 4 Areas:** Student Learning

**Need Statement 6:** Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity.

**Data Analysis/Root Cause 6:** The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

**Need Statement 6 Areas:** School Processes & Programs

**Need Statement 8:** Need for more teacher sponsored extracurricular activities throughout the grade levels.

**Data Analysis/Root Cause 8:** Funding plays an instrumental part in the teacher's decision to sponsor a club or event.

**Need Statement 8 Areas:** Perceptions

**Need Statement 7:** The campus technology resource inventory is in need of replenishable Google Chromebooks for students and TV Panels for direct instruction

**Data Analysis/Root Cause 7:** The campus technology inventory is quickly deemed obsolete due to constant software updates. Devices have hard use and become in need of repair or replacement. New updates in curriculum have made Panels a stapled need in every class.

**Need Statement 7 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data



- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

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

#### **Employee Data**

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

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 1:** Keller student performance for all students, all grades, all subjects will exceed 2022 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, mathematics, science. by 5 percentage points.

El desempeño de los estudiantes de Keller para todos los estudiantes, todos los grados, todas las materias superará el rendimiento de 2021 STAAR por ciento se acerca al nivel de grado y STAAR Master al nivel de grado en lectura, escritura, matemáticas y ciencias. en 5 puntos porcentuales.

## HB3 Goal

**Evaluation Data Sources:** Students will increase Performance Standards status within Campus Six Weeks Tango-Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, CPALLs, MClass, and TPRI/Tejas Lee.

Los estudiantes aumentarán el estado de los Estándares de Desempeño dentro de los puntajes de la evaluación Tango-Trends de seis semanas del campus, las tasas de fluidez de seis semanas, los puntajes de referencia del distrito y las evaluaciones estatales, incluidos STAAR, CPALL, TPRI / Tejas Lee.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All PK-5 classrooms will specifically target the Texas Essential Knowledge and Skills (TEKS) to improve test scores utilizing the following strategies, programs and materials including collaborative planning: Response to Intervention (RTI), TLI, SIOP, language enrichment, phonological awareness, math manipulatives, scientific interactive journals, Neuhaus Multisensory Grammar, Writeable.</p> <p>Materials include: StemScopes core kits and replenishables, STAAR formatted materials to address the Reading and Math STAAR tested TEKS, STAAR Master, Rise and Shine, student remedial resources, classroom readers, picture books, manipulatives and general supplies.</p> <p>Duplicating paper will be purchased to duplicate supplemental resource materials for students. Toner for printers will be purchased to duplicate materials as well as the use of Media Services will be utilized for other duplicating services.</p> <p>Todos los salones de clases de PK-5 se enfocaran especificamente en los Conocimientos y Habilidades Esenciales de Texas (TEKS) para mejorar los puntajes de las pruebas utilizando las siguientes estrategias, programas y materiales que incluyen planificacion colaborativa, , Respuesta a la Intervencion (RTI), TLI, SIOP, enriquecimiento del lenguaje, fonologico conciencia, manipulativos matematicos, revistas cientificas interactivas, gramatica multisensorial de Neuhaus. Los materiales incluyen:LJCreate replenishables, StemScopes, Science and Writing, STAAR Success Reading and Writing, productos de Pearson, STAAR Master, Rise and Shine, libros de lectura, recursos de recuperacion para estudiantes, lectores para el aula, libros ilustrados, manipulativos EduSmart, Writeable, Legends of Learning, Discovery Education Experiencia y suministros en general. Se comprara papel duplicado para duplicar materiales de recursos complementarios para los estudiantes. Se comprara toner para impresoras para duplicar materiales y el uso de Media Services se utilizara para otros servicios de duplicacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks Report Cards, Standardized Scores,TELPAS, TPRI/TEJAS Lee, MClass, Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR.</p> <p>Boletas de calificaciones de seis semanas, puntajes estandarizados, TELPAS, TPRI/TEJAS Lee, puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluido STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Instructional Dean Teachers</p> <p>Principal, Asistente principal Decano de instruccion Profesores</p> <p><b>- Population:</b> GE,TI, MI,EB,LEP,SE,AR,GT,DYS <b>- Start Date:</b> August 16, 2022 <b>- End Date:</b> June 2, 2023</p> <p><b>Funding Sources:</b> Classroom General Supplies - 199 Local funds - 199-11-639-00143-Y-11-000-Y - \$1,048, Toner - 199 Local funds - 199-11-639-62143-Y-11-000-Y - \$3,000, Copy Paper - 199 Local funds - 199-11-6396-00143-Y-11-000-Y - \$1,000, Classroom General Supplies - 162 State Compensatory - 162-11-6399-00143-Y-30-000-Y - \$5,225, TONER - 211 Title I-A - 211-11-6399-62-143-Y-30-0F2-Y - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Implementation of RTI strategies through small group tutoring of TIER II and TIER III students in K-5 will be conducted to support academic growth and success in the academic core areas. RTI routines and focused strategy will also be incorporated within the teacher's daily lessons. Academic vocabulary, Language Enrichment, Multisensory Grammar, Fluency Readers and math manipulatives will support the curricular strategy. Professional development in Response to Interventions and time for collaboration will be provided.</p> <p>La implementacion de estrategias RTI a traves de tutoria en grupos pequenos de estudiantes de TIER II y TIER III en K-5 se llevara a cabo para apoyar el crecimiento academico y el exito en las areas centrales de los estudiantes de TIER II y TIER III. Las rutinas RTI tambien se incorporaran dentro de las lecciones diarias del maestro. Vocabulario academico, Tango - FCRR's y materiales de intervencion de Pearson actuaran como apoyos curriculares. Se proporcionara desarrollo profesional en las intervenciones y tiempo para la colaboracion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> BOY, MOY, EOY, Progress Monitoring, campus assessments, district benchmarks, TELPAS, STAAR</p> <p>BOY, MOY, EOY, seguimiento del progreso, evaluaciones del campus, puntos de referencia del distrito, STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Instructional Dean RTI Committee</p> <p>Principal, Asistente principal Decano de instruccion Comite de RTI</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p> <p><b>Funding Sources:</b> Tutorial - Extended Day - 162 State Compensatory - 162-11-6118-00-143-Y-30-000-Y - \$50,000, Tutorial SSI - 162 State Compensatory - 162-11-6118-00-143-Y-24-SSI-Y - \$5,320</p>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of all core areas. They will vertically plan with other grade levels to share student outcome expectations, teaching strategies and materials. Teachers and administration will need general supplies to and substitutes to facilitate the planning process.</p> <p>Teachers, administrators, counselors and support staff will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies to support instruction for teachers will be provided as needed.</p> <p>ELAR/SLAR TEKS Sharon Wells Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI)</p>		Formative			Summative
		Oct	Jan	Mar	May

CCRS (College and Career Readiness Standards)  
TPRI/Tejas Lee  
SIOP  
Language Enrichment

Los maestros y paraprofesionales nuevos y existentes tendran la oportunidad de crecer profesionalmente a traves de una planificacion de colaboracion del campus de 3 horas cada 3 semanas en el area de lectura y estudios sociales. y planificacion designada de matematicas y ciencias dos veces por semana. Los recursos de aprendizaje incluiran EduSmart, Legends of Learning, Discovery Education Experience. Los maestros y la administracion necesitara suministros generales y sustitutos para facilitar el proceso de planificacion.

Los maestros, administradores, consejeros y personal de apoyo tambien tendran la oportunidad de asistir y/o participar en conferencias locales/estatales, tutoria entre pares, talleres, reuniones de mantenimiento, etc. Se proporcionaran materiales y suministros para apoyar la instruccion de los maestros segun sea necesario.

TEMAS ELAR/SLAR

Pautas de Pre-Kindergarten

Centro para mejorar la preparacion de los ninos para el aprendizaje y la educacion (CIRCLE) PK

TLI (Sostenibilidad)

Respuesta a la Intervencion (RTI)

CCRS (Estandares de Preparacion Universitaria y Profesional)

TPRI/Tejas Lee

SIOP

**Milestone's/Strategy's Expected Results/Impact:** Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee and MClass.

Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee and MClass





**Staff Responsible for Monitoring:** Principal,  
Assistant Principal  
Instructional Dean

Principal,  
Asistente principal  
Decano de instruccion

- **Population:** GE, TI, MI, LEP, SE, AR, GT, DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

**Funding Sources:** General Supplies - 211 Title I-A - 211-23-6399-00-143-Y-30-0F2-Y, Substitute Teacher - 281 ESSER II Grant Funds - 281-11-6112-18-143-Y-24-0CG-Y, Professional Development Employee Travel - 211 Title I-A - 211-23-6411-23-Y-30-AYP-Y

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> PK-5 teachers will collect student writing samples throughout the school year. Journal writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. The RACE will be the focus strategy in all grade levels and support programs. Administration participates in review of writing journals to randomly review student progress and provide feedback to the student and teacher.</p> <p>Los maestros de PK-5 recolectaran muestras de escritura de los estudiantes durante el ano escolar. Se compilaran muestras de escritura para monitorear el progreso de los estudiantes para TELPAS, el progreso de los estudiantes y la alineacion del nivel de grado en todas las areas basicas.</p> <p>La administracion participa en la revision de los diarios de escritura para revisar al azar el progreso de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> CPalls, MClass,TPRI/Tejas Lee TELPAS STAAR</p> <p>CPalls, MClass,TPRI/Tejas Lee TELPAS STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean</p> <p>Principal Asistente principal Decano de instruccion</p> <p><b>- Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Extended Day and tutorial will target our At-Risk Population in Kinder - 5th Grades. This population of students will include our 5th grade SSI students. Extended Day Students will have essential resources to support the academic focus of the daily instructional strategies and campus will provide extra duty pay for employees. Supplemental resource materials will be reproduced at the media center so each student will have their own copy of various resources to enhance the daily classroom activities and raise students test scores.</p> <p>El dia extendido y la tutoria se enfocaran en nuestra poblacion en riesgo en Kindergarten - 5to grado. Esta poblacion de estudiantes incluire a nuestros estudiantes de SSI de quinto grado. Los estudiantes de dia extendido tendran recursos esenciales para apoyar el enfoque academico de las estrategias de instruccion diaria y el campus proporcionara pago de trabajo adicional para los empleados. Los materiales de recursos complementarios se reproduciran en el centro de medios para que cada estudiante tenga su propia copia de varios recursos para mejorar las actividades diarias del salon de clases y elevar los puntajes de los exámenes de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, MClass Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee, MClass</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> August 17, 2021 - <b>Revision Date:</b> June 22, 2022</p> <p><b>Funding Sources:</b> Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-143-Y-30-ASP-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>				

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 2:** Keller early childhood performance will increase by 5 percentage points over end-of-year 2021 results.

El rendimiento de la primera infancia de Keller aumentará en 5 puntos porcentuales con respecto a los resultados de fin de año 2021.

**Evaluation Data Sources:** TPRI, Tejas Lee, 3 Cheers, CPALLs, MClass and District Tango Trends Assessments.





TPRI, Tejas Lee, 3 Cheers, CPALLs, Evaluaciones de Tendencias del Tango del Distrito.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-K3-Kinder students will utilize the districts curriculum framework to integrate a cross-curricular program to focus on social emotional, language and communication, emergent literacy, math, science, social studies, arts, and technology (3 Cheers).</p> <p>Los estudiantes de Pre-K3-Kinder utilizarán el marco curricular del distrito para integrar un programa transversal para enfocarse en socioemocional, lenguaje y comunicación, alfabetización emergente, matemáticas, ciencias, estudios sociales, música y tecnología (3 Cheers) (Pearson) .</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> CPalls/MClass/TPRI Assessments Writing Samples TELPAS</p> <p>Evaluaciones CPM/TPRI Muestras de escritura TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean Early Childhood Teachers</p> <p>Principal Asistente principal Decano de instruccion Profesores de Primera Infancia</p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The early childhood program including PK 3 will be provided the full day in order to better prepare qualified students academically. Acquisition and use of knowledge and skills including early language/ communication and early literacy will be the focus to obtain specific domain end of year outcomes. The Pre-K program will target oral language and readiness skills. The program will utilize manipulatives such as counters, flash cards, board games, readers, crayons, paints, center activities and printables to facilitate the learning process.</p> <p>El programa de primera infancia, incluido PK 3, se brindara el dia completo para preparar mejor academicamente a los estudiantes calificados. El programa de Pre-K se enfocara en el lenguaje oral y las habilidades de preparacion. El programa utilizara manipulativos como contadores, tarjetas didacticas, juegos de mesa, arcilla, crayones, pinturas, actividades centrales e imprimibles para facilitar el proceso de aprendizaje.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> CPM/CPAlls Writing Samples TELPAS</p> <p>Evaluaciones CPM/CPAlls Muestras de escritura TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean Early Childhood Teachers</p> <p><b>- Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> PK-3 - Kinder teachers will vertically align the curriculum to ensure a high quality early childhood education program that targets TEA Pre-Kinder Domain Guidelines and TEKS. Alignment focus will include: oral vocabulary, phonological awareness, alphabet knowledge and mathematics.</p> <p>PK-3: los maestros de kinder alinearan verticalmente el plan de estudios para garantizar un programa de educacion infantil de alta calidad. El enfoque de alineacion incluirea: vocabulario oral, conciencia fonologica, conocimiento del alfabeto y matematicas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> MClass/CPalls Assessments Writing Samples TELPAS</p> <p>Evaluaciones MClass y CPalls Muestras de escritura TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean Early Childhood Teachers</p> <p>Principal Asistente principal Decano de instruccion Profesores de Primera Infancia</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Pre-Kinder - 3 year old program has a full day of school for all qualifying families (Open to all students).  Pre-Kinder - El programa de 3 anos tiene un dia completo de clases para todas las familias que califican (Abierto para todos). <b>Milestone's/Strategy's Expected Results/Impact:</b> Tasas mas altas de inscripcion en nuestros programas para la primera infancia. Datos listos para kinder <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  Principal Asistente principal Decano de Instruccion  <b>Population:</b> GE, TI, MI, LEP, SE, AR, GT, DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

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

El 80 % de los estudiantes estarán al nivel del grado dentro de 2 años y el 80 % estará al nivel del grado en todas las evaluaciones STAAR.

**Evaluation Data Sources:** Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee

Puntajes de evaluación de tendencias de seis semanas del campus, índices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Language Arts, Math and Science supplemental materials which target the state adopted TEKS and supplement the district curriculum will be purchased to support our campus hands on science initiative for PK- 5th grades every Tuesday. These materials will also enhance the general education and sup-pop classroom instruction : including special education, ELL, and Migrant. Purchase will improve STAAR, TELPAS and TPRI, CPALLS, and other tests. Materials include: EdSmart, Stemscope, LJCreate replenishables, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, Discover Education, STAAR Master, Rise and Shine, reading books, student remedial resources, classroom readers, picture books, manipulatives, RACE strategy focused materials and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Se compraran materiales complementarios de Artes del Lenguaje, Matematicas y Ciencias que se enfocan en los TEKS adoptados por el estado y complementan el plan de estudios del distrito para apoyar la iniciativa practica de ciencias de nuestro campus para los grados PK-5 todos los martes. Estos materiales tambien mejoraran la educacion general y la instruccion complementaria en el salon de clases: incluida la educacion especial, ELL y Migrante. La compra mejorara STAAR, TELPAS y TPRI, CPALLS y otras pruebas. Los materiales incluyen: LJCreate replenishables, Midiendo la lectura y las matematicas, Ciencias y escritura, STAAR Success Reading and Writing, materiales de HMH, STAAR Master, Rise and Shine, libros de lectura, recursos de recuperacion para estudiantes, lectores para el aula, libros ilustrados, manipulativos, centrado en el programa RACE materiales y suministros en general. Se comprara papel duplicado para duplicar materiales de recursos complementarios para los estudiantes. Los servicios multimedia se utilizaran para otros servicios de duplicacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, MClass, and TPRI/Tejas Lee</p> <p>Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, MClass y TPRI/Tejas Lee</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal Instructional Dean Classroom Teacher</p> <p>Director del plantel Asistente principal Decano de instruccion Maestro de la clase</p> <p><b>- Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All PK-5th Grade teachers and support staff will strengthen student reading performance, critical thinking skills, fluency, appreciation for literature through, AR, Read Aloud, SSR and web platforms . Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th grade students using the Renaissance STAR program to set the student's Reading AR Levels.</p> <p>All PK-5th Grade teachers and support staff will strengthen student reading performance, critical thinking skills, fluency, appreciation for literature through, AR, Read Aloud, SSR and web platforms . Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th grade students using the Renaissance STAR program to set the student's Reading AR Levels.</p> <p>Todos los maestros y el personal de apoyo de PK a 5.o grado fortaleceran el rendimiento de lectura de los estudiantes, las habilidades de pensamiento critico, la fluidez, el aprecio por la literatura a traves de AR, lectura en voz alta, SSR y plataformas web. El control de la fluidez se realiza diariamente y los informes de los maestros se envian a la administracion cada 3 semanas. El bibliotecario evaluara a los estudiantes de 1deg a 5deg grado utilizando el programa Renaissance STAR para establecer los niveles AR de lectura del estudiante.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, MClass and CPalls</p> <p>Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee, MClass y Cpalls</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal Instructional Dean Classroom Teacher</p> <p>Director Asistente principal Decano de instruccion Maestro de la clase</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 12, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Kinder - 5th Grade Students will use a designated science lab with all hands on materials and models for science theme and unit demonstrations and experiments. Students will have a set schedule to experience and practice working in a real science lab. The expectation is for 5th grade Science STAAR scores to improve by 10 points in 2022-2023 <b>Milestone's/Strategy's Expected Results/Impact:</b> The expectation is for 5th grade Science STAAR scores to improve by 10% in 2022-2023 <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean General Education Teacher  <b>Need Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	May

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 3 Need Statements:

School Processes & Programs
<b>Need Statement 1:</b> The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels. <b>Data Analysis/Root Cause:</b> The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations or collaborative planning.

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Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).





**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2022 participation.

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



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The music teacher will integrate the fine arts curriculum with activities that incorporate all areas of STAAR objectives including Reading, Math, Writing and Science through the use of technology including the use of reinforcement of the STAAR-Math objectives and experiment with patterns, numbers and ranges within a musical composition piece. STAAR-and TEKS objectives will be enhanced with different art activities incorporating reflections/atmosphere/ /rhythm theory and usage of instruments, vocabulary and music history to be able to introduce varied musical instruments, and develop quality musical performance pieces.</p> <p>El maestro de musica integrara el plan de estudios de bellas artes con actividades que incorporen todas las areas de los objetivos de STAAR, incluidas Lectura, Matematicas, Escritura y Ciencias mediante el uso de tecnologia, incluido el uso de refuerzo de los objetivos de STAAR-Matematicas y experimentar con patrones, numeros y rangos. dentro de una pieza de composicion musical. Los objetivos de STAAR y TEKS se mejoraran con diferentes actividades artisticas que incorporen reflexiones/atmosfera//teoria del ritmo y uso de instrumentos, vocabulario e historia de la musica para poder introducir instrumentos musicales variados y desarrollar piezas de interpretacion musical de calidad.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Student Yearly Average, Submittal and Placement of Competition Pieces, STAAR Assessments</p> <p>Estudiante promedio anual, Presentacion y Colocacion de Piezas a Competicion, Evaluaciones STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean Art Teacher Music Teacher</p> <p>Principal Asistente principal Decano de instruccion Profesor de arte Profesor de musica</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be encouraged to participate in UIL Art, Music, Destination Imagination and Dance Team. Students will participate at the local, district and state level (placement). Students will also support community events such as parades and festivals. Materials, resources for competition will be purchased to enhance competition opportunities.</p> <p>Se alentara a los estudiantes a participar en el equipo de arte, musica, imaginacion y danza de UIL. Los estudiantes participaran a nivel local, distrital y estatal (ubicacion). Los estudiantes tambien apoyaran eventos comunitarios como desfiles y festivales. Se compraran materiales, recursos para la competencia para mejorar las oportunidades de competencia.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Student Yearly Average, STAAR Assessments, Competition Acolades</p> <p>Estudiante promedio anual, Evaluaciones STAAR, Premios de la competencia</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor</p> <p>Maestros, Subdirector, Consejeros, Director, Decano de Instruccion Patrocinador extracurricular</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers and students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips.</p> <p>Los maestros y los estudiantes tendran la oportunidad de recaudar fondos y asistir a varias oportunidades de excursiones fuera de la escuela para mejorar aun mas los objetivos de aprendizaje en el aula, hacer conexiones mundanas con entidades comunitarias externas, mientras celebran los esfuerzos bien merecidos por los estudiantes con excursiones educativas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including,CPM, TPRI/Tejas Lee, MClass, TELPAS and STAAR.</p> <p>Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales que incluyen CPM, TPRI/Tejas Lee, MClass, TELPAS y STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor</p> <p>Maestros, Subdirector, Consejeros, Director, Decano de Instruccion Patrocinador extracurricular</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  0% No Progress           </div> <div>  100% Accomplished           </div> <div>  Continue/Modify           </div> <div>  Discontinue           </div> </div>				

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 5:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2022.

Habrà un aumento del 10% de padres involucrados en actividades de participación de padres en el campus/distrito a partir de 2022.

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

Completar la Lista de Verificación de Cumplimiento de la Participación de los Padres del Título I-A, CNA del Campus y Encuesta de Padres del Título I, Tasas de Asistencia a las Reuniones de Padres

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. The campus parental liaison will initiate the meetings and follow through with invitations, guest speakers, reservations, attaining supplies and other meeting requirements.</p> <p>Completar y difundir una Politica de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito/campus con la intencion de aumentar la participacion. Asegurese de que todos los padres, estudiantes y personal participen en la Encuesta de necesidades del campus. Difundir los convenios escuela-padres-estudiantes que indiquen las responsabilidades de cada grupo para garantizar el rendimiento de los estudiantes. El enlace de padres del campus iniciara las reuniones y dara seguimiento a las invitaciones, los oradores invitados, las reservas, la obtencion de suministros y otros requisitos de la reunion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Formativo: Documentacion del Encuentro de Padres. Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p>Principal Enlace de padres</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-61-6399-00-143-Y-30-0F2-Y, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Llevar a cabo una reunion anual de Titulo I para informar a los padres sobre los servicios proporcionados a traves de los fondos de Titulo I. Las reuniones seran seguidas por una Encuesta de Padres Titulo I anual para evaluar la efectividad de los esfuerzos de Participacion de los Padres del Distrito y/o del Campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Formativo: Documentacion del Encuentro de Padres.</p> <p>Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaisons</p> <p>Principal Enlace de padres</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.  Student Code of Conduct  Student-Parent-School Compact  Parental Involvement Policy  Emergency Operation Procedures  Volunteer Guidelines and Opportunities.</p> <p>Organice un dia de orientacion para padres para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la politica del distrito.  Codigo de Conducta Estudiantil  Pacto de Estudiante-Padre-Escuela  Politica de participacion de los padres  Procedimientos de operacion de emergencia  Directrices y oportunidades para voluntarios.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.</p> <p>Formativo: Politica de Participacion de los Padres, Pacto de los Padres. Documentacion de la reunion semanal.</p> <p>Sumativo: resultados de STAAR, indice de asistencia, referencias de disciplina y participacion de los padres, referencias de comportamiento de RTI, referencias de enfermeria, informes de disciplina de PEIMS.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators.  Parent Liaison</p> <p>Administradores de Campus.  Enlace de padres</p> <p>- <b>Population:</b> GE, TI, MI, LEP, SE, AR, GT, DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023  <b>Funding Sources:</b> Parent Meetings - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of		Formative			Summative
		Oct	Jan	Mar	May



what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed (Goal 1, 6, and 9 are translated into Spanish).

Los miembros del comite SBDM de Keller participan en una revision formativa de las estrategias CIP trimestralmente durante el ano. Las revisiones de las estrategias se realizan en cualquier momento que sea necesario, pero generalmente ocurren durante este proceso, ya que el SBDM analiza los datos formativos y las necesidades actuales de los maestros y los estudiantes. Durante cada revision, los miembros de SBDM analizan las estrategias en terminos de que progreso se ha logrado en la implementacion y el impacto que la estrategia esta teniendo en el rendimiento de los estudiantes. Las estrategias se pueden modificar, redirigir o discontinuar para que se aborden las necesidades del campus. El CIP de Keller esta disponible a pedido y se puede traducir al espanol si es necesario (Los objetivos 1, 6 y 9 estan traducidos al espanol).

**Milestone's/Strategy's Expected Results/Impact:** EXPECTED RESULTS OF SBDM

- \* Improved student performance
- \* Improved community involvement
- \* Clearly established accountability parameters
- \* Raised staff productivity and satisfaction
- \* Commitment to implementation of planning
- \* Increased flexibility at the campus level in the allocation and use of resources
- \* Coordination of regular and special programs

**RESULTADOS ESPERADOS DE SBDM**

- \* Mejor rendimiento de los estudiantes
- \* Mejora de la participacion de la comunidad
- \* Parametros de rendicion de cuentas claramente establecidos
- \* Aumento de la productividad y satisfaccion del personal.
- \* Compromiso con la ejecucion de la planificacion
- \* Mayor flexibilidad a nivel de campus en la asignacion y uso de recursos
- \* Coordinacion de programas regulares y especiales

**Staff Responsible for Monitoring:** Principal,  
Assistant Principal  
Dean of Instruction  
SBDM Members

Principal,  
Asistente principal  
Decano de Instruccion  
Miembros de SBDM

**Population:** GE, TI, MI, EB, LEP, SE, AR, GT, DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022



No Progress



Accomplished



Continue/Modify



Discontinue

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





Los estudiantes de BISD recibirán oportunidades educativas que producirán graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

**Performance Objective 6:** Implement programs with the effective and efficient use of 100% of available budgeted funds based on the needs assessment. Literacy will be enriched with the use of Library reading materials to promote and assist with student's reading comprehension and fluency.

Implementar programas con el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles con base en la evaluación de necesidades. La alfabetización se enriquecerá con el uso de materiales de lectura de la biblioteca para promover y ayudar con la comprensión y fluidez de lectura de los estudiantes.

**Evaluation Data Sources:** Accelerated Reading Percentages Report  
Daily Fluency Rates





Informe de porcentajes de lectura acelerada  
Tasas diarias de fluidez

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Library books to support social/emotional needs of all patrons; high demand books; updated books/series; language appropriate books for ELL students. comicplus ebooks, general supplies.</p> <p>Libros de la biblioteca para apoyar las necesidades sociales/emocionales de todos los usuarios; libros de alta demanda; libros/series actualizados; libros apropiados en el idioma para estudiantes ELL. ebooks de comicplus, suministros generales.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including,CPM, TPRI/Tejas Lee, MClass, TELPAS and STAAR.</p> <p>Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales que incluyen CPM, TPRI/Tejas Lee, MClass, TELPAS y STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Dean of Instruction</p> <p>Bibliotecario Decano de Instruccion</p> <p><b>Population:</b> GE,TI, MIEB, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023  <b>Funding Sources:</b> Reading Materials - 211 Title I-A - 281-6329-00-143-Y-99-OCG-Y, Reading Materials - 211 Title I-A - 197-12-6329-00-143-Y99-00, ComicPlus - 211 Title I-A - 197-12-6299-62-143-Y99-00, General Supplies - 211 Title I-A - 199-12-6399-00-143-Y99-00, Reading Materials - 281 ESSER II Grant Funds - 281-12-6329-00-143-Y-99-OCG-Y</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 1:** Keller will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Keller will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. A year long campaign will promote energy saving procedures from staff and students by utilizing memos, posters and classroom activities to act as lessons and practice reminders. <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. <b>Staff Responsible for Monitoring:</b> Administration Custodians  <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use). Proper custodial supplies such as labeled trashcans and blue trash bags are to be used to identify recycled items. <b>Milestone's/Strategy's Expected Results/Impact:</b> Lesson Plans Parent Meetings Recycling Pickup Calendar <b>Staff Responsible for Monitoring:</b> Administration Custodians  - <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023 <b>Funding Sources:</b> Custodial Supplies - 211 Title I-A - 211-51-00-143-Y-30-0F2-Y-30-0F2-Y	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will utilize available budgeted funds based on the Campus Needs Assessment. The campus will purchase based on needs addressed in the Campus Improvement Plans. Distribution of funds will be follow the financial purchasing policies. <b>Milestone's/Strategy's Expected Results/Impact:</b> Budget will be utilized fully based on the calendar for each funding source. All items, programs and learning supports will be purchased to address campus needs. <b>Staff Responsible for Monitoring:</b> Administration SBDM  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Grizzly Award-VIP Teachers - award based on academic performance. Fluency Banner-every six weeks the top fluency classroom in each grade level sports the Fluency Banner. Team Gold Award-All faculty and staff are recognized for academic efforts throughout the year. <b>Milestone's/Strategy's Expected Results/Impact:</b> Faculty and Staff retention. Higher percentage scores on CNA <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Counselor Librarian  <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will participate in collaborative gatherings to strive to create a sense of community and enhance a positive culture and climate within the administration, faculty and staff. <b>Milestone's/Strategy's Expected Results/Impact:</b> Faculty and staff retention. Higher percentage scores on CNA <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Counselor Lead Teachers  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
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<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 1:** Keller will provide Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events. Award ceremonies will be shared on Facetime for parents not able to attend.

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Keller will promote the history and origins along with current accomplishments weekly through the website and media venues. The campus will recognize students and campus activities utilizing the District's and Campus' Social Media platform as a way to reach out to our community and parents. <b>Milestone's/Strategy's Expected Results/Impact:</b> Weekly social media postings Brownsville Herald submissions and publications <b>Staff Responsible for Monitoring:</b> Administration Counselors Parent Liason  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Keller will focus on training and maintaining a welcoming reception for parents and community. The focus being on soft skills to encourage student recruitment and registration. <b>Milestone's/Strategy's Expected Results/Impact:</b> Higher recruitment and retainment of student enrollment. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Office Staff  <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2021	Formative			Summative
	Oct	Jan	Mar	May
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**Goal 4:** All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

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

**Evaluation Data Sources:** School calendar showing earlier start date.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will hold a Meet the Teacher Night prior to school start date. The campus will utilize the marquee to advertise and inform parents of registration opportunities. <b>Milestone's/Strategy's Expected Results/Impact:</b> Higher registration percentage.  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2022-2023 and will not be disproportionate for any population.

**Evaluation Data Sources:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

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

**Performance Objective 2:** Refine and implement all safety plans across for the campus to ensure students are safe in the event of a crisis.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for administrators and teachers: (a)to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b)assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. <b>Milestone's/Strategy's Expected Results/Impact:</b> Administrative walkthroughs, TTESS <b>Staff Responsible for Monitoring:</b> Administrators  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide professional development based on level of expertise and need in the following areas: a.)Bullying Prevention b.)Violence/conflict resolution c.)Recent drug use trends d.)Resiliency/Developmental Assets e.)Dating Violence f.)Signs of Child Abuse g.)Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. <b>Milestone's/Strategy's Expected Results/Impact:</b> Office Discipline Referrals, Parent-Teacher conferences, Behavior RTI referrals, PEIMS Discipline Data. <b>Staff Responsible for Monitoring:</b> Administrators,  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. <b>Milestone's/Strategy's Expected Results/Impact:</b> District Security Evaluations, District Safety Audits <b>Staff Responsible for Monitoring:</b> Principal Assistant Principals District Security BISD Police  <b>Population:</b> GE, RTI, MI, LEP, EB, SE, AR, GT, DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023		Formative			Summative
		Oct	Jan	Mar	May
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. <b>Milestone's/Strategy's Expected Results/Impact:</b> District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Parent Clerk, Counselors, BISD Police and Security Services  <b>Population:</b> GE, RTI, MI, LEP, EB, SE, AR, GT, DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023		Formative			Summative
		Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Administration will ensure that campus counselors provide individual counseling and group guidance to help students cope effectively with personal, social, academic, and family concerns. Counselors will use the social emotional learning strategies to address student's issues and concerns. <b>Milestone's/Strategy's Expected Results/Impact:</b> RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Keller Elementary will provide our staff with personal protective equipment in order to ensure the safety and general health of our students and employees. Items such as hand sanitizer, antibacterial wipes, masks and sanitizing spray will be purchased. <b>Milestone's/Strategy's Expected Results/Impact:</b> Reduced student and staff absences and reduced nurse's referrals. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal  <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022 <b>Funding Sources:</b> Personal Protective Equipment - PPE - 211 Title I-A - 211-11-6399-00-143-Y-30-0F2-Y	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, 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 Junta Directiva, en colaboracion con el personal del distrito, la administracion y los padres, brindara el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Cap. 4, Obj. 1)

**Performance Objective 1:** There will be a 10% increase of parents involved in campus/district parental involvement activities from 2021-2022.

Habra un aumento del 10% de padres involucrados en actividades de participacion de padres en el campus/distrito de 2021-2022.

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

Completar la Lista de Verificacion de Cumplimiento de la Participacion de los Padres del Titulo I-A, CNA del Campus y Encuesta de Padres del Titulo I, Tasas de Asistencia a las Reuniones de Padres

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. The campus parental liaison will initiate the meetings and follow through with invitations, guest speakers, reservations, attaining supplies and other meeting requirements.</p> <p>Completar y difundir una Politica de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito/campus con la intencion de aumentar la participacion. Asegurese de que todos los padres, estudiantes y personal participen en la Encuesta de necesidades del campus. Difundir los convenios escuela-padres-estudiantes que indiquen las responsabilidades de cada grupo para garantizar el rendimiento de los estudiantes. El enlace de padres del campus iniciara las reuniones y dara seguimiento a las invitaciones, los oradores invitados, las reservas, la obtencion de suministros y otros requisitos de la reunion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Formativo: Documentacion del Encuentro de Padres.</p> <p>Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaisons</p> <p>Principal Enlace de padres</p> <p>- <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p> <p><b>Funding Sources:</b> General Supplies - 211 Title I-A - 211-61-6399-00-143-Y-30-0F2-Y, Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-0F2-Y, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Llevar a cabo una reunion anual de Titulo I para informar a los padres sobre los servicios proporcionados a traves de los fondos de Titulo I. Las reuniones seran seguidas por una Encuesta de Padres Titulo I anual para evaluar la efectividad de los esfuerzos de Participacion de los Padres del Distrito y/o del Campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Formativo: Documentacion del Encuentro de Padres.</p> <p>Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaisons</p> <p>Principal Enlace de padres</p> <p>- <b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.  Student Code of Conduct  Student-Parent-School Compact  Parental Involvement Policy  Emergency Operation Procedures  Volunteer Guidelines and Opportunities.</p> <p>Organice un dia de orientacion para padres para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la politica del distrito.  Codigo de Conducta Estudiantil  Pacto de Estudiante-Padre-Escuela  Politica de participacion de los padres  Procedimientos de operacion de emergencia  Directrices y oportunidades para voluntarios.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.</p> <p>Formativo: Politica de Participacion de los Padres, Pacto de los Padres. Documentacion de la reunion semanal.</p> <p>Sumativo: resultados de STAAR, indice de asistencia, referencias de disciplina y participacion de los padres, referencias de comportamiento de RTI, referencias de enfermeria, informes de disciplina de PEIMS.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators.  Parent Liaison</p> <p>Administradores de Campus.  Enlaces de padres</p> <p>- <b>Population:</b> GE, RTI, MI, LEP, EB, SE, AR, GT, DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of		Formative			Summative
		Oct	Jan	Mar	May

what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed.

Los miembros del comite SBDM de Keller participan en una revision formativa de las estrategias CIP trimestralmente durante el ano. Las revisiones de las estrategias se realizan en cualquier momento que sea necesario, pero generalmente ocurren durante este proceso, ya que el SBDM analiza los datos formativos y las necesidades actuales de los maestros y los estudiantes. Durante cada revision, los miembros de SBDM analizan las estrategias en terminos de que progreso se ha logrado en la implementacion y el impacto que la estrategia esta teniendo en el rendimiento de los estudiantes. Las estrategias se pueden modificar, redirigir o descontinuar para que se aborden las necesidades del campus. El CIP de Keller esta disponible a pedido y se puede traducir al espanol si es necesario.

**Milestone's/Strategy's Expected Results/Impact:** EXPECTED RESULTS OF SBDM

- \* Improved student performance
- \* Improved community involvement
- \* Clearly established accountability parameters
- \* Raised staff productivity and satisfaction
- \* Commitment to implementation of planning
- \* Increased flexibility at the campus level in the allocation and use of resources
- \* Coordination of regular and special programs

**RESULTADOS ESPERADOS DE SBDM**

- \* Mejor rendimiento de los estudiantes
- \* Mejora de la participacion de la comunidad
- \* Parametros de rendicion de cuentas claramente establecidos
- \* Aumento de la productividad y satisfaccion del personal.
- \* Compromiso con la ejecucion de la planificacion
- \* Mayor flexibilidad a nivel de campus en la asignacion y uso de recursos
- \* Coordinacion de programas regulares y especiales

**Staff Responsible for Monitoring:** Principal,  
Assistant Principal  
Dean of Instruction  
SBDM Members

Principal,  
Asistente principal  
Decano de Instruccion  
Miembros de SBDM

**Population:** GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New and existing teachers and paraprofessionals will have the opportunity to grow professionally through a full day campus collaboration planning every 6 weeks in the core areas.. Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, team -leadership building, maintenance meetings, etc. Materials and supplies will be provided as needed. Materials and supplies to support virtual instruction for teachers will be provided as needed. Supplies will be geared toward facilitating the virtual experience for teachers such as wireless and mobile technological equipment.</p> <p>ELAR/SLAR TEKS Sharon Wells Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP Language Enrichment</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR,TPRI/Tejas Lee, MClass</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal Instructional Dean</p> <p><b>- Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 1:** 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 2021-2022. (Future Ready Curriculum, Instruction, and Assessment)

**Evaluation Data Sources:** EOY student grades, electronic portfolios, StarChart survey results, T-TESS, Professional Development System summary reports, fixed assets inventory expenditure reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware for computer/technology enhanced instruction as recommended by the adopted Innovation Strategies and Educational Technology Curriculum. The students will also develop projects or products that foster creativity, innovation, communication, collaboration and digital citizenship in all content areas. Computers, tablets, laptops, projectors, projector bulbs, document cameras, Cricket Silhouette, 75" panels/ PC Modules, and software licenses (i.e. Nearpod and STemScopes) will be purchased and used to assist teachers and students to improve academic performance in all core areas including STAAR scores.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Student Yearly Average, C&amp;I Internet Based Programs-Teacher Reports STAAR Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean</p> <p>- <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p> <p><b>Funding Sources:</b> Technology - 211 Title I-A - 211-11-6398-62-143-Y-30-0F2-Y - \$45,000, Technology - 211 Title I-A - 211-11-6399-00-143-Y-30-0F2-Y - \$9,609, Technology - 211 Title I-A - 211-11-6299-00-143-Y-30-0F2-Y - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our campus will implement a Blended Learning Curriculum in all Pre-Kinder classrooms. Each student will obtain an IPAD for performance based technological learning. This supplemental instruction device will be used to enhance the core curriculum. Learning and instructional apps will be utilized to correlate instruction with the State standards. Each device will include an IPAD cover and keyboard for better accessibility. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: CPalls, TELPAS <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean Librarian Pre-Kindergarten Grade Teachers  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will complete an annual School Technology and Readiness (STAR) Chart to access the campus technological needs. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: TPRI, TELPAS <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 2:** 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will provide options to learn any time of day, from home, school and/or community. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Instructional Observations and Progress Monitoring reports Summative: Decreased gaps on benchmark and state assessments <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 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:** Formative:  
technology class schedule, classroom observations

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Technological Infrastructure and computers for support services and administration are needed to prepare, review and monitor instructional programs at the campus and district level. Equipment will also assist with professional development for teachers and staff. Technology hardware should include Ipads, desktops, laptops, monitors, PC Panels, projector, printers, printer supplies, speakers and cameras. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations; progress monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023 <b>Funding Sources:</b> - 211 Title I-A - 211-23-6398-65-143-Y30-0F2-Y	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 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:** Formative Results:

Instructional Observations; usage  
monitoring reports

Summative Impact:

Updated policies and procedures

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Review of policy and guidelines, Revisions of procedures <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Assigned District Technology Specialist  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 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:** Collect listings of community based partnerships, Database of leaders in Educational Technology and campus partnership listing

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will develop a community out reach project to focus on new technologies within our local businesses and collaborate on a plan for presentations of workforce skills for all of our students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Committee reports Summative: Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Assigned District Technology Specialist  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

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

Future Ready Personalized Professional Learning

**Evaluation Data Sources:** Formative Results:  
Professional Development Reports  
Self seeking PD certifications  
Summative Impact:  
Decreased gaps on benchmarks and state assessments





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will participate in 12 hours of educational technology professional development hours per school year in adherence with the ISET guidelines. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Accumulation of PD Records for completed hours <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 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			
<b>Strategy 1:</b> Pre-Kinder - 5th grade students will practice technology skills with guided and independent lessons within the general education classroom. Students will use leveled technological skills to complete classroom assignments following the guidelines of the District's digital citizenship policy. In addition technology instruction will support students to increase performance in all core areas as well as standardized testing scores.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations; progress monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
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**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

**Performance Objective 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			
<b>Strategy 1:</b> Participate in district's Future Ready Framework Technology survey annually to provide district with input from the campus regarding the implementation of each Future Ready Gears targeting the development of lifelong skills. <b>Milestone's/Strategy's Expected Results/Impact:</b> Future Ready Framework Technology Survey <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction  <b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023	Formative			Summative
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**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 mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)

**Performance Objective 1:** Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Aumentar la tasa de asistencia general del campus al 96,8 % con un objetivo del 97,5 % para las escuelas primarias y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10 % con respecto a la asistencia del ano anterior.

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

Tasas de asistencia del distrito y del campus, asistencia de estudiantes en riesgo.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> 1) Implement campus attendance goals that addresses procedures, roles responsibilities and a formal written plant for Monitoring/management included in campus Improvement Plan Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>1) Implementar objetivos de asistencia en el campus que aborden procedimientos, roles, responsabilidades y una planta escrita formal para el seguimiento/gestion incluidos en el Plan de mejora del campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Attendance rates by six weeks, Attendance Management plans as needed by campus visitations by attendance office.</p> <p>Tasas de asistencia por seis semanas, planes de gestion de asistencia segun sea necesario por visitas al campus por parte de la oficina de asistencia.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p> <p>Asistente principal Directores PEIMS Supervisor Oficinistas de asistencia Enlaces de asistencia Oficina de asistencia Oficinista de entrada de datos</p> <p><b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2023</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will be informed and encouraged of the campus and district attendance policies. This includes the campus tardy policy. The tardy policy will communicate the importance of maximizing the instruction time in the classroom resulting in better student performance in campus, district and state assessments.</p> <p>Los padres seran informados y alentados sobre las politicas de asistencia del campus y del distrito. Esto incluye la politica de tardanzas del campus.</p> <p>La politica de tardanzas comunicara la importancia de maximizar el tiempo de instruccion en el salon de clases, lo que resultara en un mejor desempeno de los estudiantes en las evaluaciones del campus, el distrito y el estado.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Attendance rates will increase by six weeks. The expected result is to exceed the district's goal of 96% attendance.</p> <p>Las tasas de asistencia aumentaran en seis semanas. El resultado esperado es exceder la meta del distrito de 96% de asistencia.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principals PEIMS Classroom Teacher Supervisor Attendance Liaisons Attendance Office Data Entry Clerk</p> <p>Asistente principal Directores PEIMS Maestro de la clase Supervisor Enlaces de asistencia Oficina de asistencia Empleado de entrada de datos</p> <p><b>Population:</b> GE,TI, MI, LEP,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				



**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 través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)

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

Todos los campus desarrollarán estrategias de prevención e intervención que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 10 %.

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

Informes STAAR/EOC desagregados para estudiantes en riesgo.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Keller will implement tutorial during the week as well as scheduled Saturdays. The tutorial sessions will target kindergarten - 5th grades. Teachers will target low scoring TEKS to promote successful assessment outcomes.</p> <p>1) La Escuela Primaria Keller implementara tutorias y estrategias de remediacion en las materias basicas para los estudiantes en riesgo de reprobacion a fin de disminuir la tasa de retencion y mejorar el rendimiento de los estudiantes en 3.deg y 4.deg grado. Se implementaran tutoriales de SSI para los estudiantes de 5.o grado para cerrar la brecha de rendimiento dentro de los objetivos de TEKS y el rendimiento de STAAR. Las areas tematicas incluyen: Lectura, Escritura, Matematicas y Ciencias. Se compraran suministros generales para operar programas de dia extendido.</p> <p>Population: GE,RTI,EB, MI, LEP,SE,AR,GT,DYS</p> <p>Timeline: Aug 2022-June 2023</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR,T TELPAS, TPRI/Tejas Lee, MClass.</p> <p>Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee, TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Instructional Dean Counselors Classroom Teacher</p> <p>Principal Asistente principal Decano de instruccion Consejeros Maestro de la clase</p> <p><b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 17, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress         </div> <div>  Accomplished         </div> <div>  Continue/Modify         </div> <div>  Discontinue         </div> </div>				

**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 través de esfuerzos mejorados de prevención de la deserción escolar, todos los estudiantes permanecerán en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)





**Performance Objective 3:** 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 de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a través de la asistencia y el éxito de los estudiantes en su totalidad.

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

Informes STAAR/EOC desagregados para estudiantes en riesgo.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> School Nurse will provide health services and education for all students. Presentations will be provided throughout the school year, focusing on general health, hygiene and oral health care. Health care supplies are essential to providing adequate care for students on a daily basis. Covid testing will continue at no cost at each BISD campus.</p> <p>La enfermera escolar brindara servicios de salud y educacion para todos los estudiantes. Se proporcionaran presentaciones durante todo el ano escolar, enfocandose en la salud general, la higiene y el cuidado de la salud oral. Los suministros para el cuidado de la salud son esenciales para brindar una atencion adecuada a los estudiantes a diario.</p> <p>Population: GE,RTI, MI, LEP,EB,SE,AR,GT,DYS</p> <p>Timeline: Aug 2022-June 2023 CIP 9-3.1 CNA 7</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Higher Attendance Rate, Campus, District and State Assessments</p> <p>Mayor indice de asistencia, campus, distrito y evaluaciones estatales</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal School Nurse</p> <p>Principal Asistente principal Enfermera de la escuela</p> <p><b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Para promover y garantizar la condicion fisica, los estudiantes en los grados Pre K-5 recibiran actividad fisica de moderada a vigorosa todos los dias en educacion durante al menos 45 minutos al dia o un minimo de 135 minutos a la semana para que todos cumplan con el Proyecto de Ley del Senado 530 vigente 09/01/2007.</p> <p>Population: GE,RTI, MI, LEP,EB,SE,AR,GT,DYS</p> <p>Timeline: Aug 2022-June 2023</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Higher Attendance Rate, Campus, District and State Assessments</p> <p>Mayor indice de asistencia, campus, distrito y evaluaciones estatales</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Physical Education Teachers</p> <p>Principal Asistente principal Profesores de Educacion Fisica</p> <p><b>Population:</b> GE,RTI, MI, LEP,EB,SE,AR,GT,DYS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 2, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

# State Compensatory

## Budget for Keller Elementary

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 8

**Brief Description of SCE Services and/or Programs**

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## Personnel for Keller Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Delma A. Perez	Dean of Instruction	1
Eblen Garcia	FP Teacher Aide	1
Elizabeth Martinez	Pre-Kinder	1
Esmeralda Lozano	Dyslexia	1
Jesus Garza	Pre-Kinder Teacher	1
Maria Antonia Garcia Gonzalez	Pre-Kinder Teacher	1
Melva Garcia	Library Aide	1
Vacancy	Parent Liaison	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abel DeLeon	Class Reduction Teacher	Federal Programs	1.0
Eblen Garcia	Para-Professional	Federal Programs	1.0
Melva Garcia	Library Aide	Federal Programs	1.0
Pamela Gomez	Parent Liasion	Federal Programs	1.0

# 2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Paraprofessional	Liliana Cantu	Principal Secretary
Non-classroom Professional	Gabriel Gutierrez	Counselor
Classroom Teacher	Diana Mayorga	1st Grade Teacher
Classroom Teacher	Zandra Fernandez	2nd Grade Teacher
Classroom Teacher	Christina Solis	3rd Grade Teacher
Classroom Teacher	Mary Garcia	5th Grade Teacher
Classroom Teacher	Maria Antonia Gonzalez	Pre-Kinder Teacher
Classroom Teacher	Patricia Zamora	Kinder Teacher
Classroom Teacher	Alexia Garcia	Sped Ed Teacher
District-level Professional	Sandra Garcia	Curriculum Specialist
Parent	Vanessa Silva	Parent
Parent	Alma Rodriguez	Parent
Non-classroom Professional	Delma Perez	Meeting Facilitator
Administrator	Jessica Todd	Administrator
Classroom Teacher	Vacancy 2022	4th Grade Teacher



# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom General Supplies	199-11-639-00143-Y-11-000-Y	\$1,048.00
1	1	1	Toner	199-11-639-62143-Y-11-000-Y	\$3,000.00
1	1	1	Copy Paper	199-11-6396-00143-Y-11-000-Y	\$1,000.00
Sub-Total					\$5,048.00
Budgeted Fund Source Amount					\$26,468.00
+/- Difference					\$21,420.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom General Supplies	162-11-6399-00143-Y-30-000-Y	\$5,225.00
1	1	2	Tutorial SSI	162-11-6118-00-143-Y-24-SSI-Y	\$5,320.00
1	1	2	Tutorial - Extended Day	162-11-6118-00-143-Y-30-000-Y	\$50,000.00
Sub-Total					\$60,545.00
Budgeted Fund Source Amount					\$65,915.00
+/- Difference					\$5,370.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	TONER	211-11-6399-62-143-Y-30-0F2-Y	\$7,000.00
1	1	3	Professional Development Employee Travel	211-23-6411-23-Y-30-AYP-Y	\$0.00
1	1	3	General Supplies	211-23-6399-00-143-Y-30-0F2-Y	\$0.00
1	1	5	Professional Extra Duty Pay	211-11-6118-00-143-Y-30-ASP-Y	\$0.00
1	5	1	Employee Travel	211-61-6411-00-143-Y-30-0F2-Y	\$0.00
1	5	1	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	\$0.00
1	5	1	Misc. Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	\$0.00
1	5	3	Parent Meetings	211-61-6499-53-143-Y-30-0F2-Y	\$0.00
1	6	1	ComicPlus	197-12-6299-62-143-Y99-00	\$0.00
1	6	1	Reading Materials	197-12-6329-00-143-Y99-00	\$0.00
1	6	1	General Supplies	199-12-6399-00-143-Y99-00	\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Reading Materials	281-6329-00-143-Y-99-OCG-Y	\$0.00
2	1	2	Custodial Supplies	211-51-00-143-Y-30-0F2-Y-30-0F2-Y	\$0.00
5	2	6	Personal Protective Equipment - PPE	211-11-6399-00-143-Y-30-0F2-Y	\$0.00
6	1	1	Employee Travel	211-61-6411-00-143-Y-30-0F2-Y	\$0.00
6	1	1	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	\$0.00
6	1	1	Misc. Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	\$0.00
8	1	1	Technology	211-11-6299-00-143-Y-30-0F2-Y	\$4,000.00
8	1	1	Technology	211-11-6398-62-143-Y-30-0F2-Y	\$45,000.00
8	1	1	Technology	211-11-6399-00-143-Y-30-0F2-Y	\$9,609.00
8	3	1		211-23-6398-65-143-Y30-0F2-Y	\$0.00
Sub-Total					\$65,609.00
Budgeted Fund Source Amount					\$81,659.00
+/- Difference					\$16,050.00
Grand Total Budgeted					\$174,042.00
Grand Total Spent					\$131,202.00
+/- Difference					\$42,840.00

# Addendums

## **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: BROWNSVILLE ISD**

**Campus Name: KELLER EL**

**Campus Number: 031901143**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

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Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	54%	<b>53%</b>	-	52%	*	-	-	-	-	0%	*	52%	57%	55%	37%
	2019	76%	80%	<b>75%</b>	-	75%	-	-	-	-	-	63%	*	76%	63%	73%	71%
At Meets Grade Level or Above	2021	39%	21%	<b>24%</b>	-	24%	*	-	-	-	-	0%	*	23%	29%	20%	22%
	2019	45%	46%	<b>48%</b>	-	48%	-	-	-	-	-	50%	*	50%	25%	45%	44%
At Masters Grade Level	2021	19%	7%	<b>8%</b>	-	9%	*	-	-	-	-	0%	*	10%	0%	8%	4%
	2019	27%	26%	<b>31%</b>	-	31%	-	-	-	-	-	25%	*	33%	13%	27%	27%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	40%	<b>39%</b>	-	38%	*	-	-	-	-	0%	*	38%	43%	39%	26%
	2019	79%	85%	<b>88%</b>	-	88%	-	-	-	-	-	63%	*	89%	75%	86%	85%
At Meets Grade Level or Above	2021	31%	13%	<b>9%</b>	-	9%	*	-	-	-	-	0%	*	8%	14%	8%	7%
	2019	49%	56%	<b>62%</b>	-	62%	-	-	-	-	-	50%	*	64%	38%	58%	56%
At Masters Grade Level	2021	14%	4%	<b>0%</b>	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	25%	27%	<b>33%</b>	-	33%	-	-	-	-	-	50%	*	36%	13%	30%	27%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	55%	<b>41%</b>	-	40%	*	-	-	-	-	22%	-	43%	20%	35%	36%
	2019	75%	83%	<b>84%</b>	-	83%	*	-	-	-	-	80%	*	82%	100%	80%	77%
At Meets Grade Level or Above	2021	36%	27%	<b>24%</b>	-	23%	*	-	-	-	-	11%	-	26%	0%	22%	17%
	2019	44%	51%	<b>57%</b>	-	56%	*	-	-	-	-	20%	*	56%	63%	52%	46%
At Masters Grade Level	2021	17%	10%	<b>8%</b>	-	9%	*	-	-	-	-	0%	-	9%	0%	7%	8%
	2019	22%	23%	<b>27%</b>	-	26%	*	-	-	-	-	0%	*	27%	25%	26%	14%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	40%	<b>25%</b>	-	25%	*	-	-	-	-	20%	-	27%	0%	23%	19%
	2019	75%	82%	<b>81%</b>	-	81%	*	-	-	-	-	80%	*	82%	75%	80%	80%
At Meets Grade Level or Above	2021	36%	17%	<b>10%</b>	-	10%	*	-	-	-	-	10%	-	11%	0%	9%	5%
	2019	48%	53%	<b>47%</b>	-	46%	*	-	-	-	-	60%	*	48%	38%	46%	40%
At Masters Grade Level	2021	21%	8%	<b>3%</b>	-	3%	*	-	-	-	-	0%	-	4%	0%	4%	3%
	2019	28%	30%	<b>35%</b>	-	35%	*	-	-	-	-	60%	*	38%	13%	34%	29%
<b>Grade 4 Writing</b>																	

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	42%	<b>35%</b>	-	34%	*	-	-	-	-	20%	-	37%	17%	29%	24%
	2019	67%	78%	<b>84%</b>	-	83%	*	-	-	-	-	60%	*	85%	75%	82%	77%
At Meets Grade Level or Above	2021	27%	18%	<b>22%</b>	-	23%	*	-	-	-	-	20%	-	23%	17%	21%	14%
	2019	35%	44%	<b>53%</b>	-	53%	*	-	-	-	-	40%	*	55%	38%	49%	31%
At Masters Grade Level	2021	8%	4%	<b>2%</b>	-	2%	*	-	-	-	-	0%	-	2%	0%	0%	0%
	2019	11%	14%	<b>28%</b>	-	28%	*	-	-	-	-	20%	*	30%	13%	23%	11%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	71%	<b>67%</b>	-	67%	-	-	-	-	-	40%	-	69%	56%	68%	66%
	2019	86%	91%	<b>94%</b>	-	94%	-	-	-	-	-	56%	-	93%	100%	92%	90%
At Meets Grade Level or Above	2021	46%	39%	<b>28%</b>	-	28%	-	-	-	-	-	0%	-	31%	11%	23%	31%
	2019	54%	56%	<b>65%</b>	-	65%	-	-	-	-	-	44%	-	63%	88%	63%	52%
At Masters Grade Level	2021	30%	24%	<b>14%</b>	-	14%	-	-	-	-	-	0%	-	16%	0%	16%	21%
	2019	29%	28%	<b>36%</b>	-	36%	-	-	-	-	-	22%	-	36%	38%	34%	25%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	59%	<b>45%</b>	-	45%	-	-	-	-	-	*	-	49%	25%	46%	42%
	2019	90%	96%	<b>97%</b>	-	97%	-	-	-	-	-	78%	-	97%	100%	96%	96%
At Meets Grade Level or Above	2021	44%	32%	<b>20%</b>	-	20%	-	-	-	-	-	*	-	19%	25%	17%	19%
	2019	58%	70%	<b>74%</b>	-	74%	-	-	-	-	-	56%	-	75%	63%	71%	69%
At Masters Grade Level	2021	25%	14%	<b>5%</b>	-	5%	-	-	-	-	-	*	-	4%	13%	7%	4%
	2019	36%	46%	<b>49%</b>	-	49%	-	-	-	-	-	33%	-	49%	50%	46%	38%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	47%	<b>34%</b>	-	34%	-	-	-	-	-	*	-	36%	25%	30%	31%
	2019	75%	84%	<b>78%</b>	-	78%	-	-	-	-	-	44%	-	77%	88%	75%	64%
At Meets Grade Level or Above	2021	31%	17%	<b>8%</b>	-	8%	-	-	-	-	-	*	-	9%	0%	5%	8%
	2019	49%	60%	<b>52%</b>	-	52%	-	-	-	-	-	44%	-	51%	63%	50%	40%
At Masters Grade Level	2021	13%	6%	<b>2%</b>	-	2%	-	-	-	-	-	*	-	2%	0%	3%	4%
	2019	24%	28%	<b>26%</b>	-	26%	-	-	-	-	-	22%	-	24%	38%	24%	19%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	59%	<b>42%</b>	-	42%	50%	-	-	-	-	15%	33%	43%	33%	40%	34%
	2019	78%	81%	<b>85%</b>	-	85%	*	-	-	-	-	64%	86%	85%	84%	83%	80%

Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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At Meets Grade Level or Above	2021	41%	31%	<b>18%</b>	-	18%	13%	-	-	-	-	7%	0%	19%	13%	16%	15%
	2019	50%	52%	<b>58%</b>	-	57%	*	-	-	-	-	47%	57%	58%	52%	55%	48%
At Masters Grade Level	2021	18%	11%	<b>5%</b>	-	5%	0%	-	-	-	-	0%	0%	6%	2%	6%	5%
	2019	24%	23%	<b>34%</b>	-	33%	*	-	-	-	-	29%	14%	34%	25%	31%	24%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	63%	<b>53%</b>	-	53%	*	-	-	-	-	17%	*	54%	48%	52%	46%
	2019	75%	76%	<b>85%</b>	-	85%	*	-	-	-	-	64%	*	84%	88%	82%	80%
At Meets Grade Level or Above	2021	45%	38%	<b>25%</b>	-	25%	*	-	-	-	-	4%	*	26%	14%	22%	23%
	2019	48%	47%	<b>57%</b>	-	57%	*	-	-	-	-	41%	*	57%	58%	54%	48%
At Masters Grade Level	2021	18%	12%	<b>10%</b>	-	10%	*	-	-	-	-	0%	*	12%	0%	10%	11%
	2019	21%	18%	<b>32%</b>	-	31%	*	-	-	-	-	18%	*	32%	25%	29%	23%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	51%	<b>36%</b>	-	36%	*	-	-	-	-	14%	*	37%	25%	36%	28%
	2019	82%	86%	<b>89%</b>	-	89%	*	-	-	-	-	73%	*	90%	83%	88%	88%
At Meets Grade Level or Above	2021	37%	21%	<b>13%</b>	-	13%	*	-	-	-	-	5%	*	12%	15%	11%	10%
	2019	52%	57%	<b>62%</b>	-	62%	*	-	-	-	-	55%	*	63%	46%	59%	56%
At Masters Grade Level	2021	18%	7%	<b>3%</b>	-	3%	*	-	-	-	-	0%	*	3%	5%	4%	2%
	2019	26%	31%	<b>40%</b>	-	40%	*	-	-	-	-	45%	*	42%	25%	37%	31%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	51%	<b>35%</b>	-	34%	*	-	-	-	-	20%	-	37%	17%	29%	24%
	2019	68%	76%	<b>84%</b>	-	83%	*	-	-	-	-	60%	*	85%	75%	82%	77%
At Meets Grade Level or Above	2021	30%	23%	<b>22%</b>	-	23%	*	-	-	-	-	20%	-	23%	17%	21%	14%
	2019	38%	44%	<b>53%</b>	-	53%	*	-	-	-	-	40%	*	55%	38%	49%	31%
At Masters Grade Level	2021	9%	5%	<b>2%</b>	-	2%	*	-	-	-	-	0%	-	2%	0%	0%	0%
	2019	14%	15%	<b>28%</b>	-	28%	*	-	-	-	-	20%	*	30%	13%	23%	11%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	62%	<b>34%</b>	-	34%	-	-	-	-	-	*	-	36%	25%	30%	31%
	2019	81%	84%	<b>78%</b>	-	78%	-	-	-	-	-	44%	-	77%	88%	75%	64%
At Meets Grade Level or Above	2021	44%	31%	<b>8%</b>	-	8%	-	-	-	-	-	*	-	9%	0%	5%	8%
	2019	54%	55%	<b>52%</b>	-	52%	-	-	-	-	-	44%	-	51%	63%	50%	40%
At Masters Grade Level	2021	20%	10%	<b>2%</b>	-	2%	-	-	-	-	-	*	-	2%	0%	3%	4%
	2019	25%	21%	<b>26%</b>	-	26%	-	-	-	-	-	22%	-	24%	38%	24%	19%



- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency  
**2018-19 Progress (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>58</b>	-	58	*	-	-	-	-	70	*	58	64	59	59
	2018	63	65	<b>62</b>	-	62	-	-	-	-	-	100	-	63	55	61	63
Grade 4 Mathematics	2019	65	64	<b>60</b>	-	60	*	-	-	-	-	80	*	59	71	59	51
	2018	65	66	<b>49</b>	-	49	-	-	-	-	-	75	-	51	33	49	44
Grade 5 ELA/Reading	2019	81	78	<b>82</b>	-	82	-	-	-	-	-	50	-	81	100	80	79
	2018	80	81	<b>69</b>	-	69	-	-	-	-	-	50	-	66	100	70	68
Grade 5 Mathematics	2019	83	88	<b>94</b>	-	94	-	-	-	-	-	89	-	95	88	92	92
	2018	81	87	<b>85</b>	-	85	-	-	-	-	-	42	-	84	94	85	86
All Grades Both Subjects	2019	69	69	<b>75</b>	-	75	*	-	-	-	-	71	*	75	82	74	73
	2018	69	71	<b>66</b>	-	66	-	-	-	-	-	72	-	66	65	66	65
All Grades ELA/Reading	2019	68	67	<b>72</b>	-	72	*	-	-	-	-	57	*	71	83	70	70
	2018	69	69	<b>65</b>	-	65	-	-	-	-	-	81	-	65	74	65	65
All Grades Mathematics	2019	70	71	<b>79</b>	-	79	*	-	-	-	-	86	*	79	80	77	75
	2018	70	72	<b>66</b>	-	66	-	-	-	-	-	63	-	67	58	66	65

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

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	59%	<b>42%</b>	23%	23%	-	-	-	-	-	-	-	-	*	51%	22%	59%
	2019	78%	81%	<b>85%</b>	78%	78%	-	-	-	-	-	-	-	-	38%		77%	
At Meets Grade Level or Above	2021	41%	31%	<b>18%</b>	6%	6%	-	-	-	-	-	-	-	-	*	21%	5%	35%
	2019	50%	52%	<b>58%</b>	38%	38%	-	-	-	-	-	-	-	-	38%		38%	
At Masters Grade Level	2021	18%	11%	<b>5%</b>	1%	1%	-	-	-	-	-	-	-	-	*	5%	1%	15%
	2019	24%	23%	<b>34%</b>	17%	17%	-	-	-	-	-	-	-	-	0%		16%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	63%	<b>53%</b>	37%	37%	-	-	-	-	-	-	-	-	*	62%	37%	66%
	2019	75%	76%	<b>85%</b>	79%	79%	-	-	-	-	-	-	-	-	*		78%	
At Meets Grade Level or Above	2021	45%	38%	<b>25%</b>	10%	10%	-	-	-	-	-	-	-	-	*	27%	10%	52%
	2019	48%	47%	<b>57%</b>	37%	37%	-	-	-	-	-	-	-	-	*		37%	
At Masters Grade Level	2021	18%	12%	<b>10%</b>	0%	0%	-	-	-	-	-	-	-	-	*	10%	0%	34%
	2019	21%	18%	<b>32%</b>	15%	15%	-	-	-	-	-	-	-	-	*		15%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	51%	<b>36%</b>	15%	15%	-	-	-	-	-	-	-	-	*	45%	15%	57%
	2019	82%	86%	<b>89%</b>	87%	87%	-	-	-	-	-	-	-	-	*		85%	
At Meets Grade Level or Above	2021	37%	21%	<b>13%</b>	3%	3%	-	-	-	-	-	-	-	-	*	16%	3%	25%
	2019	52%	57%	<b>62%</b>	49%	49%	-	-	-	-	-	-	-	-	*		48%	
At Masters Grade Level	2021	18%	7%	<b>3%</b>	2%	2%	-	-	-	-	-	-	-	-	*	4%	2%	4%
	2019	26%	31%	<b>40%</b>	24%	24%	-	-	-	-	-	-	-	-	*		23%	
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	51%	<b>35%</b>	15%	15%	-	-	-	-	-	-	-	-	*	50%	15%	50%
	2019	68%	76%	<b>84%</b>	70%	70%	-	-	-	-	-	-	-	-	*		68%	
At Meets Grade Level or Above	2021	30%	23%	<b>22%</b>	4%	4%	-	-	-	-	-	-	-	-	*	35%	4%	40%
	2019	38%	44%	<b>53%</b>	9%	9%	-	-	-	-	-	-	-	-	*		12%	
At Masters Grade Level	2021	9%	5%	<b>2%</b>	0%	0%	-	-	-	-	-	-	-	-	*	4%	0%	0%
	2019	14%	15%	<b>28%</b>	0%	0%	-	-	-	-	-	-	-	-	*		0%	
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	62%	<b>34%</b>	7%	7%	-	-	-	-	-	-	-	-	-	37%	7%	58%
	2019	81%	84%	<b>78%</b>	59%	59%	-	-	-	-	-	-	-	-	-		59%	
At Meets Grade Level or Above	2021	44%	31%	<b>8%</b>	0%	0%	-	-	-	-	-	-	-	-	-	7%	0%	17%
	2019	54%	55%	<b>52%</b>	34%	34%	-	-	-	-	-	-	-	-	-		34%	
At Masters Grade Level	2021	20%	10%	<b>2%</b>	0%	0%	-	-	-	-	-	-	-	-	-	0%	0%	8%
	2019	25%	21%	<b>26%</b>	16%	16%	-	-	-	-	-	-	-	-	-		16%	

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

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	71%	<b>67%</b>	-	67%	100%	-	-	*	-	61%	100%	68%	59%	66%	73%
Included in Accountability	83%	67%	<b>65%</b>	-	65%	100%	-	-	*	-	59%	100%	66%	57%	64%	69%
Not Included in Accountability: Mobile	3%	1%	<b>0%</b>	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	3%	<b>2%</b>	-	2%	0%	-	-	*	-	2%	0%	2%	2%	2%	4%
Not Tested	12%	29%	<b>33%</b>	-	33%	0%	-	-	*	-	39%	0%	32%	41%	34%	27%
Absent	2%	0%	<b>0%</b>	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Other	10%	29%	<b>33%</b>	-	33%	0%	-	-	*	-	39%	0%	32%	41%	34%	27%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>93%</b>	-	93%	*	-	-	-	-	84%	64%	98%	65%	92%	93%
Not Included in Accountability: Mobile	4%	2%	<b>6%</b>	-	6%	*	-	-	-	-	12%	36%	2%	28%	6%	5%
Not Included in Accountability: Other Exclusions	1%	2%	<b>1%</b>	-	1%	*	-	-	-	-	4%	0%	0%	7%	1%	2%
Not Tested	1%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	98.4%	<b>99.0%</b>	-	99.0%	*	-	-	*	-	98.5%	99.0%	99.1%
2018-19	95.4%	95.0%	<b>96.4%</b>	-	96.4%	*	-	-	*	-	95.0%	96.2%	96.3%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	7.6%	<b>3.2%</b>	-	3.2%	*	-	-	*	-	8.1%	3.2%	1.2%
2018-19	11.4%	13.8%	<b>7.0%</b>	-	7.0%	*	-	-	*	-	10.5%	7.3%	5.3%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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



Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

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

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	537	100.0%	40,737	5,359,040	539	100.0%	40,765	5,371,586
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	1	0.2%	0.1%	0.4%
Pre-Kindergarten	71	13.2%	6.6%	3.7%	72	13.4%	6.6%	3.7%
Pre-Kindergarten: 3-year Old	16	3.0%	2.0%	0.5%				
Pre-Kindergarten: 4-year Old	55	10.2%	4.6%	3.2%				
Kindergarten	57	10.6%	6.1%	6.7%	57	10.6%	6.1%	6.7%
Grade 1	74	13.8%	6.3%	7.1%	74	13.7%	6.3%	7.1%
Grade 2	65	12.1%	6.4%	7.1%	65	12.1%	6.4%	7.1%
Grade 3	83	15.5%	6.6%	7.1%	83	15.4%	6.6%	7.1%
Grade 4	90	16.8%	6.9%	7.2%	90	16.7%	6.9%	7.2%
Grade 5	97	18.1%	6.9%	7.4%	97	18.0%	6.9%	7.4%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	7.3%	7.9%	0	0.0%	7.3%	7.9%
Grade 9	0	0.0%	8.3%	8.1%	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
<b>Ethnic Distribution:</b>								
African American	1	0.2%	0.1%	12.7%	1	0.2%	0.1%	12.7%
Hispanic	527	98.1%	98.5%	52.9%	529	98.1%	98.5%	52.9%
White	6	1.1%	1.1%	26.5%	6	1.1%	1.1%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.2%	4.7%	0	0.0%	0.2%	4.7%
Pacific Islander	3	0.6%	0.0%	0.2%	3	0.6%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
<b>Sex:</b>								
Female	245	45.6%	49.0%	48.9%	245	45.5%	49.0%	48.9%
Male	292	54.4%	51.0%	51.1%	294	54.5%	51.0%	51.1%
Economically Disadvantaged	418	77.8%	89.2%	60.3%	419	77.7%	89.2%	60.2%
Non-Educationally Disadvantaged	119	22.2%	10.8%	39.7%	120	22.3%	10.8%	39.8%
Section 504 Students	36	6.7%	9.2%	7.2%	36	6.7%	9.1%	7.2%
EB Students/EL	199	37.1%	35.7%	20.7%	199	36.9%	35.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.8%	1.2%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	33	6.1%	6.5%	4.5%	33	6.1%	6.5%	4.5%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	1.5%	1.1%	0	0.0%	1.5%	1.1%
Immigrant	3	0.6%	1.0%	2.0%	3	0.6%	1.0%	2.0%
Migrant	4	0.7%	1.1%	0.3%	4	0.7%	1.1%	0.3%
Title I	535	99.6%	99.0%	64.5%	537	99.6%	99.0%	64.5%
Military Connected	0	0.0%	0.5%	2.7%	0	0.0%	0.5%	2.7%
At-Risk	380	70.8%	69.9%	49.2%	380	70.5%	69.9%	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	191	35.6%	35.2%	21.0%	191	35.4%	35.2%	20.9%
Gifted and Talented Education	36	6.7%	11.4%	8.3%	36	6.7%	11.4%	8.3%
Special Education	67	12.5%	14.4%	11.1%	69	12.8%	14.5%	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	67							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	37.3%	54.6%	42.5%				
Students with Physical Disabilities	**	**	12.0%	21.3%				
Students with Autism	16	23.9%	11.7%	14.1%				
Students with Behavioral Disabilities	13	19.4%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	38	8.5%	12.0%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	38	8.5%	11.7%	7.1%				
White	0	0.0%	0.2%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	10	15.6%	15.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	16	9.8%	15.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	37	9.7%	12.3%	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	47	9.4%	11.3%	16.6%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	0.0%	1.2%	1.4%	0.0%	1.4%	4.8%
Grade 1	0.0%	3.7%	1.9%	0.0%	4.7%	3.2%
Grade 2	0.0%	1.2%	1.0%	7.7%	1.4%	1.4%
Grade 3	0.0%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	0.0%	0.4%	0.3%	0.0%	0.4%	0.4%
Grade 5	0.0%	0.2%	0.2%	12.5%	0.2%	0.3%
Grade 6	-	0.8%	0.2%	-	0.2%	0.3%
Grade 7	-	1.2%	0.3%	-	0.5%	0.3%
Grade 8	-	1.0%	0.2%	-	0.5%	0.4%
Grade 9	-	3.4%	4.7%	-	8.5%	7.8%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	16.5	18.4	17.7
Grade 1	20.7	16.3	18.0
Grade 2	18.5	18.0	18.0
Grade 3	19.4	18.7	18.2
Grade 4	16.7	20.8	18.3
Grade 5	20.0	21.1	19.8
Grade 6	-	23.3	19.4
<b>Secondary:</b>			
English/Language Arts	-	17.0	15.7
Foreign Languages	-	19.8	17.8
Mathematics	-	19.5	16.9
Science	-	20.4	17.9
Social Studies	-	20.1	18.3

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	54.7	100.0%	100.0%	100.0%
Professional Staff:	41.7	76.2%	56.9%	64.3%
Teachers	32.4	59.2%	43.9%	49.6%
Professional Support	6.3	11.5%	9.9%	10.6%
Campus Administration (School Leadership)	3.0	5.5%	2.8%	3.0%
Educational Aides:	13.0	23.8%	11.9%	10.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	58.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	148.0	13,211.0
Part-time Counselors	0.0	n/a	8.0	1,126.0
Total Minority Staff:	52.6	96.2%	94.5%	51.5%
<b>Teachers by Ethnicity:</b>				
African American	0.0	0.0%	0.3%	11.1%
Hispanic	29.4	90.7%	91.4%	28.4%
White	2.0	6.2%	7.9%	56.9%
American Indian	1.0	3.1%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	3.1	9.7%	31.1%	23.8%
Females	29.2	90.3%	68.9%	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	1.5%	1.2%
Bachelors	28.2	87.3%	79.9%	73.0%
Masters	4.1	12.7%	18.2%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	1.0	3.1%	1.9%	6.7%
1-5 Years Experience	0.0	0.0%	11.7%	27.8%
6-10 Years Experience	7.0	21.6%	17.5%	20.3%
11-20 Years Experience	19.1	59.1%	41.6%	29.1%
21-30 Years Experience	3.0	9.3%	21.9%	13.0%
Over 30 Years Experience	2.2	6.9%	5.5%	3.1%



Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	16.6	n/a	14.8	14.5

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	6.0	10.2	6.4
Average Years Experience of Principals with District	6.0	9.6	5.5
Average Years Experience of Assistant Principals	14.0	9.9	5.5
Average Years Experience of Assistant Principals with District	13.0	9.8	4.8
Average Years Experience of Teachers:	15.4	15.5	11.2
Average Years Experience of Teachers with District:	14.6	14.8	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$46,525	\$50,963	\$50,849
1-5 Years Experience	-	\$52,972	\$53,288
6-10 Years Experience	\$53,237	\$54,209	\$56,282
11-20 Years Experience	\$63,379	\$59,076	\$59,900
21-30 Years Experience	\$60,972	\$66,110	\$64,637
Over 30 Years Experience	\$71,827	\$72,850	\$69,974
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$61,029	\$59,653	\$57,641
Professional Support	\$79,839	\$74,973	\$68,030
Campus Administration (School Leadership)	\$93,534	\$96,265	\$83,424
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.7	5.2%	2.6%	6.2%
Career and Technical Education	0.0	0.0%	5.8%	5.1%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted and Talented Education	0.6	1.9%	0.6%	1.8%
Regular Education	27.1	83.8%	78.3%	71.0%
Special Education	3.0	9.2%	12.0%	9.4%
Other	0.0	0.0%	0.2%	3.6%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY**

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**

**(To open link in a new window, press the "Ctrl" key and click on the link.)**

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

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

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student’s educational opportunities; or

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

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

**Policy**

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

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
  - a. Interfere with a student's educational opportunities; or
  - b. Substantially disrupt the orderly operation of a class-room, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

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

**Internet Posting**

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

*Education Code 37.0832*

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**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.

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**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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

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(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>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.</p> <p>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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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.
<i>Discipline</i>	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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.
<b>Confidentiality</b>	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.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.



# Brownsville Independent School District

## District Improvement Plan

### 2021-2022

Accountability Rating: Not Rated: Declared State of Disaster



# Mission Statement

**Brownsville Independent School District will graduate students who are prepared to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources to ensure equitable opportunities for all students.**

## **BISD Board Goals and Priorities Revised April 2019**

- 1. Academic Excellence (provide additional support to increase student achievement in the district)**
- 2. College and Career Readiness**
- 3. Fiscal Management of all District Operations (Provide for a balanced budget with competitive employee compensation and benefits) and Maintain, Upgrade and Build New Facilities (Provide an environment conducive to improved and purposeful learning)**
- 4. Student Enrollment, Recruitment, and Retention (provide additional opportunities to recruit, retain, and engage students)**
- 5. Parent and Community Relations (Provide additional opportunities to recruit, retain, and engage parents and community members)**

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS (amended June 1, 2017)**

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

(b) The objectives of public education are:

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

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

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

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

## **THE STATE OF TEXAS PUBLIC EDUCATION GOALS (approved May 30, 1995)**

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

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

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

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

# Vision

## **Brownsville ISD Strategic Objectives from Five-year Strategic Plan:**

- All students will graduate.
- All students will meet and/or exceed state and national standards of achievement.
- All students will graduate college ready and prepared to excel in their respective career choices.
- All students will become productive, responsible and contributing members of society.

The objectives of Texas public education are (amended June 2017):

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

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

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

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

# Core Beliefs

## **Brownsville ISD Core Beliefs**

**We believe that:**

- **Everyone in our community has inherent values, talents, and strengths.**
- **High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success.**
- **Students are our number one resource.**
- **Academic success nurtures lifelong learning.**
- **Everyone flourishes in a safe and healthy educational environment.**
- **The success of each student, educator and family is vital for the future growth and sustainability of our community.**
- **The community and families share responsibility for the development and mentoring of our students.**

# Table of Contents

Comprehensive Needs Assessment	7
Needs Assessment Overview	7
Demographics	7
Student Learning	9
District Processes & Programs	12
Perceptions	14
Priority Need Statements	15
Comprehensive Needs Assessment Data Documentation	18
Goals	20
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).	21
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)	39
Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)	42
Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)	45
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	48
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)	56
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)	65
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)	77
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)	92
District Education Improvement Council 2021-2022	105
District Funding Summary	108
Addendums	113

# Comprehensive Needs Assessment

**Revised/Approved: April 19, 2021**

## Needs Assessment Overview

Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer in the Rio Grande Valley. Approximately 7,000 employees have accepted the challenge of serving a population of almost 46,000 students. BISD recognizes and addresses the unique cultural lifestyle of South Texas with a broad selection of academic activities and programs for all students.

These programs range from Early College High Schools to support programs for students with special needs. Limited English speaking students are served through the Bilingual or English as a Second Language program. There is the pride in the progress BISD has made in recent years with regard to state-mandated testing. Better scores have translated into more seniors fulfilling degree requirements and graduating career-ready and college-connected. Academically, both the Southern Association of Colleges and Schools and the Texas Education Agency have accredited Brownsville public schools.

Brownsville ISD is committed not only to working with students, but also with the community as well. The district supports Campus Care Centers to serve the unmet medical needs of school age children and adolescents. Because no student deserves to go through the school day hungry, BISD features Universal Feeding, Provision Two. This plan provides breakfast, lunch and supper, free of charge, to all students, regardless of income or ability to pay. Brownsville ISD uses these elements, and many more, to achieve its mission. Quality education cannot be a vague statement. It must be the challenge that encourages students and educators to be the very best that they can be every day.

# Demographics

## Demographics Summary

The Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer south of San Antonio, Texas. BISD has over 3,100 teachers and over 600 instructional aides providing instruction to our 42,989 students based on 2019-2020 TAPR data. BISD's student population is over 98% Hispanic, 89.5% economically disadvantaged, 36.1% English Learners (almost all Spanish), and has 67.8% of our students identified as At-Risk based on state criteria. BISD serves almost 10,000 students through Special Education, Dyslexia, and 504 services based on individual needs. Almost 90% of BISD teachers are Hispanic and 98% have at least a Bachelor's degree and are highly effective under the Every Student Succeeds Act (ESSA).

BISD is an integral part of the Brownsville community and refuses to allow the status of Brownsville as one of the poorest cities of its size in the United States to have a negative impact on the education of our students. BISD is very aware that we are no longer the only provider of education in Brownsville and continues to strive to ensure that we are still the "Best Choice" for local students. BISD offers universal feeding under Provision 2 for all students that includes breakfast, lunch and dinner as well as a summer feeding program. Our students are provided with health services at every campus that include periodic health screenings by the campus's licensed nurse or registered nurse.

## Demographics Strengths

Despite being a high poverty area (one of the poorest cities in the United States), Brownsville and the school district are respected for not "acting" poor. The district and community work diligently to make sure students come first and have a wide range of opportunities to use to advance out of poverty through education. Although the latest available data indicates that less than 25% of area adults have higher education degrees, BISD graduated over 90% of the students in the Class of 2019 within four years and over 95% of those graduated on the regular or advanced plans. Over 58% of the Graduating class of 2018 enrolled in a Texas Institution of Higher Education (TX IHE). Over 53% of BISD High School students completed dual credit courses in 2018-2019, well exceeding the state rate of 44.6%.

The BISD 2018-2019 ESSA Equity Plan Committee ranked campuses based on poverty levels and minority percentages. The committee examined the following campus data from 2016-2017 and 2017-2018: percentage of teachers with 0-2 years of experience, percentage of teachers teaching out of field based on emergency certifications, T-TESS Evaluations overall ratings, student attendance, all subject/all grade failure rates, all subject/all grade STAAR/EOC passing rates, and other area information. When comparing the top quartiles based on minority and/or poverty percentages, the committee did continue to find some gaps but noted that the district has significantly smaller gaps than the State of Texas.

The pre-kindergarten programs for three- and four-year-old students continues to expand, especially in offering full day programs at all BISD elementary campuses. In 2019-2020, the Extended Day Enrichment Program (EDEP) continued to be offered at all elementary campuses providing academic services along with supper to address the need of families to have a safe and educational setting for young children during the week. On average, over 3,400 students participate daily afterschool in this program throughout the school year in addition to the several thousand attending accelerated instruction to provide tutorials for struggling learners. Unfortunately, the program was not able to be continued due to the COVID-19 remote instruction; however, it is restarting for the 2021-2022 school year.



## **Need Statements Identifying Demographics Needs**

**Need Statement 1 (Prioritized):** Need to increase enrollment and reduce the number of students leaving the district at all grade levels. **Data Analysis/Root Cause:** District enrollment numbers have continued to decline over the past nine years and saw an increased decline during 2020-2021 due to COVID-19.

**Need Statement 2 (Prioritized):** Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** District attendance showed a continuing decline in student and teacher attendance during Fall 2019 but became a major challenge during 2020-2021 due to COVID-19 and remote instruction.

**Need Statement 3 (Prioritized):** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

**Need Statement 5 (Prioritized):** Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause:** District surveys and outreach from stakeholders continue to support this need.

# Student Learning

## Student Learning Summary

During the 2020-2021 school year, the Curriculum and Instruction Department provided support to district instructional staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health. Through the analysis of data using Tango software, Eduphoria, TEA summary reports, and various surveys, district and campus needs were identified and then ranked by the DEIC membership in April of 2021.

**BISD and Texas STAAR/EOC Data for 2017-2019 from TAPR Reports--no STAAR/EOC Data is available for Spring 2020 due to COVID 19 cancellation of State Assessments and Spring 2021 data is strongly impacted by COVID-19.**

STAAR Performance Rates	Year	BISD	Econ Disadv	EL (Current & Mon.)	Special Ed
All Grades All Subjects	2021	59%	56%	46%	26%
At Approaches Grade Level or Above	2019	81%	79%	74%	50%
	2018	78%	78%	61%	47%
	2017	76%	76%	60%	43%
At Meets Grade Level or Above	2021	31%	29%	19%	15%
	2019	52%	49%	41%	26%
	2018	49%	48%	24%	25%
	2017	45%	44%	24%	22%
At Masters Grade Level	2021	11%	9%	6%	6%
	2019	23%	21%	16%	11%
	2018	21%	20%	8%	10%
	2017	18%	17%	7%	8%

The entire BISD 2020 TAPR report is attached as an addendum to this plan. The 2021 TAPR is not yet available; however, BISD has conducted beginning of year TEA provided diagnostic assessments as well as offer additional assessments to use as baselines for instructional progress monitoring during this school year.

Preliminary 2021 TEA Report shows a 4-year Graduation Rate for the Class of 2020 of 93.8% which includes Emergent Bilingual rate of 89.8% and Special Education rate of 86.8%. 2021 Closing the Gaps status shows ALL populations strongly exceeded the state School Quality Status for students meeting CCMR but dropped below 2019 STAAR/EOC Meets performance for math and reading to miss most of the state targets. All of the domain preliminary information is attached as an addendum to this plan.

## Student Learning Strengths

A major factor contributing to district strengths before going to remote instruction was the on campus and in classroom professional development with supports. For the 2020-2021 school year, almost all supports and trainings were conducted virtually to support the remote instruction due to COVID-19. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments. Academic strengths for the 2020-2021 school year included:

1. Frequent virtual visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom instruction based on the diverse needs of the campus.
2. Collaboration of district and campus staff in analyzing of assessment data was critical to student outcome.
3. Expansion of early childhood programs
4. STEM curriculum required the implementation of project-based learning at all middle schools and introduced 6 cluster STEAM Academies at selected elementary campuses and continuation of the MIZ grant at participating campuses.
5. Co-curricular and extra-curricular activities such as History Fair, Science Fair, Destination Imagination, Brainsville, STEM activities, Coding, Career and Technical CTOs, and Fine Arts were offered to BISD students to help keep them engaged and be able to apply experiences beyond the classroom, campus and district were continued virtually and saw strong participation in most opportunities.

The District faculty and staff are excited that for the beginning of the current school year, over 90% of the students are coming in for face-to-face instruction. After the option for Remote Learning was offered to comply with Senate Bill 15, the district had over 3,600 applications for the 3,600 available slots. As of the middle of October 2021, a majority of the students who qualified have already returned to in-classroom instruction. This strongly indicates that all of the safety measures put in place and the effective instruction provided at campuses is appreciated by students and parents. This district is confident that ALL students will show significant growth this year and exceed prior high achievement levels in the next few years.

### Need Statements Identifying Student Learning Needs

**Need Statement 1 (Prioritized):** Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students. 2021 data indicates that the greatest drop was for mathematics but ELAR data is also significantly below 2019.

**Need Statement 2 (Prioritized):** Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

**Need Statement 3 (Prioritized):** Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

**Need Statement 4 (Prioritized):** Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

**Need Statement 5 (Prioritized):** Need to increase STEM/STEAM-related instruction, resources, and student opportunities 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.

**Need Statement 6 (Prioritized):** Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

**Need Statement 7 (Prioritized):** Need to increase availability of quality technology, software, and internet access for students, faculty, staff, and parents. **Data Analysis/Root Cause:** District surveys, DEIC membership input, and informal feedback all support the need, especially with the implementation of Schoology as the primary district Learning Management system.

**Need Statement 8 (Prioritized):** Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

**Need Statement 9 (Prioritized):** Need to increase availability of personalized professional learning for faculty, staff, administration and parents. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

**Need Statement 10 (Prioritized):** Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

**Need Statement 11 (Prioritized):** Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

# District Processes & Programs

## District Processes & Programs Summary

The BISD Board of Trustees approved the district and campus early childhood and college/career readiness goals in Spring 2020 and updated them in early 2021 to monitor progress over the next five years. All campus and district staff collaborate to insure the students have access to all needed resources and supports to be academically successful and be prepared to graduate and enter college and/or pursue a career.

BISD has continued restructuring and relocating of departments over the past few years to strengthen the communication and collaboration between and among related departments and programs. Beginning with the 2021-2022 school year, area administrators started working with horizontal clusters instead of vertical clusters as was the format since January 2019. The Assistant Superintendents for the two elementary clusters, the middle school cluster and the high school cluster work closely to support vertical alignment for supports under the Deputy Superintendent for Curriculum, Instruction and Human Resources.

In the Curriculum Department, each respective content area developed, implemented, and monitored district frameworks that reflected research-based strategies and best practices. All core content areas conducted grade-level, department, chairperson meetings, content clinics, and on-campus/in-classroom professional development. Since March 2020, more sessions have been conducted virtually but starting the Fall of 2021, the majority are returning to in-person sessions. Core content trainings for the beginning of Fall 2021 have focused on needed professional development supporting the implementation of ESSER III funded instructional resources and software as well as the implementation of the activities to address House Bill 4545 and Senate Bill 15 requirements.

## District Processes & Programs Strengths

Brownsville ISD has been successful in the past improving its implementation of a wide-range of academic programs and providing supports through a number of programs including Special Education, Bilingual/ESL, Dyslexia, 504, At-Risk, Migrant, Early College High School/Dual Enrollment, and Career and Technical Education (CTE) including P-TECH programs. District departments provide funds and personnel supports to students and campuses. Curriculum area departments have staff that go on to campuses and into classrooms to conduct walkthroughs and observations. Using information from these practices and other available data, staff conduct professional development activities including synchronous and asynchronous trainings, modeling, coaching, and more. The BISD plan for the usage of ESSER II and III funding focuses on providing instructional materials, software, and training to address the learning gaps. In addition, the district is addressing the required accelerated instruction requirements from House Bill 4545 and the remote learning components of Senate Bill 15. We are confident that these supports and interventions will rapidly bring student performance back to pre-pandemic levels.

The BISD Guidance and Counseling services include supports for high school students to be strong academically as well as socially and emotionally. Using ESSER III funding, BISD is implementing SEL supports PK-12 in weekly instruction using APEX Learning for secondary students and Quaver SEL for elementary students. BISD has a strong Police and Security Services Department that supports safety around the district with officers as well as planning and, if needed, implementation of Emergency Operation Plans. BISD's Health Services Department staff have been extremely accomplished at screening for health concerns for all students including the COVID-19 rapid testing. The district also implements a very successful Fine Arts program offering Band, Choir, Visual Arts, Dance, and Estudiantina programs at many grade levels. Physical Education and sports are also a major programmatic component providing options for students to improve their health and well-being. Our students continue to excel in a very wide range of co-curricular and extra-curricular programs and competitions. Although the COVID-19 pandemic caused a halt to many competitions, the district believes that these are important opportunities for our students and welcomes the modified competitions that are available for students.

The Parent and Family Engagement Department offers supports for parents and other stakeholders including training opportunities, volunteer opportunities, and community engagement sessions. The Migrant program implements the CAMP programs for identified students and conducts all federal required activities. The Migrant Program action plan can be found as an addendum to the district plan.

Federal and State funds are used to address specific needs and provide supplemental resources and supports from pre-kindergarten through Grade 12. The funding and curricular

program departments collaborate and coordinate available funds to ensure equity of access for all learners but especially struggling learners.

### **Need Statements Identifying District Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Need to increase availability of quality technology, software, and internet access for students, faculty, staff, and parents. **Data Analysis/Root Cause:** District surveys, DEIC membership input, and informal feedback all support the need, especially with the implementation of Schoology as the primary district Learning Management system.

**Need Statement 2 (Prioritized):** Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

**Need Statement 3 (Prioritized):** Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

**Need Statement 4 (Prioritized):** Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

**Need Statement 5 (Prioritized):** Need to increase availability of personalized professional learning for faculty, staff, administration and parents. **Data Analysis/Root Cause:** District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

**Need Statement 6 (Prioritized):** Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

**Need Statement 7 (Prioritized):** Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs 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 8 (Prioritized):** Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. **Data Analysis/Root Cause:** District surveys and outreach from stakeholders continue to support this need.

**Need Statement 9 (Prioritized):** Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

**Need Statement 10 (Prioritized):** Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges including those resulting from COVID 19. **Data Analysis/Root Cause:** Local, County, State and Federal guidelines and requirements.

**Need Statement 11 (Prioritized):** Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLOs), and improve instructional staff evaluation calibration district-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, training, calibration and other activities.

**Need Statement 12 (Prioritized):** Need to increase effective communication, marketing, and outreach to community stakeholders through paper, TV, social media, and other available means. **Data Analysis/Root Cause:** District surveys of needs and board directives support this as a priority need.

# Perceptions

## Perceptions Summary

Overall, while the district continues to be considered as the “Best Choice” by many parents and guardians, the continued decreases in enrollment have been interpreted by the BISD Board of Trustees as indicating a need to do more to market the district and highlight the significant recognitions garnered by students, campuses, and programs.

Data sources included in this summary are the BISD District compilations of Parent, Staff, and Student Campus Needs Assessment Surveys for 2018-2019 through 2020-2021. BISD’s Parent Surveys for 2019-2020 had 3,415 respondents for both Elementary and Secondary (about 1,061 less than Spring 2019 participation, some campuses were not completed due to COVID-19) with 62% responding in English and 38% responding in Spanish for Elementary (same percentage as in 2018-2019) and with 58% responding in English and 42% responding in Spanish for Secondary (1% increase in English and 1% decrease in Spanish from last year).

## Perceptions Strengths

The BISD Parent Survey indicators showed that parents were slightly less satisfied overall (under 80% for 2019 versus over 80% combining "strongly agree" and "agree" for the prior year) with the special program instruction provided while over 91% were in agreement that the regular education program "does a good job of educating students." Over 98% of parents agree that BISD teachers expect their children to do their very best. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 65% (95% agreed) of all parents strongly agreed that they feel welcomed at their child's school. The Parental Involvement Department has identified the following as areas of strength:

1. Increased District parent participation at all levels
2. Combined strongly agree and agree statements are in the 95% range for parental support of schools and activities.
3. Over 1,800 informational parent meetings/trainings were conducted at the Campus and District level

Student survey data showed over 82% of the 10,205 elementary students who responded agree that they "Look forward to going to school each day." There was an increase from 72% of the 6,217 middle school students agreed with the statement in 2018 to 79% of the 7,569 students in 2019. In 2018, 66% of the 7,102 high school students agreed they looked forward to coming to school but this dropped slightly to 63% for 2019 of the 8,384 respondents. In response to "I think this is a good school," 78% of middle school agreed in 2018 up to 83% for 2019 while 80% of the high school students agree with the statement in 2018 dropped to slightly to 79%.

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** District attendance showed a continuing decline in student and teacher attendance during Fall 2019 but became a major challenge during 2020-2021 due to COVID-19 and remote instruction.

**Need Statement 2 (Prioritized):** Need to increase effective communication, marketing, and outreach to community stakeholders through paper, TV, social media, and other available means. **Data Analysis/Root Cause:** District surveys of needs and board directives support this as a priority need.

**Need Statement 3 (Prioritized):** Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. **Data Analysis/Root Cause:** Disciplinary data continues to indicate disproportionality, especially for secondary students.

# Priority Need Statements

**Need Statement 2:** Need to increase enrollment and reduce the number of students leaving the district at all grade levels.

**Data Analysis/Root Cause 2:** District enrollment numbers have continued to decline over the past nine years and saw an increased decline during 2020-2021 due to COVID-19.

**Need Statement 2 Areas:** Demographics

**Need Statement 3:** Need to increase attendance for students and teachers and improve school climate.

**Data Analysis/Root Cause 3:** District attendance showed a continuing decline in student and teacher attendance during Fall 2019 but became a major challenge during 2020-2021 due to COVID-19 and remote instruction.

**Need Statement 3 Areas:** Demographics - Perceptions

**Need Statement 1:** Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum.

**Data Analysis/Root Cause 1:** 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students. 2021 data indicates that the greatest drop was for mathematics but ELAR data is also significantly below 2019.

**Need Statement 1 Areas:** Student Learning

**Need Statement 5:** Need to increase availability of quality technology, software, and internet access for students, faculty, staff, and parents.

**Data Analysis/Root Cause 5:** District surveys, DEIC membership input, and informal feedback all support the need, especially with the implementation of Schoology as the primary district Learning Management system.

**Need Statement 5 Areas:** Student Learning - District Processes & Programs

**Need Statement 6:** Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate.

**Data Analysis/Root Cause 6:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

**Need Statement 6 Areas:** Student Learning - District Processes & Programs

**Need Statement 4:** Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations.

**Data Analysis/Root Cause 4:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

**Need Statement 4 Areas:** Student Learning

**Need Statement 12:** Need to increase effective communication, marketing, and outreach to community stakeholders through paper, TV, social media, and other available means.

**Data Analysis/Root Cause 12:** District surveys of needs and board directives support this as a priority need.

**Need Statement 12 Areas:** District Processes & Programs - Perceptions



**Need Statement 8:** Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

**Data Analysis/Root Cause 8:** Additional state requirements and district student and employee data indicate need.

**Need Statement 8 Areas:** Demographics - District Processes & Programs

**Need Statement 7:** Need to increase availability and supports for the primary district instructional models and platforms for online, at-home, hybrid, blended, and/or face-to-face instruction.

**Data Analysis/Root Cause 7:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

**Need Statement 7 Areas:** Student Learning - District Processes & Programs

**Need Statement 10:** Need to increase supplemental services for struggling and highly able learners using appropriate services.

**Data Analysis/Root Cause 10:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

**Need Statement 10 Areas:** Student Learning

**Need Statement 17:** Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.

**Data Analysis/Root Cause 17:** Disciplinary data continues to indicate disproportionality , especially for secondary students.

**Need Statement 17 Areas:** District Processes & Programs - Perceptions

**Need Statement 11:** Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas).

**Data Analysis/Root Cause 11:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

**Need Statement 11 Areas:** Student Learning

**Need Statement 16:** Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources.

**Data Analysis/Root Cause 16:** District surveys and outreach from stakeholders continue to support this need.

**Need Statement 16 Areas:** Demographics - District Processes & Programs

**Need Statement 14:** Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels.

**Data Analysis/Root Cause 14:** Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

**Need Statement 14 Areas:** Student Learning

**Need Statement 9:** Need to increase availability of personalized professional learning for faculty, staff, administration and parents.

**Data Analysis/Root Cause 9:** District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

**Need Statement 9 Areas:** Student Learning - District Processes & Programs

**Need Statement 13:** Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements.

**Data Analysis/Root Cause 13:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

**Need Statement 13 Areas:** Student Learning - District Processes & Programs

**Need Statement 18:** Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders.

**Data Analysis/Root Cause 18:** Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

**Need Statement 18 Areas:** Student Learning

**Need Statement 15:** Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas.

**Data Analysis/Root Cause 15:** Stipends and Extra-duty funds are a programmatic strength and will continue under the 2021-2022 Compensation Plan.

**Need Statement 15 Areas:** District Processes & Programs

**Need Statement 19:** Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges including those resulting from COVID 19.

**Data Analysis/Root Cause 19:** Local, County, State and Federal guidelines and requirements.

**Need Statement 19 Areas:** District Processes & Programs

**Need Statement 20:** Need to implement the Teacher Incentive Allotment plans for district teachers, support stronger implementation of T-TESS and Student Learning Objectives (SLOs), and improve instructional staff evaluation calibration district-wide.

**Data Analysis/Root Cause 20:** All teachers at all schools will be eligible for data capture in 2021-2022 and the plan requires data analysis for skews, training, calibration and other activities.

**Need Statement 20 Areas:** District Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Targeted support Identification data
- Accountability Distinction Designations
- RDA data

## Student Data: Assessments

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

## Student Data: Student Groups

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

## Student Data: Behavior and Other Indicators

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

- Discipline records
- Class size averages by grade and subject

#### **Employee Data**

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

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

**Revised/Approved: May 17, 2021**

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


**Performance Objective 1:** BISD student performance for all students, all grades, all subjects will exceed 2019 STAAR/EOC Approaches, Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points over 2019 results.


**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR/EOC CPALLS, TELPAS and other EOY performance reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>Elementary: Language Enrichment, Envision, Coding Initiative programs, The Writers' Academy, TANGO Trends software (PK-8), Sharon Wells Math (2-5), and ESSER III funded programs.</p> <p>Secondary: LUCHA Program, STEM/STAMP, Edgenuity, Rosetta Stone, Defined Learning (STEM)</p> <p>K-12: Eduphoria AWARE, ELLEVATION, Mind Play, EL Writing Portfolios (including digital portfolios), Balanced Literacy Model, Pearson Math, Write for Success, TLI Cognitive Routines/Strategies, Inclusion (co-teach) Model, Dyslexia Lab, Texas Gateways, Adaptive Curriculum, EduSmart, Forethought, Google Classroom, SeeSaw, and Schoology</p> <p>Revised 8-9-2021 and 10-18-2021</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: District Benchmark data (Fall and Spring), State Assessment data, pass/fail rates Summative Impact: +The district will show a 3 point increase in the number of students over the 2019 passing standard on the district-developed assessments and the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents C&amp;I Administrators, and Specialists/Lead Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>Results Driven Accountability - Equity Plan - Population:</b> All student groups - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 - <b>Revision Date:</b> October 18, 2021</p> <p><b>Need Statements:</b> Student Learning 1, 2, 7, 10 - District Processes &amp; Programs 1, 6</p> <p><b>Funding Sources:</b> C&amp;I Curriculum Extra Duty pay - 211 Title I-A - \$65,000, Software/Contracts for Curriculum - 162 State Compensatory - 162-13-6299 - \$450,000, Curriculum Supplies and Materials--Secondary - 211 Title I-A - 211-13-6399 - \$10,000, Professional extra duty and fringe - 162 State Compensatory - 162-13-6118-6146 - \$25,000, Curriculum Supplies and Materials--Elementary - 211 Title I-A - \$32,780, Supplemental Software and Resources - 282 ESSER III Grant Funds - \$2,000,000</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs every six weeks.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, 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.  <b>Staff Responsible for Monitoring:</b> C&I Administrators Dyslexia/504 Department  <b>Title I Schoolwide Elements: 2.6 - Results Driven Accountability - Population:</b> Students identified for support services - <b>Start Date:</b> August 16, 2021 - <b>End Date:</b> June 3, 2022 <b>Need Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> - 199 Local funds, - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels especially for students and teachers for these students in core content areas, Bilingual, Special Education, and CTE.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks  Summative: +The district will have a 3 percentage point increase in the number of students who attain Meets Grade Level and Masters Grade Level performance.  <b>Staff Responsible for Monitoring:</b> C&I Administrators Specialists/Lead Teachers Assistant Superintendents  <b>Title I Schoolwide Elements: 2.4 - Results Driven Accountability - Population:</b> Struggling learners and teachers - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Student Learning 1, 2, 3 <b>Funding Sources:</b> ESF-Focused Grant funding (funds also allocated in Campus TIPs) - 211 ESF-Focused Grant (211-ESF) - various - \$1,528,083, Curriculum Supplies and materials - 211 Title I-A - 211-13-6399 - \$112,930, Curriculum Supplies and materials - 162 State Compensatory - 162-13-6395-6399 - \$43,625, Tango Software Contract - 162 State Compensatory - \$221,050, Curriculum Writing/Revising - 162 State Compensatory - 192-13-6118	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, C-PALLS BOY and MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: +T-TESS summative evaluation data +5% Improvement on State Assessments including STAAR, TPRI/Tejas Lee, C-PALLS EOY, TERRA NOVA Test Results <b>Staff Responsible for Monitoring:</b> Human Resources Administration, Federal Programs Administrators, Principals  <b>Title I Schoolwide Elements: 2.6 - Population:</b> Students Grades PK3-12 - <b>Start Date:</b> August 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A) and provide stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A). <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports Summative: T-TESS or Job Description/ Evaluation summative reports increase 3 percentage point improvement on State Assessments including STAAR, TPRI/Tejas Lee, C-PALLS and TERRA NOVA Test Results for supported students. <b>Staff Responsible for Monitoring:</b> Human Resources Administrators Special Programs Administrators Principals  <b>Population:</b> PK-3 to 12th Students - <b>Start Date:</b> August 10, 2021 - <b>End Date:</b> June 10, 2022 <b>Need Statements:</b> Student Learning 3, 4 <b>Funding Sources:</b> 3 yr old Stipend - 211 Title I-A - 211-11-6117, Title I Teacher - 211 Title I-A - 211-11-6119	Formative			Summative
	Nov	Jan	Mar	June



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Support campuses to develop 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Progress reports, Report cards Summative Impact: Improved STAAR/EOC results for athletes <b>Staff Responsible for Monitoring:</b> District Athletic Administration and Campus Principal  <b>Population:</b> Secondary student athletes - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Supplemental student support services will be provided to eligible private school students who are most in need of academic assistance. *Research-based professional development and its travel needs will be provided to teachers of eligible students. *Family and school engagement activities will increase parental involvement and will address the needs of eligible parents. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Classroom Walk-Throughs, Classroom Grades, Six Weeks' Grades Summative: improve End-of-year classroom grade averages compared to mid-year averages +5% point increase on private school standardized assessment scores <b>Staff Responsible for Monitoring:</b> Federal Programs Administrators and Private School Administrators  <b>Population:</b> Eligible private school students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 10, 2022 <b>Funding Sources:</b> Funds for Private School Title I Activities - 211 Title I-A, Funds for Private Schools Title IV-A Activities - 289-TIV Title IV-A Student Support and Acad. Enri - TEC	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 1 Need Statements:

Student Learning
<b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. <b>Data Analysis/Root Cause:</b> 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students. 2021 data indicates that the greatest drop was for mathematics but ELAR data is also significantly below 2019.
<b>Need Statement 2:</b> Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. <b>Data Analysis/Root Cause:</b> Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..
<b>Need Statement 3:</b> Need to increase supplemental services for struggling and highly able learners using appropriate services. <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

### Student Learning

**Need Statement 4:** Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

**Need Statement 7:** Need to increase availability of quality technology, software, and internet access for students, faculty, staff, and parents. **Data Analysis/Root Cause:** District surveys, DEIC membership input, and informal feedback all support the need, especially with the implementation of Schoology as the primary district Learning Management system.

**Need Statement 10:** Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

### District Processes & Programs

**Need Statement 1:** Need to increase availability of quality technology, software, and internet access for students, faculty, staff, and parents. **Data Analysis/Root Cause:** District surveys, DEIC membership input, and informal feedback all support the need, especially with the implementation of Schoology as the primary district Learning Management system.

**Need Statement 6:** Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

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






**Performance Objective 2:** BISD early childhood (PK-2) performance will increase by 3 percentage points over end-of-year 2019 results.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** OWL, CPALLS+, TPRI/Tejas LEE data.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will support Early Childhood Education in order to increase early literacy and student school readiness. The following options for high quality 3 -year-old programs will be in place: Full Day with BISD OR half-day sessions with NINOS Head Start Collaborative with BISD (AM or PM) for students who qualify under the Free Lunch federal criteria as well as other criteria. (supports Board Goal #1 priority)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Schedules for teacher/student ratios 22:1 or less, Monthly Payroll analysis, BOY and MOY assessment results Summative: +Improvement on early childhood performance from BOY and MOY to EOY (Tango Trends will provide the district data)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents, Curriculum Administrators, NINOS Head Start staff</p> <p><b>Population:</b> PK-3-year-old students as of Sept. 1st - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Hatch Ignite Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Trends Software C-PALLS  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Improved performance on MOY assessments Improved feedback/walkthrough data for Early Childhood teachers Summative Impact: Improved performance on district and state assessments compared to BOY and MOY data <b>Staff Responsible for Monitoring:</b> Assistant Superintendents Curriculum Directors  <b>Population:</b> PK3-Grade 2 - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				


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






**Performance Objective 3:** BISD Career and Technical Education student participation will increase by 3 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Research Driven Accountability (RDA--was PBMAS) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Increased usage of latest software applications  Summative: Increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses.  <b>Staff Responsible for Monitoring:</b> CTE Administration Campus Career Placement Officers  <b>Population:</b> CTE students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BISD district and campus staff will collaborate with the P-TECH TEA technical service providers and P-TECH advisory committees to implement plans for P-TECH Porter and Hanna Early College High Schools based on the P-TECH Blueprint and will begin planning year for Pace ECHS and Veterans ECHS.	Formative			Summative
	Nov	Jan	Mar	June

<p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH)</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Curriculum Directors CTE Director</p> <p><b>Population:</b> ECHS staff and students - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 6</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

### Performance Objective 3 Need Statements:

Student Learning
<p><b>Need Statement 6:</b> Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. <b>Data Analysis/Root Cause:</b> Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.</p>


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

**Performance Objective 4:** BISD will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

**Targeted or ESF High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TSI and TSIA 2 reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement a comprehensive Texas Success Initiative Assessment 2 (TSIA 2) prep or remediation plan beginning in the 8th grade and continuing through high school with the expectation that all BISD students will graduate college ready.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: 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. <b>Staff Responsible for Monitoring:</b> Assistant Superintendents CCMR Director  <b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> Students grades 8 to 12 - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Implement the school within a school early college high school model at all comprehensive high schools for 9th-10th grade cohort students using the TEA ECHS Blueprint as the guide and ensuring all Blueprint benchmarks are met.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas <b>Staff Responsible for Monitoring:</b> Asst. Supt. for C&I, Administrator for Department of CCMR Campus Principals ECHS Directors  <b>Population:</b> all ECHS students and staff - <b>Start Date:</b> July 19, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June


Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BECHS will implement the wall-to-wall ECHS model for students in grades 9-12 using the TEA Blueprint as its guide and ensuring all benchmarks are met annually. All other ECHS campuses will implement this model grades 11-12. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas <b>Staff Responsible for Monitoring:</b> Curriculum Directors Campus Principals ECHS Directors  <b>Population:</b> ECHS staff and students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for Advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores/passing rates over prior year <b>Staff Responsible for Monitoring:</b> Curriculum Directors Fine Arts Director  <b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> all K-12 students and teachers - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022 <b>Funding Sources:</b> Dual Enrollment Course Stipends - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				




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

**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education, and CTE programs by 5% over 2019-2020 participation (many programs limited during 2020-2021 due to COVID-19).

**Evaluation Data Sources:** Regional and state competition participation numbers and numbers of students advancing to the next performance level.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Elementary, Middle School, and High School Teachers will be provided with training and materials to promote participation in STEAM-related and Robotic Competitions at the campus, district, regional and national/international level. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training documentation and evaluations Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes. <b>Staff Responsible for Monitoring:</b> Curriculum Specialists for Math and Science STEM Coordinator CTE Coordinators  <b>Population:</b> Grades 3-12 teachers and students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> Co-curricular and Extra-Curricular - 199 Local funds - 199-36-6412+6497+6498+6499 - \$42,000, STEAM Pilot Resources - 211 Title I-A, Tech Prep Summer Program - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6299, STEM Program supports - 289-TIV Title IV-A Student Support and Acad. Enri	Formative			Summative
	Nov	Jan	Mar	June
				






Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Increase vertical alignment of STEM/STEAM programs into CTE pathways and programs of study. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes and STAMP/SPACE programs. <b>Staff Responsible for Monitoring:</b> Curriculum Specialists for Math and Science, Campus Science Fair Coordinators  <b>Population:</b> Grades 3-12 teachers and students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022 <b>Need Statements:</b> Student Learning 5 <b>Funding Sources:</b> Co-Curricular and Extra-Curricular support funding - 199 Local funds - 199-36 and 199-51 - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Increased publicity for program participants and recognitions Summative Impacts: +Brainsville Inventions (3rd-12th) 10% increase in student participation at the district level. +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels. +Poet's Convention (6th-8th) 10% increase in student participation at the district level. +Stock Market Games(4th-12th) 10% increase in student participation at the district level. +UIL Academics (4th-12th) 10% increase in student participation at the district and state level. <b>Staff Responsible for Monitoring:</b> Curriculum Directors CCMR Lead Teachers  <b>Population:</b> Grades K-12 teachers and students (especially G/T identified students) - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 10, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Documentation for Students competing at the regional, state and national levels. Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas <b>Staff Responsible for Monitoring:</b> CTE Director Career Placement Officers  <b>Population:</b> all CTE students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 10, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Elementary, Middle School and High School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. +10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level. <b>Staff Responsible for Monitoring:</b> Curriculum Directors Social Studies Specialists  <b>Population:</b> Students and Staff Grades 3-12 - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers/sponsors will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (6th to 12th) 10% increase in student participation at the district level. +at least 4 middle school campuses will participate in Mathcounts competition in 2018-2019 <b>Staff Responsible for Monitoring:</b> Curriculum Directors Math Specialists  <b>Population:</b> Grades 3-12 teachers and students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 10, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> BISD will host the annual District Spelling Bee for all elementary and middle school campuses to qualify students to advance to the regional Spelling Bee. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels <b>Staff Responsible for Monitoring:</b> Curriculum Directors ELA Specialists  <b>Population:</b> All 3-8th grade students - <b>Start Date:</b> October 25, 2021 - <b>End Date:</b> February 25, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> All elementary and middle school campuses will participate in in-school opportunities and after school opportunities to learn coding for Elementary and Middle School students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Increased club memberships Increased participation in challenges and competitions Summative Impact: Increase EOY data for student competition participation and performance compared to prior year <b>Staff Responsible for Monitoring:</b> Instructional Technology Services Director Technology Lead Teachers  <b>Population:</b> Elementary and Middle School Coding program participating students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 24, 2022 <b>Funding Sources:</b> Girls Can Code - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6118-, Coding Stipend - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Continue providing stipends for staff supporting students based on needs as noted in compensation plan. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increased enrollments, performance ratings, and community/competition performances Summative: Increased EOY performance recognitions for advanced levels of competition/performance Increased Student program enrollment increases on choice slips over prior year <b>Staff Responsible for Monitoring:</b> District Fine Arts Director Curriculum Directors  <b>Population:</b> all students and staff - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 24, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Increase enrollment in fine arts programs by conducting recruitment concerts and visits <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments over prior year <b>Staff Responsible for Monitoring:</b> Fine Arts Director Campus Directors  <b>Population:</b> All K-12 students and teachers - <b>Start Date:</b> November 1, 2021 - <b>End Date:</b> May 20, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports <b>Staff Responsible for Monitoring:</b> Athletic Department administration, Campus Principals, Athletic Coordinators  <b>Population:</b> All Student Athletes - <b>Start Date:</b> November 1, 2021 - <b>End Date:</b> May 20, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<b>Strategy 12:</b> Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. DCNA: SA Strength #5 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One <b>Staff Responsible for Monitoring:</b> Athletic Department Director Athletic Coordinators  <b>Population:</b> All 5th to 12th grade students - <b>Start Date:</b> January 10, 2022 - <b>End Date:</b> May 13, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<b>Strategy 13:</b> Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. DCNA: SA Strength #5 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs <b>Staff Responsible for Monitoring:</b> Athletic Department Administrator, Athletic Coordinators  <b>Population:</b> All secondary students and incoming 6th grade students - <b>Start Date:</b> May 2, 2022 - <b>End Date:</b> June 24, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<b>Strategy 14:</b> Expand the participation at the middle school level for tennis (boys and girls), cross country (boys and girls) and baseball teams (boys only) for all campuses. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. <b>Staff Responsible for Monitoring:</b> Athletic Department Director Athletic Coordinators  <b>Population:</b> All middle school students - <b>Start Date:</b> August 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 15 Details	Reviews			
<b>Strategy 15:</b> Increase Space-related STEM/STEAM opportunities for BISD students including Space Settlement Design Tournament and Space Entrepreneur Summer Academy as well as other activities during the school year. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: student surveys Summative: Student participation in Space activities and surveys <b>Staff Responsible for Monitoring:</b> Curriculum Directors CTE Director  <b>Population:</b> All secondary students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> Space Settlement Design Tournament - 211 Title I-A - 211-11-6299	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



### Performance Objective 5 Need Statements:

Student Learning
<b>Need Statement 5:</b> Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. <b>Data Analysis/Root Cause:</b> Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.






**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

**Performance Objective 1:** All BISD 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)

**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan, progress on major upgrades of facilities.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All district program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. DCNA: Board Goal #3 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Facilities Administration  <b>Population:</b> All departments and campuses - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. DCNA: Board Goal #3 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Facilities and maintenance staff  <b>Population:</b> All departments and campuses - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. DCNA: Board Goal #3 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities <b>Staff Responsible for Monitoring:</b> District Administration Campus Administration Maintenance Administration  <b>Population:</b> All students and staff - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> Club and community contributions - No Funds Required	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide middle school 4-lane tracks to promote a safe running and walking area for all P.E./ Athletics students to work on TEA TEKS fitness goals that will improve the students' cardiovascular endurance and overall fitness. Faulk, Garcia, Manzano, Oliveira, Perkins, Stillman and Stell will be done as funds are designated. DCNA: Board Goal #3 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Evaluation Report of existing facilities, District and Campus budgets, Master Schedules Summative Impact: Improved Fitness Gram, Rank One Sport Information, and Completed facilities <b>Staff Responsible for Monitoring:</b> Athletic Department Administrator Facilities and Maintenance  <b>Population:</b> All middle school students - <b>Start Date:</b> August 31, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

**Performance Objective 2:**







Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all appropriate stakeholders--on hold.

**Evaluation Data Sources:** Note: Board originally approved LOI agreement but has tabled the process until further notice.

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

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

**Evaluation Data Sources:** Fiscal reports for district, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended and reimbursed through state and federal COVID-19 compensation programs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. DCNA: Board Goal #3 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports <b>Staff Responsible for Monitoring:</b> District Administration, Campus Administration, DEIC/SBDM Committees  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> Faculty and staff at campus locations - 211 Title I-A	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> BISD will use available funds, in particular the ESSER funds, to address the needs created by the COVID-19 pandemic and subsequent learning loss. DCNA: COVID 19 <b>Milestone's/Strategy's Expected Results/Impact:</b> Summative: fund reports for addressing COVID 19 <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations Chief Financial Officer  <b>Population:</b> BISD stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2022 - <b>Revision Date:</b> August 9, 2021	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

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

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

Note: Teachers increases were included in the budget for 2020-2021.






TIA Cohort D plan.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives including Teacher Incentive Allotment.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan  <b>Staff Responsible for Monitoring:</b> CFO, HR Administration  <b>Population:</b> High poverty, high minority, and/or low performing schools - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Develop incentives for teachers from business and community resources to improve attendance and performance. DCNA: Board Goal #4 priority  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: improved attendance comparing prior year six weeks to current year six weeks Summative: improved annual teacher attendance and improved student performance on state assessments  <b>Staff Responsible for Monitoring:</b> Human Resources Administration  <b>Population:</b> Teachers at all campuses - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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



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







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. DCNA: Board Goal #3 priority and ESSA Plan priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates <b>Staff Responsible for Monitoring:</b> Human Resources Administration Campus SBDM Committees  <b>Population:</b> All BISD faculty and staff - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues and will establish a district-wide rotation to ensure participation of all campuses. DCNA: Board Goal #4 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles <b>Staff Responsible for Monitoring:</b> Public Information Administrator District Administration, Campus Administration  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Departments and campuses will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. DCNA: Board Goal #4 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Public Information Administrator District Administration, Campus Administration  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All departments and campuses will update websites at least weekly including showcasing student and community activities. DCNA: Board Goal #4 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results <b>Staff Responsible for Monitoring:</b> Public Information Administrator District Administration, Campus Administration  <b>Population:</b> Population: BISD Stakeholders - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held each semester by Pupil Services Department. DCNA: Board Goal #4 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Published list of campuses receiving awards, Awarding of donated funds and prizes Summative impact: +Increased PEIMS District and Attendance Percentage rates. <b>Staff Responsible for Monitoring:</b> CFO Pupil Services Administrator, PEIMS Administrator, Public Information Administrator  <b>Population:</b> All BISD stakeholders - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> May 31, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

**Evaluation Data Sources:** School calendar showing earlier start date.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The District will provide information through various media on the District of Innovation Plan. <b>Milestone's/Strategy's Expected Results/Impact:</b> Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendars taking advantage of DOI flexibility <b>Staff Responsible for Monitoring:</b> Superintendent Public Information Officer  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> December 31, 2021	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The DEIC Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: draft Academic Calendars Summative: Adopted Academic Calendar <b>Staff Responsible for Monitoring:</b> Deputy Superintendents, DEIC Calendar subcommittee  <b>Population:</b> All BISD Stakeholders - <b>Start Date:</b> September 20, 2021 - <b>End Date:</b> January 31, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



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

**Performance Objective 1:** Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5% over 2018-2019 rates (2019-2020 and 2020-2021 were lower due to remote instruction due to COVID-19).

**Evaluation Data Sources:** BAC placement data for 2018-2019, 2019-2020, and 2020-2021 PEIMS discipline report data, PowerSchool 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			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 campus and district-wide <b>Staff Responsible for Monitoring:</b> Pupil Services Administrator Campus Behavior Coordinators  <b>Population:</b> All Students/parents; campus personnel - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: RTI documentation, Discipline reports, 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. <b>Staff Responsible for Monitoring:</b> District RtI Administrator Campus RtI Administrator Campus Counselor  <b>Population:</b> All students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC. <b>Staff Responsible for Monitoring:</b> Special Services Administration BAC Administration  <b>Population:</b> All special education students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 in placements to a DAEP per campus. <b>Staff Responsible for Monitoring:</b> Guidance & Counseling Administrator, Campus Behavior Coordinator and/or designee  <b>Population:</b> All students - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> District RtI Administrator Special Services Behavior Specialists Campus RtI Administrator  <b>Population:</b> All Teachers - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide training and support to classroom teachers and campus administration in discipline management and safe environments. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Pupil Services Administrator, Security Services Administrator  <b>Population:</b> All students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p> <p><b>Staff Responsible for Monitoring:</b> RTI Administrator, Special Educational Service Administrator, Police and Security Administrator, PEIMS Administrator, and Campus Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Counselors will implement a comprehensive counseling program under TAC 11.252 (a) (I) under section 33.005* with the support of community/non-profit organizations, to address current mental health, safety- related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development documentation Summative Impact: +Decrease in the number of students discipline incidents and other safety and mental health related challenges/incidents compared to prior school year</p> <p><b>Staff Responsible for Monitoring:</b> Guidance &amp; Counseling Director</p> <p><b>Population:</b> All Students, Counselors, Campus staff, and parents/guardians - <b>Start Date:</b> August 16, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Funding Sources:</b> Guidance programs addressing student supports for mental health - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4C</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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 Counseling Association. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Plans and meeting records Summative: Evaluation based on the Texas Model requirements <b>Staff Responsible for Monitoring:</b> Guidance and Counseling Director  <b>Population:</b> all students - <b>Start Date:</b> August 16, 2021 - <b>End Date:</b> June 10, 2022 - <b>Revision Date:</b> May 17, 2021	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				





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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plans. DCNA: State requirement <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019 <b>Staff Responsible for Monitoring:</b> Security Services Department  <b>Population:</b> All students and staff - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Place and assign security officers throughout the year at each elementary, middle and alternative schools. Two Officers will be stationed at each comprehensive High School. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: Increase end of year assignments indicating all campuses have officer and or security officer in place <b>Staff Responsible for Monitoring:</b> Security Services Department  <b>Population:</b> All students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Security Staff, Campus Administration, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community, Emergency Response Team (CERT), and Truancy.  <b>Milestone's/Strategy's Expected Results/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> Security Services Administration Guidance and Counselling Administration  <b>Population:</b> All Students, staff and parents/guardians - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> Staff Development for BISD Police for classroom Presentations - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4S	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campuses and district programs will provide Threat Assessment Training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted all required practice drills  <b>Staff Responsible for Monitoring:</b> Security Services Campus Administration  <b>Population:</b> All students and staff - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> BISD will initiate professional train the trainers for teaching campus faculty and staff appropriate procedures for all hazards beginning with high schools and middle schools then continuing with elementary campuses with turn around of training within one month of TOT during 2021-2022.	Formative			Summative
	Nov	Jan	Mar	June


<p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:  PDS train the trainer session agendas, sign-in documentation, session evaluations  Summative impact:  PDS documentation of turn around of training at campuses within one month of TOT  <b>Staff Responsible for Monitoring:</b> Security Services  Campus Administration</p> <p><b>Population:</b> Campus faculty and staff - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> May 31, 2022</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				



**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)

**Performance Objective 1:** There will be a 5% increase in the number of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022.




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


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>Electronic equipment/Software will be provided/updated for parent contact; home visits, phone calls and/or obtain signatures, document history of parent contact through eSchoolPlus for attendance purposes and provide training for Building Capacity.; i.e. computer, tablets/case, laptops, scanner, printer and charging cart.</p> <p>Collaborative efforts in providing a district-wide parent notification system; School Messenger.</p> <p>Liaisons will monitor and follow-up on documentation after parent notifications in regards to student attendance.</p> <p>Parent Liaisons will set up a parent station with an easily identifiable canopy obtain parent signatures on district forms or parent conferences related to parent and family engagement and attendance.</p> <p>Further development for document alignment on eSchoolPlus for Parent and Attendance Liaisons.</p> <p>Title I Crate: Title I-A Requirements documentation will be uploaded and stored .</p> <p>1) Los Programas Federales, el Departamento Migrante y el Compensatorio Estatal continuaran financiando Padres Entrenadores y Coordinadores de Padres con el proposito de ayudar a las escuelas educando a los padres con informacion actualizada durante las reuniones semanales/mensuales que abordan problemas y expectativas que afectarian las necesidades academicas y de asistencia de sus hijos.</p> <p>Se proporcionara equipo electronico/Software para el contacto con los padres; visitas domiciliarias, llamadas telefonicas y/o para obtener firmas, documentar el historial de contactos con los padres a traves de eSchools con fines de asistencia y proporcionar entrenamientos para Edificar Capacidades; ejemplo, computadora, tabletas, escaner, impresora y carrito de carga</p> <p>Esfuerzos colaborativos en proporcionar un sistema de notificacion escolar para padres en todo el distrito; Mensajero Escolar.</p> <p>Los Coordinadores de Padres daran seguimiento y monitoreo a la documentacion despues de que las notificaciones sean enviadas por correo a los padres respecto a las ausencias de los estudiantes.</p> <p>Desarrollo adicional para la alineacion de documentos en eSchools para los padres y oficiales de asistencia.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Increase attendance % rate  
Parent Participation Rates will increase by 10%  
Increase 3% participation in PAC Mtgs.  
Increase on-time graduation  
Increase parents surveyed with greater understanding of migrant program  
**Staff Responsible for Monitoring:** Federal Programs Administrator  
Parent & Family Engagement Administrator  
State Compensatory Coordinators  
Youth Connection Project Coordinator


**Title I Schoolwide Elements:** 3.2 - **Population:** Parent & Family Engagement, Migrant and State  
Compensatory Staff - **Start Date:** July 12, 2021 - **End Date:** June 17, 2022


**Funding Sources:** Canopies - 211 Title I-A - 211-61-6399-00, - 211 Title I-A - 211-61-6411-00, Resources  
needed for Title I Crate - 211 Title I-A - 211-61-6249-65, Salary/Wages PFE staff - 199 Local funds,  
Salary/Wages - Parent Trainers - 211 Title I-A - 211-61-6129, Resources for PowerSchool - 211 Title I-A -  
211-61-6299, Homeless Program support technology - 206 McKinney Vento Grant - 211-61-6398, Resources  
Need for School Messenger - 211 Title I-A - 211-61-6299, Resource for cell service staff - 211 Title I-A -  
211-61-6256, Resources for capital outlay - 211 Title I-A - 211-61-6398-65, Resource for software - Adobe Pro  
- 211 Title I-A - 211-61-6395-65, Resources needed for Docusign software - 211 Title I-A


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each Title I-A, campus develops and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Ensures the School-Parent-Student Compact outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. Elementary campuses will conduct a parent/teacher conference to review the S-P-S Compact.</p> <p>Cada campus del Titulo I-A desarrolla y difunde la Politica de Participacion de los Padres y la Familia y el convenio S-P-S a los padres de los estudiantes del Titulo I-A participantes y lo publica en el sitio web del campus en ingles y espanol. Asegura que el Pacto entre la escuela, los padres y los estudiantes describe como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el rendimiento de los estudiantes y por que medios la escuela y los padres construyan y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado. Normas.</p> <p>Las escuelas primarias llevaran a cabo una conferencia de padres y maestros para revisar el Covenio entre la Escuela-Padres-Estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Administrator and Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> November 30, 2021</p> <p><b>Funding Sources:</b> - 211 Title I-A - 211-61-6399</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure representation of community and parent involvement in the decision-making process; DPAC, DEIC, and SBDM's. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *District Improvement Plan Asegurar la representacion de la comunidad y del involucramiento de padres en el proceso de toma de decisiones de; DPAC, LPAC y SBDM. Para que se cumplan los requisitos del programa, los padres participaran en analizar y/o revisar lo siguiente: * Politica de Participacion de Padres y Familia Convenio entre Escuela-Padre-Estudiante (S-P-S) Plan de Mejoramiento del Distrito  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members <b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Administrator and Staff  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>Population:</b> Parents - <b>Start Date:</b> February 14, 2022 - <b>End Date:</b> April 15, 2022 <b>Funding Sources:</b> Resources for material/supplies - 211 Title I-A - 211-61-6399	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*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.</p> <p>-District-wide parent conferences, cluster meetings, Fairs and seminars.</p> <p>*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Capitalizar en el distrito los recursos de la comunidad mediante la asociacion y la creacion de acuerdos con agencias, organizaciones, empresas y padres voluntarios.</p> <p>*Invitar a las agencias comunitarias/organizaciones a participar y difundir informacion sobre los servicios publicos que sus agencias ofrecen con el fin de seguir construyendo asociaciones comunitarias solidas.</p> <p>-Conferencias de padres a nivel distrito, reuniones de grupos de escuelas, ferias y seminarios.</p> <p>*Proporcionar reconocimientos a los socios de la comunidad y a los padres voluntarios por sus esfuerzos en apoyar las metas del distrito/escuela para incrementar el exito de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets</p> <p>Summative impact: +Increased Partnerships and Parent Volunteers by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Administrator Public Information Officer</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parents and Community Stakeholders - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Funding Sources:</b> - 199 Local funds - 199-61-6498, - 211 Title I-A - 211-61-6498</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Meet with the Title I-A District Parent Advisory Committee three times a year to address activities and supplemental services for all eligible students from all sub-population groups in October 2021 and February 2022.</p> <p>Reunirse con el Comité Asesor de Padres del Distrito de Título I-A tres veces al año para abordar actividades y servicios suplementarios para todos los estudiantes de los grupos minoritarios elegibles.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Session Evaluations indicate greater satisfaction with sessions</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Administrator Bilingual, GT, Migrant, Special Ed. Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parents and Community Stakeholders - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Funding Sources:</b> - 211 Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide flexible meeting times for Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> <li>-Early Childhood Literacy Strategies</li> <li>-Effective teaching strategies</li> <li>-Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students</li> <li>-College Readiness</li> <li>-Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life</li> <li>-Drop-out and Violence Prevention</li> <li>-Health and Wellness Education</li> <li>-Community agencies and organizations resources.</li> <li>-Building Capacity through training using appropriate equipment and materials for parent and community access to resources</li> </ul> <p>Proporcionar horarios de reunion flexibles para las oportunidades de educacion a los padres a traves de conferencias de padres, reuniones de grupos de apoyo del distrito y sesiones de capacitacion para padres en cada Centro de Padres de la escuela, asi como en el Centro Familiar de Servicios Especiales y el centro de transicion designado para difundir informacion, servicios y/o referencias a agencias que abordan las necesidades y preocupaciones en las siguientes areas:</p> <ul style="list-style-type: none"> <li>* Estrategias de Alfabetizacion en la Primera Infancia</li> <li>* Estrategias de ensenanza eficaces</li> <li>* Poblaciones Especiales (Bilingual, Dislexia, G.T., Migrante, Educacion Especial)</li> <li>* Preparacion universitaria</li> <li>* Desercion escolar y Prevencion de la Violencia</li> <li>* Educacion para la salud y el bienestar</li> <li>* Recursos de agencias y organizaciones comunitarias</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement, Special Services Administrator Curriculum Dept. Administrators</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parents and Community Stakeholders - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Funding Sources:</b> Reading Materials - 211 Title I-A - 211-61-6325, Printing - 199 Local funds - 199-61-6399-16, Equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents. - 211 Title I-A - 211-61-6399, Consulting - 211 Title I-A - 211-61-6291</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The Parent and Family Engagement, Migrant staff and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>El personal de Participacion Familiar, el personal de Migrantes y los padres tendran la oportunidad de asistir a capacitaciones y conferencias de desarrollo profesional local, regional y estatal para ampliar su conocimiento de las ultimas estrategias cientificas, estrategias de instruccion basadas en la investigacion para dar mas apoyo a la educacion y mejorar la comprension, proporcionando asi un apoyo adicional mas completo a los estudiantes y a las familias.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Administration Migrant Coordinators</p> <p><b>Population:</b> Parent and Family Engagement and Migrant funded Staff and Parents - <b>Start Date:</b> July 26, 2021 - <b>End Date:</b> June 3, 2022</p> <p><b>Funding Sources:</b> - 211 Title I-A - 211-61-6411-23</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved.</p> <p>Proporcionar capacitacion a los padres para establecer relaciones entre la familia, miembros de la comunidad y personal escolar que respalden el alto logro academico de los estudiantes en riesgo, mejoren las tasas de asistencia, de graduacion y finalizacion, al tiempo que reducen las tasas de retencion a traves de la confianza y la colaboracion; reconocer la variedad de necesidades familiares, así como las diferencias de clase y culturales y fomentar la comprension y el respeto entre todos los involucrados.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Parent and Family Engagement Administrator Program Administrators</p> <p><b>Population:</b> Parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 3, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> BISD Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers.</p> <p>El plan de BISD de Participacion Familiar en la Primera Infancia se implementara en todas las escuelas primarias. Se vinculara a la pagina web del BISD y sera difundido por los Coordinadores de Padres y los maestros de Pre-escolar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Early Childhood staff Campus principals</p> <p><b>Population:</b> all Pre-kindergarten faculty, staff and parents - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Parents of PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate <b>Staff Responsible for Monitoring:</b> Curriculum Administration Parent and Family Engagement staff  <b>Population:</b> Parents - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022		Formative			Summative
		Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 1 percentage point increase in the number of students who reach Meets Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents C&amp;I Administrators</p> <p><b>Population:</b> All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Funding Sources:</b> Professional Development Subs and Fringe - 199 Local funds - 199-13-6112+614X - \$6,430 , Professional Development Travel (In and Out of District - 199 Local funds - 199-13-6411 - \$25,300, Professional Development Supplies and Resources - 199 Local funds - 199-13-6399 - \$13,500, Consulting Services - 162 State Compensatory - 162-13-6239 - \$7,000, Supplemental Curriculum Specialists and staff - 211 Title I-A, Contracted and other supports - 162 State Compensatory - 162-13-62XX-6499 - \$198,875, Region One PD services - 162 State Compensatory - 162-13-6239 - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assist campuses with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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, TPRI/TJL/CPALLS scores, TELPAS, TERRANOVA <b>Staff Responsible for Monitoring:</b> Assistant Superintendents C&I Administrators  <b>Population:</b> All stakeholders - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> Substitutes - 199 Local funds - 199-13-6112, Professional Development stipends - 162 State Compensatory - 162-13-6117, SEESAW Learning Inc. Software for campuses - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6299, HOONUIT LLC. ONLINE PROFESSIONAL LEARNING - 289-TIV Title IV-A Student Support and Acad. Enri - 289-13-6299	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessments relative to the annual goals of the program. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points. <b>Staff Responsible for Monitoring:</b> Assistant Superintendents C&I Administrators  <b>Population:</b> All G/T identified students and teachers providing services - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Increase the rigor of the district Honors and Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses and through annual training. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations Summative Impact: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points. <b>Staff Responsible for Monitoring:</b> Assistant Superintendents C&I Administrators  <b>Population:</b> All subpopulation students and teachers for these students in core content areas and CTE - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, Arts, and Mathematics initiative and Middle School STEM program. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses. <b>Staff Responsible for Monitoring:</b> Assistant Superintendents, C&I Administrators, Specialists Principals  <b>Population:</b> STEAM Teachers for elementary and MS STEM Teachers - <b>Start Date:</b> July 26, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> 2nd Annual ISET Conference at Veterans Memorial ECHS - 289-TIV Title IV-A Student Support and Acad. Enri - 289-13-TEC		Formative			Summative
		Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, C-PALLS scores, TELPAS +A 2 percentage point increase in the number of students meeting the passing 2019 standards on state assessments  <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional development Administrator  <b>Population:</b> All teachers - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Student Learning 1, 2, 9 - District Processes & Programs 5 <b>Funding Sources:</b> PD Travel - 211 Title I-A - 211-13-6411 - \$1,000, PD Travel - 199 Local funds - 199-13-6411	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: +2% improvement on 2019 State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results  <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional development Administrator Special Programs Administrator  <b>Population:</b> All teachers and staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> Substitutes and Fringe - 211 Title I-A - 211-11-6112 - \$9,000, Out of district travel for C&I - 211 Title I-A - 13-6411 - \$24,250	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.  <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional development Administrator Special Programs Administrator  <b>Population:</b> PK-3 to 4 faculty and staff - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Fine arts students and teachers will be provided professional development training annually.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions  <b>Staff Responsible for Monitoring:</b> Fine Arts Administration  <b>Population:</b> Fine Arts Teachers and Students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and  -Budget and Program Compliance <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Area Assistant Superintendents State Compensatory Education Administration Homeless Youth Administration  <b>Population:</b> Campus faculty and staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> See campus plans for allocation of funds - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> Assist campuses with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy to build instructional capacity starting at the individual classroom level. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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, TPRI/TJL/CPALLS scores, TELPAS, TERRANOVA <b>Staff Responsible for Monitoring:</b> Educational Technology Integration Specialist, ISET Director, Campus TSTs  <b>Population:</b> Teachers, School & District Leaders - <b>Start Date:</b> July 19, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> BISD will establish a multi-tiered systems of support (MTSS) that addresses school climate, the social and emotional domains, behavioral and mental health and supports wellness, learning and safety that meets the requirements of TEC Section 37.115(b)(3). Faculty and staff will be trained on the selected software applications to support the implementation of the BISD MTSS.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Plan draft and professional development training records Summative: Reduced numbers of students needing these support and survey data indicating improved school climate</p> <p><b>Staff Responsible for Monitoring:</b> Professional Development Director Guidance and Counseling Director</p> <p><b>Population:</b> all faculty and staff - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 24, 2022 - <b>Revision Date:</b> May 17, 2021</p> <p><b>Need Statements:</b> Demographics 2, 3 - Student Learning 3 - District Processes &amp; Programs 4 - Perceptions 1</p> <p><b>Funding Sources:</b> District Data Dashboard program - 282 ESSER III Grant Funds, SEL Program Software - 282 ESSER III Grant Funds</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> BISD administrators and teachers will be provided professional development opportunities for addressing student learning loss including intervention programs, progress monitoring software, and supplemental resources. District-wide trainings will include:</p> <ul style="list-style-type: none"> <li>* Sharon Wells Math (grades 2-5), Neuhaus, Valley Speech and other instructional programs listed in Goal 1, Performance Objectives 1 and 2;</li> <li>* Summit K-12, Imagine Learning Math and Reading, ELlevation, Lexia, Haggerty, and other Goal 1, Performance Objectives 1 and 2 software programs; and</li> <li>* Data Driven Instruction through Lead4ward, Tango Trends, Regional Service Center, and district program staff.</li> </ul> <p>On-going training will be provided based on needs determined by program usage data, walkthrough data, student progress data, and campus/program specific data.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: +2 percentage point improvement on 2019 State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum program Directors</p> <p><b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 - <b>Revision Date:</b> October 18, 2021</p> <p><b>Need Statements:</b> Student Learning 2, 3, 10 - District Processes &amp; Programs 6</p> <p><b>Funding Sources:</b> Consultants and professional services - 282 ESSER III Grant Funds - \$62,000, Software and supplemental resources - 282 ESSER III Grant Funds - \$48,000</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				









## Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 2:</b> Need to increase attendance for students and teachers and improve school climate. <b>Data Analysis/Root Cause:</b> District attendance showed a continuing decline in student and teacher attendance during Fall 2019 but became a major challenge during 2020-2021 due to COVID-19 and remote instruction.
<b>Need Statement 3:</b> Need to increase supports for student and family access to physical and mental health as well as nutritional supports. <b>Data Analysis/Root Cause:</b> Additional state requirements and district student and employee data indicate need.
Student Learning
<b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. <b>Data Analysis/Root Cause:</b> 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students. 2021 data indicates that the greatest drop was for mathematics but ELAR data is also significantly below 2019.
<b>Need Statement 2:</b> Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. <b>Data Analysis/Root Cause:</b> Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..
<b>Need Statement 3:</b> Need to increase supplemental services for struggling and highly able learners using appropriate services. <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.
<b>Need Statement 9:</b> Need to increase availability of personalized professional learning for faculty, staff, administration and parents. <b>Data Analysis/Root Cause:</b> District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.
<b>Need Statement 10:</b> Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. <b>Data Analysis/Root Cause:</b> Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.
District Processes & Programs
<b>Need Statement 4:</b> Need to increase supports for student and family access to physical and mental health as well as nutritional supports. <b>Data Analysis/Root Cause:</b> Additional state requirements and district student and employee data indicate need.
<b>Need Statement 5:</b> Need to increase availability of personalized professional learning for faculty, staff, administration and parents. <b>Data Analysis/Root Cause:</b> District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.
<b>Need Statement 6:</b> Need to provide supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. <b>Data Analysis/Root Cause:</b> Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.
Perceptions
<b>Need Statement 1:</b> Need to increase attendance for students and teachers and improve school climate. <b>Data Analysis/Root Cause:</b> District attendance showed a continuing decline in student and teacher attendance during Fall 2019 but became a major challenge during 2020-2021 due to COVID-19 and remote instruction.

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

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





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Summative Impact: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions.  <b>Staff Responsible for Monitoring:</b> CTE Administration Career Placement Officers  <b>Population:</b> CTE Faculty and Staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> CTE Department Administration  <b>Population:</b> CTE Project Lead the Way faculty - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

**Performance Objective 3:** 100% of teachers assigned to instruct students identified for Bilingual services and all secondary English Language Arts teachers assigned to instruct students identified for ESL services will become Bilingual / ESL certified by the 2021-2022 school year.

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





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide teachers who service ELs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include: *Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. *Coaching for teacher of ELs, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS Session attendance and Evaluation Reports,  Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. <b>Staff Responsible for Monitoring:</b> Bilingual Dept. Administration  <b>Population:</b> Teachers serving BIL/ESL students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports <b>Staff Responsible for Monitoring:</b> Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders  <b>Population:</b> All faculty and staff - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022 - <b>Revision Date:</b> November 16, 2020	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports <b>Staff Responsible for Monitoring:</b> Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders  <b>Population:</b> All staff - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022 - <b>Revision Date:</b> November 16, 2020	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Each campus 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) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting of presentations Summative: end of year reports trainings <b>Staff Responsible for Monitoring:</b> Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders  <b>Population:</b> All faculty and staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 - <b>Revision Date:</b> November 16, 2020	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Improved connectivity of wired and wireless devices.  Improved fidelity of software use  Summative Impact:  Electronic portfolios  LMS progress reports</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Administration  Technology Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022  <b>Funding Sources:</b> Technology Services - 289-TIV Title IV-A Student Support and Acad. Enri - 289-51-6639,  Educational Technologies Activities - 289-TIV Title IV-A Student Support and Acad. Enri</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The District will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> All students and staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The District will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography). <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments <b>Staff Responsible for Monitoring:</b> Curriculum Administration State Compensatory Administration  <b>Population:</b> All Students at risk of dropping out - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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






**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019 or 2021 (due to COVID-19), 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			
<b>Strategy 1:</b> The District will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments <b>Staff Responsible for Monitoring:</b> Curriculum Administration CTE Administration Technology Administration  <b>Population:</b> All students and stakeholders - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> EDUCATIONAL TECHNOLOGY RESOURCES - 289-TIV Title IV-A Student Support and Acad. Enri - 289-TEC	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The District will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data <b>Staff Responsible for Monitoring:</b> Curriculum Administration CTE Administration Technology Administration  <b>Population:</b> All students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> District resources--COVID 19 and ESSER funding - 282 ESSER III Grant Funds	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The District will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses <b>Staff Responsible for Monitoring:</b> Curriculum Administration CTE Administration Technology Administration  <b>Population:</b> All students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

Future Ready Robust Infrastructure

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> All students - <b>Start Date:</b> July 6, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the district in the early fall, mid-year and spring.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> All campuses - <b>Start Date:</b> July 6, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

Future Ready Data and Privacy

**Evaluation Data Sources:** Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress  <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> All students and programs - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The district will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies  <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> All students and programs - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The District will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The District will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The District will create a database of leaders with expertise in technology integration to provide classroom level partnerships. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records <b>Staff Responsible for Monitoring:</b> Curriculum Administration Assistant Superintendents  <b>Population:</b> All students and staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The District will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Records Summative Results: Software usage reports <b>Staff Responsible for Monitoring:</b> Curriculum Administration Technology Administration  <b>Population:</b> All BISD Parents - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

Future Ready Personalized Professional Learning

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers, school leaders, and district leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. *Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional Development Administration  <b>Population:</b> All BISD staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Campuses 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Survey of staff Summative Results: Survey EOY report <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional Development Administration Technology Administration  <b>Population:</b> Technology Integration Support staff - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The District will hold a technology conference, a teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Conference agendas and proposals Summative Results: Conference session attendance data Survey of participants <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional Development Administration Technology Administration  <b>Population:</b> all students, parents, teachers, and school/district leaders - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> October 1, 2021	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The district will establish a Microsoft Innovative Educator (MIE) partnership with Microsoft, a Apple Certified/ Distinguished teacher program, and a Google Certified Teacher/Trainer/Innovator program. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers, and all school members. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development reports Summative Results: Aggregate Professional Development Records for Certificates attained <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional Development Administration  <b>Population:</b> Teachers, School & District Leaders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> BISD will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed <b>Staff Responsible for Monitoring:</b> Curriculum Administration Professional Development Administration  <b>Population:</b> Teachers, School & District Leaders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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





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

Future Ready: Budget and Resources

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Software Usage Reports  Software Monitoring Reports  Summative Results:  Software Usage Reports  Software Monitoring Reports</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Administration  Professional Development Administration  Technology Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD will define specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Purchase Reports  Software Usage Reports  Software Monitoring Reports  Summative Results:  Software Usage Reports  Software Monitoring Reports  ROI Analysis reports</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Administration  Finance Administration  Technology Administration</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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

Future Ready Collaborative Leadership

**Evaluation Data Sources:** BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Choose a research-based model based on context and needs as determined by a needs assessment such as Kotter's 8-Step Change Model, the Concerns-Based Adoption Model (CBAM), Roger's Diffusion of Innovations, and Ely's Conditions for Change Resources for becoming familiar with different models for facilitating change are available online and in print, like James Ellsworth's Surviving Change: A Survey of Educational Change Models, which provides an overview of a variety of models designed for different purposes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Selection of Model            Committee Agendas and Minutes            Summative Results:            Agendas            Presentation to stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Administration            Professional Development Administration            Technology Administration</p> <p><b>Population:</b> BISD stakeholders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 17, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify who the agents of change are at the district and school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Selection of Change Leaders            Committee Agendas and Minutes            Summative Results:            Agendas            Presentation to stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Administration            Professional Development Administration            Technology Administration</p> <p><b>Population:</b> BISD District and Campus Administration - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Create a plan for change that addresses these components, and others that may arise during the needs assessment.            Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success.            Accelerate creation of plan to address COVID 19 learning losses.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Selection of Change Leaders            Committee Agendas and Minutes            Summative Results:            Agendas            Presentation to stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&amp;I and Human Resources            Curriculum Administration            Technology Services Administrator</p> <p><b>Population:</b> Teachers, School &amp; District Leaders - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 30, 2022 -  <b>Revision Date:</b> August 9, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> BISD will use technology surveys conducted for addressing technology access and learning loss preparing for the 2021-2022 School year instead of the Future Ready Framework Technology Survey in Spring 2021 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 District Improvement Plan.</p> <p>DCNA: Technology Plan and COVID 19 learning loss needs</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:</p> <p>Agendas and attendance records Presentations BOY Surveys</p> <p>Summative Results:</p> <p>Agendas Sign in Sheets Presentations EOY Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendents, Educational Technology Integration Specialist, Technology Services Administrator</p> <p><b>Population:</b> Teachers, School &amp; District Leaders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

**Performance Objective 1:** Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campuses will address the district attendance rate goals in the Campus Improvement Plans by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates  <b>Staff Responsible for Monitoring:</b> Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Parent Liaisons.  <b>Population:</b> All BISD students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates  <b>Staff Responsible for Monitoring:</b> Pupil Services Administrator Campus Administration Campus Attendance Personnel  <b>Population:</b> all BISD students PK to 12th grade - <b>Start Date:</b> July 26, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates <b>Staff Responsible for Monitoring:</b> CFO Pupil Services Administrator PEIMS Administrator  <b>Population:</b> all BISD campuses - <b>Start Date:</b> October 1, 2021 - <b>End Date:</b> June 17, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> PEIMS Training on the implementation of new requirements for Student Accounting will be provided to District and Campus staff. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors <b>Staff Responsible for Monitoring:</b> PEIMS Administrator Campus Administrator  <b>Population:</b> BISD Campus staff taking attendance - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> December 17, 2021	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: 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 shows increase <b>Staff Responsible for Monitoring:</b> Pupil Services Administration Campus Administration  <b>Population:</b> All students with 3 or more absences - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

**Performance Objective 2:** Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

**Targeted or ESF High Priority**

**Evaluation Data Sources:** Drop-out and Graduation rate reports. Refer to Migrant specific program reports for program outcomes.





Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.  <b>Milestone's/Strategy's Expected Results/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration  <b>Population:</b> grade 1-12 At-risk Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022 <b>Funding Sources:</b> - 162 State Compensatory		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide out-of-cohort students at the Brownsville Learning Academy accelerated instruction, adequate space, supplies, and staff to increase the number of middle and high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate.  <b>Milestone's/Strategy's Expected Results/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration  <b>Population:</b> Middle and High School at risk Students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> refer to campus plans for allocation of funds and staffing - 162 State Compensatory		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate, recidivism rate, and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate</p> <p><b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration</p> <p><b>Population:</b> Middle and High School At-risk Students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 17, 2022</p> <p><b>Funding Sources:</b> See BAC Improvement Plan for allocation of funds and staffing - 162 State Compensatory</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at all middle and high schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p>Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate +Increased Dual enrollment credits earned</p> <p><b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration</p> <p><b>Population:</b> Middle and High School At-risk Students - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Funding Sources:</b> See campus plans for salaries for At-Risk Counselors - 162 State Compensatory</p>	Formative			Summative
	Nov	Jan	Mar	June



Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide Program Specialists to monitor and coordinate dropout intervention programs for students at all high schools in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchoolPLUS At-Risk Progress Report , Dropout Monitor Report, and Special Programs Report, Student Logs, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration  <b>Population:</b> High School At-risk Students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> See campus plans for allocation of funds for salaries - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide secondary campuses and Alternative Education Programs with a probation officer to work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchoolPLUS At-Risk Progress Report, 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 <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration  <b>Population:</b> High School At-risk Students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> See campus plans for allocation of funds and staff - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Provide Communities in School (CIS) Site Coordinators to secondary campuses and Alternative Education Programs in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchoolPLUS At-Risk Progress Report, 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 <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration  <b>Population:</b> Secondary At-Risk Students - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 3, 2022 <b>Funding Sources:</b> see campus plans for allocation of funds - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration  <b>Population:</b> Middle and High School At-Risk; Pregnant and Parent Students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 30, 2022 <b>Funding Sources:</b> See campus plan for funding allocation - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> 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  <b>Staff Responsible for Monitoring:</b> State Compensatory Education Title I-Part A Administrators, Homeless Youth Coordinator  <b>Population:</b> Elementary, Middle and High School At-risk Students - <b>Start Date:</b> August 2, 2021 - <b>End Date:</b> June 17, 2022  <b>Funding Sources:</b> See campus plans for allocation of any funds - 162 State Compensatory, Homeless staffing - 211 Title I-A, Homeless Support Activities - 206 McKinney Vento Grant - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10% over 2019 results.

**Targeted or ESF High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week.</p> <p>*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title I- Part A</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> Elementary, Middle and High School at-risk Students - <b>Start Date:</b> July 19, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 2, 3, 4</p> <p><b>Funding Sources:</b> Refer to individual campus plans for allocation of these funds. - 162 State Compensatory, Summer School Title IV Activities - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-699 - \$75,000, Extended Year Activity Funding - 211 Title I-A - 211-11-6118 - \$9,900, EDEP and Accelerated Learning - 282 ESSER III Grant Funds - \$1,500,000, Summer School staff and resources (budget pending) - 211 Title I-A</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration</p> <p><b>Title I Schoolwide Elements: 2.5 - Population:</b> Elementary, Middle and High School At-risk Students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Funding Sources:</b> See campus plans for teachers and salary allocations - 162 State Compensatory</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS Session Attendance and Evaluation Reports, 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</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum and Instruction Department and State Compensatory Education administration Campus Administration</p> <p><b>Population:</b> Elementary, Middle, and High School At-risk Students - <b>Start Date:</b> July 12, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> C&amp;I Fringe (6141+6146+6148+6149) - 211 Title I-A - 211-614X - \$12,647, C&amp;I Stipends for training - 211 Title I-A - 211-13-3117 - \$24,015, C&amp;I Extra-duty - 211 Title I-A - 211-13-6118 - \$84,338, See campus plans for allocation of salaries and FTE - 162 State Compensatory</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Director for Secondary Curriculum Coordinator for State Compensatory Education Director of Dyslexia/504  <b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> Elementary, Middle, and High School At-risk Students; Dyslexic Students - <b>Start Date:</b> August 9, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> See campus plans for allocation of staff and salaries - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration Campus Administration  <b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> all grades At-risk Students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> See campus plans for allocation of funds - 162 State Compensatory	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

### Performance Objective 3 Need Statements:

## Student Learning

**Need Statement 1:** Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause:** 2019 STAAR/EOC showed that reading/writing were still lowest performance areas overall for BISD students. 2021 data indicates that the greatest drop was for mathematics but ELAR data is also significantly below 2019.

**Need Statement 2:** Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

**Need Statement 3:** Need to increase supplemental services for struggling and highly able learners using appropriate services. **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

**Need Statement 4:** Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). **Data Analysis/Root Cause:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.





**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (BISD Board Goal 1) (TEA Ch. 4 Obj. 3)

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) and appropriate equipment and facilities to address areas including Prevention of Dating Violence and sexual abuse of children.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation  <b>Staff Responsible for Monitoring:</b> Curriculum Administration Assistant Superintendents  <b>Population:</b> All students - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 17, 2022 <b>Funding Sources:</b> Playground Equipment for early childhood (carry forward) - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6639-00-XXX-Y24-T4H-	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses).  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.  <b>Staff Responsible for Monitoring:</b> Health Services Administrator  <b>Population:</b> District Health Services and Campus Nurses (licensed medical professional RN and LVN). - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The UTRGV Mobile Unit will be providing clinical care services to BISD students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Monthly reports of services provided Summative impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. <b>Staff Responsible for Monitoring:</b> Health Services Administrator  <b>Population:</b> all students - <b>Start Date:</b> August 16, 2021 - <b>End Date:</b> June 3, 2022	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The district will conduct a winter coat drive to provide needy students with warm clothing to promote better attendance at school and support student health. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Distribution list of warm clothing provided to students Summative Impact: improve attendance of At-Risk students <b>Staff Responsible for Monitoring:</b> State Compensatory Education administration  <b>Population:</b> At-Risk Students - <b>Start Date:</b> November 1, 2021 - <b>End Date:</b> December 17, 2021 <b>Funding Sources:</b> Winter Coat Drive - 162 State Compensatory - 162-61	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The district will establish protocols for the safe operation of the district during the COVID 19 pandemic, implement and revise plans for continued operation of the district in a manner that provides for the continued health and safety of all stakeholders. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Strong Start Plans Summative: Limitations in exposure and cases of COVID 19. <b>Staff Responsible for Monitoring:</b> BISD Cabinet Administrators Curriculum Administration  <b>Population:</b> All BISD Stakeholders - <b>Start Date:</b> July 1, 2021 - <b>End Date:</b> June 30, 2022 - <b>Revision Date:</b> August 9, 2021	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# District Education Improvement Council 2021-2022

Committee Role	Name	Position
Administrator	Dr. Rene Gutierrez	Superintendent
Meeting Facilitator	Dr. Anysia Trevino	Deputy Supt. for C&I and HR
Meeting Facilitator	Roni Louise Rentfro	District Coordinator of School Improvement
Community Representative	Dr. Angelica Fuentes	Associate Vice President of Instruction-Academic Success
Community Representative	Norma Lopez	Retired BISD Educator
Business Representative	Christine Chizek	Market Director of Clinical Professional Development
Business Representative	Traci Wickett	United Way RGV
Community Representative	Rosalinda Williams	BISD past Parent now Community
Parent	Shayna Fitzwater	BISD Parent
Classroom Teacher	Claudia Zapata	Aiken Elementary--T2 (replacing Arturo Trevino)
Classroom Teacher	Sandra Arredondo	Benavides Elementary--T2
Classroom Teacher	Paulette Martinez	Besteiro MS--T2
Non-classroom Professional	Dr. Edward Ude	BLA 6-12--O1
Non-classroom Professional	Loretta Dickinson	Breeden Elementary--O1
Classroom Teacher	Stacy Yzaguirre-Perez	Brite Elementary--T1
Classroom Teacher	Charles West	Brownsville Academic Center--T1
Classroom Teacher	Harold Emerson	Brownsville ECHS--T1, DEIC Vice-President
Classroom Teacher	Claudia Garcia	Burns Elementary--T2
Classroom Teacher	Irma Ruiz	Canales Elementary--T1
Classroom Teacher	Arnulfo Bermudez	Castaneda Elementary--T1
Classroom Teacher	Erika Aguilar-Hinojosa	Champion Elementary--T2
Classroom Teacher	Maricela Garcia	Cromack Elementary--T1
Classroom Teacher	Claudia Aguillon	Del Castillo Elementary--T2
Classroom Teacher	Maribel Martinez	Egly Elementary--T2
Non-classroom Professional	Esmeralda Rodriguez-Castillo,	El Jardin Elementary--O2
Classroom Teacher	Ashley Martinez	Faulk MS--T2
Classroom Teacher	Bernice Santillana	Gallegos Elementary--T1
Non-classroom Professional	Anne Cespedes	Garcia MS--O1

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Ann Virgen	Garden Park Elementary--T1
Classroom Teacher	Bertha "Nellie" Hernandez	Garza Elementary--T2
Non-classroom Professional	Rachel Sandell	Gonzalez Elementary--O1
Classroom Teacher	Martin Velasco	Hanna ECHS--T1
Classroom Teacher	Edith Costa	Hudson Elementary--T2
Classroom Teacher	Maria Garcia	Keller Elementary--T2
Classroom Teacher	GeorgeAna Wilson	Lincoln Park High School Program--T1
Classroom Teacher	Virginia Ramirez	Lopez ECHS--T1
Classroom Teacher	Yazmin Moreno	Lucio MS--T1
Classroom Teacher	Juan Aguirre	Manzano MS--T2
Classroom Teacher	Luz Marshall	Martin Elementary--T1
Non-classroom Professional	Laura Calderoni	Morningside Elementary--O2
Classroom Teacher	Abraham Vega	Oliveira MS--T2
Classroom Teacher	Nadia Banda	Ortiz Elementary--T1
Non-classroom Professional	Lisa Howell	Pace ECHS--O2, DEIC Parliamentarian
Classroom Teacher	Maria Juarez-Ortiz	Palm Grove Elementary--T2, DEIC President
Classroom Teacher	Michelle Ybarra	Paredes Elementary--T2 (replacing Maria Delgado)
Classroom Teacher	Citali Gonzalez	Pena Elementary--T1
Classroom Teacher	Javier Alaniz	Perez Elementary--T1
Classroom Teacher	Victor Ramirez	Perkins MS--T2
Classroom Teacher	Sabrina Mathers	Porter ECHS--T1
Classroom Teacher	Glenda Rodriguez	Pullam Elementary--T2
Classroom Teacher	Michelle Hinojosa	Putegnat Elementary--T2
Classroom Teacher	Kimberly Kizer	Rivera ECHS--T2 (replacing Felicia Van Cise)
Classroom Teacher	Xavier Hernandez	Russell Elementary--T1
Classroom Teacher	Natalie Herfindahl	Sharp Elementary--T2
Classroom Teacher	Celia Saiz-Broussard	Skinner Elementary--T1
Classroom Teacher	Aracelia Vera	Southmost Elementary--T2
Classroom Teacher	Laura Carmona	Stell MS--T1
Classroom Teacher	Jessica Chapa-Resendiz	Stillman MS--T1
Classroom Teacher	Mario Rojas	Vela MS--T1, DEIC Secretary

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Elizabeth Elizondo	Vermillion Elementary--T1
Non-classroom Professional	Leticia Longoria	Veterans ECHS--O2
Classroom Teacher	Julie Parker	Villa Nueva Elementary--T2 (replacing Maricelda Perez)
Non-classroom Professional	Persida Abrego	Yturria Elementary--O2 (replacing Melinda Lopez)
Parent	Laura Guzman	Parent
District-level Professional	Oscar Cantu, Jr.	C&I Department ELA Specialist--Y2 (replacing Dr. T. Cuff)
District-level Professional	Maria Gonzales	C&I Department EC Specialist--Y1

# District Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Club and community contributions		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	5	1	Co-curricular and Extra-Curricular	199-36-6412+6497+6498+6499	\$42,000.00
1	5	2	Co-Curricular and Extra-Curricular support funding	199-36 and 199-51	\$3,500.00
6	1	1	Salary/Wages PFE staff		\$0.00
6	1	4		199-61-6498	\$0.00
6	1	6	Printing	199-61-6399-16	\$0.00
7	1	1	Professional Development Subs and Fringe	199-13-6112+614X	\$6,430.00
7	1	1	Professional Development Travel (In and Out of District	199-13-6411	\$25,300.00
7	1	1	Professional Development Supplies and Resources	199-13-6399	\$13,500.00
7	1	2	Substitutes	199-13-6112	\$0.00
7	1	6	PD Travel	199-13-6411	\$0.00
Sub-Total					\$90,730.00
Budgeted Fund Source Amount					\$90,730.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software/Contracts for Curriculum	162-13-6299	\$450,000.00
1	1	1	Professional extra duty and fringe	162-13-6118-6146	\$25,000.00
1	1	2			\$0.00
1	1	3	Curriculum Supplies and materials	162-13-6395-6399	\$43,625.00
1	1	3	Tango Software Contract		\$221,050.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Curriculum Writing/Revising	192-13-6118	\$0.00
7	1	1	Consulting Services	162-13-6239	\$7,000.00
7	1	1	Contracted and other supports	162-13-62XX-6499	\$198,875.00
7	1	1	Region One PD services	162-13-6239	\$3,000.00
7	1	2	Professional Development stipends	162-13-6117	\$0.00
7	1	10	See campus plans for allocation of funds		\$0.00
9	2	1			\$0.00
9	2	2	refer to campus plans for allocation of funds and staffing		\$0.00
9	2	3	See BAC Improvement Plan for allocation of funds and staffing		\$0.00
9	2	4	See campus plans for salaries for At-Risk Counselors		\$0.00
9	2	5	See campus plans for allocation of funds for salaries		\$0.00
9	2	6	See campus plans for allocation of funds and staff		\$0.00
9	2	7	see campus plans for allocation of funds		\$0.00
9	2	8	See campus plan for funding allocation		\$0.00
9	2	9	See campus plans for allocation of any funds		\$0.00
9	3	1	Refer to individual campus plans for allocation of these funds.		\$0.00
9	3	2	See campus plans for teachers and salary allocations		\$0.00
9	3	3	See campus plans for allocation of salaries and FTE		\$0.00
9	3	4	See campus plans for allocation of staff and salaries		\$0.00
9	3	5	See campus plans for allocation of funds		\$0.00
9	4	4	Winter Coat Drive	162-61	\$0.00
Sub-Total					\$948,550.00
Budgeted Fund Source Amount					\$948,550.00
+/- Difference					\$0.00
206 McKinney Vento Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Homeless Program support technology	211-61-6398	\$0.00
9	2	9	Homeless Support Activities		\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$1,000.00

206 McKinney Vento Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	C&I Curriculum Extra Duty pay		\$65,000.00
1	1	1	Curriculum Supplies and Materials--Secondary	211-13-6399	\$10,000.00
1	1	1	Curriculum Supplies and Materials--Elementary		\$32,780.00
1	1	3	Curriculum Supplies and materials	211-13-6399	\$112,930.00
1	1	5	3 yr old Stipend	211-11-6117	\$0.00
1	1	5	Title I Teacher	211-11-6119	\$0.00
1	1	7	Funds for Private School Title I Activities		\$0.00
1	5	1	STEAM Pilot Resources		\$0.00
1	5	15	Space Settlement Design Tournament	211-11-6299	\$0.00
3	1	1	Faculty and staff at campus locations		\$0.00
6	1	1	Canopies	211-61-6399-00	\$0.00
6	1	1		211-61-6411-00	\$0.00
6	1	1	Resources needed for Title I Crate	211-61-6249-65	\$0.00
6	1	1	Salary/Wages - Parent Trainers	211-61-6129	\$0.00
6	1	1	Resources for PowerSchool	211-61-6299	\$0.00
6	1	1	Resources Need for School Messenger	211-61-6299	\$0.00
6	1	1	Resource for cell service staff	211-61-6256	\$0.00
6	1	1	Resources for capital outlay	211-61-6398-65	\$0.00
6	1	1	Resource for software - Adobe Pro	211-61-6395-65	\$0.00
6	1	1	Resources needed for Docusign software		\$0.00
6	1	2		211-61-6399	\$0.00
6	1	3	Resources for material/supplies	211-61-6399	\$0.00
6	1	4		211-61-6498	\$0.00
6	1	5			\$0.00
6	1	6	Reading Materials	211-61-6325	\$0.00
6	1	6	Equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents.	211-61-6399	\$0.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6	Consulting	211-61-6291	\$0.00
6	1	7		211-61-6411-23	\$0.00
7	1	1	Supplemental Curriculum Specialists and staff		\$0.00
7	1	6	PD Travel	211-13-6411	\$1,000.00
7	1	7	Substitutes and Fringe	211-11-6112	\$9,000.00
7	1	7	Out of district travel for C&I	13-6411	\$24,250.00
9	2	9	Homeless staffing		\$0.00
9	3	1	Extended Year Activity Funding	211-11-6118	\$9,900.00
9	3	1	Summer School staff and resources (budget pending)		\$0.00
9	3	3	C&I Fringe (6141+6146+6148+6149)	211-614X	\$12,647.00
9	3	3	C&I Stipends for training	211-13-3117	\$24,015.00
9	3	3	C&I Extra-duty	211-13-6118	\$84,338.00
Sub-Total					\$385,860.00
Budgeted Fund Source Amount					\$385,860.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Software and Resources		\$2,000,000.00
7	1	12	District Data Dashboard program		\$0.00
7	1	12	SEL Program Software		\$0.00
7	1	13	Consultants and professional services		\$62,000.00
7	1	13	Software and supplemental resources		\$48,000.00
8	2	2	District resources--COVID 19 and ESSER funding		\$0.00
9	3	1	EDEP and Accelerated Learning		\$1,500,000.00
Sub-Total					\$3,610,000.00
Budgeted Fund Source Amount					\$3,610,000.00
+/- Difference					\$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Funds for Private Schools Title IV-A Activities	TEC	\$0.00



289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	4	Dual Enrollment Course Stipends	289-11-6117	\$0.00
1	5	1	Tech Prep Summer Program	289-11-6299	\$0.00
1	5	1	STEM Program supports		\$0.00
1	5	8	Girls Can Code	289-11-6118-	\$0.00
1	5	8	Coding Stipend	289-11-6117	\$0.00
5	2	4	Guidance programs addressing student supports for mental health	289-T4C	\$0.00
5	3	3	Staff Development for BISD Police for classroom Presentations	289-T4S	\$0.00
7	1	2	SEESAW Learning Inc. Software for campuses	289-11-6299	\$0.00
7	1	2	HOONUIT LLC. ONLINE PROFESSIONAL LEARNING	289-13-6299	\$0.00
7	1	5	2nd Annual ISET Conference at Veterans Memorial ECHS	289-13-TEC	\$0.00
8	1	1	Technology Services	289-51-6639	\$0.00
8	1	1	Educational Technologies Activities		\$0.00
8	2	1	EDUCATIONAL TECHNOLOGY RESOURCES	289-TEC	\$0.00
9	3	1	Summer School Title IV Activities	289-11-699	\$75,000.00
9	4	1	Playground Equipment for early childhood (carry forward)	289-11-6639-00-XXX-Y24-T4H-	\$0.00
Sub-Total					\$75,000.00
Budgeted Fund Source Amount					\$75,000.00
+/- Difference					\$0.00
211 ESF-Focused Grant (211-ESF)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	ESF-Focused Grant funding (funds also allocated in Campus TIPs)	various	\$1,528,083.00
Sub-Total					\$1,528,083.00
Budgeted Fund Source Amount					\$1,528,083.00
+/- Difference					\$0.00
Grand Total					\$6,639,223.00

# Addendums



# Brownsville Independent School District

## EARLY CHILDHOOD LITERACY (PK-3)

### HB3 BOARD GOALS

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.



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## COLLEGE, CAREER, AND MILITARY READY

### HB3 BOARD GOALS

#### 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.

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

## Priority for Service (PFS) Action Plan for Migrant Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<input type="checkbox"/> Who have made a qualifying move within the previous 1-year period; <u>AND</u> <input type="checkbox"/> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<input type="checkbox"/> Who have made a qualifying move within the previous 1-year period; <u>AND</u> Have been designated LEP in the Student Designation section of the New Generation System (NGS) <input type="checkbox"/> Supplemental Program Component; <u>or</u> <input type="checkbox"/> For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities.

Each district’s plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

\*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Brownsville ISD
Region: 1

## Priority for Service (PFS) Action Plan

Filled Out By: Estela L. Barrientes
Date: August 6, 2021

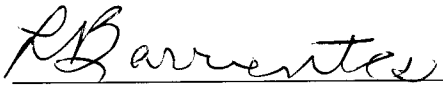
School Year: 2021 - 2022

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).

<u>Goal(s)</u> : To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.	<u>Objective(s)</u> : <ul style="list-style-type: none"> <li>PFS students will have access to supplemental instructional opportunities.</li> <li>80% of PFS students will be on grade level within two years.</li> <li>70% of PFS students will meet the state academic achievement standards (STAAR) within two years.</li> </ul>		
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Monitor the progress of MEP students who are on PFS.</b>			
<input type="checkbox"/> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September 2021-June 2022 (on last work day of each month)	NGS Specialist Campus Migrant Clerks Migrant Coordinator	NGS PFS Monthly Reports
<input type="checkbox"/> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 17, 2021	Migrant Coordinator	Copy of PFS Plan with Migrant Coordinator and ESC Signature

<b>Additional Activities</b>			
<input type="checkbox"/> Distribute NGS PFS report to all campus principals on a monthly basis on the first work day of the month. A cover letter with a thorough explanation of the report will be attached.	October 2021 – June 2022	Migrant Coordinator NGS Specialist Recruiters	Delivery Sheets with Signatures or Email Confirmation
<b>Required Strategies</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Documentation</b>
<b>Communicate the progress and determine needs of PFS migrant students.</b>			
<input type="checkbox"/> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August 2021 – October 2021	Migrant Coordinator Migrant Counselor	Sign-In Sheets Agenda Copies of Handouts
<input type="checkbox"/> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	October 2021	Migrant Coordinator	PAC Agenda Copy of PowerPoint
<input type="checkbox"/> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	December 2021 – March 2022	Migrant Coordinator Migrant Recruiters Migrant Campus Clerks Parent Liaison	Signed copy of Report Card Mileage Log
<b>Additional Activities</b>			
<input type="checkbox"/> Migrant staff will visit working parents of PFS student during evening hours & weekends.	September 2021 – June 2022	Migrant Recruiters Migrant Clerks Parent Liaison	Mileage Log
<b>Provide services to PFS migrant students.</b>			
<input type="checkbox"/> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year	MSC Migrant Clerks	DIP Documentation of attendance at PFS Learning Academies

			Sign-In Sheets Distribution Logs
<input type="checkbox"/> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year	Migrant Coordinator Migrant Clerks Parent Liaison Migrant Counselor	Sign-In Sheets Distribution Forms
<input type="checkbox"/> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	Migrant Coordinator Parent Liaison Migrant Counselor	Community Resources Booklet
Additional Activities			
<input type="checkbox"/> The District will host a Learning Academy for PFS Students ONLY with a focus on Math and Reading.	November 2021	Migrant Coordinator Migrant Counselor Migrant Clerks	Sign-In Sheets Transportation Request Agenda
<input type="checkbox"/> District PFS students will be provided schools supplies, clothing, and hygiene products as needed.	As needed throughout the year	Migrant Coordinator, Migrant Clerks Parent Liaison	Distribution Forms Referrals to other agencies

  
LEA Signature

8-6-21  
Date Completed

  
ESC Signature

08/06/2021  
Date Received



**Texas Education Agency  
2021 Accountability Ratings Overall Summary  
BROWNSVILLE ISD (031901)**

**Not Rated: Declared State of Disaster**

**Accountability Data Summary**

<b>Student Achievement Raw Component Score</b>	
STAAR Performance	34
College, Career and Military Readiness	74
Graduation Rate	96
<b>School Progress Raw Component Score</b>	
Academic Growth	N/A
Relative Performance (Eco Dis: 89.2%)	54
<b>Closing the Gaps % of Indicators Met</b>	
Academic Achievement Status	11%
Growth Status	N/A
Graduation Status	100%
English Language Proficiency Status	100%
Student Success Status	9%
School Quality Status	100%
<b>% Participation (All Tests)</b>	
2018-19	100%
2020-21	71%

**Distinction Designations**

Distinction designations were not awarded in 2021.

**Texas Education Agency  
2021 STAAR Performance  
BROWNSVILLE ISD (031901)**

**Calculation Report**

STAAR Performance	Reading	Mathematics	Writing	Science	Social Studies	Totals	Percentages
Total Tests	17,273	13,226	3,843	6,052	4,589	44,983	
Approaches GL or Above	10,851	6,699	1,972	3,723	3,131	26,376	59%
Meets GL or Above	6,585	2,731	883	1,875	2,012	14,086	31%
Masters GL	2,133	976	210	607	981	4,907	11%
Total Percentage Points							101%
<b>Component Score</b>							<b>34</b>

**Texas Education Agency  
2021 STAAR Performance  
BROWNSVILLE ISD (031901)**

**Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
<b>All Subjects</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	59%	80%	59%	66%	*	88%	*	77%	56%	37%	46%	28%	61%	59%	56%
At Meets GL Standard or Above	31%	50%	31%	40%	*	66%	*	69%	29%	12%	19%	15%	28%	32%	30%
At Masters GL Standard	11%	20%	11%	16%	*	42%	*	15%	9%	3%	6%	6%	9%	11%	11%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	26,376	35	26,043	214	*	68	*	10	22,321	5,830	9,742	1,838	212	22,737	3,639
At Meets GL Standard or Above	14,086	22	13,870	131	*	51	*	9	11,408	1,925	4,045	1,004	97	12,128	1,958
At Masters GL Standard	4,907	9	4,809	53	*	32	*	2	3,762	490	1,258	385	32	4,210	697
Total Tests	44,983	44	44,517	325	*	77	*	13	39,752	15,837	21,227	6,637	349	38,450	6,533
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	*	100%	100%	83%	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	71%	77%	71%	72%	*	76%	45%	100%	71%	75%	74%	64%	71%	71%	73%
<b>ELA/Reading</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	63%	87%	63%	65%	*	89%	*	83%	60%	40%	50%	27%	63%	64%	57%
At Meets GL Standard or Above	38%	60%	38%	45%	*	67%	*	67%	35%	14%	23%	15%	32%	39%	34%
At Masters GL Standard	12%	20%	12%	19%	*	48%	*	17%	11%	3%	7%	5%	8%	13%	11%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	10,851	13	10,718	88	*	24	*	5	9,227	2,488	4,117	682	91	9,320	1,531
At Meets GL Standard or Above	6,585	9	6,491	61	*	18	*	4	5,369	884	1,910	395	47	5,674	911
At Masters GL Standard	2,133	3	2,090	25	*	13	*	1	1,619	204	568	138	11	1,851	282
Total Tests	17,273	15	17,086	135	*	27	*	6	15,284	6,237	8,267	2,567	145	14,606	2,667
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	*	100%	100%	*	100%	100%	100%	99%	100%	100%	100%
% participation 2020-21	76%	74%	76%	76%	*	76%	40%	100%	75%	82%	80%	69%	77%	75%	79%
<b>Mathematics</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	51%	62%	50%	63%	*	86%	*	*	48%	34%	42%	27%	54%	51%	49%
At Meets GL Standard or Above	21%	38%	20%	30%	*	68%	*	*	19%	10%	16%	14%	21%	21%	20%
At Masters GL Standard	7%	23%	7%	14%	*	41%	*	*	7%	3%	6%	6%	8%	7%	8%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	6,699	8	6,602	65	*	19	*	*	5,654	1,678	2,833	575	64	5,875	824
At Meets GL Standard or Above	2,731	5	2,677	31	*	15	*	*	2,195	495	1,049	291	25	2,400	331
At Masters GL Standard	976	3	949	14	*	9	*	*	772	171	398	120	9	837	139

**Texas Education Agency  
2021 STAAR Performance  
BROWNSVILLE ISD (031901)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
Total Tests	13,226	13	13,081	103	*	22	*	*	11,723	4,954	6,707	2,103	119	11,539	1,687
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	67%	78%	67%	71%	*	72%	*	*	67%	70%	70%	62%	71%	67%	68%
<b>Writing</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	51%	*	51%	64%	-	67%	-	-	49%	27%	38%	20%	53%	52%	45%
At Meets GL Standard or Above	23%	*	23%	36%	-	33%	-	-	21%	6%	13%	11%	19%	23%	21%
At Masters GL Standard	5%	*	5%	9%	-	0%	-	-	5%	1%	2%	4%	0%	6%	4%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	1,972	*	1,951	14	-	**	-	-	1,675	387	750	127	17	1,776	196
At Meets GL Standard or Above	883	*	873	8	-	**	-	-	706	83	248	70	6	792	91
At Masters GL Standard	210	*	208	2	-	**	-	-	162	10	45	25	0	192	18
Total Tests	3,843	*	3,811	22	-	**	-	-	3,443	1,460	1,957	649	32	3,407	436
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	100%
% participation 2020-21	69%	100%	69%	78%	-	75%	*	-	69%	70%	70%	63%	73%	69%	69%
<b>Science</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	62%	100%	61%	78%	-	100%	-	*	59%	40%	49%	30%	79%	62%	58%
At Meets GL Standard or Above	31%	80%	31%	51%	-	67%	-	*	28%	13%	19%	15%	29%	31%	29%
At Masters GL Standard	10%	20%	10%	17%	-	42%	-	*	8%	2%	5%	5%	16%	10%	8%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	3,723	**	3,673	32	-	12	-	*	3,149	832	1,379	240	30	3,150	573
At Meets GL Standard or Above	1,875	**	1,841	21	-	8	-	*	1,520	273	528	123	11	1,590	285
At Masters GL Standard	607	**	594	7	-	5	-	*	453	42	134	43	6	524	83
Total Tests	6,052	**	5,993	41	-	12	-	*	5,335	2,074	2,837	810	38	5,070	982
<b>Participation</b>															
% participation 2018-19	100%	100%	100%	100%	-	100%	*	-	100%	100%	100%	99%	99%	100%	99%
% participation 2020-21	68%	71%	68%	61%	-	81%	*	*	67%	68%	68%	59%	54%	68%	67%
<b>Social Studies</b>															
<b>Percent of Tests</b>															
At Approaches GL Standard or Above	68%	86%	68%	63%	-	90%	-	*	66%	40%	45%	42%	67%	68%	68%
At Meets GL Standard or Above	44%	57%	44%	42%	-	80%	-	*	41%	17%	21%	25%	53%	44%	45%
At Masters GL Standard	21%	29%	21%	21%	-	50%	-	*	19%	6%	8%	12%	40%	21%	23%
<b>Number of Tests</b>															
At Approaches GL Standard or Above	3,131	**	3,099	15	-	9	-	*	2,616	445	663	214	10	2,616	515

**Texas Education Agency  
2021 STAAR Performance  
BROWNSVILLE ISD (031901)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled
At Meets GL Standard or Above	2,012	**	1,988	10	-	8	-	*	1,618	190	310	125	8	1,672	340
At Masters GL Standard	981	**	968	5	-	5	-	*	756	63	113	59	6	806	175
Total Tests	4,589	**	4,546	24	-	10	-	*	3,967	1,112	1,459	508	15	3,828	761
<b>Participation</b>															
% participation 2018-19	99%	100%	99%	100%	-	100%	*	-	99%	99%	99%	99%	98%	99%	99%
% participation 2020-21	73%	73%	73%	67%	-	83%	-	*	72%	70%	70%	64%	58%	73%	74%

- Indicates there are no students in the group.

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

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

**Texas Education Agency  
2021 College, Career, and Military Readiness  
BROWNSVILLE ISD (031901)**

**Calculation Table**

	Annual Graduates	
	Count	Percent
Total		
Total graduates	2,622	
Total credit for CCMR criteria	1,952	74%

**Data Table**

	Annual Graduates	
	Count	Percent
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	1,258	48%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	1,583	60%
Met TSI assessment criteria	1,454	56%
Met ACT criteria	128	5%
Met SAT criteria	918	35%
Earned credit for a college prep course	80	3%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	1,468	56%
Met TSI assessment criteria	1,308	50%
Met ACT criteria	120	5%
Met SAT criteria	408	16%
Earned credit for a college prep course	163	6%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	549	21%
Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	698	27%
Industry-Based Certifications		
Earned an industry-based certification from approved list	768	29%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earned an associate degree while in high school	27	1%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	79	3%
Special Ed with Advanced Degree Plan		
Identified as receiving special education services and earned an advanced degree plan	176	7%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

- Indicates there are no students in the group.

\* Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17-19 released by the United States Department of Defense and TSDS PEIMS military enlistment data, military enlistment data is excluded from accountability calculations.

**Texas Education Agency  
2021 Graduation Rate  
BROWNSVILLE ISD (031901)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL+	Special Ed
<b>4-Year Graduation Rate (Gr 9-12): Class of 2020</b>											
% Graduated	93.8%	*	93.8%	92.3%	*	*	*	-	93.0%	89.8%	86.8%
# Graduated	2,599	*	2,579	12	*	*	*	-	2,219	439	243
Total in Class	2,771	*	2,750	13	*	*	*	-	2,386	489	280
<b>5-Year Extended Graduation Rate (Gr 9-12): Class of 2019</b>											
% Graduated	96.3%	*	96.3%	100.0%	-	88.9%	-	-	95.8%	94.0%	91.7%
# Graduated	3,192	*	3,163	17	-	**	-	-	2,696	533	264
Total in Class	3,316	*	3,286	17	-	**	-	-	2,814	567	288
<b>6-Year Extended Graduation Rate (Gr 9-12): Class of 2018</b>											
% Graduated	95.5%	*	95.5%	100.0%	-	100.0%	-	-	95.7%	90.9%	87.7%
# Graduated	3,085	*	3,047	26	-	**	-	-	2,982	439	265
Total in Class	3,230	*	3,192	26	-	**	-	-	3,117	483	302
<b>Annual Dropout Rate (Gr 9-12): SY 2019-20</b>											
% Dropped Out	0.4%	0.0%	0.4%	0.0%	-	0.0%	*	*	0.4%	0.2%	0.9%
% Dropped Out - Conversion	96.0%										
# Dropped Out	52	0	52	0	-	0	*	*	47	6	15
# of Students	14,012	25	13,826	131	-	24	*	*	11,947	2,906	1,717

+ Ever HS ELs are included in the graduation rate. Annual Dropouts are current ELs only.

- Indicates there are no students in the group.

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

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

**Texas Education Agency  
2021 Relative Performance  
BROWNSVILLE ISD (031901)**

<b>% Economically Disadvantaged</b>	<b>STAAR and CCMR</b>
89.2	54



**Texas Education Agency  
2021 Closing the Gaps  
BROWNSVILLE ISD (031901)**

**Status and Data Table**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
<b>Academic Achievement Status</b>																
<b>ELA/Reading Target</b>	<b>44%</b>	<b>32%</b>	<b>37%</b>	<b>60%</b>	<b>43%</b>	<b>74%</b>	<b>45%</b>	<b>56%</b>	<b>33%</b>	<b>29%</b>	<b>19%</b>	<b>36%</b>	<b>46%</b>	<b>42%</b>		
<b>Target Met</b>	<b>No</b>		<b>Yes</b>	<b>No</b>		<b>No</b>			<b>Yes</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>		
% at Meets GL Standard or Above	38%	60%	38%	45%	*	67%	*	67%	35%	23%	15%	32%	39%	34%		
# at Meets GL Standard or Above	6,585	9	6,491	61	*	18	*	4	5,369	1,910	395	47	5,674	911		
Total Tests	17,273	15	17,086	135	*	27	*	6	15,284	8,267	2,567	145	14,606	2,667		
<b>Mathematics Target</b>	<b>46%</b>	<b>31%</b>	<b>40%</b>	<b>59%</b>	<b>45%</b>	<b>82%</b>	<b>50%</b>	<b>54%</b>	<b>36%</b>	<b>40%</b>	<b>23%</b>	<b>44%</b>	<b>47%</b>	<b>45%</b>		
<b>Target Met</b>	<b>No</b>		<b>No</b>	<b>No</b>					<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>		
% at Meets GL Standard or Above	21%	38%	20%	30%	*	68%	*	*	19%	16%	14%	21%	21%	20%		
# at Meets GL Standard or Above	2,731	5	2,677	31	*	15	*	*	2,195	1,049	291	25	2,400	331		
Total Tests	13,226	13	13,081	103	*	22	*	*	11,723	6,707	2,103	119	11,539	1,687		
<b>Total Indicators</b>															<b>2</b>	<b>19</b>
<b>Graduation Rate Status</b>																
<b>Target</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>90%</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>		
<b>Target Met</b>	<b>Yes (2)</b>		<b>Yes (2)</b>						<b>Yes (2)</b>	<b>Yes (3)</b>	<b>Yes (3)</b>					
2019 % Graduated	92.1%	-	92.1%	-	-	-	-	-	91.4%	88.2%	75.1%					
2020 % Graduated	92.9%	*	92.9%	85.7%	*	*	*	-	92.0%	89.8%	79.9%					
2020 # Graduated	2,603	*	2,583	12	*	*	*	-	2,223	440	243					
2020 Total in Class	2,802	*	2,780	14	*	*	*	-	2,415	490	304					
<b>Total Indicators</b>															<b>5</b>	<b>5</b>
<b>English Language Proficiency Status</b>																
<b>Target</b>										<b>36%</b>						
<b>Target Met</b>										<b>Yes</b>						
TELPAS Progress Rate										47%						
TELPAS Progress										3,596						
TELPAS Total										7,646						
<b>Total Indicators</b>															<b>1</b>	<b>1</b>
<b>Student Success Status</b>																
<b>Target</b>	<b>47</b>	<b>36</b>	<b>41</b>	<b>58</b>	<b>46</b>	<b>73</b>	<b>48</b>	<b>55</b>	<b>38</b>	<b>37</b>	<b>23</b>	<b>43</b>	<b>48</b>	<b>45</b>		
<b>Target Met</b>	<b>No</b>	<b>Yes</b>	<b>No</b>	<b>No</b>		<b>No</b>			<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>	<b>No</b>		
STAAR Component Score	34	50	34	41	*	65	*	54	31	24	16	33	34	32		
% at Approaches GL Standard or Above	59%	80%	59%	66%	*	88%	*	77%	56%	46%	28%	61%	59%	56%		
% at Meets GL Standard or Above	31%	50%	31%	40%	*	66%	*	69%	29%	19%	15%	28%	32%	30%		

**Texas Education Agency  
2021 Closing the Gaps  
BROWNSVILLE ISD (031901)**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated
% at Masters GL Standard	11%	20%	11%	16%	*	42%	*	15%	9%	6%	6%	9%	11%	11%		
Total Tests	44,983	44	44,517	325	*	77	*	13	39,752	21,227	6,637	349	38,450	6,533		
<b>Total Indicators</b>															<b>1</b>	<b>11</b>
<b>School Quality Status</b>																
<b>Target</b>	<b>47%</b>	<b>31%</b>	<b>41%</b>	<b>58%</b>	<b>42%</b>	<b>76%</b>	<b>39%</b>	<b>53%</b>	<b>39%</b>	<b>30%</b>	<b>27%</b>	<b>43%</b>	<b>50%</b>	<b>31%</b>		
<b>Target Met</b>	<b>Yes</b>		<b>Yes</b>						<b>Yes</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>		
% Students Meeting CCMR	72%	80%	72%	50%	-	100%	*	-	70%	58%	70%	56%	73%	65%		
# Students Meeting CCMR	2,339	**	2,314	12	-	8	*	-	1,935	429	252	5	2,022	317		
Total Students	3,249	**	3,211	24	-	8	*	-	2,756	735	362	9	2,765	484		
<b>Total Indicators</b>															<b>7</b>	<b>7</b>
<b>Participation 2018-19</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	100%	100%	100%	100%	*	100%	100%	*	100%	100%	99%	100%	100%	100%		
# Participants	28,228	27	27,924	228	*	40	6	*	24,799	13,839	4,111	269	23,006	5,222		
Total Tests	28,309	27	28,004	228	*	40	6	*	24,877	13,858	4,132	269	23,061	5,248		
<b>Mathematics</b>																
% Participation	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	100%		
# Participants	20,928	20	20,689	186	*	26	*	*	18,560	10,900	3,238	233	17,537	3,391		
Total Tests	20,971	20	20,732	186	*	26	*	*	18,603	10,919	3,247	234	17,568	3,403		
<b>Participation 2020-21</b>																
<b>Target</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>		
<b>ELA/Reading</b>																
% Participation	76%	74%	76%	76%	*	76%	40%	100%	75%	80%	69%	77%	75%	79%		
# Participants	19,285	17	19,052	170	*	28	**	6	17,177	10,113	2,905	155	15,783	3,502		
Total Tests	25,540	23	25,233	223	*	37	**	6	22,822	12,676	4,220	201	21,130	4,410		
<b>Mathematics</b>																
% Participation	67%	78%	67%	71%	*	72%	*	*	67%	70%	62%	71%	67%	68%		
# Participants	13,583	14	13,407	123	*	23	*	*	12,028	6,925	2,151	120	11,588	1,995		
Total Tests	20,197	18	19,954	174	*	32	*	*	17,964	9,874	3,488	168	17,281	2,916		

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

\*\* When only one racial / ethnic group is masked, then the second smallest racial / ethnic group is masked regardless of size.

+ Ever HS ELs are included in the Federal Graduation Rate.

Yes (1) Indicates the student group met the four-year long-term graduation rate target of 94.0% and demonstrated improvement of at least 0.1% over the Class of 2015 statewide baseline rate.

Yes (2) Indicates the student group met the four-year interim graduation rate target of 90.0% and demonstrated improvement of at least 0.1% over the prior year rate.

Yes (3) Indicates the student group met its four-year graduation rate growth target.

- Indicates there are no students in the group.

# 2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

District Number: **031901**

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

*2020 Special Education Determination Status:*

***Meets Requirements***

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District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District 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.

		State	Region 01	District	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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	79%	<b>80%</b>	*	80%	83%	-	100%	-	-	49%	85%	80%	78%	79%	77%
	2018	77%	79%	<b>80%</b>	100%	80%	86%	*	80%	-	*	49%	85%	80%	79%	80%	76%
At Meets Grade Level or Above	2019	45%	46%	<b>46%</b>	*	46%	67%	-	60%	-	-	25%	48%	46%	46%	44%	41%
	2018	43%	42%	<b>42%</b>	60%	42%	68%	*	40%	-	*	24%	51%	42%	41%	41%	34%
At Masters Grade Level	2019	27%	27%	<b>26%</b>	*	26%	50%	-	40%	-	-	8%	15%	26%	23%	23%	22%
	2018	25%	22%	<b>22%</b>	0%	22%	55%	*	40%	-	*	6%	23%	22%	22%	21%	15%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2019	79%	83%	<b>85%</b>	*	85%	89%	-	100%	-	-	58%	93%	86%	81%	84%	85%
	2018	78%	82%	<b>86%</b>	100%	86%	96%	*	80%	-	*	59%	85%	86%	85%	86%	84%
At Meets Grade Level or Above	2019	49%	53%	<b>56%</b>	*	56%	56%	-	100%	-	-	31%	56%	56%	54%	54%	53%
	2018	47%	51%	<b>54%</b>	100%	53%	78%	*	80%	-	*	31%	73%	54%	47%	53%	49%
At Masters Grade Level	2019	25%	26%	<b>27%</b>	*	27%	44%	-	40%	-	-	14%	30%	28%	24%	25%	24%
	2018	23%	24%	<b>27%</b>	60%	27%	35%	*	60%	-	*	14%	35%	28%	23%	26%	24%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2019	75%	80%	<b>83%</b>	100%	83%	91%	*	*	-	*	51%	84%	83%	84%	82%	80%
	2018	73%	75%	<b>79%</b>	*	78%	100%	-	*	*	-	47%	79%	79%	74%	78%	73%
At Meets Grade Level or Above	2019	44%	47%	<b>51%</b>	100%	51%	74%	*	*	-	*	25%	44%	52%	49%	49%	44%
	2018	46%	46%	<b>49%</b>	*	49%	82%	-	*	*	-	30%	53%	49%	45%	48%	42%
At Masters Grade Level	2019	22%	23%	<b>23%</b>	67%	23%	35%	*	*	-	*	8%	19%	24%	20%	21%	18%
	2018	24%	23%	<b>23%</b>	*	23%	64%	-	*	*	-	13%	32%	24%	21%	23%	18%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	81%	<b>82%</b>	100%	82%	87%	*	*	-	*	53%	75%	83%	80%	81%	78%
	2018	78%	83%	<b>86%</b>	*	86%	92%	-	*	*	-	54%	81%	86%	82%	85%	84%
At Meets Grade Level or Above	2019	48%	51%	<b>53%</b>	100%	52%	70%	*	*	-	*	28%	59%	53%	49%	50%	48%
	2018	49%	52%	<b>56%</b>	*	56%	69%	-	*	*	-	30%	43%	57%	53%	55%	50%
At Masters Grade Level	2019	28%	28%	<b>30%</b>	83%	29%	57%	*	*	-	*	14%	22%	30%	27%	28%	25%
	2018	27%	28%	<b>30%</b>	*	30%	31%	-	*	*	-	13%	29%	31%	29%	30%	27%
<b>Grade 4 Writing</b>																	
At Approaches Grade Level or Above	2019	67%	74%	<b>78%</b>	100%	78%	91%	*	*	-	*	41%	75%	78%	75%	76%	73%
	2018	63%	69%	<b>74%</b>	*	74%	83%	-	*	*	-	36%	84%	74%	73%	74%	70%
At Meets Grade Level or Above	2019	35%	40%	<b>44%</b>	100%	44%	74%	*	*	-	*	21%	31%	45%	41%	42%	37%
	2018	39%	43%	<b>48%</b>	*	48%	83%	-	*	*	-	24%	32%	48%	47%	47%	42%
At Masters Grade Level	2019	11%	13%	<b>14%</b>	50%	14%	17%	*	*	-	*	6%	6%	14%	12%	12%	10%
	2018	11%	11%	<b>14%</b>	*	14%	17%	-	*	*	-	12%	5%	14%	13%	13%	11%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District 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.

		State	Region 01	District	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)
<b>Grade 5 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	89%	<b>91%</b>	*	91%	94%	-	*	*	-	61%	100%	91%	89%	90%	88%
	2018	84%	86%	<b>90%</b>	*	90%	95%	-	100%	-	*	57%	91%	90%	88%	90%	87%
At Meets Grade Level or Above	2019	54%	54%	<b>56%</b>	*	56%	56%	-	*	*	-	28%	46%	56%	58%	54%	50%
	2018	54%	55%	<b>59%</b>	*	59%	80%	-	71%	-	*	31%	48%	60%	56%	59%	53%
At Masters Grade Level	2019	29%	27%	<b>28%</b>	*	28%	38%	-	*	*	-	9%	31%	28%	27%	25%	21%
	2018	26%	26%	<b>28%</b>	*	28%	55%	-	71%	-	*	12%	30%	28%	28%	27%	24%
<b>Grade 5 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	90%	94%	<b>96%</b>	*	96%	100%	-	*	*	-	82%	100%	96%	94%	96%	96%
	2018	91%	94%	<b>97%</b>	*	97%	100%	-	100%	-	*	85%	94%	97%	93%	97%	97%
At Meets Grade Level or Above	2019	58%	64%	<b>70%</b>	*	70%	81%	-	*	*	-	40%	69%	71%	68%	69%	65%
	2018	58%	67%	<b>74%</b>	*	74%	89%	-	100%	-	*	46%	67%	75%	70%	74%	72%
At Masters Grade Level	2019	36%	39%	<b>46%</b>	*	46%	44%	-	*	*	-	19%	35%	46%	48%	43%	40%
	2018	30%	36%	<b>43%</b>	*	42%	68%	-	86%	-	*	20%	45%	43%	39%	42%	40%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2019	75%	81%	<b>84%</b>	*	84%	88%	-	*	*	-	55%	96%	84%	82%	83%	79%
	2018	76%	82%	<b>85%</b>	*	85%	95%	-	100%	-	*	53%	85%	85%	83%	84%	83%
At Meets Grade Level or Above	2019	49%	56%	<b>60%</b>	*	60%	81%	-	*	*	-	35%	62%	60%	57%	58%	54%
	2018	41%	47%	<b>51%</b>	*	51%	85%	-	71%	-	*	27%	52%	51%	49%	50%	48%
At Masters Grade Level	2019	24%	27%	<b>28%</b>	*	28%	38%	-	*	*	-	13%	35%	28%	28%	26%	23%
	2018	17%	19%	<b>20%</b>	*	20%	45%	-	29%	-	*	9%	24%	20%	20%	20%	20%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2019	68%	65%	<b>64%</b>	*	64%	63%	-	100%	-	*	29%	67%	65%	56%	61%	55%
	2018	69%	65%	<b>65%</b>	*	65%	50%	*	*	*	-	32%	56%	67%	52%	64%	56%
At Meets Grade Level or Above	2019	37%	33%	<b>31%</b>	*	31%	38%	-	80%	-	*	14%	30%	32%	26%	28%	21%
	2018	39%	33%	<b>32%</b>	*	32%	14%	*	*	*	-	18%	34%	33%	25%	31%	21%
At Masters Grade Level	2019	18%	15%	<b>12%</b>	*	12%	13%	-	40%	-	*	7%	9%	13%	9%	11%	7%
	2018	19%	15%	<b>14%</b>	*	14%	14%	*	*	*	-	6%	22%	14%	10%	13%	7%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2019	81%	81%	<b>81%</b>	*	81%	79%	-	100%	-	*	48%	82%	82%	74%	79%	76%
	2018	77%	76%	<b>77%</b>	*	77%	70%	*	*	*	-	49%	88%	78%	68%	76%	72%
At Meets Grade Level or Above	2019	47%	44%	<b>44%</b>	*	43%	54%	-	100%	-	*	17%	52%	44%	41%	40%	34%
	2018	44%	41%	<b>39%</b>	*	39%	39%	*	*	*	-	22%	47%	41%	30%	38%	31%
At Masters Grade Level	2019	21%	17%	<b>17%</b>	*	16%	29%	-	60%	-	*	8%	18%	17%	15%	14%	11%
	2018	18%	15%	<b>14%</b>	*	14%	13%	*	*	*	-	7%	22%	15%	10%	13%	9%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2019	76%	74%	<b>73%</b>	*	73%	70%	-	*	*	-	36%	74%	75%	65%	71%	63%
	2018	74%	71%	<b>72%</b>	*	72%	68%	-	*	*	-	33%	74%	73%	62%	71%	63%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

**Texas Education Agency**  
**Texas Academic Performance Report**  
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		State	Region 01	District	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)
At Meets Grade Level or Above	2019	49%	45%	<b>46%</b>	*	45%	50%	-	*	*	-	21%	46%	47%	37%	43%	32%
	2018	48%	44%	<b>42%</b>	*	42%	50%	-	*	*	-	21%	26%	43%	32%	41%	29%
At Masters Grade Level	2019	29%	25%	<b>24%</b>	*	24%	27%	-	*	*	-	9%	32%	25%	18%	21%	12%
	2018	29%	25%	<b>24%</b>	*	23%	41%	-	*	*	-	10%	10%	24%	19%	23%	12%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2019	75%	77%	<b>73%</b>	*	73%	73%	-	*	*	-	40%	78%	74%	65%	71%	65%
	2018	72%	74%	<b>70%</b>	*	70%	74%	-	*	*	-	39%	62%	71%	63%	69%	63%
At Meets Grade Level or Above	2019	43%	46%	<b>40%</b>	*	40%	40%	-	*	*	-	20%	40%	41%	35%	36%	30%
	2018	40%	41%	<b>36%</b>	*	36%	43%	-	*	*	-	20%	21%	37%	29%	35%	25%
At Masters Grade Level	2019	17%	18%	<b>15%</b>	*	14%	17%	-	*	*	-	10%	18%	15%	11%	12%	8%
	2018	18%	18%	<b>15%</b>	*	14%	30%	-	*	*	-	9%	10%	15%	13%	14%	8%
<b>Grade 7 Writing</b>																	
At Approaches Grade Level or Above	2019	70%	72%	<b>74%</b>	*	74%	60%	-	*	*	-	33%	74%	75%	62%	72%	64%
	2018	69%	67%	<b>68%</b>	*	68%	65%	-	*	*	-	28%	60%	70%	51%	67%	58%
At Meets Grade Level or Above	2019	42%	42%	<b>44%</b>	*	44%	43%	-	*	*	-	19%	38%	45%	33%	40%	30%
	2018	43%	41%	<b>41%</b>	*	41%	52%	-	*	*	-	19%	21%	43%	29%	40%	27%
At Masters Grade Level	2019	18%	17%	<b>16%</b>	*	16%	10%	-	*	*	-	8%	16%	16%	13%	13%	8%
	2018	15%	13%	<b>12%</b>	*	12%	22%	-	*	*	-	9%	0%	13%	8%	11%	4%
<b>Grade 8 Reading^</b>																	
At Approaches Grade Level or Above	2019	86%	84%	<b>86%</b>	*	86%	68%	-	*	*	-	53%	91%	88%	75%	84%	78%
	2018	86%	83%	<b>85%</b>	*	85%	90%	-	100%	-	*	56%	93%	88%	70%	85%	74%
At Meets Grade Level or Above	2019	55%	50%	<b>53%</b>	*	53%	50%	-	*	*	-	27%	29%	55%	39%	49%	36%
	2018	49%	43%	<b>46%</b>	*	46%	38%	-	100%	-	*	27%	42%	48%	32%	45%	25%
At Masters Grade Level	2019	28%	23%	<b>23%</b>	*	23%	36%	-	*	*	-	10%	15%	24%	17%	21%	10%
	2018	27%	22%	<b>23%</b>	*	23%	24%	-	60%	-	*	9%	23%	25%	16%	22%	9%
<b>Grade 8 Mathematics^</b>																	
At Approaches Grade Level or Above	2019	88%	90%	<b>90%</b>	-	90%	73%	-	*	-	-	70%	92%	90%	87%	89%	90%
	2018	86%	88%	<b>88%</b>	*	88%	100%	-	*	-	-	65%	90%	88%	86%	88%	86%
At Meets Grade Level or Above	2019	57%	58%	<b>51%</b>	-	51%	33%	-	*	-	-	34%	54%	51%	50%	49%	47%
	2018	51%	55%	<b>47%</b>	*	47%	63%	-	*	-	-	31%	52%	47%	45%	47%	42%
At Masters Grade Level	2019	17%	16%	<b>8%</b>	-	8%	13%	-	*	-	-	11%	4%	8%	7%	8%	6%
	2018	15%	17%	<b>8%</b>	*	7%	19%	-	*	-	-	13%	3%	7%	8%	8%	6%
<b>Grade 8 Science</b>																	
At Approaches Grade Level or Above	2019	81%	80%	<b>78%</b>	*	78%	71%	-	*	*	-	44%	71%	80%	69%	76%	68%
	2018	76%	75%	<b>72%</b>	*	72%	76%	-	100%	-	-	41%	79%	74%	62%	72%	60%
At Meets Grade Level or Above	2019	51%	49%	<b>44%</b>	*	43%	57%	-	*	*	-	22%	35%	45%	35%	40%	30%
	2018	52%	49%	<b>46%</b>	*	46%	41%	-	100%	-	-	25%	51%	48%	36%	45%	30%
At Masters Grade Level	2019	25%	23%	<b>17%</b>	*	17%	29%	-	*	*	-	11%	18%	18%	13%	16%	9%
	2018	28%	25%	<b>22%</b>	*	22%	24%	-	80%	-	-	11%	16%	23%	16%	21%	10%

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**Texas Academic Performance Report**  
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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	69%	<b>71%</b>	*	71%	67%	-	*	*	-	42%	79%	72%	64%	68%	60%
	2018	65%	67%	<b>65%</b>	*	65%	69%	-	100%	-	-	42%	72%	67%	54%	64%	52%
At Meets Grade Level or Above	2019	37%	37%	<b>34%</b>	*	34%	48%	-	*	*	-	23%	36%	35%	28%	31%	21%
	2018	36%	37%	<b>33%</b>	*	33%	38%	-	80%	-	-	25%	37%	34%	28%	32%	20%
At Masters Grade Level	2019	21%	20%	<b>17%</b>	*	17%	24%	-	*	*	-	13%	15%	17%	16%	15%	8%
	2018	21%	21%	<b>18%</b>	*	18%	24%	-	80%	-	-	11%	28%	19%	16%	17%	9%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	64%	<b>68%</b>	83%	68%	69%	-	*	-	-	29%	73%	69%	62%	66%	54%
	2018	65%	62%	<b>65%</b>	80%	65%	58%	-	100%	*	*	27%	61%	68%	53%	64%	45%
At Meets Grade Level or Above	2019	50%	44%	<b>49%</b>	67%	50%	36%	-	*	-	-	16%	51%	51%	42%	47%	31%
	2018	44%	39%	<b>43%</b>	40%	43%	47%	-	100%	*	*	13%	36%	45%	35%	42%	21%
At Masters Grade Level	2019	11%	9%	<b>10%</b>	17%	10%	25%	-	*	-	-	5%	5%	10%	7%	8%	3%
	2018	7%	5%	<b>6%</b>	20%	6%	3%	-	80%	*	*	4%	3%	6%	5%	6%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	<b>67%</b>	100%	67%	77%	-	100%	*	-	32%	56%	70%	58%	65%	46%
	2018	67%	63%	<b>64%</b>	86%	64%	57%	-	88%	*	-	25%	63%	69%	47%	64%	40%
At Meets Grade Level or Above	2019	49%	44%	<b>45%</b>	60%	45%	42%	-	86%	*	-	16%	13%	48%	35%	42%	19%
	2018	48%	42%	<b>43%</b>	71%	43%	50%	-	75%	*	-	14%	42%	48%	29%	43%	18%
At Masters Grade Level	2019	8%	5%	<b>6%</b>	40%	6%	4%	-	57%	*	-	4%	0%	6%	3%	5%	1%
	2018	8%	5%	<b>5%</b>	0%	5%	10%	-	38%	*	-	4%	0%	6%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	<b>94%</b>	100%	94%	92%	-	*	*	-	75%	87%	94%	92%	93%	94%
	2018	83%	86%	<b>90%</b>	100%	90%	88%	-	100%	*	*	59%	85%	91%	87%	90%	89%
At Meets Grade Level or Above	2019	61%	67%	<b>82%</b>	100%	82%	82%	-	*	*	-	51%	73%	83%	76%	81%	81%
	2018	55%	58%	<b>71%</b>	57%	71%	58%	-	100%	*	*	33%	76%	74%	59%	71%	63%
At Masters Grade Level	2019	37%	45%	<b>62%</b>	80%	62%	59%	-	*	*	-	27%	63%	62%	58%	60%	59%
	2018	32%	34%	<b>48%</b>	29%	48%	25%	-	100%	*	*	16%	45%	50%	37%	47%	38%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	<b>90%</b>	100%	90%	83%	-	*	-	-	68%	84%	91%	86%	89%	84%
	2018	87%	85%	<b>88%</b>	100%	88%	83%	-	100%	*	-	60%	83%	90%	82%	88%	80%
At Meets Grade Level or Above	2019	62%	56%	<b>60%</b>	80%	60%	57%	-	*	-	-	31%	63%	63%	49%	58%	43%
	2018	59%	52%	<b>55%</b>	50%	55%	42%	-	86%	*	-	22%	50%	58%	42%	54%	34%
At Masters Grade Level	2019	25%	18%	<b>18%</b>	20%	18%	20%	-	*	-	-	7%	26%	19%	13%	16%	8%
	2018	24%	17%	<b>16%</b>	17%	16%	8%	-	71%	*	-	6%	8%	17%	11%	16%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	<b>94%</b>	100%	94%	95%	-	100%	*	-	76%	82%	95%	92%	94%	87%
	2018	92%	91%	<b>92%</b>	*	92%	92%	-	100%	-	-	70%	94%	93%	90%	92%	85%
At Meets Grade Level or Above	2019	73%	67%	<b>72%</b>	80%	71%	80%	-	100%	*	-	43%	73%	74%	61%	70%	49%
	2018	70%	63%	<b>68%</b>	*	67%	80%	-	100%	-	-	38%	81%	69%	62%	67%	46%



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District Number: 031901

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At Masters Grade Level	2019	45%	35%	<b>40%</b>	40%	40%	65%	-	63%	*	-	18%	27%	42%	31%	38%	18%
	2018	40%	31%	<b>33%</b>	*	32%	44%	-	50%	-	-	12%	31%	34%	27%	32%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	<b>81%</b>	95%	81%	79%	*	93%	54%	60%	50%	81%	82%	75%	79%	74%
	2018	77%	77%	<b>78%</b>	93%	78%	80%	*	95%	58%	90%	47%	78%	80%	70%	78%	71%
At Meets Grade Level or Above	2019	50%	50%	<b>52%</b>	83%	52%	57%	*	84%	46%	20%	26%	46%	53%	46%	49%	41%
	2018	48%	47%	<b>49%</b>	64%	49%	56%	*	79%	42%	50%	25%	45%	50%	41%	48%	38%
At Masters Grade Level	2019	24%	22%	<b>23%</b>	48%	23%	31%	*	57%	31%	0%	11%	21%	24%	19%	21%	16%
	2018	22%	20%	<b>21%</b>	29%	21%	28%	*	57%	25%	40%	10%	20%	22%	17%	20%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	<b>76%</b>	92%	76%	75%	*	94%	60%	*	42%	79%	77%	68%	74%	68%
	2018	74%	72%	<b>74%</b>	93%	74%	72%	*	93%	40%	100%	39%	75%	76%	61%	73%	65%
At Meets Grade Level or Above	2019	48%	45%	<b>47%</b>	76%	47%	50%	*	74%	40%	*	21%	40%	49%	41%	44%	35%
	2018	46%	43%	<b>44%</b>	61%	44%	51%	*	70%	20%	40%	21%	40%	46%	35%	44%	31%
At Masters Grade Level	2019	21%	18%	<b>18%</b>	40%	18%	27%	*	52%	20%	*	7%	17%	19%	12%	16%	12%
	2018	19%	16%	<b>17%</b>	21%	17%	28%	*	53%	20%	20%	8%	18%	18%	12%	16%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	<b>86%</b>	100%	86%	85%	*	95%	*	*	62%	85%	87%	82%	85%	83%
	2018	81%	83%	<b>85%</b>	95%	85%	88%	*	97%	*	*	58%	83%	85%	81%	84%	82%
At Meets Grade Level or Above	2019	52%	55%	<b>57%</b>	94%	57%	61%	*	95%	*	*	32%	56%	58%	55%	55%	51%
	2018	50%	52%	<b>55%</b>	71%	54%	62%	*	90%	*	*	30%	53%	56%	48%	54%	48%
At Masters Grade Level	2019	26%	28%	<b>31%</b>	78%	31%	39%	*	65%	*	*	15%	26%	31%	29%	29%	25%
	2018	24%	25%	<b>28%</b>	48%	27%	30%	*	66%	*	*	13%	27%	28%	24%	27%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	73%	<b>76%</b>	100%	76%	74%	*	*	*	*	38%	74%	77%	68%	74%	69%
	2018	66%	68%	<b>71%</b>	*	71%	71%	-	86%	*	-	32%	67%	72%	62%	70%	64%
At Meets Grade Level or Above	2019	38%	41%	<b>44%</b>	100%	44%	57%	*	*	*	*	20%	35%	45%	37%	41%	34%
	2018	41%	42%	<b>45%</b>	*	44%	63%	-	43%	*	-	21%	25%	46%	38%	44%	35%
At Masters Grade Level	2019	14%	15%	<b>15%</b>	57%	15%	13%	*	*	*	*	7%	12%	15%	12%	13%	9%
	2018	13%	12%	<b>13%</b>	*	13%	20%	-	43%	*	-	11%	2%	13%	11%	12%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	<b>84%</b>	88%	84%	81%	-	90%	*	-	55%	82%	85%	81%	83%	77%
	2018	80%	81%	<b>82%</b>	100%	82%	84%	-	100%	*	*	52%	82%	83%	76%	82%	75%
At Meets Grade Level or Above	2019	54%	54%	<b>55%</b>	63%	55%	63%	-	90%	*	-	29%	51%	56%	47%	53%	43%
	2018	51%	50%	<b>51%</b>	50%	51%	52%	-	84%	*	*	25%	51%	53%	42%	50%	39%
At Masters Grade Level	2019	25%	23%	<b>21%</b>	13%	21%	27%	-	40%	*	-	11%	25%	22%	17%	19%	14%
	2018	23%	20%	<b>19%</b>	17%	19%	22%	-	58%	*	*	9%	17%	20%	14%	18%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	<b>83%</b>	100%	83%	80%	-	100%	*	-	58%	80%	83%	81%	82%	70%
	2018	78%	79%	<b>80%</b>	86%	80%	80%	-	100%	-	-	55%	78%	81%	76%	79%	65%

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		State	01	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ	(Current
											Races	(Current)	(Former)	Enrolled	ously	Disadv	&
																	Monitored)
At Meets Grade Level or Above	2019	55%	52%	<b>54%</b>	83%	53%	63%	-	91%	*	-	32%	45%	55%	49%	51%	32%
	2018	53%	50%	<b>51%</b>	71%	51%	57%	-	92%	-	-	31%	49%	52%	48%	50%	30%
At Masters Grade Level	2019	33%	28%	<b>29%</b>	33%	29%	44%	-	64%	*	-	15%	18%	30%	25%	27%	12%
	2018	31%	26%	<b>26%</b>	43%	26%	33%	-	62%	-	-	11%	29%	27%	23%	25%	11%

District Name: BROWNSVILLE ISD  
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<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	66	<b>69</b>	92	69	61	*	*	-	*	60	63	69	68	68	68
	2018	63	65	<b>65</b>	*	64	100	-	*	*	-	68	69	65	64	64	63
Grade 4 Mathematics	2019	65	65	<b>64</b>	83	64	65	*	*	-	*	62	56	64	65	63	61
	2018	65	67	<b>66</b>	*	66	79	-	*	*	-	62	67	66	68	65	63
Grade 5 ELA/Reading	2019	81	80	<b>78</b>	*	78	70	-	*	*	-	74	83	78	81	78	78
	2018	80	81	<b>81</b>	*	81	94	-	86	-	-	81	80	81	84	81	81
Grade 5 Mathematics	2019	83	85	<b>88</b>	*	88	80	-	*	*	-	90	81	87	91	87	87
	2018	81	84	<b>87</b>	*	87	94	-	86	-	-	89	89	87	87	87	86
Grade 6 ELA/Reading	2019	42	37	<b>30</b>	*	30	38	-	50	-	*	27	24	30	32	29	27
	2018	47	43	<b>38</b>	*	38	32	-	*	*	-	30	38	38	40	38	34
Grade 6 Mathematics	2019	54	44	<b>35</b>	*	35	45	-	60	-	*	25	44	35	38	33	30
	2018	56	51	<b>41</b>	*	41	44	-	*	*	-	41	50	41	43	41	38
Grade 7 ELA/Reading	2019	77	78	<b>77</b>	*	77	81	-	*	*	-	65	82	77	78	76	74
	2018	76	78	<b>79</b>	*	79	87	-	*	*	-	68	84	79	79	79	77
Grade 7 Mathematics	2019	62	65	<b>59</b>	*	59	57	-	*	*	-	45	57	59	55	58	55
	2018	67	70	<b>65</b>	*	65	75	-	*	*	-	55	57	65	65	65	64
Grade 8 ELA/Reading	2019	77	78	<b>77</b>	*	77	70	-	*	*	-	74	85	77	77	77	75
	2018	79	79	<b>81</b>	*	81	90	-	*	-	*	78	79	81	81	81	79
Grade 8 Mathematics	2019	82	88	<b>91</b>	-	91	83	-	*	-	-	86	98	91	92	91	91
	2018	81	89	<b>92</b>	*	92	95	-	*	-	-	85	84	92	92	92	92
End of Course English II	2019	69	67	<b>68</b>	*	68	78	-	67	*	-	61	30	67	73	67	68
	2018	67	66	<b>69</b>	90	69	53	-	79	*	-	51	50	69	68	69	64
End of Course Algebra I	2019	75	79	<b>91</b>	*	91	89	-	*	*	-	73	94	91	90	90	91
	2018	72	73	<b>85</b>	58	85	74	-	*	*	*	58	84	85	82	85	82
All Grades Both Subjects	2019	69	69	<b>69</b>	79	69	68	*	74	71	*	62	68	69	71	68	66
	2018	69	70	<b>71</b>	78	71	77	-	84	56	*	64	68	70	72	70	68
All Grades ELA/Reading	2019	68	68	<b>67</b>	72	67	67	*	69	*	*	61	66	67	70	66	65
	2018	69	69	<b>69</b>	82	69	76	-	85	*	*	63	67	69	71	69	67
All Grades Mathematics	2019	70	70	<b>71</b>	87	71	70	*	80	*	*	64	69	70	72	70	68
	2018	70	72	<b>72</b>	73	72	78	-	82	*	*	65	70	72	73	72	69

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Prior Year and Student Success Initiative**

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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	44%	<b>48%</b>	-	48%	28%	*	*	*	-	26%	47%	43%
	2018	38%	40%	<b>44%</b>	-	44%	64%	-	*	*	-	23%	44%	40%
Mathematics	2019	45%	53%	<b>57%</b>	-	58%	23%	*	*	*	*	42%	57%	56%
	2018	47%	53%	<b>57%</b>	*	57%	72%	-	-	*	-	39%	57%	54%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>84%</b>	*	84%	83%	-	*	*	-	41%	83%	72%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>16%</b>	*	16%	17%	-	*	*	-	59%	17%	28%
STAAR Cumulative Met Standard														
	2019	86%	89%	<b>91%</b>	*	91%	94%	-	*	*	-	55%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	5%	*	-	*	-	-	-	-	-	-	*	-
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	89%	<b>92%</b>	*	92%	89%	-	*	*	-	64%	92%	87%
Students Requiring Accelerated Instruction														
	2019	17%	11%	<b>8%</b>	*	8%	11%	-	*	*	-	36%	8%	13%
STAAR Cumulative Met Standard														
	2019	90%	94%	<b>96%</b>	*	96%	100%	-	*	*	-	80%	96%	95%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	22%	*	-	*	-	-	-	-	-	-	*	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	<b>77%</b>	*	77%	64%	-	*	*	-	34%	75%	49%
Students Requiring Accelerated Instruction														
	2019	22%	24%	<b>23%</b>	*	23%	36%	-	*	*	-	66%	25%	51%
STAAR Cumulative Met Standard														
	2019	85%	83%	<b>84%</b>	*	85%	68%	-	*	*	-	45%	83%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>95%</b>	-	95%	100%	-	-	-	-	98%	95%	94%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2019	13%	11%	<b>15%</b>	-	16%	*	-	-	-	-	7%	16%	13%
Retained in Grade 8														
	2019	38%	30%	<b>38%</b>	-	38%	-	-	-	-	-	*	38%	40%

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

Texas Education Agency  
**Texas Academic Performance Report**  
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<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	<b>80%</b>	-	80%	53%	-	*	-	-	46%	79%	74%
Students Requiring Accelerated Instruction	2019	18%	17%	<b>20%</b>	-	20%	47%	-	*	-	-	54%	21%	26%
STAAR Cumulative Met Standard	2019	88%	89%	<b>88%</b>	-	89%	60%	-	*	-	-	65%	88%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2018	98%	98%	<b>90%</b>	-	90%	*	-	-	-	-	98%	90%	83%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	58%	<b>75%</b>	-	75%	*	-	-	-	-	64%	75%	85%
Retained in Grade 8	2019	56%	72%	<b>80%</b>	-	80%	-	-	-	-	-	*	80%	88%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 01	District	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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>81%</b>	77%	77%	-	-	-	59%	37%	60%	65%	67%	67%
	2018	77%	77%	<b>78%</b>	74%	74%	-	-	-	50%	50%	100%	58%	61%	61%
At Meets Grade Level or Above	2019	50%	50%	<b>52%</b>	39%	39%	-	-	-	24%	8%	25%	32%	30%	30%
	2018	48%	47%	<b>49%</b>	35%	35%	-	-	-	16%	16%	60%	22%	25%	24%
At Masters Grade Level	2019	24%	22%	<b>23%</b>	15%	15%	-	-	-	7%	3%	7%	14%	10%	11%
	2018	22%	20%	<b>21%</b>	13%	13%	-	-	-	4%	4%	20%	8%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	<b>76%</b>	76%	76%	-	-	-	45%	18%	47%	59%	58%	58%
	2018	74%	72%	<b>74%</b>	69%	69%	-	-	-	37%	37%	*	49%	51%	50%
At Meets Grade Level or Above	2019	48%	45%	<b>47%</b>	33%	33%	-	-	-	16%	4%	16%	26%	23%	23%
	2018	46%	43%	<b>44%</b>	28%	28%	-	-	-	8%	9%	*	15%	17%	17%
At Masters Grade Level	2019	21%	18%	<b>18%</b>	13%	13%	-	-	-	3%	2%	3%	10%	7%	7%
	2018	19%	16%	<b>17%</b>	10%	10%	-	-	-	1%	1%	*	4%	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>86%</b>	83%	83%	-	-	-	75%	88%	75%	76%	79%	79%
	2018	81%	83%	<b>85%</b>	83%	83%	-	-	-	67%	67%	*	74%	76%	76%
At Meets Grade Level or Above	2019	52%	55%	<b>57%</b>	47%	47%	-	-	-	39%	38%	39%	42%	43%	43%
	2018	50%	52%	<b>55%</b>	45%	45%	-	-	-	25%	25%	*	34%	36%	36%
At Masters Grade Level	2019	26%	28%	<b>31%</b>	21%	21%	-	-	-	16%	23%	15%	20%	18%	19%
	2018	24%	25%	<b>28%</b>	20%	20%	-	-	-	8%	8%	*	14%	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	<b>76%</b>	65%	65%	-	-	-	53%	50%	53%	52%	59%	59%
	2018	66%	68%	<b>71%</b>	57%	57%	-	-	-	36%	36%	-	38%	48%	47%
At Meets Grade Level or Above	2019	38%	41%	<b>44%</b>	25%	25%	-	-	-	19%	17%	19%	26%	22%	22%
	2018	41%	42%	<b>45%</b>	26%	26%	-	-	-	10%	10%	-	20%	19%	19%
At Masters Grade Level	2019	14%	15%	<b>15%</b>	4%	4%	-	-	-	4%	17%	4%	7%	4%	4%
	2018	13%	12%	<b>13%</b>	4%	4%	-	-	-	1%	1%	-	5%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	<b>84%</b>	72%	72%	-	-	-	67%	58%	68%	72%	69%	69%
	2018	80%	81%	<b>82%</b>	76%	76%	-	-	-	60%	60%	*	60%	66%	66%
At Meets Grade Level or Above	2019	54%	54%	<b>55%</b>	45%	45%	-	-	-	24%	8%	25%	40%	32%	32%
	2018	51%	50%	<b>51%</b>	36%	36%	-	-	-	19%	19%	*	16%	26%	26%
At Masters Grade Level	2019	25%	23%	<b>21%</b>	15%	15%	-	-	-	4%	0%	5%	14%	8%	9%
	2018	23%	20%	<b>19%</b>	10%	10%	-	-	-	3%	3%	*	5%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	<b>83%</b>	-	-	-	-	-	64%	72%	63%	53%	64%	63%
	2018	78%	79%	<b>80%</b>	-	-	-	-	-	56%	56%	-	68%	56%	57%
At Meets Grade Level or Above	2019	55%	52%	<b>54%</b>	-	-	-	-	-	25%	9%	26%	13%	25%	25%
	2018	53%	50%	<b>51%</b>	-	-	-	-	-	22%	22%	-	24%	22%	22%
At Masters Grade Level	2019	33%	28%	<b>29%</b>	-	-	-	-	-	8%	0%	8%	7%	8%	8%
	2018	31%	26%	<b>26%</b>	-	-	-	-	-	6%	6%	-	8%	6%	6%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>69%</b>	72%	72%	-	-	-	61%	72%	61%	63%	65%	65%
	2018	69%	70%	<b>71%</b>	72%	72%	-	-	-	63%	63%	*	70%	67%	67%
All Grades ELA/Reading	2019	68%	68%	<b>67%</b>	72%	72%	-	-	-	60%	75%	60%	65%	65%	65%
	2018	69%	69%	<b>69%</b>	72%	72%	-	-	-	63%	63%	*	68%	67%	67%
All Grades Mathematics	2019	70%	70%	<b>71%</b>	72%	72%	-	-	-	61%	67%	61%	61%	66%	66%

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 District Number: 031901

Texas Education Agency  
**Texas Academic Performance Report**  
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(Current EL Students)

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	2018	70%	72%	72%	73%	73%	-	-	-	63%	63%	*	73%	67%	67%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	44%	48%	54%	54%	-	-	-	35%	*	35%	47%	43%	43%
	2018	38%	40%	44%	47%	47%	-	-	-	35%	35%	-	31%	40%	40%
Mathematics	2019	45%	53%	57%	58%	58%	-	-	-	56%	*	56%	32%	57%	56%
	2018	47%	53%	57%	62%	62%	-	-	-	49%	49%	*	52%	55%	54%

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 County Name: CAMERON  
 District Number: 031901

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District STAAR Participation**

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	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	100%	83%	99%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	93%	95%	87%	*	80%	87%	83%	96%	95%	90%
Not Included in Accountability													
Mobile	4%	3%	<b>2%</b>	7%	2%	7%	*	6%	13%	0%	2%	3%	3%
Other Exclusions	1%	2%	<b>2%</b>	0%	2%	6%	*	14%	0%	0%	2%	2%	7%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	96%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	91%	95%	82%	57%	92%	100%	100%	95%	95%	89%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	5%	3%	10%	43%	2%	0%	0%	2%	2%	4%
Other Exclusions	1%	2%	<b>2%</b>	0%	2%	8%	0%	6%	0%	0%	2%	2%	7%
Not Tested	1%	0%	<b>0%</b>	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%



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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	95.5%	<b>95.0%</b>	95.9%	95.0%	95.1%	*	97.7%	93.0%	90.0%	93.8%	94.9%	95.3%
2017-18	95.4%	95.5%	<b>95.4%</b>	96.3%	95.4%	95.2%	*	97.8%	*	94.7%	94.0%	95.4%	95.5%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.2%	<b>0.3%</b>	*	0.3%	0.0%	*	0.0%	*	-	0.1%	0.4%	0.6%
2017-18	0.4%	0.2%	<b>0.5%</b>	0.0%	0.5%	0.0%	*	0.0%	*	-	0.4%	0.5%	0.4%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	1.4%	<b>0.7%</b>	4.3%	0.7%	1.5%	*	0.0%	*	*	1.3%	0.8%	0.7%
2017-18	1.9%	1.7%	<b>1.1%</b>	0.0%	1.1%	0.0%	*	0.0%	*	*	1.7%	1.1%	1.8%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	90.7%	<b>93.7%</b>	*	93.7%	100.0%	-	88.9%	-	-	86.1%	93.0%	88.2%
Received TxCHSE	0.5%	0.2%	<b>0.2%</b>	*	0.2%	0.0%	-	11.1%	-	-	0.0%	0.2%	0.2%
Continued HS	3.7%	3.5%	<b>3.0%</b>	*	3.0%	0.0%	-	0.0%	-	-	7.5%	3.2%	5.7%
Dropped Out	5.9%	5.6%	<b>3.2%</b>	*	3.2%	0.0%	-	0.0%	-	-	6.5%	3.6%	5.9%
Graduates and TxCHSE	90.4%	90.9%	<b>93.9%</b>	*	93.8%	100.0%	-	100.0%	-	-	86.1%	93.2%	88.4%
Graduates, TxCHSE, and Continuers	94.1%	94.4%	<b>96.8%</b>	*	96.8%	100.0%	-	100.0%	-	-	93.5%	96.4%	94.1%
Class of 2018													
Graduated	90.0%	91.2%	<b>92.8%</b>	*	92.8%	96.3%	-	100.0%	-	-	80.1%	93.0%	84.6%
Received TxCHSE	0.4%	0.2%	<b>0.3%</b>	*	0.3%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Continued HS	3.8%	3.6%	<b>3.0%</b>	*	3.0%	3.7%	-	0.0%	-	-	9.4%	2.9%	5.6%
Dropped Out	5.7%	5.0%	<b>3.9%</b>	*	3.9%	0.0%	-	0.0%	-	-	10.4%	3.8%	9.8%
Graduates and TxCHSE	90.4%	91.4%	<b>93.1%</b>	*	93.1%	96.3%	-	100.0%	-	-	80.1%	93.4%	84.6%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	<b>96.1%</b>	*	96.1%	100.0%	-	100.0%	-	-	89.6%	96.2%	90.2%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	93.1%	<b>95.1%</b>	*	95.1%	96.3%	-	100.0%	-	-	86.5%	95.4%	89.1%
Received TxCHSE	0.6%	0.3%	<b>0.5%</b>	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.4%	0.3%
Continued HS	1.1%	1.3%	<b>0.7%</b>	*	0.7%	3.7%	-	0.0%	-	-	2.7%	0.5%	0.3%
Dropped Out	6.1%	5.3%	<b>3.7%</b>	*	3.8%	0.0%	-	0.0%	-	-	10.8%	3.6%	10.4%
Graduates and TxCHSE	92.8%	93.4%	<b>95.6%</b>	*	95.5%	96.3%	-	100.0%	-	-	86.5%	95.8%	89.4%
Graduates, TxCHSE, and Continuers	93.9%	94.7%	<b>96.3%</b>	*	96.2%	100.0%	-	100.0%	-	-	89.2%	96.4%	89.6%
Class of 2017													
Graduated	92.0%	92.5%	<b>95.4%</b>	*	95.4%	94.1%	*	*	*	-	90.4%	95.5%	91.6%
Received TxCHSE	0.6%	0.3%	<b>0.3%</b>	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	1.1%	1.5%	<b>0.5%</b>	*	0.5%	5.9%	*	*	*	-	2.1%	0.4%	0.5%
Dropped Out	6.3%	5.8%	<b>3.8%</b>	*	3.8%	0.0%	*	*	*	-	7.2%	3.7%	7.7%
Graduates and TxCHSE	92.6%	92.7%	<b>95.7%</b>	*	95.7%	94.1%	*	*	*	-	90.7%	95.8%	91.8%
Graduates, TxCHSE, and Continuers	93.7%	94.2%	<b>96.2%</b>	*	96.2%	100.0%	*	*	*	-	92.8%	96.3%	92.3%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Class of 2017</b>													
Graduated	92.4%	93.1%	<b>95.7%</b>	*	95.7%	100.0%	*	*	*	-	91.5%	95.8%	92.1%
Received TxCHSE	0.7%	0.3%	<b>0.3%</b>	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	0.6%	0.7%	<b>0.2%</b>	*	0.2%	0.0%	*	*	*	-	1.0%	0.2%	0.0%
Dropped Out	6.3%	5.9%	<b>3.8%</b>	*	3.8%	0.0%	*	*	*	-	7.1%	3.7%	7.7%
Graduates and TxCHSE	93.2%	93.4%	<b>96.1%</b>	*	96.0%	100.0%	*	*	*	-	91.9%	96.1%	92.3%
Graduates, TxCHSE, and Continuers	93.7%	94.1%	<b>96.2%</b>	*	96.2%	100.0%	*	*	*	-	92.9%	96.3%	92.3%
<b>Class of 2016</b>													
Graduated	92.1%	92.7%	<b>95.4%</b>	83.3%	95.4%	88.2%	-	100.0%	*	-	89.7%	95.5%	85.2%
Received TxCHSE	0.8%	0.4%	<b>0.4%</b>	0.0%	0.3%	5.9%	-	0.0%	*	-	0.4%	0.3%	0.4%
Continued HS	0.5%	0.7%	<b>0.1%</b>	0.0%	0.1%	0.0%	-	0.0%	*	-	0.4%	0.1%	0.7%
Dropped Out	6.6%	6.2%	<b>4.2%</b>	16.7%	4.2%	5.9%	-	0.0%	*	-	9.6%	4.1%	13.7%
Graduates and TxCHSE	92.9%	93.1%	<b>95.7%</b>	83.3%	95.7%	94.1%	-	100.0%	*	-	90.0%	95.8%	85.6%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	<b>95.8%</b>	83.3%	95.8%	94.1%	-	100.0%	*	-	90.4%	95.9%	86.3%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	90.7%	<b>92.1%</b>	*	92.1%	100.0%	-	88.9%	-	-	75.1%	91.4%	87.7%
Class of 2018	90.0%	91.2%	<b>91.9%</b>	*	91.8%	92.9%	-	100.0%	-	-	74.6%	92.1%	84.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	65.0%	*	-	*	-	-	-	-	-	*	*	*
Class of 2018	68.5%	76.2%	<b>85.7%</b>	-	85.7%	-	-	-	-	-	*	85.7%	100.0%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	4.6%	<b>17.3%</b>	*	17.4%	6.3%	-	0.0%	-	-	15.3%	17.4%	11.3%
Class of 2018	5.0%	3.3%	<b>3.6%</b>	*	3.7%	0.0%	-	0.0%	-	-	6.2%	3.7%	9.2%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	89.5%	<b>79.9%</b>	*	79.8%	93.8%	-	100.0%	-	-	59.2%	79.5%	84.7%
Class of 2018	82.0%	89.0%	<b>93.2%</b>	*	93.2%	88.5%	-	100.0%	-	-	73.2%	93.1%	81.8%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	94.0%	<b>97.2%</b>	*	97.2%	100.0%	-	100.0%	-	-	74.1%	96.8%	96.0%
Class of 2018	86.8%	92.1%	<b>96.8%</b>	*	96.8%	88.5%	-	100.0%	-	-	79.0%	96.7%	91.2%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	40.3%	<b>32.3%</b>	-	32.8%	-	-	-	-	*	0.0%	25.5%	77.8%
2017-18	37.7%	60.0%	<b>58.8%</b>	-	58.8%	-	-	-	-	-	7.5%	59.1%	83.9%
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	4.6%	<b>16.3%</b>	*	16.5%	5.9%	*	0.0%	-	-	13.9%	16.4%	9.2%
2017-18	4.9%	3.3%	<b>3.6%</b>	*	3.6%	0.0%	-	0.0%	-	-	6.0%	3.7%	7.3%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	88.5%	<b>79.5%</b>	*	79.4%	94.1%	*	100.0%	-	-	57.9%	79.0%	84.4%
2017-18	81.5%	89.0%	<b>94.3%</b>	*	94.4%	88.0%	-	100.0%	-	-	72.9%	94.3%	91.1%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	92.4%	<b>94.6%</b>	*	94.6%	100.0%	*	100.0%	-	*	61.7%	94.2%	93.2%
2017-18	85.1%	91.1%	<b>96.1%</b>	*	96.2%	88.0%	-	100.0%	-	-	66.9%	96.3%	97.3%

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

	District Count	District Percent	State Count	State Percent
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	3,285	100.0%	355,615	100.0%
By Ethnicity:				
African American	2	0.1%	43,953	12.4%
Hispanic	3,255	99.1%	180,673	50.8%
White	18	0.5%	105,577	29.7%
American Indian	1	0.0%	1,293	0.4%
Asian	8	0.2%	16,564	4.7%
Pacific Islander	0	0.0%	537	0.2%
Two or More Races	1	0.0%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	42	1.3%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	20	0.6%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	198	6.0%	51,579	14.5%
Foundation H.S. Program (Endorsement)	516	15.7%	15,160	4.3%
Foundation H.S. Program (DLA)	2,509	76.4%	285,538	80.3%
Special Education Graduates	299	9.1%	27,598	7.8%
Economically Disadvantaged Graduates	2,760	84.0%	186,364	52.4%
LEP Graduates	462	14.1%	25,189	7.1%
At-Risk Graduates	2,003	61.0%	146,432	41.2%

# Texas Education Agency

## Texas Academic Performance Report

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	83.4%	<b>79.7%</b>	*	79.7%	88.9%	*	93.8%	-	*	74.1%	78.3%	68.1%
2017-18	65.5%	73.0%	<b>67.4%</b>	*	67.1%	90.0%	-	100.0%	-	-	66.4%	67.2%	54.1%
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	58.8%	<b>50.1%</b>	*	49.9%	77.8%	*	87.5%	-	*	6.0%	47.0%	37.0%
2017-18	50.0%	52.9%	<b>51.9%</b>	*	51.5%	80.0%	-	100.0%	-	-	10.1%	51.3%	40.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	61.2%	<b>58.8%</b>	*	58.6%	88.9%	*	75.0%	-	*	9.4%	55.1%	21.2%
2017-18	58.2%	55.7%	<b>61.1%</b>	*	60.9%	80.0%	-	100.0%	-	-	16.8%	60.6%	24.2%
Mathematics													
2018-19	48.6%	50.8%	<b>46.2%</b>	*	46.0%	77.8%	*	87.5%	-	*	9.4%	43.4%	19.3%
2017-18	46.0%	44.3%	<b>49.9%</b>	*	49.5%	76.0%	-	100.0%	-	-	15.0%	49.5%	27.2%
Both Subjects													
2018-19	44.2%	45.9%	<b>41.1%</b>	*	40.9%	77.8%	*	62.5%	-	*	5.0%	37.7%	12.1%
2017-18	42.1%	39.3%	<b>44.9%</b>	*	44.5%	76.0%	-	100.0%	-	-	9.1%	44.3%	15.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	31.6%	<b>23.7%</b>	*	23.5%	50.0%	*	75.0%	-	*	1.7%	20.8%	6.3%
2017-18	20.7%	29.5%	<b>20.1%</b>	*	19.8%	36.0%	-	77.8%	-	-	3.1%	19.8%	4.2%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	24.0%	<b>19.9%</b>	*	19.8%	33.3%	*	37.5%	-	*	1.0%	18.6%	31.4%
2017-18	20.4%	22.8%	<b>18.6%</b>	*	18.5%	24.0%	-	44.4%	-	-	0.7%	18.4%	29.6%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	5.0%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.4%	4.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	1.8%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	1.0%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	58.9%	<b>61.4%</b>	*	61.5%	50.0%	*	50.0%	-	*	74.1%	60.3%	50.8%
2017-18	28.7%	43.9%	<b>36.1%</b>	*	36.0%	40.0%	-	55.6%	-	-	65.7%	36.1%	26.2%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	26.4%	<b>25.8%</b>	*	25.9%	16.7%	*	25.0%	-	*	14.0%	24.2%	14.3%
2017-18	4.8%	8.6%	<b>4.4%</b>	*	4.4%	0.0%	-	33.3%	-	-	2.8%	4.4%	1.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

# Texas Education Agency

## Texas Academic Performance Report

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.9%	<b>1.6%</b>	*	1.6%	5.6%	*	0.0%	-	*	17.7%	1.6%	0.6%
2017-18	1.7%	1.5%	<b>0.7%</b>	*	0.7%	4.0%	-	0.0%	-	-	7.7%	0.7%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	74.8%	<b>81.7%</b>	*	81.9%	66.7%	*	75.0%	-	*	60.5%	80.2%	69.5%
2017-18	38.7%	61.9%	<b>53.1%</b>	*	53.0%	68.0%	-	77.8%	-	-	33.2%	52.9%	43.0%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.1%	<b>7.7%</b>	*	7.7%	5.6%	*	12.5%	-	*	7.4%	8.2%	11.0%
2017-18	4.3%	7.0%	<b>4.1%</b>	*	4.1%	4.0%	-	0.0%	-	-	1.0%	4.2%	3.7%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.8%	<b>4.4%</b>	*	4.4%	5.6%	*	0.0%	-	*	48.5%	4.5%	1.9%
2017-18	2.6%	2.9%	<b>4.9%</b>	*	5.0%	0.0%	-	0.0%	-	-	55.9%	5.1%	0.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	2.1%	<b>0.0%</b>	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
2017-18	0.6%	2.7%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%

District Name: BROWNSVILLE ISD

County Name: CAMERON

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	49.4%	<b>52.8%</b>	*	52.6%	88.9%	*	62.5%	-	*	8.7%	49.3%	16.5%
2017-18	32.1%	46.0%	<b>54.8%</b>	*	54.7%	68.0%	-	100.0%	-	-	14.7%	54.2%	17.8%
Mathematics													
2018-19	24.7%	39.9%	<b>43.2%</b>	*	43.0%	72.2%	*	87.5%	-	*	8.7%	40.3%	18.2%
2017-18	23.7%	36.5%	<b>44.4%</b>	*	44.1%	64.0%	-	100.0%	-	-	9.8%	43.9%	20.2%
Both Subjects													
2018-19	18.8%	33.6%	<b>36.6%</b>	*	36.4%	72.2%	*	50.0%	-	*	4.7%	33.3%	10.6%
2017-18	18.1%	30.4%	<b>39.1%</b>	*	38.8%	56.0%	-	100.0%	-	-	7.0%	38.4%	10.4%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	77.6%	<b>84.3%</b>	*	84.5%	66.7%	*	75.0%	-	*	64.5%	83.0%	74.5%
2017-18	58.4%	76.6%	<b>82.3%</b>	*	82.3%	80.0%	-	88.9%	-	-	62.2%	82.5%	68.9%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	7.7%	<b>2.8%</b>	*	2.8%	0.0%	*	12.5%	-	*	0.0%	3.0%	4.5%
2017-18	2.0%	3.4%	<b>1.7%</b>	*	1.7%	4.0%	-	0.0%	-	-	0.7%	1.8%	5.2%
Mathematics													
2018-19	7.3%	8.6%	<b>3.3%</b>	*	3.3%	5.6%	*	12.5%	-	*	0.7%	3.6%	1.3%
2017-18	3.9%	3.5%	<b>4.6%</b>	*	4.6%	0.0%	-	0.0%	-	-	4.5%	4.8%	9.9%
Both Subjects													
2018-19	2.6%	4.9%	<b>0.5%</b>	*	0.5%	0.0%	*	0.0%	-	*	0.0%	0.5%	0.4%
2017-18	0.9%	0.9%	<b>0.7%</b>	*	0.7%	0.0%	-	0.0%	-	-	0.0%	0.7%	3.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	29.7%	<b>27.6%</b>	33.3%	27.5%	28.3%	*	68.8%	*	*	n/a	25.1%	n/a
2018	25.8%	29.4%	<b>24.1%</b>	22.2%	24.0%	28.6%	-	70.6%	-	*	n/a	23.2%	n/a
English Language Arts													
2019	14.5%	17.8%	<b>16.1%</b>	22.2%	16.0%	19.6%	*	43.8%	*	*	n/a	14.2%	n/a
2018	15.3%	18.5%	<b>15.6%</b>	11.1%	15.5%	21.4%	-	52.9%	-	*	n/a	14.9%	n/a
Mathematics													
2019	7.4%	6.6%	<b>3.6%</b>	0.0%	3.6%	4.3%	*	6.3%	*	*	n/a	3.1%	n/a
2018	7.3%	5.9%	<b>2.0%</b>	11.1%	1.9%	3.6%	-	17.6%	-	*	n/a	1.9%	n/a
Science													
2019	10.4%	12.3%	<b>8.1%</b>	22.2%	8.0%	4.3%	*	25.0%	*	*	n/a	6.5%	n/a
2018	10.8%	12.1%	<b>5.5%</b>	0.0%	5.5%	5.4%	-	35.3%	-	*	n/a	5.0%	n/a
Social Studies													
2019	13.9%	17.7%	<b>16.7%</b>	22.2%	16.6%	13.0%	*	43.8%	*	*	n/a	15.0%	n/a
2018	14.5%	17.1%	<b>13.6%</b>	11.1%	13.5%	19.6%	-	41.2%	-	*	n/a	12.9%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	36.2%	<b>23.3%</b>	*	23.4%	23.1%	-	9.1%	*	-	n/a	22.4%	n/a
2018	50.7%	34.5%	<b>27.6%</b>	*	27.5%	37.5%	-	41.7%	-	-	n/a	27.7%	n/a
English Language Arts													
2019	41.2%	14.9%	<b>9.2%</b>	*	9.2%	11.1%	-	14.3%	-	-	n/a	7.3%	n/a
2018	42.5%	16.4%	<b>14.2%</b>	*	13.9%	33.3%	-	33.3%	-	-	n/a	14.0%	n/a

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	24.8%	<b>6.9%</b>	-	6.6%	*	-	*	-	-	n/a	5.0%	n/a
2018	52.8%	26.3%	<b>14.8%</b>	*	14.7%	*	-	*	-	-	n/a	14.4%	n/a
Science													
2019	40.6%	14.1%	<b>5.1%</b>	*	5.2%	*	-	*	-	-	n/a	4.0%	n/a
2018	38.0%	12.5%	<b>7.4%</b>	-	7.3%	*	-	0.0%	-	-	n/a	7.8%	n/a
Social Studies													
2019	46.3%	17.6%	<b>9.5%</b>	*	9.6%	0.0%	-	14.3%	*	-	n/a	7.8%	n/a
2018	44.6%	16.5%	<b>11.7%</b>	*	11.5%	27.3%	-	14.3%	-	-	n/a	11.0%	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	72.5%	<b>74.1%</b>	*	73.8%	94.4%	*	100.0%	-	*	n/a	71.3%	n/a
2017-18	74.6%	73.4%	<b>76.9%</b>	*	76.5%	100.0%	-	100.0%	-	?	n/a	76.4%	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	20.1%	<b>17.5%</b>	*	17.1%	52.9%	-	40.0%	-	-	n/a	14.5%	n/a
2017-18	37.9%	21.7%	<b>22.5%</b>	*	22.2%	36.0%	-	50.0%	-	*	n/a	21.5%	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	979	<b>943</b>	*	941	1014	-	1107	-	-	n/a	928	n/a
2017-18	1036	987	<b>960</b>	*	959	1065	-	1093	-	-	n/a	956	n/a
English Language Arts and Writing													
2018-19	517	496	<b>478</b>	*	478	526	-	557	-	-	n/a	470	n/a
2017-18	521	500	<b>489</b>	*	488	555	-	560	-	-	n/a	487	n/a
Mathematics													
2018-19	510	483	<b>464</b>	*	464	488	-	550	-	-	n/a	458	n/a
2017-18	515	487	<b>472</b>	*	471	510	-	533	-	-	n/a	470	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	17.9	<b>18.0</b>	*	18.0	21.0	-	21.6	-	-	n/a	17.6	n/a
2017-18	20.6	18.1	<b>18.1</b>	*	18.1	19.9	-	20.0	-	*	n/a	18.0	n/a
English Language Arts													
2018-19	20.3	17.4	<b>17.7</b>	*	17.7	21.6	-	21.1	-	-	n/a	17.2	n/a
2017-18	20.3	17.5	<b>17.7</b>	*	17.7	19.6	-	19.6	-	*	n/a	17.6	n/a
Mathematics													
2018-19	20.4	18.0	<b>17.8</b>	*	17.7	20.0	-	21.4	-	-	n/a	17.4	n/a
2017-18	20.6	18.2	<b>18.1</b>	*	18.0	19.3	-	19.9	-	*	n/a	18.0	n/a
Science													
2018-19	20.8	18.5	<b>18.4</b>	*	18.4	20.1	-	21.7	-	-	n/a	18.1	n/a
2017-18	20.9	18.6	<b>18.5</b>	*	18.4	20.4	-	20.6	-	*	n/a	18.3	n/a



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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2018-19	44.6%	55.0%	<b>53.7%</b>	47.6%	53.7%	46.1%	*	89.3%	*	*	25.0%	52.0%	40.6%
2017-18	43.4%	51.6%	<b>49.1%</b>	50.0%	49.1%	47.9%	-	90.0%	*	*	16.0%	49.4%	31.7%
English Language Arts													
2018-19	17.8%	25.0%	<b>27.5%</b>	35.0%	27.3%	29.4%	*	74.1%	*	*	13.9%	26.1%	21.1%
2017-18	17.3%	22.9%	<b>26.5%</b>	23.5%	26.4%	31.8%	-	60.0%	*	*	7.2%	26.4%	14.8%
Mathematics													
2018-19	20.4%	25.3%	<b>27.5%</b>	15.8%	27.5%	19.8%	*	69.2%	*	*	7.7%	26.4%	17.1%
2017-18	20.7%	24.5%	<b>24.5%</b>	20.0%	24.5%	28.0%	-	45.8%	*	*	6.1%	24.6%	14.0%
Science													
2018-19	21.7%	25.8%	<b>16.4%</b>	10.5%	16.3%	19.0%	*	34.6%	*	*	5.9%	14.8%	5.8%
2017-18	21.2%	24.9%	<b>18.3%</b>	18.8%	18.2%	21.0%	-	46.7%	*	*	5.9%	18.2%	4.5%
Social Studies													
2018-19	23.6%	30.0%	<b>26.0%</b>	33.3%	25.8%	30.6%	*	80.0%	*	*	1.9%	22.9%	4.9%
2017-18	22.8%	27.3%	<b>24.9%</b>	25.0%	24.7%	30.0%	-	69.0%	*	*	1.2%	24.1%	3.1%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	57.3%	<b>58.9%</b>	*	58.7%	68.0%	-	66.7%	-	-	25.5%	58.7%	36.4%
2016-17	54.6%	59.7%	<b>59.3%</b>	*	59.3%	52.9%	*	*	-	-	24.6%	58.6%	42.2%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	60.2%	<b>53.6%</b>	*	53.2%	94.1%	-	83.3%	-	-	11.0%	52.7%	19.0%
2016-17	59.2%	59.5%	<b>63.5%</b>	*	63.4%	62.5%	-	*	-	-	10.8%	62.6%	29.7%

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District Student Information**

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	42,989	100.0%	5,479,173	100.0%	43,028	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	47	0.1%	16,848	0.3%	75	0.2%	25,883	0.5%
Pre-Kindergarten	3,568	8.3%	248,413	4.5%	3,575	8.3%	249,226	4.5%
Kindergarten	2,544	5.9%	383,585	7.0%	2,545	5.9%	384,114	7.0%
Grade 1	2,783	6.5%	391,175	7.1%	2,786	6.5%	391,449	7.1%
Grade 2	2,773	6.5%	388,370	7.1%	2,773	6.4%	388,675	7.1%
Grade 3	2,868	6.7%	391,565	7.1%	2,868	6.7%	391,795	7.1%
Grade 4	2,850	6.6%	399,883	7.3%	2,850	6.6%	400,111	7.3%
Grade 5	3,056	7.1%	417,272	7.6%	3,056	7.1%	417,444	7.6%
Grade 6	3,023	7.0%	422,605	7.7%	3,023	7.0%	422,740	7.7%
Grade 7	2,984	6.9%	423,421	7.7%	2,984	6.9%	423,545	7.7%
Grade 8	3,112	7.2%	411,170	7.5%	3,112	7.2%	411,272	7.5%
Grade 9	3,640	8.5%	448,929	8.2%	3,640	8.5%	449,122	8.2%
Grade 10	3,425	8.0%	406,785	7.4%	3,425	8.0%	407,044	7.4%
Grade 11	3,214	7.5%	376,894	6.9%	3,214	7.5%	377,208	6.9%
Grade 12	3,102	7.2%	352,258	6.4%	3,102	7.2%	354,312	6.4%
Ethnic Distribution:								
African American	51	0.1%	691,582	12.6%	51	0.1%	692,925	12.6%
Hispanic	42,273	98.3%	2,892,928	52.8%	42,312	98.3%	2,899,504	52.8%
White	564	1.3%	1,477,699	27.0%	564	1.3%	1,483,688	27.0%
American Indian	9	0.0%	19,999	0.4%	9	0.0%	20,062	0.4%
Asian	74	0.2%	250,065	4.6%	74	0.2%	250,463	4.6%
Pacific Islander	8	0.0%	8,466	0.2%	8	0.0%	8,481	0.2%
Two or More Races	10	0.0%	138,434	2.5%	10	0.0%	138,817	2.5%
Sex:								
Female	21,106	49.1%	2,673,270	48.8%	21,125	49.1%	2,678,619	48.8%
Male	21,883	50.9%	2,805,903	51.2%	21,903	50.9%	2,815,321	51.2%
Economically Disadvantaged	38,485	89.5%	3,303,974	60.3%	38,505	89.5%	3,309,610	60.2%
Non-Educationally Disadvantaged	4,504	10.5%	2,175,199	39.7%	4,523	10.5%	2,184,330	39.8%
Section 504 Students	3,714	8.6%	376,734	6.9%	3,714	8.6%	376,956	6.9%
English Learners (EL)	15,533	36.1%	1,112,674	20.3%	15,535	36.1%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	443	0.9%	82,551	1.5%				
Students w/ Dyslexia	2,524	5.9%	224,619	4.1%	2,524	5.9%	224,741	4.1%
Foster Care	179	0.4%	17,393	0.3%	179	0.4%	17,451	0.3%
Homeless	1,456	3.4%	78,178	1.4%	1,456	3.4%	78,296	1.4%
Immigrant	480	1.1%	126,747	2.3%	480	1.1%	126,858	2.3%
Migrant	589	1.4%	18,888	0.3%	590	1.4%	18,992	0.3%
Title I	42,331	98.5%	3,568,526	65.1%	42,366	98.5%	3,576,850	65.1%
Military Connected	200	0.5%	105,751	1.9%	200	0.5%	105,787	1.9%
At-Risk	29,129	67.8%	2,773,390	50.6%	29,132	67.7%	2,776,481	50.5%

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District Student Information**

Student Information	----- Membership -----				----- Enrollment -----			
	----- District -----		----- State -----		----- District -----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	15,307	35.6%	1,128,904	20.6%	15,309	35.6%	1,129,558	20.6%
Career & Technical Education	14,191	33.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	10,960	81.9%	805,496	50.8%	10,960	81.9%	806,117	50.8%
Gifted & Talented Education	4,988	11.6%	444,125	8.1%	4,988	11.6%	444,196	8.1%
Special Education	5,734	13.3%	577,868	10.5%	5,760	13.4%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,734		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,133	54.6%	245,216	42.4%				
Students with Physical Disabilities	669	11.7%	123,847	21.4%				
Students with Autism	693	12.1%	79,952	13.8%				
Students with Behavioral Disabilities	1,114	19.4%	120,042	20.8%				
Students with Non-Categorical Early Childhood	125	2.2%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	5,864	14.1%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	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	9.1%	7.8%	19.1%	13.1%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	86	0.4%	5,686	0.2%

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

<b><u>Class Size Information</u></b>	<b><u>District</u></b>	<b><u>State</u></b>
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	16.3	16.4
Foreign Languages	17.8	18.7
Mathematics	19.5	17.8
Science	19.3	18.8
Social Studies	19.0	19.3

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	6,487.9	100.0%	734,726.4	100.0%
Professional Staff:	3,680.1	56.7%	468,132.4	63.7%
Teachers	2,859.2	44.1%	363,121.3	49.4%
Professional Support	632.2	9.7%	74,698.8	10.2%
Campus Administration (School Leadership)	178.8	2.8%	21,960.1	3.0%
Central Administration	10.0	0.2%	8,352.3	1.1%
Educational Aides:	774.1	11.9%	78,096.8	10.6%
Auxiliary Staff:	2,033.7	31.3%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	58.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	155.0	n/a	12,901.0	n/a
Part-time	8.0	n/a	1,103.0	n/a
Total Minority Staff:	6,106.2	94.1%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	7.0	0.2%	39,132.5	10.8%
Hispanic	2,568.6	89.8%	102,099.7	28.1%
White	238.8	8.4%	209,453.0	57.7%
American Indian	3.0	0.1%	1,239.6	0.3%
Asian	2.0	0.1%	6,393.2	1.8%
Pacific Islander	39.8	1.4%	638.2	0.2%
Two or More Races	0.0	0.0%	4,165.2	1.1%
Males	901.6	31.5%	86,302.4	23.8%
Females	1,957.6	68.5%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	37.2	1.3%	4,859.9	1.3%
Bachelors	2,270.5	79.4%	266,596.3	73.4%
Masters	539.5	18.9%	89,088.4	24.5%
Doctorate	12.0	0.4%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	65.5	2.3%	26,878.7	7.4%
1-5 Years Experience	380.3	13.3%	101,305.8	27.9%
6-10 Years Experience	493.2	17.3%	70,305.4	19.4%
11-20 Years Experience	1,145.3	40.1%	106,767.7	29.4%
Over 20 Years Experience	774.9	27.1%	57,863.9	15.9%
Number of Students per Teacher	15.0	n/a	15.1	n/a

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 District Staff Information**

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	9.6	6.2
Average Years Experience of Principals with District	9.1	5.3
Average Years Experience of Assistant Principals	9.1	5.3
Average Years Experience of Assistant Principals with District	8.9	4.7
Average Years Experience of Teachers:	15.4	11.1
Average Years Experience of Teachers with District:	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$50,807	\$49,868
1-5 Years Experience	\$51,636	\$52,823
6-10 Years Experience	\$53,468	\$55,756
11-20 Years Experience	\$58,689	\$59,308
Over 20 Years Experience	\$67,128	\$65,449
Average Actual Salaries (regular duties only):		
Teachers	\$58,957	\$57,091
Professional Support	\$73,071	\$67,352
Campus Administration (School Leadership)	\$95,913	\$82,512
Central Administration	\$173,410	\$108,367
Instructional Staff Percent:	58.9%	64.6%
Turnover Rate for Teachers:	6.4%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.1	399.5
Contracted Instructional Staff:	3,598.0	6,309.0

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	77.2	2.7%	23,626.0	6.5%
Career & Technical Education	161.8	5.7%	18,120.4	5.0%
Compensatory Education	17.3	0.6%	10,147.3	2.8%
Gifted & Talented Education	12.5	0.4%	7,053.3	1.9%
Regular Education	2,249.0	78.7%	257,548.7	70.9%
Special Education	334.8	11.7%	33,620.4	9.3%
Other	6.7	0.2%	13,005.2	3.6%

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

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

'\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'-' Indicates there are no students in the group.

'n/a' Indicates data reporting is not applicable for this group.

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

# 2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

District Number: **031901**

2019 Accountability Rating: **A**

*2019 Special Education Determination Status:*

***Meets Requirements***



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District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

		State	Region 01	District	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)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	79%	<b>80%</b>	*	80%	83%	-	100%	-	-	49%	85%	80%	78%	79%	77%
	2018	77%	79%	<b>80%</b>	100%	80%	86%	*	80%	-	*	49%	85%	80%	79%	80%	76%
At Meets Grade Level or Above	2019	45%	46%	<b>46%</b>	*	46%	67%	-	60%	-	-	25%	48%	46%	46%	44%	41%
	2018	43%	42%	<b>42%</b>	60%	42%	68%	*	40%	-	*	24%	51%	42%	41%	41%	34%
At Masters Grade Level	2019	27%	27%	<b>26%</b>	*	26%	50%	-	40%	-	-	8%	15%	26%	23%	23%	22%
	2018	25%	22%	<b>22%</b>	0%	22%	55%	*	40%	-	*	6%	23%	22%	22%	21%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	83%	<b>85%</b>	*	85%	89%	-	100%	-	-	58%	93%	86%	81%	84%	85%
	2018	78%	82%	<b>86%</b>	100%	86%	96%	*	80%	-	*	59%	85%	86%	85%	86%	84%
At Meets Grade Level or Above	2019	49%	53%	<b>56%</b>	*	56%	56%	-	100%	-	-	31%	56%	56%	54%	54%	53%
	2018	47%	51%	<b>54%</b>	100%	53%	78%	*	80%	-	*	31%	73%	54%	47%	53%	49%
At Masters Grade Level	2019	25%	26%	<b>27%</b>	*	27%	44%	-	40%	-	-	14%	30%	28%	24%	25%	24%
	2018	23%	24%	<b>27%</b>	60%	27%	35%	*	60%	-	*	14%	35%	28%	23%	26%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	80%	<b>83%</b>	100%	83%	91%	*	*	-	*	51%	84%	83%	84%	82%	80%
	2018	73%	75%	<b>79%</b>	*	78%	100%	-	*	*	-	47%	79%	79%	74%	78%	73%
At Meets Grade Level or Above	2019	44%	47%	<b>51%</b>	100%	51%	74%	*	*	-	*	25%	44%	52%	49%	49%	44%
	2018	46%	46%	<b>49%</b>	*	49%	82%	-	*	*	-	30%	53%	49%	45%	48%	42%
At Masters Grade Level	2019	22%	23%	<b>23%</b>	67%	23%	35%	*	*	-	*	8%	19%	24%	20%	21%	18%
	2018	24%	23%	<b>23%</b>	*	23%	64%	-	*	*	-	13%	32%	24%	21%	23%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	<b>82%</b>	100%	82%	87%	*	*	-	*	53%	75%	83%	80%	81%	78%
	2018	78%	83%	<b>86%</b>	*	86%	92%	-	*	*	-	54%	81%	86%	82%	85%	84%
At Meets Grade Level or Above	2019	48%	51%	<b>53%</b>	100%	52%	70%	*	*	-	*	28%	59%	53%	49%	50%	48%
	2018	49%	52%	<b>56%</b>	*	56%	69%	-	*	*	-	30%	43%	57%	53%	55%	50%
At Masters Grade Level	2019	28%	28%	<b>30%</b>	83%	29%	57%	*	*	-	*	14%	22%	30%	27%	28%	25%
	2018	27%	28%	<b>30%</b>	*	30%	31%	-	*	*	-	13%	29%	31%	29%	30%	27%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	74%	<b>78%</b>	100%	78%	91%	*	*	-	*	41%	75%	78%	75%	76%	73%
	2018	63%	69%	<b>74%</b>	*	74%	83%	-	*	*	-	36%	84%	74%	73%	74%	70%
At Meets Grade Level or Above	2019	35%	40%	<b>44%</b>	100%	44%	74%	*	*	-	*	21%	31%	45%	41%	42%	37%
	2018	39%	43%	<b>48%</b>	*	48%	83%	-	*	*	-	24%	32%	48%	47%	47%	42%
At Masters Grade Level	2019	11%	13%	<b>14%</b>	50%	14%	17%	*	*	-	*	6%	6%	14%	12%	12%	10%
	2018	11%	11%	<b>14%</b>	*	14%	17%	-	*	*	-	12%	5%	14%	13%	13%	11%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	<b>91%</b>	*	91%	94%	-	*	*	-	61%	100%	91%	89%	90%	88%
	2018	84%	86%	<b>90%</b>	*	90%	95%	-	100%	-	*	57%	91%	90%	88%	90%	87%
At Meets Grade Level or Above	2019	54%	54%	<b>56%</b>	*	56%	56%	-	*	*	-	28%	46%	56%	58%	54%	50%
	2018	54%	55%	<b>59%</b>	*	59%	80%	-	71%	-	*	31%	48%	60%	56%	59%	53%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

		State	Region 01	District	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)	
At Masters Grade Level		2019	29%	27%	28%	*	28%	38%	-	*	*	-	9%	31%	28%	27%	25%	21%
		2018	26%	26%	28%	*	28%	55%	-	71%	-	*	12%	30%	28%	28%	27%	24%
Grade 5 Mathematics^																		
At Approaches Grade Level or Above		2019	90%	94%	96%	*	96%	100%	-	*	*	-	82%	100%	96%	94%	96%	96%
		2018	91%	94%	97%	*	97%	100%	-	100%	-	*	85%	94%	97%	93%	97%	97%
At Meets Grade Level or Above		2019	58%	64%	70%	*	70%	81%	-	*	*	-	40%	69%	71%	68%	69%	65%
		2018	58%	67%	74%	*	74%	89%	-	100%	-	*	46%	67%	75%	70%	74%	72%
At Masters Grade Level		2019	36%	39%	46%	*	46%	44%	-	*	*	-	19%	35%	46%	48%	43%	40%
		2018	30%	36%	43%	*	42%	68%	-	86%	-	*	20%	45%	43%	39%	42%	40%
Grade 5 Science																		
At Approaches Grade Level or Above		2019	75%	81%	84%	*	84%	88%	-	*	*	-	55%	96%	84%	82%	83%	79%
		2018	76%	82%	85%	*	85%	95%	-	100%	-	*	53%	85%	85%	83%	84%	83%
At Meets Grade Level or Above		2019	49%	56%	60%	*	60%	81%	-	*	*	-	35%	62%	60%	57%	58%	54%
		2018	41%	47%	51%	*	51%	85%	-	71%	-	*	27%	52%	51%	49%	50%	48%
At Masters Grade Level		2019	24%	27%	28%	*	28%	38%	-	*	*	-	13%	35%	28%	28%	26%	23%
		2018	17%	19%	20%	*	20%	45%	-	29%	-	*	9%	24%	20%	20%	20%	20%
Grade 6 Reading																		
At Approaches Grade Level or Above		2019	68%	65%	64%	*	64%	63%	-	100%	-	*	29%	67%	65%	56%	61%	55%
		2018	69%	65%	65%	*	65%	50%	*	*	*	-	32%	56%	67%	52%	64%	56%
At Meets Grade Level or Above		2019	37%	33%	31%	*	31%	38%	-	80%	-	*	14%	30%	32%	26%	28%	21%
		2018	39%	33%	32%	*	32%	14%	*	*	*	-	18%	34%	33%	25%	31%	21%
At Masters Grade Level		2019	18%	15%	12%	*	12%	13%	-	40%	-	*	7%	9%	13%	9%	11%	7%
		2018	19%	15%	14%	*	14%	14%	*	*	*	-	6%	22%	14%	10%	13%	7%
Grade 6 Mathematics																		
At Approaches Grade Level or Above		2019	81%	81%	81%	*	81%	79%	-	100%	-	*	48%	82%	82%	74%	79%	76%
		2018	77%	76%	77%	*	77%	70%	*	*	*	-	49%	88%	78%	68%	76%	72%
At Meets Grade Level or Above		2019	47%	44%	44%	*	43%	54%	-	100%	-	*	17%	52%	44%	41%	40%	34%
		2018	44%	41%	39%	*	39%	39%	*	*	*	-	22%	47%	41%	30%	38%	31%
At Masters Grade Level		2019	21%	17%	17%	*	16%	29%	-	60%	-	*	8%	18%	17%	15%	14%	11%
		2018	18%	15%	14%	*	14%	13%	*	*	*	-	7%	22%	15%	10%	13%	9%
Grade 7 Reading																		
At Approaches Grade Level or Above		2019	76%	74%	73%	*	73%	70%	-	*	*	-	36%	74%	75%	65%	71%	63%
		2018	74%	71%	72%	*	72%	68%	-	*	*	-	33%	74%	73%	62%	71%	63%
At Meets Grade Level or Above		2019	49%	45%	46%	*	45%	50%	-	*	*	-	21%	46%	47%	37%	43%	32%
		2018	48%	44%	42%	*	42%	50%	-	*	*	-	21%	26%	43%	32%	41%	29%
At Masters Grade Level		2019	29%	25%	24%	*	24%	27%	-	*	*	-	9%	32%	25%	18%	21%	12%
		2018	29%	25%	24%	*	23%	41%	-	*	*	-	10%	10%	24%	19%	23%	12%
Grade 7 Mathematics																		
At Approaches Grade Level or Above		2019	75%	77%	73%	*	73%	73%	-	*	*	-	40%	78%	74%	65%	71%	65%
		2018	72%	74%	70%	*	70%	74%	-	*	*	-	39%	62%	71%	63%	69%	63%
At Meets Grade Level or Above		2019	43%	46%	40%	*	40%	40%	-	*	*	-	20%	40%	41%	35%	36%	30%
		2018	40%	41%	36%	*	36%	43%	-	*	*	-	20%	21%	37%	29%	35%	25%
At Masters Grade Level		2019	17%	18%	15%	*	14%	17%	-	*	*	-	10%	18%	15%	11%	12%	8%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

		State	Region 01	District	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)
Grade 7 Writing	2018	18%	18%	15%	*	14%	30%	-	*	*	-	9%	10%	15%	13%	14%	8%
At Approaches Grade Level or Above	2019	70%	72%	74%	*	74%	60%	-	*	*	-	33%	74%	75%	62%	72%	64%
	2018	69%	67%	68%	*	68%	65%	-	*	*	-	28%	60%	70%	51%	67%	58%
At Meets Grade Level or Above	2019	42%	42%	44%	*	44%	43%	-	*	*	-	19%	38%	45%	33%	40%	30%
	2018	43%	41%	41%	*	41%	52%	-	*	*	-	19%	21%	43%	29%	40%	27%
At Masters Grade Level	2019	18%	17%	16%	*	16%	10%	-	*	*	-	8%	16%	16%	13%	13%	8%
	2018	15%	13%	12%	*	12%	22%	-	*	*	-	9%	0%	13%	8%	11%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	86%	*	86%	68%	-	*	*	-	53%	91%	88%	75%	84%	78%
	2018	86%	83%	85%	*	85%	90%	-	100%	-	*	56%	93%	88%	70%	85%	74%
At Meets Grade Level or Above	2019	55%	50%	53%	*	53%	50%	-	*	*	-	27%	29%	55%	39%	49%	36%
	2018	49%	43%	46%	*	46%	38%	-	100%	-	*	27%	42%	48%	32%	45%	25%
At Masters Grade Level	2019	28%	23%	23%	*	23%	36%	-	*	*	-	10%	15%	24%	17%	21%	10%
	2018	27%	22%	23%	*	23%	24%	-	60%	-	*	9%	23%	25%	16%	22%	9%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	90%	-	90%	73%	-	*	-	-	70%	92%	90%	87%	89%	90%
	2018	86%	88%	88%	*	88%	100%	-	*	-	-	65%	90%	88%	86%	88%	86%
At Meets Grade Level or Above	2019	57%	58%	51%	-	51%	33%	-	*	-	-	34%	54%	51%	50%	49%	47%
	2018	51%	55%	47%	*	47%	63%	-	*	-	-	31%	52%	47%	45%	47%	42%
At Masters Grade Level	2019	17%	16%	8%	-	8%	13%	-	*	-	-	11%	4%	8%	7%	8%	6%
	2018	15%	17%	8%	*	7%	19%	-	*	-	-	13%	3%	7%	8%	8%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	80%	78%	*	78%	71%	-	*	*	-	44%	71%	80%	69%	76%	68%
	2018	76%	75%	72%	*	72%	76%	-	100%	-	-	41%	79%	74%	62%	72%	60%
At Meets Grade Level or Above	2019	51%	49%	44%	*	43%	57%	-	*	*	-	22%	35%	45%	35%	40%	30%
	2018	52%	49%	46%	*	46%	41%	-	100%	-	-	25%	51%	48%	36%	45%	30%
At Masters Grade Level	2019	25%	23%	17%	*	17%	29%	-	*	*	-	11%	18%	18%	13%	16%	9%
	2018	28%	25%	22%	*	22%	24%	-	80%	-	-	11%	16%	23%	16%	21%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	69%	71%	*	71%	67%	-	*	*	-	42%	79%	72%	64%	68%	60%
	2018	65%	67%	65%	*	65%	69%	-	100%	-	-	42%	72%	67%	54%	64%	52%
At Meets Grade Level or Above	2019	37%	37%	34%	*	34%	48%	-	*	*	-	23%	36%	35%	28%	31%	21%
	2018	36%	37%	33%	*	33%	38%	-	80%	-	-	25%	37%	34%	28%	32%	20%
At Masters Grade Level	2019	21%	20%	17%	*	17%	24%	-	*	*	-	13%	15%	17%	16%	15%	8%
	2018	21%	21%	18%	*	18%	24%	-	80%	-	-	11%	28%	19%	16%	17%	9%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	64%	68%	83%	68%	69%	-	*	-	-	29%	73%	69%	62%	66%	54%
	2018	65%	62%	65%	80%	65%	58%	-	100%	*	*	27%	61%	68%	53%	64%	45%
At Meets Grade Level or Above	2019	50%	44%	49%	67%	50%	36%	-	*	-	-	16%	51%	51%	42%	47%	31%
	2018	44%	39%	43%	40%	43%	47%	-	100%	*	*	13%	36%	45%	35%	42%	21%
At Masters Grade Level	2019	11%	9%	10%	17%	10%	25%	-	*	-	-	5%	5%	10%	7%	8%	3%
	2018	7%	5%	6%	20%	6%	3%	-	80%	*	*	4%	3%	6%	5%	6%	1%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- contin- uously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	67%	100%	67%	77%	-	100%	*	-	32%	56%	70%	58%	65%	46%
	2018	67%	63%	64%	86%	64%	57%	-	88%	*	-	25%	63%	69%	47%	64%	40%
At Meets Grade Level or Above	2019	49%	44%	45%	60%	45%	42%	-	86%	*	-	16%	13%	48%	35%	42%	19%
	2018	48%	42%	43%	71%	43%	50%	-	75%	*	-	14%	42%	48%	29%	43%	18%
At Masters Grade Level	2019	8%	5%	6%	40%	6%	4%	-	57%	*	-	4%	0%	6%	3%	5%	1%
	2018	8%	5%	5%	0%	5%	10%	-	38%	*	-	4%	0%	6%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	94%	100%	94%	92%	-	*	*	-	75%	87%	94%	92%	93%	94%
	2018	83%	86%	90%	100%	90%	88%	-	100%	*	*	59%	85%	91%	87%	90%	89%
At Meets Grade Level or Above	2019	61%	67%	82%	100%	82%	82%	-	*	*	-	51%	73%	83%	76%	81%	81%
	2018	55%	58%	71%	57%	71%	58%	-	100%	*	*	33%	76%	74%	59%	71%	63%
At Masters Grade Level	2019	37%	45%	62%	80%	62%	59%	-	*	*	-	27%	63%	62%	58%	60%	59%
	2018	32%	34%	48%	29%	48%	25%	-	100%	*	*	16%	45%	50%	37%	47%	38%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	90%	100%	90%	83%	-	*	-	-	68%	84%	91%	86%	89%	84%
	2018	87%	85%	88%	100%	88%	83%	-	100%	*	-	60%	83%	90%	82%	88%	80%
At Meets Grade Level or Above	2019	62%	56%	60%	80%	60%	57%	-	*	-	-	31%	63%	63%	49%	58%	43%
	2018	59%	52%	55%	50%	55%	42%	-	86%	*	-	22%	50%	58%	42%	54%	34%
At Masters Grade Level	2019	25%	18%	18%	20%	18%	20%	-	*	-	-	7%	26%	19%	13%	16%	8%
	2018	24%	17%	16%	17%	16%	8%	-	71%	*	-	6%	8%	17%	11%	16%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	94%	100%	94%	95%	-	100%	*	-	76%	82%	95%	92%	94%	87%
	2018	92%	91%	92%	*	92%	92%	-	100%	-	-	70%	94%	93%	90%	92%	85%
At Meets Grade Level or Above	2019	73%	67%	72%	80%	71%	80%	-	100%	*	-	43%	73%	74%	61%	70%	49%
	2018	70%	63%	68%	*	67%	80%	-	100%	-	-	38%	81%	69%	62%	67%	46%
At Masters Grade Level	2019	45%	35%	40%	40%	40%	65%	-	63%	*	-	18%	27%	42%	31%	38%	18%
	2018	40%	31%	33%	*	32%	44%	-	50%	-	-	12%	31%	34%	27%	32%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	81%	95%	81%	79%	*	93%	54%	60%	50%	81%	82%	75%	79%	74%
	2018	77%	77%	78%	93%	78%	80%	*	95%	58%	90%	47%	78%	80%	70%	78%	71%
At Meets Grade Level or Above	2019	50%	50%	52%	83%	52%	57%	*	84%	46%	20%	26%	46%	53%	46%	49%	41%
	2018	48%	47%	49%	64%	49%	56%	*	79%	42%	50%	25%	45%	50%	41%	48%	38%
At Masters Grade Level	2019	24%	22%	23%	48%	23%	31%	*	57%	31%	0%	11%	21%	24%	19%	21%	16%
	2018	22%	20%	21%	29%	21%	28%	*	57%	25%	40%	10%	20%	22%	17%	20%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	76%	92%	76%	75%	*	94%	60%	*	42%	79%	77%	68%	74%	68%
	2018	74%	72%	74%	93%	74%	72%	*	93%	40%	100%	39%	75%	76%	61%	73%	65%
At Meets Grade Level or Above	2019	48%	45%	47%	76%	47%	50%	*	74%	40%	*	21%	40%	49%	41%	44%	35%
	2018	46%	43%	44%	61%	44%	51%	*	70%	20%	40%	21%	40%	46%	35%	44%	31%
At Masters Grade Level	2019	21%	18%	18%	40%	18%	27%	*	52%	20%	*	7%	17%	19%	12%	16%	12%
	2018	19%	16%	17%	21%	17%	28%	*	53%	20%	20%	8%	18%	18%	12%	16%	11%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

		Region		African		American		Pacific		Two or	Special	Special	Continu-	Non-	EL	
		State	01	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ
											Races	(Current)	(Former)	Enrolled	ously	Disadv
																Monitored)
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	85%	<b>86%</b>	100%	86%	85%	*	95%	*	*	62%	85%	87%	82%	85%
	2018	81%	83%	<b>85%</b>	95%	85%	88%	*	97%	*	*	58%	83%	85%	81%	84%
At Meets Grade Level or Above	2019	52%	55%	<b>57%</b>	94%	57%	61%	*	95%	*	*	32%	56%	58%	55%	51%
	2018	50%	52%	<b>55%</b>	71%	54%	62%	*	90%	*	*	30%	53%	56%	48%	48%
At Masters Grade Level	2019	26%	28%	<b>31%</b>	78%	31%	39%	*	65%	*	*	15%	26%	31%	29%	25%
	2018	24%	25%	<b>28%</b>	48%	27%	30%	*	66%	*	*	13%	27%	28%	24%	22%
All Grades Writing																
At Approaches Grade Level or Above	2019	68%	73%	<b>76%</b>	100%	76%	74%	*	*	*	*	38%	74%	77%	68%	74%
	2018	66%	68%	<b>71%</b>	*	71%	71%	-	86%	*	-	32%	67%	72%	62%	70%
At Meets Grade Level or Above	2019	38%	41%	<b>44%</b>	100%	44%	57%	*	*	*	*	20%	35%	45%	37%	41%
	2018	41%	42%	<b>45%</b>	*	44%	63%	-	43%	*	-	21%	25%	46%	38%	44%
At Masters Grade Level	2019	14%	15%	<b>15%</b>	57%	15%	13%	*	*	*	*	7%	12%	15%	12%	13%
	2018	13%	12%	<b>13%</b>	*	13%	20%	-	43%	*	-	11%	2%	13%	11%	12%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	83%	<b>84%</b>	88%	84%	81%	-	90%	*	-	55%	82%	85%	81%	83%
	2018	80%	81%	<b>82%</b>	100%	82%	84%	-	100%	*	*	52%	82%	83%	76%	82%
At Meets Grade Level or Above	2019	54%	54%	<b>55%</b>	63%	55%	63%	-	90%	*	-	29%	51%	56%	47%	53%
	2018	51%	50%	<b>51%</b>	50%	51%	52%	-	84%	*	*	25%	51%	53%	42%	50%
At Masters Grade Level	2019	25%	23%	<b>21%</b>	13%	21%	27%	-	40%	*	-	11%	25%	22%	17%	19%
	2018	23%	20%	<b>19%</b>	17%	19%	22%	-	58%	*	*	9%	17%	20%	14%	18%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	81%	<b>83%</b>	100%	83%	80%	-	100%	*	-	58%	80%	83%	81%	82%
	2018	78%	79%	<b>80%</b>	86%	80%	80%	-	100%	-	-	55%	78%	81%	76%	79%
At Meets Grade Level or Above	2019	55%	52%	<b>54%</b>	83%	53%	63%	-	91%	*	-	32%	45%	55%	49%	51%
	2018	53%	50%	<b>51%</b>	71%	51%	57%	-	92%	-	-	31%	49%	52%	48%	50%
At Masters Grade Level	2019	33%	28%	<b>29%</b>	33%	29%	44%	-	64%	*	-	15%	18%	30%	25%	27%
	2018	31%	26%	<b>26%</b>	43%	26%	33%	-	62%	-	-	11%	29%	27%	23%	25%

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

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

		State	Region 01	District	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	66	<b>69</b>	92	69	61	*	*	-	*	60	63	69	68	68	68
	2018	63	65	<b>65</b>	*	64	100	-	*	*	-	68	69	65	64	64	63
Grade 4 Mathematics	2019	65	65	<b>64</b>	83	64	65	*	*	-	*	62	56	64	65	63	61
	2018	65	67	<b>66</b>	*	66	79	-	*	*	-	62	67	66	68	65	63
Grade 5 ELA/Reading	2019	81	80	<b>78</b>	*	78	70	-	*	*	-	74	83	78	81	78	78
	2018	80	81	<b>81</b>	*	81	94	-	86	-	-	81	80	81	84	81	81
Grade 5 Mathematics	2019	83	85	<b>88</b>	*	88	80	-	*	*	-	90	81	87	91	87	87
	2018	81	84	<b>87</b>	*	87	94	-	86	-	-	89	89	87	87	87	86
Grade 6 ELA/Reading	2019	42	37	<b>30</b>	*	30	38	-	50	-	*	27	24	30	32	29	27
	2018	47	43	<b>38</b>	*	38	32	-	*	*	-	30	38	38	40	38	34
Grade 6 Mathematics	2019	54	44	<b>35</b>	*	35	45	-	60	-	*	25	44	35	38	33	30
	2018	56	51	<b>41</b>	*	41	44	-	*	*	-	41	50	41	43	41	38
Grade 7 ELA/Reading	2019	77	78	<b>77</b>	*	77	81	-	*	*	-	65	82	77	78	76	74
	2018	76	78	<b>79</b>	*	79	87	-	*	*	-	68	84	79	79	79	77
Grade 7 Mathematics	2019	63	65	<b>59</b>	*	59	57	-	*	*	-	45	57	59	55	58	55
	2018	67	70	<b>65</b>	*	65	75	-	*	*	-	55	57	65	65	65	64
Grade 8 ELA/Reading	2019	77	78	<b>77</b>	*	77	70	-	*	*	-	74	85	77	77	77	75
	2018	79	79	<b>81</b>	*	81	90	-	*	-	*	78	79	81	81	81	79
Grade 8 Mathematics	2019	84	88	<b>92</b>	*	92	89	-	*	*	-	86	98	92	92	92	93
	2018	81	89	<b>92</b>	*	92	95	-	*	-	-	85	84	92	92	92	92
End of Course English II	2019	69	67	<b>68</b>	*	68	78	-	67	*	-	61	30	67	73	67	68
	2018	67	66	<b>69</b>	90	69	53	-	79	*	-	51	50	69	68	69	64
End of Course Algebra I	2019	75	79	<b>91</b>	*	91	89	-	*	*	-	73	94	91	90	90	91
	2018	72	73	<b>85</b>	58	85	74	-	*	*	*	58	84	85	82	85	82
All Grades Both Subjects	2019	69	69	<b>69</b>	79	69	68	*	74	71	*	62	68	69	71	68	66
	2018	69	70	<b>71</b>	78	71	77	-	84	56	*	64	68	70	72	70	68
All Grades ELA/Reading	2019	68	68	<b>67</b>	72	67	67	*	69	*	*	61	66	67	70	66	65
	2018	69	69	<b>69</b>	82	69	76	-	85	*	*	63	67	69	71	69	67
All Grades Mathematics	2019	70	70	<b>71</b>	87	71	70	*	80	*	*	64	69	70	72	70	68
	2018	70	72	<b>72</b>	73	72	78	-	82	*	*	65	70	72	73	72	69

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	44%	<b>48%</b>	-	48%	28%	*	*	*	-	26%	47%	43%
	2018	38%	40%	<b>44%</b>	-	44%	64%	-	*	*	-	23%	44%	40%
Mathematics	2019	45%	53%	<b>57%</b>	-	58%	23%	*	*	*	*	42%	57%	56%
	2018	47%	53%	<b>57%</b>	*	57%	72%	-	-	*	-	39%	57%	54%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>84%</b>	*	84%	83%	-	*	*	-	41%	83%	72%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>16%</b>	*	16%	17%	-	*	*	-	59%	17%	28%
STAAR Cumulative Met Standard														
	2019	86%	89%	<b>91%</b>	*	91%	94%	-	*	*	-	55%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	5%	*	-	*	-	-	-	-	-	-	*	-
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	89%	<b>92%</b>	*	92%	89%	-	*	*	-	64%	92%	87%
Students Requiring Accelerated Instruction														
	2019	17%	11%	<b>8%</b>	*	8%	11%	-	*	*	-	36%	8%	13%
STAAR Cumulative Met Standard														
	2019	90%	94%	<b>96%</b>	*	96%	100%	-	*	*	-	80%	96%	95%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	22%	*	-	*	-	-	-	-	-	-	*	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	<b>77%</b>	*	77%	64%	-	*	*	-	34%	75%	49%
Students Requiring Accelerated Instruction														
	2019	22%	24%	<b>23%</b>	*	23%	36%	-	*	*	-	66%	25%	51%
STAAR Cumulative Met Standard														
	2019	85%	83%	<b>84%</b>	*	85%	68%	-	*	*	-	45%	83%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>95%</b>	-	95%	100%	-	-	-	-	98%	95%	94%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2019	13%	11%	<b>15%</b>	-	16%	*	-	-	-	-	7%	16%	13%
Retained in Grade 8														
	2019	38%	30%	<b>38%</b>	-	38%	-	-	-	-	-	*	38%	40%
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	<b>80%</b>	-	80%	53%	-	*	-	-	46%	79%	74%
Students Requiring Accelerated Instruction														



District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

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

		<b>State</b>	<b>Region 01</b>	<b>District</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Special Ed</b>	<b>Econ Disadv</b>	<b>EL (Current)</b>
STAAR Cumulative Met Standard	2019	18%	17%	<b>20%</b>	-	20%	47%	-	*	-	-	54%	21%	26%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	89%	<b>88%</b>	-	89%	60%	-	*	-	-	65%	88%	86%
	2018	98%	98%	<b>90%</b>	-	90%	*	-	-	-	-	98%	90%	83%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	58%	<b>75%</b>	-	75%	*	-	-	-	-	64%	75%	85%
Retained in Grade 8	2019	56%	72%	<b>80%</b>	-	80%	-	-	-	-	-	*	80%	88%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

(Current EL Students)

		State	Region 01	District	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
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>81%</b>	77%	77%	-	-	-	59%	37%	60%	65%	67%	67%
	2018	77%	77%	<b>78%</b>	74%	74%	-	-	-	50%	50%	100%	58%	61%	61%
At Meets Grade Level or Above	2019	50%	50%	<b>52%</b>	39%	39%	-	-	-	24%	8%	25%	32%	30%	30%
	2018	48%	47%	<b>49%</b>	35%	35%	-	-	-	16%	16%	60%	22%	25%	24%
At Masters Grade Level	2019	24%	22%	<b>23%</b>	15%	15%	-	-	-	7%	3%	7%	14%	10%	11%
	2018	22%	20%	<b>21%</b>	13%	13%	-	-	-	4%	4%	20%	8%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	<b>76%</b>	76%	76%	-	-	-	45%	18%	47%	59%	58%	58%
	2018	74%	72%	<b>74%</b>	69%	69%	-	-	-	37%	37%	*	49%	51%	50%
At Meets Grade Level or Above	2019	48%	45%	<b>47%</b>	33%	33%	-	-	-	16%	4%	16%	26%	23%	23%
	2018	46%	43%	<b>44%</b>	28%	28%	-	-	-	8%	9%	*	15%	17%	17%
At Masters Grade Level	2019	21%	18%	<b>18%</b>	13%	13%	-	-	-	3%	2%	3%	10%	7%	7%
	2018	19%	16%	<b>17%</b>	10%	10%	-	-	-	1%	1%	*	4%	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>86%</b>	83%	83%	-	-	-	75%	88%	75%	76%	79%	79%
	2018	81%	83%	<b>85%</b>	83%	83%	-	-	-	67%	67%	*	74%	76%	76%
At Meets Grade Level or Above	2019	52%	55%	<b>57%</b>	47%	47%	-	-	-	39%	38%	39%	42%	43%	43%
	2018	50%	52%	<b>55%</b>	45%	45%	-	-	-	25%	25%	*	34%	36%	36%
At Masters Grade Level	2019	26%	28%	<b>31%</b>	21%	21%	-	-	-	16%	23%	15%	20%	18%	19%
	2018	24%	25%	<b>28%</b>	20%	20%	-	-	-	8%	8%	*	14%	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	<b>76%</b>	65%	65%	-	-	-	53%	50%	53%	52%	59%	59%
	2018	66%	68%	<b>71%</b>	57%	57%	-	-	-	36%	36%	-	38%	48%	47%
At Meets Grade Level or Above	2019	38%	41%	<b>44%</b>	25%	25%	-	-	-	19%	17%	19%	26%	22%	22%
	2018	41%	42%	<b>45%</b>	26%	26%	-	-	-	10%	10%	-	20%	19%	19%
At Masters Grade Level	2019	14%	15%	<b>15%</b>	4%	4%	-	-	-	4%	17%	4%	7%	4%	4%
	2018	13%	12%	<b>13%</b>	4%	4%	-	-	-	1%	1%	-	5%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	<b>84%</b>	72%	72%	-	-	-	67%	58%	68%	72%	69%	69%
	2018	80%	81%	<b>82%</b>	76%	76%	-	-	-	60%	60%	*	60%	66%	66%
At Meets Grade Level or Above	2019	54%	54%	<b>55%</b>	45%	45%	-	-	-	24%	8%	25%	40%	32%	32%
	2018	51%	50%	<b>51%</b>	36%	36%	-	-	-	19%	19%	*	16%	26%	26%
At Masters Grade Level	2019	25%	23%	<b>21%</b>	15%	15%	-	-	-	4%	0%	5%	14%	8%	9%
	2018	23%	20%	<b>19%</b>	10%	10%	-	-	-	3%	3%	*	5%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	<b>83%</b>	-	-	-	-	-	64%	72%	63%	53%	64%	63%
	2018	78%	79%	<b>80%</b>	-	-	-	-	-	56%	56%	-	68%	56%	57%
At Meets Grade Level or Above	2019	55%	52%	<b>54%</b>	-	-	-	-	-	25%	9%	26%	13%	25%	25%
	2018	53%	50%	<b>51%</b>	-	-	-	-	-	22%	22%	-	24%	22%	22%
At Masters Grade Level	2019	33%	28%	<b>29%</b>	-	-	-	-	-	8%	0%	8%	7%	8%	8%
	2018	31%	26%	<b>26%</b>	-	-	-	-	-	6%	6%	-	8%	6%	6%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>69%</b>	72%	72%	-	-	-	61%	72%	61%	63%	65%	65%
	2018	69%	70%	<b>71%</b>	72%	72%	-	-	-	63%	63%	*	70%	67%	67%
All Grades ELA/Reading	2019	68%	68%	<b>67%</b>	72%	72%	-	-	-	60%	75%	60%	65%	65%	65%
	2018	69%	69%	<b>69%</b>	72%	72%	-	-	-	63%	63%	*	68%	67%	67%
All Grades Mathematics	2019	70%	70%	<b>71%</b>	72%	72%	-	-	-	61%	67%	61%	61%	66%	66%
	2018	70%	72%	<b>72%</b>	73%	73%	-	-	-	63%	63%	*	73%	67%	67%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	44%	<b>48%</b>	54%	54%	-	-	-	35%	*	35%	47%	43%	43%

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

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

(Current EL Students)

		State	Region 01	District	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
Mathematics	2018	38%	40%	<b>44%</b>	47%	47%	-	-	-	35%	35%	-	31%	40%	40%
	2019	45%	53%	<b>57%</b>	58%	58%	-	-	-	56%	*	56%	32%	57%	56%
	2018	47%	53%	<b>57%</b>	62%	62%	-	-	-	49%	49%	*	52%	55%	54%

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	100%	100%	100%	*	100%	100%	83%	99%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	93%	95%	87%	*	80%	87%	83%	96%	95%	90%
Not Included in Accountability													
Mobile	4%	3%	<b>2%</b>	7%	2%	7%	*	6%	13%	0%	2%	3%	3%
Other Exclusions	1%	2%	<b>2%</b>	0%	2%	6%	*	14%	0%	0%	2%	2%	7%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	96%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	91%	95%	82%	57%	92%	100%	100%	95%	95%	89%
Not Included in Accountability													
Mobile	4%	3%	<b>3%</b>	5%	3%	10%	43%	2%	0%	0%	2%	2%	4%
Other Exclusions	1%	2%	<b>2%</b>	0%	2%	8%	0%	6%	0%	0%	2%	2%	7%
Not Tested	1%	0%	<b>0%</b>	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.5%	<b>95.4%</b>	96.3%	95.4%	95.2%	*	97.8%	*	94.7%	94.0%	95.4%	95.5%
2016-17	95.7%	95.7%	<b>95.8%</b>	96.7%	95.8%	95.5%	*	97.7%	95.3%	*	94.4%	95.8%	96.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.2%	<b>0.5%</b>	0.0%	0.5%	0.0%	*	0.0%	*	-	0.4%	0.5%	0.4%
2016-17	0.3%	0.2%	<b>0.2%</b>	0.0%	0.2%	0.0%	*	0.0%	*	*	0.1%	0.2%	0.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.7%	<b>1.1%</b>	0.0%	1.1%	0.0%	*	0.0%	*	*	1.7%	1.1%	1.8%
2016-17	1.9%	1.8%	<b>1.3%</b>	0.0%	1.3%	0.0%	*	0.0%	*	*	1.5%	1.2%	2.2%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	91.2%	<b>92.8%</b>	*	92.8%	96.3%	-	100.0%	-	-	80.1%	93.0%	84.6%
Received TxCHSE	0.4%	0.2%	<b>0.3%</b>	*	0.3%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Continued HS	3.8%	3.6%	<b>3.0%</b>	*	3.0%	3.7%	-	0.0%	-	-	9.4%	2.9%	5.6%
Dropped Out	5.7%	5.0%	<b>3.9%</b>	*	3.9%	0.0%	-	0.0%	-	-	10.4%	3.8%	9.8%
Graduates and TxCHSE	90.4%	91.4%	<b>93.1%</b>	*	93.1%	96.3%	-	100.0%	-	-	80.1%	93.4%	84.6%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	<b>96.1%</b>	*	96.1%	100.0%	-	100.0%	-	-	89.6%	96.2%	90.2%
Class of 2017													
Graduated	89.7%	90.3%	<b>91.6%</b>	*	91.6%	94.1%	*	*	*	-	85.9%	91.6%	80.7%
Received TxCHSE	0.4%	0.2%	<b>0.2%</b>	*	0.2%	0.0%	*	*	*	-	0.0%	0.3%	0.2%
Continued HS	4.0%	4.0%	<b>4.8%</b>	*	4.8%	5.9%	*	*	*	-	7.2%	4.9%	12.0%
Dropped Out	5.9%	5.4%	<b>3.4%</b>	*	3.4%	0.0%	*	*	*	-	6.9%	3.2%	7.1%
Graduates and TxCHSE	90.1%	90.5%	<b>91.9%</b>	*	91.8%	94.1%	*	*	*	-	85.9%	91.8%	81.0%
Graduates, TxCHSE, and Continuers	94.1%	94.6%	<b>96.6%</b>	*	96.6%	100.0%	*	*	*	-	93.1%	96.8%	92.9%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	92.5%	<b>95.4%</b>	*	95.4%	94.1%	*	*	*	-	90.4%	95.5%	91.6%
Received TxCHSE	0.6%	0.3%	<b>0.3%</b>	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	1.1%	1.5%	<b>0.5%</b>	*	0.5%	5.9%	*	*	*	-	2.1%	0.4%	0.5%
Dropped Out	6.3%	5.8%	<b>3.8%</b>	*	3.8%	0.0%	*	*	*	-	7.2%	3.7%	7.7%
Graduates and TxCHSE	92.6%	92.7%	<b>95.7%</b>	*	95.7%	94.1%	*	*	*	-	90.7%	95.8%	91.8%
Graduates, TxCHSE, and Continuers	93.7%	94.2%	<b>96.2%</b>	*	96.2%	100.0%	*	*	*	-	92.8%	96.3%	92.3%
Class of 2016													
Graduated	91.6%	92.1%	<b>94.7%</b>	83.3%	94.7%	88.2%	-	100.0%	*	-	88.4%	94.8%	83.6%
Received TxCHSE	0.7%	0.3%	<b>0.3%</b>	0.0%	0.3%	0.0%	-	0.0%	*	-	0.4%	0.2%	0.4%
Continued HS	1.2%	1.4%	<b>0.8%</b>	0.0%	0.8%	0.0%	-	0.0%	*	-	2.1%	0.8%	3.3%
Dropped Out	6.6%	6.2%	<b>4.3%</b>	16.7%	4.2%	11.8%	-	0.0%	*	-	9.2%	4.2%	12.6%
Graduates and TxCHSE	92.2%	92.5%	<b>94.9%</b>	83.3%	95.0%	88.2%	-	100.0%	*	-	88.7%	95.0%	84.0%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	<b>95.7%</b>	83.3%	95.8%	88.2%	-	100.0%	*	-	90.8%	95.8%	87.4%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	92.7%	<b>95.4%</b>	83.3%	95.4%	88.2%	-	100.0%	*	-	89.7%	95.5%	85.2%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

	State	Region 01	District	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%	0.0%	0.3%	5.9%	-	0.0%	*	-	0.4%	0.3%	0.4%
Continued HS	0.5%	0.7%	0.1%	0.0%	0.1%	0.0%	-	0.0%	*	-	0.4%	0.1%	0.7%
Dropped Out	6.6%	6.2%	4.2%	16.7%	4.2%	5.9%	-	0.0%	*	-	9.6%	4.1%	13.7%
Graduates and TxCHSE	92.9%	93.1%	95.7%	83.3%	95.7%	94.1%	-	100.0%	*	-	90.0%	95.8%	85.6%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	95.8%	83.3%	95.8%	94.1%	-	100.0%	*	-	90.4%	95.9%	86.3%
Class of 2015													
Graduated	91.8%	91.6%	95.2%	*	95.1%	95.7%	-	100.0%	-	*	92.5%	95.5%	85.6%
Received TxCHSE	1.0%	0.6%	0.3%	*	0.3%	0.0%	-	0.0%	-	*	0.3%	0.3%	0.0%
Continued HS	0.6%	0.8%	0.3%	*	0.3%	0.0%	-	0.0%	-	*	1.3%	0.4%	0.4%
Dropped Out	6.7%	7.0%	4.2%	*	4.2%	4.3%	-	0.0%	-	*	5.9%	3.8%	14.0%
Graduates and TxCHSE	92.8%	92.2%	95.5%	*	95.5%	95.7%	-	100.0%	-	*	92.8%	95.8%	85.6%
Graduates, TxCHSE, and Continuers	93.3%	93.0%	95.8%	*	95.8%	95.7%	-	100.0%	-	*	94.1%	96.2%	86.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.2%	91.9%	*	91.8%	92.9%	-	100.0%	-	-	74.6%	92.1%	84.1%
Class of 2017	89.7%	90.3%	90.5%	60.0%	90.5%	94.1%	*	*	*	-	76.9%	90.5%	80.2%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	76.2%	85.7%	-	85.7%	-	-	-	-	-	*	85.7%	100.0%
Class of 2017	88.5%	93.7%	96.3%	*	96.4%	93.8%	*	*	*	-	63.6%	96.3%	98.1%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.3%	3.6%	*	3.7%	0.0%	-	0.0%	-	-	6.2%	3.7%	9.2%
Class of 2017	6.0%	3.3%	13.2%	-	13.2%	-	-	-	-	-	*	13.9%	7.7%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	89.0%	93.2%	*	93.2%	88.5%	-	100.0%	-	-	73.2%	93.1%	81.8%
Class of 2017	60.8%	77.3%	73.7%	-	73.7%	-	-	-	-	-	*	72.2%	84.6%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	92.1%	96.8%	*	96.8%	88.5%	-	100.0%	-	-	79.0%	96.7%	91.2%
Class of 2017	85.9%	93.1%	96.2%	*	96.3%	93.8%	*	*	*	-	63.1%	96.1%	97.9%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	60.0%	58.8%	-	58.8%	-	-	-	-	-	7.5%	59.1%	83.9%
2016-17	87.2%	92.3%	95.1%	*	95.1%	93.8%	*	*	-	-	56.8%	95.1%	97.2%
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.3%	3.6%	*	3.6%	0.0%	-	0.0%	-	-	6.0%	3.7%	7.3%
2016-17	7.2%	10.4%	24.2%	*	24.5%	*	-	-	-	-	13.3%	24.2%	23.9%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	89.0%	94.3%	*	94.4%	88.0%	-	100.0%	-	-	72.9%	94.3%	91.1%
2016-17	56.5%	65.7%	52.7%	*	52.1%	*	-	-	-	-	0.0%	52.8%	50.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	91.1%	96.1%	*	96.2%	88.0%	-	100.0%	-	-	66.9%	96.3%	97.3%
2016-17	84.0%	91.4%	94.1%	*	94.1%	94.1%	*	*	-	-	54.6%	94.1%	92.9%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

	District Count	District Percent	State Count	State Percent
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	3,253	100.0%	347,893	100.0%
By Ethnicity:				
African American	4	0.1%	43,502	12.5%
Hispanic	3,215	98.8%	173,272	49.8%
White	25	0.8%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	9	0.3%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	0	0.0%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	61	1.9%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	87	2.7%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	113	3.5%	49,432	14.2%
Foundation H.S. Program (Endorsement)	110	3.4%	16,542	4.8%
Foundation H.S. Program (DLA)	2,882	88.6%	272,526	78.3%
Special Education Graduates	286	8.8%	25,962	7.5%
Economically Disadvantaged Graduates	3,134	96.3%	166,956	48.0%
LEP Graduates	405	12.5%	21,359	6.1%
At-Risk Graduates	1,769	54.4%	144,805	41.6%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.0%	<b>67.4%</b>	*	67.1%	90.0%	-	100.0%	-	-	66.4%	67.2%	54.1%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	52.9%	<b>51.9%</b>	*	51.5%	80.0%	-	100.0%	-	-	10.1%	51.3%	40.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	55.7%	<b>61.1%</b>	*	60.9%	80.0%	-	100.0%	-	-	16.8%	60.6%	24.2%
Mathematics													
2017-18	46.0%	44.3%	<b>49.9%</b>	*	49.5%	76.0%	-	100.0%	-	-	15.0%	49.5%	27.2%
Both Subjects													
2017-18	42.1%	39.3%	<b>44.9%</b>	*	44.5%	76.0%	-	100.0%	-	-	9.1%	44.3%	15.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	29.5%	<b>20.1%</b>	*	19.8%	36.0%	-	77.8%	-	-	3.1%	19.8%	4.2%
2016-17	19.9%	30.3%	<b>18.7%</b>	*	18.6%	23.5%	*	*	-	-	1.7%	17.8%	3.9%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.8%	<b>18.6%</b>	*	18.5%	24.0%	-	44.4%	-	-	0.7%	18.4%	29.6%
2016-17	20.1%	23.4%	<b>22.4%</b>	*	22.4%	17.6%	*	*	-	-	0.7%	22.1%	31.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	4.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	2.7%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	43.9%	<b>36.1%</b>	*	36.0%	40.0%	-	55.6%	-	-	65.7%	36.1%	26.2%
2016-17	13.2%	24.2%	<b>22.8%</b>	*	22.8%	20.6%	*	*	-	-	17.1%	22.6%	15.8%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	8.6%	<b>4.4%</b>	*	4.4%	0.0%	-	33.3%	-	-	2.8%	4.4%	1.5%
2016-17	2.7%	5.4%	<b>4.0%</b>	*	4.0%	0.0%	*	*	-	-	1.0%	3.9%	1.7%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.5%	<b>0.7%</b>	*	0.7%	4.0%	-	0.0%	-	-	7.7%	0.7%	0.0%
2016-17	1.0%	0.6%	<b>0.4%</b>	*	0.4%	0.0%	*	*	-	-	4.3%	0.4%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	61.9%	<b>53.1%</b>	*	53.0%	68.0%	-	77.8%	-	-	33.2%	52.9%	43.0%
2016-17	17.3%	36.4%	<b>37.2%</b>	*	37.2%	41.2%	*	*	-	-	20.3%	37.1%	27.6%



District Name: BROWNSVILLE ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 01	District	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%	7.0%	<b>4.1%</b>	*	4.1%	4.0%	-	0.0%	-	-	1.0%	4.2%	3.7%
2016-17	2.2%	2.9%	<b>1.8%</b>	*	1.8%	0.0%	*	*	-	-	2.3%	1.8%	1.1%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.9%	<b>4.9%</b>	*	5.0%	0.0%	-	0.0%	-	-	55.9%	5.1%	0.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	2.7%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	3.2%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%

District Name: BROWNSVILLE ISD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District CCMR-Related Indicators

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	46.0%	<b>54.8%</b>	*	54.7%	68.0%	-	100.0%	-	-	14.7%	54.2%	17.8%
2016-17	23.4%	37.4%	<b>53.1%</b>	*	53.0%	70.6%	*	*	-	-	10.6%	52.4%	20.8%
Mathematics													
2017-18	23.7%	36.5%	<b>44.4%</b>	*	44.1%	64.0%	-	100.0%	-	-	9.8%	43.9%	20.2%
2016-17	19.8%	32.8%	<b>45.4%</b>	*	45.4%	47.1%	*	*	-	-	5.6%	44.7%	23.4%
Both Subjects													
2017-18	18.1%	30.4%	<b>39.1%</b>	*	38.8%	56.0%	-	100.0%	-	-	7.0%	38.4%	10.4%
2016-17	12.9%	25.0%	<b>39.0%</b>	*	38.9%	47.1%	*	*	-	-	3.3%	38.2%	14.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	76.6%	<b>82.3%</b>	*	82.3%	80.0%	-	88.9%	-	-	62.2%	82.5%	68.9%
2016-17	50.5%	70.4%	<b>81.8%</b>	*	82.0%	58.8%	*	*	-	-	52.5%	81.9%	68.7%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	3.4%	<b>1.7%</b>	*	1.7%	4.0%	-	0.0%	-	-	0.7%	1.8%	5.2%
2016-17	0.8%	2.4%	<b>2.5%</b>	*	2.5%	0.0%	*	*	-	-	1.7%	2.6%	5.4%
Mathematics													
2017-18	3.9%	3.5%	<b>4.6%</b>	*	4.6%	0.0%	-	0.0%	-	-	4.5%	4.8%	9.9%
2016-17	1.4%	2.2%	<b>2.3%</b>	*	2.3%	0.0%	*	*	-	-	0.7%	2.4%	2.8%
Both Subjects													
2017-18	0.9%	0.9%	<b>0.7%</b>	*	0.7%	0.0%	-	0.0%	-	-	0.0%	0.7%	3.0%
2016-17	0.2%	0.4%	<b>0.2%</b>	*	0.2%	0.0%	*	*	-	-	0.0%	0.2%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	29.4%	<b>24.1%</b>		22.2%	24.0%	-	70.6%	-	*	n/a	23.2%	n/a
2017	26.2%	29.9%	<b>31.9%</b>		50.0%	31.8%	*	66.7%	*	*	n/a	31.1%	n/a
English Language Arts													
2018	15.3%	18.5%	<b>15.6%</b>		11.1%	15.5%	-	52.9%	-	*	n/a	14.9%	n/a
2017	15.9%	19.4%	<b>23.4%</b>		50.0%	23.3%	*	58.3%	*	*	n/a	22.6%	n/a
Mathematics													
2018	7.3%	5.9%	<b>2.0%</b>		11.1%	1.9%	-	17.6%	-	*	n/a	1.9%	n/a
2017	7.2%	5.8%	<b>3.3%</b>		12.5%	3.3%	*	8.3%	*	*	n/a	3.2%	n/a
Science													
2018	10.8%	12.1%	<b>5.5%</b>		0.0%	5.5%	-	35.3%	-	*	n/a	5.0%	n/a
2017	10.9%	11.5%	<b>8.5%</b>		12.5%	8.4%	*	33.3%	*	*	n/a	8.3%	n/a
Social Studies													
2018	14.5%	17.1%	<b>13.6%</b>		11.1%	13.5%	-	41.2%	-	*	n/a	12.9%	n/a
2017	15.0%	17.9%	<b>22.7%</b>		50.0%	22.5%	*	58.3%	*	*	n/a	22.0%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	34.5%	<b>27.6%</b>	*	27.5%	37.5%	-	41.7%	-	-	n/a	27.7%	n/a
2017	49.1%	33.2%	<b>23.2%</b>	*	22.8%	47.6%	-	50.0%	-	-	n/a	23.4%	n/a
English Language Arts													
2018	42.5%	16.4%	<b>14.2%</b>	*	13.9%	33.3%	-	33.3%	-	-	n/a	14.0%	n/a
2017	41.3%	14.2%	<b>8.5%</b>	*	8.0%	35.3%	-	28.6%	-	-	n/a	8.4%	n/a
Mathematics													
2018	52.8%	26.3%	<b>14.8%</b>	*	14.7%	*	-	*	-	-	n/a	14.4%	n/a

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	26.1%	8.1%	*	7.8%	*	-	*	-	-	n/a	8.8%	n/a
2018	38.0%	12.5%	7.4%	-	7.3%	*	-	0.0%	-	-	n/a	7.8%	n/a
2017 Social Studies	38.3%	14.4%	5.0%	*	4.7%	14.3%	-	*	-	-	n/a	4.9%	n/a
2018	44.6%	16.5%	11.7%	*	11.5%	27.3%	-	14.3%	-	-	n/a	11.0%	n/a
2017	41.4%	13.8%	6.9%	*	6.4%	36.8%	-	28.6%	-	-	n/a	6.9%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	73.4%	76.9%	*	76.5%	100.0%	-	100.0%	-	?	n/a	76.4%	n/a
2016-17	73.5%	69.3%	71.0%	100.0%	71.0%	52.9%	100.0%	100.0%	-	-	n/a	70.3%	n/a
At/Above Criterion													
2017-18	37.9%	21.7%	22.5%	*	22.2%	36.0%	-	50.0%	-	*	n/a	21.5%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	987	960	*	959	1065	-	1093	-	-	n/a	956	n/a
English Language Arts and Writing													
2017-18	521	500	489	*	488	555	-	560	-	-	n/a	487	n/a
Mathematics													
2017-18	515	487	472	*	471	510	-	533	-	-	n/a	470	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	18.1	18.1	*	18.1	19.9	-	20.0	-	*	n/a	18.0	n/a
English Language Arts													
2017-18	20.3	17.5	17.7	*	17.7	19.6	-	19.6	-	*	n/a	17.6	n/a
Mathematics													
2017-18	20.6	18.2	18.1	*	18.0	19.3	-	19.9	-	*	n/a	18.0	n/a
Science													
2017-18	20.9	18.6	18.5	*	18.4	20.4	-	20.6	-	*	n/a	18.3	n/a

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	51.6%	<b>49.1%</b>	50.0%	49.1%	47.9%	-	90.0%	*	*	16.0%	49.4%	31.7%
2016-17	37.1%	44.6%	<b>47.1%</b>	50.0%	47.0%	47.1%	*	71.4%	*	*	19.4%	47.0%	32.2%
English Language Arts													
2017-18	17.3%	22.9%	<b>26.5%</b>	23.5%	26.4%	31.8%	-	60.0%	*	*	7.2%	26.4%	14.8%
2016-17	16.8%	22.2%	<b>29.4%</b>	35.3%	29.3%	33.3%	*	53.6%	*	*	15.0%	29.2%	24.7%
Mathematics													
2017-18	20.7%	24.5%	<b>24.5%</b>	20.0%	24.5%	28.0%	-	45.8%	*	*	6.1%	24.6%	14.0%
2016-17	19.5%	20.9%	<b>19.8%</b>	30.8%	19.6%	27.5%	*	42.9%	*	*	3.6%	19.6%	8.7%
Science													
2017-18	21.2%	24.9%	<b>18.3%</b>	18.8%	18.2%	21.0%	-	46.7%	*	*	5.9%	18.2%	4.5%
2016-17	5.7%	6.2%	<b>2.5%</b>	7.1%	2.5%	1.2%	*	3.7%	*	*	0.0%	2.4%	0.1%
Social Studies													
2017-18	22.8%	27.3%	<b>24.9%</b>	25.0%	24.7%	30.0%	-	69.0%	*	*	1.2%	24.1%	3.1%
2016-17	21.8%	24.7%	<b>25.3%</b>	40.0%	25.1%	34.4%	*	57.1%	*	*	1.3%	24.6%	2.6%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.7%	<b>59.3%</b>	*	59.3%	52.9%	*	*	-	-	24.6%	58.6%	42.2%
2015-16	54.7%	57.2%	<b>56.8%</b>	80.0%	56.7%	50.0%	-	86.7%	*	-	22.3%	56.1%	37.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	59.5%	<b>63.5%</b>	*	63.4%	62.5%	-	*	-	-	10.8%	62.6%	29.7%
2015-16	55.7%	55.0%	<b>62.5%</b>	*	62.1%	87.5%	-	92.3%	-	-	15.2%	61.3%	31.3%

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

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

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	44,356	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	90	0.2%	15,122	0.3%
Pre-Kindergarten	3,537	8.0%	238,810	4.4%
Kindergarten	2,624	5.9%	373,435	6.9%
Grade 1	3,007	6.8%	386,567	7.1%
Grade 2	2,946	6.6%	387,490	7.2%
Grade 3	2,874	6.5%	395,637	7.3%
Grade 4	3,063	6.9%	411,805	7.6%
Grade 5	3,250	7.3%	417,388	7.7%
Grade 6	3,002	6.8%	417,587	7.7%
Grade 7	3,128	7.1%	406,716	7.5%
Grade 8	3,202	7.2%	404,933	7.5%
Grade 9	3,649	8.2%	436,449	8.1%
Grade 10	3,373	7.6%	400,571	7.4%
Grade 11	3,373	7.6%	372,899	6.9%
Grade 12	3,238	7.3%	350,991	6.5%
Ethnic Distribution:				
African American	49	0.1%	684,349	12.6%
Hispanic	43,590	98.3%	2,847,629	52.6%
White	607	1.4%	1,484,069	27.4%
American Indian	9	0.0%	20,362	0.4%
Asian	89	0.2%	242,247	4.5%
Pacific Islander	6	0.0%	8,254	0.2%
Two or More Races	6	0.0%	129,490	2.4%
Economically Disadvantaged	39,260	88.5%	3,283,812	60.6%
Non-Educationally Disadvantaged	5,096	11.5%	2,132,588	39.4%
Section 504 Students	3,848	8.7%	354,440	6.5%
English Learners (EL)	15,352	34.6%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	476	1.0%	75,963	1.4%
Students w/ Dyslexia	2,376	5.4%	194,074	3.6%
At-Risk	29,847	67.3%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	5,364		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	2,968	55.3%	221,426	42.4%
Students with Physical Disabilities	616	11.5%	114,118	21.9%
Students with Autism	653	12.2%	71,373	13.7%
Students with Behavioral Disabilities	1,012	18.9%	107,604	20.6%
Students with Non-Categorical Early Childhood	115	2.1%	7,387	1.4%

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

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

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
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	6.5%	7.2%	22.4%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	46	0.2%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
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	17.0	16.6
Foreign Languages	20.8	18.9
Mathematics	19.9	17.8
Science	20.1	18.9
Social Studies	19.8	19.3

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
District Number: 031901

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	6,615.3	100.0%	719,502.5	100.0%
Professional Staff:	3,737.3	56.5%	461,380.1	64.1%
Teachers	2,911.5	44.0%	358,450.1	49.8%
Professional Support	626.7	9.5%	72,848.5	10.1%
Campus Administration (School Leadership)	190.1	2.9%	21,812.7	3.0%
Central Administration	9.0	0.1%	8,268.8	1.1%
Educational Aides:	771.7	11.7%	74,292.4	10.3%
Auxiliary Staff:	2,106.2	31.8%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	58.0	n/a	4,414.0	n/a
Part-time	2.0	n/a	572.0	n/a
Counselors				
Full-time	149.0	n/a	12,433.0	n/a
Part-time	11.0	n/a	1,097.0	n/a
Total Minority Staff:	6,216.5	94.0%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	8.0	0.3%	37,875.6	10.6%
Hispanic	2,628.3	90.3%	99,261.7	27.7%
White	260.5	8.9%	209,288.6	58.4%
American Indian	3.0	0.1%	1,236.1	0.3%
Asian	3.0	0.1%	6,037.0	1.7%
Pacific Islander	8.8	0.3%	676.7	0.2%
Two or More Races	0.0	0.0%	4,074.5	1.1%
Males	932.6	32.0%	85,138.1	23.8%
Females	1,979.0	68.0%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	33.5	1.2%	4,932.1	1.4%
Bachelors	2,313.0	79.4%	263,991.5	73.6%
Masters	552.1	19.0%	87,059.6	24.3%
Doctorate	13.0	0.4%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	80.0	2.7%	24,953.3	7.0%
1-5 Years Experience	415.9	14.3%	103,762.4	28.9%
6-10 Years Experience	512.0	17.6%	68,136.0	19.0%
11-20 Years Experience	1,145.3	39.3%	105,158.7	29.3%
Over 20 Years Experience	758.4	26.0%	56,439.7	15.7%
Number of Students per Teacher	15.2	n/a	15.1	n/a

District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Staff Information**

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	8.8	6.3
Average Years Experience of Principals with District	8.4	5.4
Average Years Experience of Assistant Principals	8.4	5.3
Average Years Experience of Assistant Principals with District	8.2	4.7
Average Years Experience of Teachers:	15.1	11.1
Average Years Experience of Teachers with District:	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,007	\$47,218
1-5 Years Experience	\$49,170	\$50,408
6-10 Years Experience	\$50,423	\$52,786
11-20 Years Experience	\$55,575	\$56,041
Over 20 Years Experience	\$64,161	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$55,810	\$54,122
Professional Support	\$67,073	\$64,069
Campus Administration (School Leadership)	\$84,030	\$78,947
Central Administration	\$150,128	\$103,400
Instructional Staff Percent:	58.7%	64.5%
Turnover Rate for Teachers:	7.2%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.2	411.6
Contracted Instructional Staff:	3,598.0	6,043.6



District Name: BROWNSVILLE ISD  
 County Name: CAMERON  
 District Number: 031901

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	15,112	34.1%	1,066,099	19.7%
Career & Technical Education	13,900	31.3%	1,424,391	26.3%
Gifted & Talented Education	5,341	12.0%	436,361	8.1%
Special Education	5,364	12.1%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	79.3	2.7%	23,092.5	6.4%
Career & Technical Education	161.9	5.6%	17,483.0	4.9%
Compensatory Education	24.9	0.9%	9,548.1	2.7%
Gifted & Talented Education	13.6	0.5%	7,164.0	2.0%
Regular Education	2,294.1	78.8%	255,885.2	71.4%
Special Education	331.0	11.4%	32,449.2	9.1%
Other	6.8	0.2%	12,828.0	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](#)

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

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

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

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

**Policy**

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

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

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

**Internet Posting**

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Prevention and  
Mediation**

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

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

*Education Code 37.0832*

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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**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.

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**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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<p>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.</p> <p>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.</p>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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.
<i>Discipline</i>	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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	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.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	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.
<b>Confidentiality</b>	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.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	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.