

Brownsville Independent School District

District Improvement Plan

2022-2023

Accountability Rating: A

Distinction Designations:
Postsecondary Readiness



Board Approval Date: October 4, 2022
Public Presentation Date: September 19, 2022

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 (TEC sec. 4.001 amended June 18, 2021)

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 Texas and for the preservation of the liberties and rights of Texas 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 shall cultivate in students an informed American patriotism and lead students in a close study of the founding documents of the United States and Texas. The purpose of this objective is to:

1. Increase students' knowledge of the deepest and noblest purposes of the United States and Texas;
2. Enhance students' intellectual independence so that students may become thoughtful, informed citizens who have an appreciation for the fundamental democratic principles of our state and national heritage; and
3. Guide students toward understanding and productively functioning in a free enterprise society.

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

Objective 7: Texas 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, TEA, 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 (TEC 4.002, 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.

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.**

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer in the Rio Grande Valley. Approximately 6,000 employees have accepted the challenge of serving a population of almost 38,500 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. (from About BISD from district website www.bisd.us/about)

Demographics

Demographics Summary

The Brownsville Independent School District (BISD) has approximately 2,800 teachers and over 700 instructional aides providing instruction to our 38,412 students based on 2021-2022 TAPR data. BISD's student population is over 98.5% Hispanic, 89.5% economically disadvantaged, 38% Emergent Bilinguals (almost all Spanish), and has 76.1% of our students identified as At-Risk based on state criteria. These demographics reflect increases compared to 2020-2021 statistics.

BISD serves almost 10,000 students through Special Education, Dyslexia, and 504 services based on individual needs. Over 90% of BISD teachers are Hispanic and over 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, Brownsville and the school district refuse to let poverty keep us from reaching high standards. 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 adults in our community have higher education degrees, BISD graduated 97.0 % of the students in the Class of 2021 within four years and over 97% of those graduated on the regular or advanced plans. Over 50% of the Graduating class of 2020 enrolled in a Texas Institution of Higher Education (TX IHE). Over 53% of BISD High School students completed Advanced Placement or dual credit courses in 2020-2021, well exceeding the state rate of 42.5%.

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 2021 review confirms this is still the case.

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 2020-2021, 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. In addition, free meals and medical services continued to be offered throughout the school year. BISD continued to provide COVID-19 immunizations for staff and students since initial availability in 2020 and screened students and staff at all district campuses and other sites during 2021-2022 and continuing into 2022-2023.

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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.

Need Statement 2 (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 continued need.

Need Statement 3 (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 2021-2022 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 and May of 2022.

BISD and Texas STAAR/EOC Data for 2019 through 2022 from TAPR Reports (no STAAR/EOC Data is available for Spring 2020 due to COVID 19) showed scores strongly impacted by COVID-19 but with a great rebound in 2022. The Spring 2022 results for all assessments is included here:

STAAR Performance Rates	Year	BISD	Econ	EB	Special
			Disadv	(Current & Mon.)	Ed
All Grades All Subjects	2022	75%	73%	66%	45%
At Approaches Grade Level or Above	2021	59%	56%	46%	26%
	2019	81%	79%	74%	50%
	2018	78%	78%	61%	47%
	2017	76%	76%	60%	43%
At Meets Grade Level or Above	2022	46%	44%	35%	23%
	2021	31%	29%	19%	15%
	2019	52%	49%	41%	26%
	2018	49%	48%	24%	25%
	2017	45%	44%	24%	22%
At Masters Grade Level	2022	20%	19%	14%	11%
	2021	11%	9%	6%	6%
	2019	23%	21%	16%	11%
	2018	21%	20%	8%	10%
	2017	18%	17%	7%	8%

The entire BISD 2021 and 2022TAPR reports are attached as addenda to this plan.

2022 TEA Report shows a 4-year Graduation Rate for the Class of 2021 of 94.1% which includes Emergent Bilingual rate of 91.6% and Special Education rate of 86.9%. 2022 Closing the Gaps status shows ALL populations strongly exceeded the state School Quality Status for students meeting CCMR. While BISD All Students and subpopulations met state ELA/Reading Targets for 2022, students did not meet the Math targets for all of the subpopulations.

Spring 2022 STAAR testing results indicate:

Grades 3-EOC Reading performance at Approaches of 74%, Meets at 51%, and Masters at 22%

grades 3-EOC math results at Approaches of 74%, Meets at 42%, and Masters at 20%

Graded 5, 8 and Biology (Science) Approaches at 76%, Meets at 42%, and Masters at 15%

Grades 8 and U.S. History Approaches at 75%, Meets at 46%, and Masters at 25%

Student Learning Strengths

Despite the significant learning gaps that were highlighted by student performance in Spring 2021, BISD students and teachers worked diligently throughout 2021-2022 to close student learning gaps as well as continue successful student performance on TSI and other CCMR indicators. Academic strengths for the 2021-2022 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 worked through the challenges of COVID-19 infections during the 2021-2022 school year and students responded well as indicated by the growth shown on state preliminary assessment data. 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 September 2022, less than 200 students continued to attend school in this manner. 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.

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:** 2022 STAAR/EOC data showed that all students made significant progress towards returning to pre-COVID 19 levels (2019 performance) but still need to improve to meet and improve in

all content areas.

Need Statement 2 (Prioritized): Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. **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 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 4 (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 5 (Prioritized): Need to increase effectiveness of 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 6 (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 7 (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.

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. Based on 2022 outcomes, the Class of 2021 exceeded the XXXX goals for TSI, the 2024 goals for dual enrollment and Industry-based certifications.

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. Due to the Uvalde tragedy, a lot of trainings at the beginning of Fall 2022 focused on needed professional development around safety and addressing new state safety requirements. Other continued major areas that continue to be addressed include the implementation of social and emotional supports, activities to address House Bill 4545 and Senate Bill 15 requirements, and updating teachers and staff on the new STAAR 2.0 testing.

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 funding, BISD is implementing SEL supports PK-12 in weekly instruction using Navigate360 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 implementation of Emergency Operation Plans. The Uvalde tragedy has provided additional impetus to ensure all BISD campuses are prepared for any emergency. 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. This year the district has three campuses competing for state honors. 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. Despite the COVID-19 pandemic, in 2021-2022 the district reinstated face-to-face participation in these important opportunities for our students and in 2022-2023 most students were able to again participate fully. A record number of students advanced to regional, state, and national levels of competition across a wide range of co-curricular and extra-curricular opportunities.

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 for continued support for using district-provided technology resources.

Need Statement 2 (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 2022-2023 Compensation Plan.

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 continue to update 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 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 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 7 (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.

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 2021-2022. 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 and continued impact in 2021-2022.

Need Statement 2 (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 3 (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.

Priority Need Statements

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: 2022 STAAR/EOC data showed that all students made significant progress towards returning to pre-COVID 19 levels (2019 performance) but still need to improve to meet and improve in all content areas.

Need Statement 1 Areas: Student Learning

Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations.

Data Analysis/Root Cause 2: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 2 Areas: Student Learning

Need Statement 3: Need to increase enrollment and reduce the number of students leaving the district at all grade levels.

Data Analysis/Root Cause 3: District enrollment numbers have continued to decline over the past ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.

Need Statement 3 Areas: Demographics

Need Statement 4: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 4: 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 and continued impact in 2021-2022.

Need Statement 4 Areas: Perceptions

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 for continued support for using district-provided technology resources.

Need Statement 5 Areas: District Processes & Programs

Need Statement 6: 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 6: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 6 Areas: Student Learning

Need Statement 7: 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 7: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 7 Areas: Student Learning

Need Statement 8: Need to increase effectiveness of supplemental services for struggling and highly able learners using appropriate services.

Data Analysis/Root Cause 8: Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia.

Need Statement 8 Areas: Student Learning

Need Statement 9: Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 9: Additional state requirements and district student and employee data indicate continued need.

Need Statement 9 Areas: Demographics

Need Statement 10: 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 10: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2022-2023 Compensation Plan.

Need Statement 10 Areas: District Processes & Programs

Need Statement 11: 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 11: District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

Need Statement 11 Areas: District Processes & Programs

Need Statement 12: Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.

Data Analysis/Root Cause 12: Disciplinary data continues to indicate disproportionality , especially for secondary students.

Need Statement 12 Areas: Perceptions

Need Statement 13: Need to increase effective communication, marketing, and outreach to community stakeholders through paper, TV, social media, and other available means.

Data Analysis/Root Cause 13: District surveys of needs and board directives support this as a priority need.

Need Statement 13 Areas: Perceptions

Need Statement 14: Need to continue to update supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements.

Data Analysis/Root Cause 14: Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 14 Areas: District Processes & Programs

Need Statement 15: Need to increase availability of personalized professional learning for faculty, staff, administration and parents.

Data Analysis/Root Cause 15: District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 15 Areas: District Processes & Programs

Need Statement 16: Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels.

Data Analysis/Root Cause 16: Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.

Need Statement 16 Areas: Student Learning

Need Statement 17: Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources.

Data Analysis/Root Cause 17: District surveys and outreach from stakeholders continue to support this need.

Need Statement 17 Areas: Demographics

Need Statement 18: Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges including those resulting from COVID 19.

Data Analysis/Root Cause 18: Local, County, State and Federal guidelines and requirements.

Need Statement 18 Areas: District Processes & Programs

Need Statement 19: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders.

Data Analysis/Root Cause 19: Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.

Need Statement 19 Areas: Student Learning

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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals

Accountability Data

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

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data
- T-TESS data
- T-P ESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: May 16, 2022

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).

Meta 1: 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. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 1: BISD student performance for all students, all grades, all subjects for STAAR/EOC Approaches, Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points over 2022 results.





Desempeno estudiantil de BISD para todos los estudiantes, todos los grados, todas las materias para STAAR/EOC Se acerca, cumple y domina el desempeño de nivel de grado en lectura, escritura, matemáticas, ciencias y estudios sociales en 2 puntos porcentuales sobre los resultados de 2022.





High Priority





HB3 Goal









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









Summative Evaluation: Some progress made toward meeting Objective

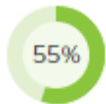
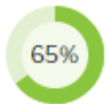






Strategy 1 Details	Reviews			
<p>Strategy 1: Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>Elementary: Language Enrichment (Niehaus), Envision, The Writers' Academy, TANGO Trends software (PK-12), Sharon Wells Math (2-5), and ESSER II and III funded programs.</p> <p>Secondary: LUCHA Program (new Emergent Bilinguals), STEM/STAMP, Edgenuity, K-12: Eduphoria AWARE, ELLEVATION, 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, Eduphoria Forethought (lesson plans), Google Classroom, SeeSaw, Summit K-12 (Emergent Bilinguals), Adaptive Curriculum/Lexia Core 5, and Schoology.</p> <p>Proporcionar recursos de instruccion en todo el distrito e instruccion asistida por computadora que refuerza la implementacion del plan de estudios y las iniciativas de BISD que incluyen (pero no se limitan a) desarrollo profesional basado en las necesidades identificadas.</p> <p>Primaria: Enriquecimiento del lenguaje (Niehaus), Envision, The Writers' Academy, software TANGO Trends (PK-12), Sharon Wells Math (2-5) y programas financiados por ESSER II y III.</p> <p>Secundaria: Programa LUCHA (nuevos bilingues emergentes), STEM/STAMP, Edgenuity, K-12: Eduphoria AWARE, ELLEVATION, Portafolios de escritura EL (incluyendo portafolios digitales), Modelo de alfabetizacion balanceada, Pearson Math, Write for Success, TLI Cognitive Routines/Strategies , modelo de inclusion (co-enseñanza), Dyslexia Lab, Texas Gateways, Adaptive Curriculum, EduSmart, Eduphoria Forethought (planes de lecciones), Google Classroom, SeeSaw, Summit K-12 (Emergent Bilinguals), Adaptive Curriculum/Lexia Core 5 y Schoology .</p> <p>Milestone's/Strategy's Expected Results/Impact: 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 2022 passing standard on the district-developed assessments and the State assessments.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents Directors for CIA</p> <p>Results Driven Accountability - Equity Plan - Population: All student groups - Start Date: July 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 1, 2, 5</p> <p>Funding Sources: Professional extra duty and fringe - 211 Title I-A - 211-13-6118-6146 - \$222,805, Curriculum staff with fringe (about 15% of the total) - 211 Title I-A - 211-13-6119 - \$901,300, Supplemental Software and Resources - 211 Title I-A - 211-13-6299 - \$172,039, C&I Curriculum Extra Duty pay/OT - 211 Title I-A - 211-21-6121 - \$11,002, C&I Supplies and materials - 211 Title I-A - 211-13/21-6399 - \$170,489, Extra duty with fringe - 281 ESSER II Grant Funds - 281-11/13-6118 - \$8,600</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Supervisar la implementacion del Modelo de respuesta a la intervencion de 3 niveles en las aulas de PK-12 para matematicas, lectura y comportamiento con capacitacion adicional proporcionada al Entrenador de Entrenadores del campus sobre la documentacion requerida y las intervenciones basadas en las necesidades identificadas cada seis semanas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, 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.</p> <p>Staff Responsible for Monitoring: Directors for CIA Director for Dyslexia/504</p> <p>Results Driven Accountability - Population: Students identified for support services - Start Date: July 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 2, 5</p> <p>Funding Sources: - 199 Local funds, - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Analizar los datos de evaluacion del campus y del distrito para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, revisiones del marco del plan de estudios y reuniones de mantenimiento que aborden los estandares estatales donde los estudiantes demostraron los niveles de rendimiento mas bajos, especialmente para estudiantes y maestros para estos estudiantes en areas de contenido basico, bilingue, educacion especial y CTE.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks</p> <p>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.</p> <p>Staff Responsible for Monitoring: Directors for CIA Assistant Superintendents</p> <p>Results Driven Accountability - Population: Struggling learners and teachers - Start Date: July 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 3, 4</p> <p>Funding Sources: Curriculum Supplies and materials - 211 Title I-A - 211-13-6399, Curriculum Supplies and materials - 162 State Compensatory - 162-13-6395-6399, Tango Software Contract - 162 State Compensatory, Curriculum Writing/Revising Extra Duty pay with Fringe - 211 Title I-A - 211-13-6118 - \$11,340, ESF-Focused Grant funding (funds also allocated in Campus TIPs) - 211 ESF-Focused Grant (211-ESF) - various</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Los maestros y paraprofesionales certificados complementaran los puestos asignados en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse a traves de la instruccion individualizada en grupos pequenos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Teacher Observations, Student Grades on Progress Reports, BOY and MOY Test Results, Personnel Requisitions, Walk-Throughs Summative impact: +T-TESS summative evaluation data +2 percentage point improvement on State Assessments Staff Responsible for Monitoring: Directors for Human Resources Director for Federal Programs</p> <p>Population: Students Grades PK3-12 - Start Date: August 8, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 2, 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Support campuses to develop 1 hour academic accelerated instruction programs for student athletes to increase student athletes' focus on academic excellence, while committing to practicing sport skills each day.</p> <p>Apoyar a los campus para desarrollar programas de instruccion academica acelerada de 1 hora para estudiantes atletas para aumentar el enfoque de los estudiantes atletas en la excelencia academica, mientras se comprometen a practicar habilidades deportivas todos los dias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Progress reports, Report cards Summative Impact: Improved STAAR/EOC results for athletes Staff Responsible for Monitoring: Director for Athletics</p> <p>Population: Secondary student athletes - Start Date: August 16, 2022 - End Date: June 1, 2023 Need Statements: Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Supplemental student support services will be provided to eligible private school students who are most in need of academic assistance.</p> <p>*Research-based professional development and its travel needs will be provided to teachers of eligible students.</p> <p>*Family and school engagement activities will increase parental involvement and will address the needs of eligible parents.</p> <p>Se proporcionaran servicios de apoyo estudiantil complementarios a los estudiantes elegibles de escuelas privadas que mas necesiten asistencia academica.</p> <p>*El desarrollo profesional basado en la investigacion y sus necesidades de viaje se proporcionaran a los maestros de los estudiantes elegibles.</p> <p>*Las actividades de participacion familiar y escolar aumentaran la participacion de los padres y abordaran las necesidades de los padres elegibles.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Walk-Throughs, Six Weeks' Grades</p> <p>Summative: improve End-of-year classroom grade averages compared to mid-year averages +5% point increase on private school standardized assessment scores</p> <p>Staff Responsible for Monitoring: Director for Federal Programs Private School Administrators</p> <p>Population: Eligible private school students - Start Date: August 1, 2022 - End Date: June 3, 2023</p> <p>Need Statements: Student Learning 3</p> <p>Funding Sources: 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</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: District Special Services program will implement action steps needed to address the Special Education State Support Plan non-compliance for Indicators #11 and #12 per the BISD 2021-2022 Special Education Corrective Action Plan</p> <p>El programa de Servicios Especiales del Distrito implementara los pasos de accion necesarios para abordar el incumplimiento del Plan de Apoyo Estatal de Educacion Especial para los Indicadores #11 y #12 segun el Plan de Accion Correctiva de Educacion Especial BISD 2021-2022</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: all referred students will be screened for services within all appropriate timelines.</p> <p>Summative: all referred students identified for services will be placed within all appropriate timelines.</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for CIA Director for Special Services</p> <p>Results Driven Accountability - Population: Special Education - Start Date: July 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details		Reviews			
Strategy 8: District Program staff will conduct all activities and monitor the implementation of the BISD Strategic Support Plan for 2022-2023 including campus visits, intervention plans for struggling populations, and conducting the required self-assessments. El personal del programa del distrito llevara a cabo todas las actividades y supervisara la implementacion del Plan de apoyo estrategico de BISD para 2022-2023, incluidas las visitas al campus, los planes de intervencion para las poblaciones con dificultades y la realizacion de las autoevaluaciones requeridas. Milestone's/Strategy's Expected Results/Impact: Formative: Artifact analysis indicating progress on action steps Summative: District program data analysis and comparison of self-assessment performance on rubrics compared to prior year indicating progress. Staff Responsible for Monitoring: Deputy Superintendent for CIA District Coordinator of School Improvement Results Driven Accountability - Start Date: July 1, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 2, 5		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 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: 2022 STAAR/EOC data showed that all students made significant progress towards returning to pre-COVID 19 levels (2019 performance) but still need to improve to meet and improve in all content areas.
Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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 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: Need to increase effectiveness of 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.
District Processes & Programs
Need Statement 3: 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: Need to continue to update 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 6: 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.

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).

Meta 1: 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. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

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

El rendimiento de la primera infancia (PK-2) de BISD aumentará por un promedio de por 3 puntos porcentuales comparador a los resultados de fin del año de 2022.





High Priority









HB3 Goal

Evaluation Data Sources: CPALLS+, TPRI/Tejas LEE, and mCLASS data.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue to progress monitor and meet the HB3 Board Goals

Strategy 1 Details	Reviews			
<p>Strategy 1: 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:</p> <p>*Full Day with BISD open for all students</p> <p>OR</p> <p>*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.</p> <p>BISD apoyara la educacion de la primera infancia para aumentar la alfabetizacion temprana y el aprestamiento escolar de los estudiantes. Se implementaran las siguientes opciones para programas de alta calidad para estudiantes de 3 anos de edad:</p> <p>*Dia completo con BISD accesible para todos los estudiantes</p> <p>O *sesiones de medio dia con colaboracion con NINOS Head Start con BISD (a.m. o p.m.) para estudiantes que califican segun los criterios federales de Almuerzo Gratis, asi como otros criterios.</p> <p>(supports Board Goal #1 priority)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Schedules for teacher/student ratios 22:1 or less, Monthly Payroll analysis, BOY and MOY assessment results</p> <p>Summative: +Improvement on early childhood performance from BOY and MOY to EOY (Tango Trends will provide the district data)</p> <p>Staff Responsible for Monitoring: Directors for CIA Assistant Superintendents NINOS Head Start staff</p> <p>Population: PK-3-year-old students as of Sept. 1st - Start Date: August 16, 2022 - End Date: June 2, 2023</p> <p>Need Statements: Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Hatch Ignite on iPads Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Trends Software C-PALLS SAVVAS for PK</p> <p>Proporcionar recursos de instruccion en todo el distrito e instruccion asistida por computadora querien refuerza la implementacion del plan de estudios y las iniciativas de BISD que incluyen (pero no se limitan a) desarrollo profesional basado en las necesidades identificadas para la primera infancia.</p> <p>Hatch Ignite en iPads, Modelo de alfabetizacion equilibrada, Rutinas/estrategias cognitivas, Modelo de Inclusion (ensenanza conjunta), Tango Trends Software, C-PALLS, SAVVAS para PK.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Assistant Superintendents Director for Elementary Curriculum</p> <p>Population: PK3-Grade 2 - Start Date: August 16, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 1 - District Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.</p>
Student Learning
<p>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: 2022 STAAR/EOC data showed that all students made significant progress towards returning to pre-COVID 19 levels (2019 performance) but still need to improve to meet and improve in all content areas.</p>

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 for continued support for using district-provided technology resources.

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).

Meta 1: 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. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 3: BISD Career and Technical Education student participation will increase by 3 percentage points over 2021-2022 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.





La participación de los estudiantes de Carreras y Educación técnica de BISD aumentará en 3 puntos porcentuales durante 2021-2022, incluidos los estudiantes de población especial y los graduados de CCMR mejorarán con respecto a los graduados del año anterior en al menos un punto porcentual.









High Priority

HB3 Goal

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Los maestros de CTE en los grados 9-12 utilizarán los fondos de CTE para complementar el plan de estudios y tecnología actualizada que conducirá a un mejor aprendizaje de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Increased usage of latest software applications</p> <p>Summative: Increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses.</p> <p>Staff Responsible for Monitoring: Director for CTE Campus Career Placement Officers</p> <p>Population: CTE students - Start Date: August 16, 2022 - End Date: June 2, 2023 Need Statements: Student Learning 7 - District Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: 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. El personal de las escuelas y del distrito de BISD colaborara con los proveedores de servicios tecnicos de P-TECH TEA y los comites asesores de P-TECH para implementar planes para las preparatorias P-TECH Porter y Hanna Early College en base al modelo de P-TECH y comenzara a planificar el ano para Pace ECHS y Veterans Memorial ECHS. Milestone's/Strategy's Expected Results/Impact: 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) Staff Responsible for Monitoring: Directors for CIA Director for CTE Population: ECHS staff and students - Start Date: August 1, 2022 - End Date: June 30, 2023 Need Statements: Demographics 1 - Student Learning 6, 7		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.
Student Learning
Need Statement 6: 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 7: 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.
District Processes & Programs
Need Statement 3: 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.

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).

Meta 1: 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. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 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.





BISD implementará el modelo de escuela preparatoria universitaria temprana en todas las preparatorias integrales e independientes para mantener la designación y mejorar el rendimiento según lo medido por ECHS Blueprint.









High Priority









HB3 Goal

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Implementar un plan integral de preparacion o remediacion de Texas Success Initiative Assessment 2 (TSIA 2) a partir del 8.o grado y continuando hasta la escuela secundaria con la expectativa de que todos los estudiantes de BISD se graduen listos para la universidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents Director for Secondary Curriculum</p> <p>Population: Students grades 8 to 12 - Start Date: July 4, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 1, 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the school within a school early college high school model at all comprehensive high schools for cohort students using the TEA ECHS Blueprint as the guide and ensuring all Blueprint benchmarks are met.</p> <p>Implementar la escuela dentro de una escuela modelo de escuela secundaria universitaria temprana en todas las escuelas secundarias integrales para estudiantes de cohorte utilizando el TEA ECHS Blueprint como guía y asegurando que se cumplan todos los puntos de referencia del Blueprint.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for C&I Assistant Superintendent for ECHS Director for Secondary Curriculum</p> <p>Population: all ECHS students and staff - Start Date: July 18, 2022 - End Date: June 30, 2023 Need Statements: Demographics 1 - Student Learning 2, 7</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>BECHS implementara el modelo ECHS de pared a pared para los estudiantes en los grados 9-12 utilizando el TEA Blueprint como guía y asegurando que todos los puntos de referencia se cumplan anualmente.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Director for Secondary Curriculum Assistant Superintendents</p> <p>Population: ECHS staff and students - Start Date: July 11, 2022 - End Date: June 30, 2023 Need Statements: Demographics 1 - Student Learning 7</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details		Reviews			
Strategy 4: 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. Aumentar las ofertas de cursos alineados verticalmente en los grados K-12 y todos los materiales de instruccion necesarios para garantizar el acceso equitativo de todos los estudiantes en todos los campus, para cursos de colocacion avanzada (AP) / inscripcion doble en el nivel de escuela secundaria para garantizar la universidad preparacion. Milestone's/Strategy's Expected Results/Impact: Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores/passing rates over prior year Staff Responsible for Monitoring: Directors for CIA Director for Fine Arts Population: all K-12 students and teachers - Start Date: August 16, 2022 - End Date: June 2, 2023 Need Statements: Student Learning 2, 5 Funding Sources: Dual Enrollment Course Stipends - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Need Statements:

Demographics
Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.
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: 2022 STAAR/EOC data showed that all students made significant progress towards returning to pre-COVID 19 levels (2019 performance) but still need to improve to meet and improve in all content areas. Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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 5: Need to increase effectiveness of 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 7: 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.

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).





Meta 1: 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. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 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 continued to be limited during 2020-2021 and 2021-2022 due to COVID-19).





Aumentar la cantidad de estudiantes en programas cocurriculares y extracurriculares que avanzan en matemáticas, ciencias, estudios sociales, ELA, bellas artes, educación física y CTE en un 5 % sobre la participación de 2019-2020 (muchos programas continuaron siendo limitados durante 2020-2021 y 2021-2022 debido a COVID-19).









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









Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Elementary, Middle School, and High School Teachers will be provided with training and materials to promote participation in STEM/STEAM-related activities including Car, Robotic, and similar Competitions at the campus, district, regional, and national/international level.</p> <p>Los maestros de primaria, secundaria y preparatoria recibirán capacitación y materiales para promover la participación en actividades relacionadas con STEM/STEAM, incluyendo competencias de automóviles, robótica y similares en la escuela, el distrito, la región y el nivel nacional/internacional.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Directors for CIA Director for CTE Specialist for STEM/STEAM</p> <p>Population: Grades 3-12 teachers and students - Start Date: July 18, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 6</p> <p>Funding Sources: 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 - 211 Title I-A - 211-11-6498 - \$3,000, Co-curricular and Extra-Curricular - 199 Local funds - 199-36-6412+6497+6498+6499</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Los patrocinadores y coordinadores de la feria de ciencias recibirán entranamiento y materiales para promover la participación a nivel, de escuela, distrito, regional, estatal e internacional al aumentar la conciencia de los estudiantes sobre los conceptos de Ciencia, Tecnología, Ingeniería y Matemáticas, creando un camino para STEM y la universidad / preparación para la carrera. Aumentar la alineación vertical de los programas STEM/STEAM en los caminos y programas del estudio de CTE.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Directors for CIA Director for CTE Assistant Director for STAMP/SPACE</p> <p>Population: Grades 3-12 teachers and students - Start Date: August 8, 2022 - End Date: June 2, 2023 Need Statements: Student Learning 6, 7 Funding Sources: Co-Curricular and Extra-Curricular support funding - 199 Local funds - 199-36 and 199-51 - \$22,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 3 Details	Reviews			
<p>Strategy 3: 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, UIL Academic programs, UIL One Act Play, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.</p> <p>Se fomentaran las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes a traves de su participacion en los programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional y materiales para promover la participacion en Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI y un comercial para DI.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Directors for CIA Director for ARE</p> <p>Population: Grades K-12 teachers and students (especially G/T identified students) - Start Date: August 16, 2022 - End Date: June 30, 2023 - Revision Date: January 24, 2023</p> <p>Need Statements: Student Learning 5</p> <p>Funding Sources: Fees, travel, awards, and rentals - 199 Local funds - 199-36 various - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>CTE continuara alentando a sus estudiantes a participar en Organizaciones de Estudiantes de Carreras y Tecnicas (CTSO) para que se puedan desarrollar habilidades de liderazgo, comunicacion y sociales.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Director for CTE Career Placement Officers</p> <p>Population: all CTE students - Start Date: August 8, 2022 - End Date: June 9, 2023</p> <p>Need Statements: Student Learning 6, 7</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Los maestros de primaria, secundaria y preparatoria recibiran desarrollo profesional y materiales para promover la participacion en las actividades de votacion de los ninos de Brownsville. Los patrocinadores del Dia de la Historia, los patrocinadores de juicios simulados y los jefes de departamento recibiran capacitacion durante todo el ano para aumentar la participacion en la competencia a nivel distrital, regional, estatal y nacional.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for Social Studies</p> <p>Population: Students and Staff Grades 3-12 - Start Date: August 8, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 7</p> <p>Funding Sources: Competition support funding - 199 Local funds - 199-36 - \$12,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 6 Details	Reviews			
Strategy 6: 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. Los maestros/patrocinadores recibiran capacitacion y materiales para promover la participacion en la Competencia Americana de Matematicas (AMC) y Mathcounts a nivel de campus, distrito y region. Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Directors for CIA Specialists for Math Population: Grades 3-12 teachers and students - Start Date: August 8, 2022 - End Date: June 9, 2023 Need Statements: Student Learning 6 Funding Sources: AMC fees and awards - 199 Local funds - 199-36-6497 - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
Strategy 7: 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. BISD organizara el Concurso de Ortografia del Distrito anual para todos los campus de las escuelas primarias y secundarias para calificar a los estudiantes para avanzar al Concurso de Ortografia regional. Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Directors for CIA Specialists for ELA Population: All 3-8th grade students - Start Date: September 30, 2022 - End Date: February 28, 2023 Need Statements: Perceptions 3 Funding Sources: Fees and Awards - 199 Local funds - 199-36 - \$5,000	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: 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.</p> <p>Todos los planteles de escuelas primarias y secundarias participaran en oportunidades dentro y fuera de la escuela para aprender a codificar para estudiantes de escuelas primarias y secundarias. El enfoque de esta iniciativa estara en los beneficios duraderos de desarrollar los siguientes conjuntos de habilidades: pensamiento logico, resolucion de problemas, persistencia, colaboracion y comunicacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for ISED</p> <p>Population: Elementary and Middle School Coding program participating students - Start Date: August 8, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 6</p> <p>Funding Sources: 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, Robots to use with coding - 289-TIV Title IV-A Student Support and Acad. Enri</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p>Strategy 9: 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.</p> <p>Los estudiantes de bellas artes de primaria y secundaria desarrollaran habilidades de pensamiento critico y multitarea, y creatividad, trabajo en equipo y caracter al participar en concursos de UIL, concursos de TMEA, concursos que no son de UIL, exhibiciones, eventos del distrito/comunidad y actuaciones publicas. Continuar brindando estipendios para el personal que apoya a los estudiantes en funcion de las necesidades, como se indica en el plan de compensacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Directors for CIA Director for Fine Arts</p> <p>Population: all students and staff - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Demographics 1 - Student Learning 7 - Perceptions 3 Funding Sources: See Fine Arts Dept funding - 199 Local funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Increase enrollment in fine arts programs by conducting recruitment concerts and visits</p> <p>Aumentar la inscripcion en los programas de bellas artes mediante la realizacion de visitas y conciertos de reclutamiento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments over prior year</p> <p>Staff Responsible for Monitoring: Director for Fine Arts</p> <p>Population: All K-12 students and teachers - Start Date: November 1, 2022 - End Date: May 26, 2023 Need Statements: Demographics 1 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 11 Details	Reviews			
<p>Strategy 11: 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.</p> <p>Aumentar la cantidad de atletas que se programaran en el periodo deportivo apropiado cada ano, de modo que el estudiante pueda dominar las habilidades de liderazgo, las habilidades deportivas, las habilidades de pensamiento de orden superior, las habilidades de fortalecimiento y acondicionamiento y las habilidades deportivas.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Director for Athletics Assistant Director for Athletics</p> <p>Population: All Student Athletes - Start Date: November 1, 2022 - End Date: May 26, 2023 Need Statements: Demographics 1 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 12 Details	Reviews			
<p>Strategy 12: 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.</p> <p>Programar visitas a los campus de grupos con estudiantes-atletas y sus escuelas de origen para presentar programas deportivos a fin de aumentar la participacion en programas deportivos en todos los niveles.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One</p> <p>Staff Responsible for Monitoring: Director for Athletics Assistant Director for Athletics</p> <p>Population: All 5th to 12th grade students - Start Date: January 9, 2023 - End Date: May 19, 2023 Need Statements: Demographics 1 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 13 Details	Reviews			
<p>Strategy 13: Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs.</p> <p>Llevar a cabo campamentos deportivos en cada nivel y una prueba de sexto grado al final del año para aumentar la participación en los programas deportivos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs</p> <p>Staff Responsible for Monitoring: Director for Athletics Assistant Director for Athletics</p> <p>Population: All secondary students and incoming 6th grade students - Start Date: May 1, 2023 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 1 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 14 Details	Reviews			
<p>Strategy 14: 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.</p> <p>Ampliar la participación a nivel de secundaria para equipos de tenis (niños y niñas), campo traviesa (niños y niñas) y beisbol (solo niños) para todos los campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year.</p> <p>Staff Responsible for Monitoring: Director for Athletics Assistant Director for Athletics</p> <p>Population: All middle school students - Start Date: August 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 15 Details		Reviews			
Strategy 15: Increase Space-related STEM/STEAM opportunities for BISD students including SpaceX site visits, Space Settlement Design Tournament and Space Entrepreneur Summer Academy as well as other activities during the school year. Aumentar las oportunidades STEM/STEAM relacionadas con el espacio para los estudiantes de BISD, incluyendo las visitas al sitio SpaceX, el Torneo de diseño de asentamientos espaciales y la Academia de verano para empresarios espaciales, así como otras actividades durante el año escolar. Milestone's/Strategy's Expected Results/Impact: Formative: student surveys Summative: Student participation in Space activities and surveys Staff Responsible for Monitoring: Curriculum Directors CTE Director Population: All secondary students - Start Date: July 4, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 6, 7 Funding Sources: Co and Extra curricular fees, travel, awards, and related items - 199 Local funds - 199-36-various - \$20,000		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 5 Need Statements:

Demographics
Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.
Student Learning
Need Statement 5: Need to increase effectiveness of 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 6: 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 7: 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.
Perceptions
Need Statement 3: 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.

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).

Meta 1: 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. (Metas de la Junta 1 y 2) (TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 6: In 2022-23, 52% of students in grades 3-12 will score at grade level or above on STAAR Reading Assessments and 54% will score at grade level or above on STAAR Math Assessments.

Migrant State Performance Target for Goal Area 1: Reading and Mathematics





The percentage of migratory students in grades 3-8 scoring at grade level or above on STAAR assessments needs to increase by 30 percentage points (30 percentage points for PFS students) in ELA and by 25 percentage points (26 percentage points for PFS students) in math to eliminate the gap between migratory and non-migratory students.







Evaluation Data Sources: STAAR Reading and Math Assessments:

Data Summary: In 2020-21, 14% of migratory students (14% of PFS students) in grades 3-8 scored at "meets" or "masters" in ELA on the STAAR Reading Assessment, compared to 44% of non-migratory students. Twelve percent (12%) of migratory students (11% of PFS students) scored at "meets" or "masters" in mathematics on the STAAR Mathematics Assessment compared to 37% of non-migratory students.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: pending STAAR results for Grades 3-8

Strategy 1 Details	Reviews			
Strategy 1: Coordinate/provide needs based supplemental reading and/or mathematics instruction to migratory students in grades K-12 using results of disaggregated formal/ informal assessments during the regular and summer terms. Milestone's/Strategy's Expected Results/Impact: Formative: percentage of migratory students in grades K-12 that received reading instruction through MEP funds (PFS and non-PFS) made a 5% gain on curriculum based reading assessments Summative: By the end of the 2022-23 performance period, 50% of migratory students in grades K-12 receiving supplemental reading instruction through MEP funds will improve their score by 5% on curriculum-based reading assessments. Staff Responsible for Monitoring: Migrant Program Staff Population: Migrant Students - Start Date: August 1, 2022 - End Date: June 28, 2023 Need Statements: Student Learning 2 Funding Sources: ??? - 212 Title I-C (Migrant)	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
Strategy 2: Coordinate/provide training/support to migratory students on the use of academic tools and resources to increase success in reading and mathematics. Milestone's/Strategy's Expected Results/Impact: Formative: percentage of migratory students in grades K-12 that received mathematics instruction through MEP funds (PFS and non- PFS) made a 5% gain on curriculum-based mathematics assessments Summative: By the end of the 2022-23 performance period, 50% of migratory students in grades K-12 receiving supplemental math instruction through MEP funds will improve their score by 5% on curriculum-based math assessments. Staff Responsible for Monitoring: Migrant Department Staff Population: Migrant Students - Start Date: June 5, 2023 - End Date: June 30, 2023 Need Statements: Student Learning 2 Funding Sources: DynaNotes--Summer Support/Project SMART - 212 Title I-C (Migrant)	Formative			Summative
	Oct	Jan	Mar	May
	N/A	N/A	N/A	
Strategy 3 Details	Reviews			
Strategy 3: Utilize Project SMART when providing summer supplemental mathematics instruction to migratory students in grades K-8. Milestone's/Strategy's Expected Results/Impact: Formative: percentage of migratory students participating in Project SMART (PFS and non-PFS) improved their score by 10% on Project SMART assessments Summative: By the end of the 2023 summer program, 60% of migratory students participating in Project SMART will improve by 5% on Project SMART assessments reported in TX-NGS. Staff Responsible for Monitoring: Migrant Department Staff Population: Migrant students - Start Date: June 5, 2023 - End Date: June 28, 2023 Need Statements: Student Learning 2 Funding Sources: Project SMART funding for staff and supplies - 212 Title I-C (Migrant)	Formative			Summative
	Oct	Jan	Mar	May
	N/A	N/A	N/A	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 6 Need Statements:

Student Learning
Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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)..

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)

Meta 2: La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes en energia para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 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.


Todas las instalaciones de BISD implementaran planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.









(Board Goal 3)



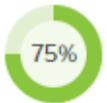





Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan, progress on major upgrades of facilities.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: 5 year or annual goal for next year? at end of 5 year cycle?

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Todas las areas del programa del distrito y los campus promoveran deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito.</p> <p>DCNA: Board Goal #3 priority</p> <p>Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p> <p>Staff Responsible for Monitoring: District Architect Director for Maintenance</p> <p>Population: All departments and campuses - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A	N/A	N/A	

Strategy 2 Details	Reviews			
<p>Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district.</p> <p>Crear e implementar un enfoque sistematico para la renovacion/actualizacion/mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades del distrito.</p> <p>DCNA: Board Goal #3 priority</p> <p>Milestone's/Strategy's Expected Results/Impact: Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data</p> <p>Staff Responsible for Monitoring: District Architect Director for Maintenance</p> <p>Population: All departments and campuses - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.</p> <p>El personal del campus y del programa desarrollara areas verdes/areas ajardinadas para ayudar a embellecer las instalaciones con el apoyo de la comunidad, los padres y los estudiantes.</p> <p>DCNA: Board Goal #3 priority</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities</p> <p>Staff Responsible for Monitoring: District Architect Director for Maintenance</p> <p>Population: All students and staff - Start Date: August 1, 2022 - End Date: June 16, 2023</p> <p>Need Statements: District Processes & Programs 6 - Perceptions 1, 3</p> <p>Funding Sources: Club and community contributions - No Funds Required</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 4: 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.</p> <p>Proporcionar pistas de 4 carriles en la escuela intermedia para promover un area segura para correr y caminar para que todos los estudiantes de Educacion Fisica/Atletismo trabajen en las metas de condicion fisica de TEA TEKS que mejoraran la resistencia cardiovascular y la condicion fisica general de los estudiantes. Faulk, Garcia, Manzano, Oliveira, Perkins, Stillman y Stell se realizaran a medida que se designen los fondos.</p> <p>DCNA: Board Goal #3 priority</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: District Architect Director for Maintenance</p> <p>Population: All middle school students - Start Date: August 1, 2022 - End Date: June 30, 2022</p> <p>Need Statements: Demographics 1, 2</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.</p> <p>Need Statement 2: 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 continued need.</p>
District Processes & Programs
<p>Need Statement 6: 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.</p>
Perceptions
<p>Need Statement 1: 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 and continued impact in 2021-2022.</p> <p>Need Statement 3: 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.</p>

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)





Meta 3: El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 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.

El Distrito garantizara el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles que se utilizaran para satisfacer las necesidades de todos los estudiantes.

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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the prioritized needs assessments. El Distrito apoyara programas y planteles en el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles en base a las evaluaciones de necesidades. DCNA: Board Goal #3 priority Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Federal... Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports Staff Responsible for Monitoring: Chief Financial Officer Director for Finance Director for Federal Programs Population: BISD Stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 5 - District Processes & Programs 2, 3, 4 Funding Sources: Faculty and staff at campus locations - 211 Title I-A	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: BISD will use available funds, in particular the ESSER funds, to address the needs created by the COVID-19 pandemic and subsequent learning loss. BISD utilizara los fondos disponibles, en particular los fondos ESSER, para abordar las necesidades creadas por la pandemia de COVID-19 y la posterior perdida de aprendizaje. DCNA: COVID 19 Milestone's/Strategy's Expected Results/Impact: Summative: fund reports for addressing COVID 19 Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Chief Financial Officer Results Driven Accountability - Population: BISD stakeholders - Start Date: July 1, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 3 - District Processes & Programs 2, 4, 6 Funding Sources: Retention Stipends - 282 ESSER III Grant Funds - \$1,314,622		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

Student Learning
Need Statement 3: 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: Need to increase effectiveness of 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.
District Processes & Programs
Need Statement 2: 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 2022-2023 Compensation Plan.
Need Statement 3: 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: Need to continue to update 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 6: 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.

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)

Meta 3: El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 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.

El Distrito se comprometera a un presupuesto balanceado que incluye mejor compensacion para el 100% de los maestros.





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










Note: Teachers increases were included in the budget for 2021-2022.

TIA Cohort D plan

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Pending State legislation for funding for public schools

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: The district will provide additional supports to increase number of teachers attaining the Recognized, Exemplary, or Master level designation in the Teacher Incentive Allotment.</p> <p>El distrito brindara apoyo adicional para aumentar el numero de maestros que obtengan la designacion de nivel Reconocido, Ejemplar o Maestro en la Asignacion de incentivos para maestros.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for C&I and Human Resources Directors for Human Resources</p> <p>Population: High poverty, high minority, and/or low performing schools - Start Date: July 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 7</p>				

Strategy 2 Details		Reviews			
Strategy 2: The district will continue to support opportunities for classified staff, paraprofessionals, and faculty to pursue advanced professional or education degrees or certifications. El distrito continuara apoyando las oportunidades para que el personal clasificado, los paraprofesionales y la facultad obtengan titulos o certificaciones profesionales o de educacion avanzados. Milestone's/Strategy's Expected Results/Impact: Formative: Grant funded or other announcements of opportunities Summative: Increased number of GYO type program participants Staff Responsible for Monitoring: Deputy Superintendent for C&I and Human Resources Directors for Human Resources Population: Paraprofessional staff - Start Date: July 1, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 3 - District Processes & Programs 5 Funding Sources: GYO Grant Stipends - 279 TCLAS GYO - 279-13-6139 - \$18,000		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
Strategy 3: BISD will provide Core Area (high need content area) supplemental stipends to assist in recruiting and retaining teachers. Milestone's/Strategy's Expected Results/Impact: Compensation plan will reflect stipends available for teachers at high need positions in core area content. Formative: approved compensation plan with revised stipends Summative: retention data shows increase in teachers staying employed with BISD that receive these stipends. Staff Responsible for Monitoring: Deputy Superintendent for CIA/HR Director for Human Resources Population: Core content high need teachers - Start Date: July 1, 2022 - End Date: June 30, 2023 - Revision Date: March 7, 2023 Need Statements: District Processes & Programs 2 Funding Sources: Core area stipends for high need teaching positions (includes fringe) Campus allocation - 255 Title II, Part A (TPTR/Class Size) - 255-11-6117 - \$1,382,150		Formative			Summative
		Oct	Jan	Mar	May
		N/A	N/A	N/A	
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Need Statements:

Student Learning
Need Statement 3: 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.

District Processes & Programs

Need Statement 2: 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 2022-2023 Compensation Plan.

Need Statement 5: 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 7: 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.

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)





Meta 3: El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 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.

El distrito y los campus crearan y proporcionaran reconocimientos y actividades para el personal docente y administrativo para mejorar la moral/el clima del campus y apoyar la retencion de maestros y directores.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: The district will support campus SBDM committees in creating and participating in recognitions to improve employee and district and campus morale and climate.</p> <p>El distrito apoyara a los comites SBDM del campus en la creacion y participacion en reconocimientos para mejorar la moral y el clima de los empleados, del distrito y del campus.</p> <p>DCNA: Board Goal #3 priority and ESSA Plan priority</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for Human Resources Directors for Human Resources</p> <p>Population: All BISD faculty and staff - Start Date: August 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 3 - District Processes & Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: Develop incentives for teachers from business and community resources to improve attendance and performance. Desarrollar incentivos para maestros a partir de recursos comerciales y comunitarios para mejorar la asistencia y el desempeño. DCNA: Board Goal #4 priority Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Deputy Superintendent for C&I and Human Resources Directors for Human Resources Population: Teachers at all campuses - Start Date: August 1, 2022 - End Date: June 30, 2023 Need Statements: Perceptions 1		Formative			Summative
		Oct	Jan	Mar	May
		N/A			
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Need Statements:

Student Learning
Need Statement 3: 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.
District Processes & Programs
Need Statement 2: 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 2022-2023 Compensation Plan.
Perceptions
Need Statement 1: 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 and continued impact in 2021-2022.

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)





Meta 4: Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 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 at least once per six weeks.

Todas las areas de programas y campus del Distrito proporcionaran a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad al menos una vez cada seis semanas.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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</p> <p>El distrito promovera la historia y los origenes junto con los logros actuales de cada campus semanalmente a traves del sitio web y los medios de comunicacion y establecera una rotacion en todo el distrito para garantizar la participacion de todos los escuelas.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Director for Public Information District Webmaster</p> <p>Population: BISD Stakeholders - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: 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 at least once per six weeks. los departamentos y las escuelas designaran un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes/padres/personal actuales y anteriores, actividades cocurriculares/extracurriculares y eventos para padres/ comunidad al menos una vez cada seis semanas. DCNA: Board Goal #4 priority Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases Staff Responsible for Monitoring: Director for Public Information Assistant Superintendents Population: BISD Stakeholders - Start Date: August 8, 2022 - End Date: June 16, 2023 Need Statements: Perceptions 3		Formative			Summative
		Oct	Jan	Mar	May
		N/A			
Strategy 3 Details		Reviews			
Strategy 3: All departments and campuses will update websites at least monthly including showcasing student and community activities. Todos los departamentos y campus actualizaran los sitios web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias. DCNA: Board Goal #4 priority Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Director for Public Information Assistant Superintendents Population: Population: BISD Stakeholders - Start Date: August 8, 2022 - End Date: June 30, 2023 Need Statements: Perceptions 3		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Need Statements:

Perceptions
Need Statement 3: 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.

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)

Meta 4: Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 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.









El Distrito continuara con el Distrito de Innovacion con el proposito de ajustar el calendario escolar para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Met Objective

Next Year's Recommendation: District of Innovation was renewed through 2028

Strategy 1 Details	Reviews			
Strategy 1: The District will provide information through various media on the District of Innovation Plan. El Distrito proporcionara informacion a traves de varios medios sobre el Plan del Distrito de Innovacion. Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Superintendent Director for Public Information Population: BISD Stakeholders - Start Date: August 1, 2022 - End Date: December 16, 2022 Need Statements: Demographics 1 - Perceptions 3	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: The DEIC Calendar committee will provide multiple options to be voted on by district personnel to submit to the BISD Board of Trustees for approval. El comite del Calendario DEIC proporcionara multiples opciones para que el personal del distrito las vote y las presente a la Junta Directiva de BISD para su aprobacion Milestone's/Strategy's Expected Results/Impact: Formative: draft Academic Calendars Summative: Adopted Academic Calendar Staff Responsible for Monitoring: Deputy Superintendents, DEIC Calendar subcommittee Population: All BISD Stakeholders - Start Date: October 3, 2022 - End Date: February 7, 2023 Need Statements: Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.
Perceptions
Need Statement 3: 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.

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





Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)









Performance Objective 1: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5% compared to 2021-2022 rates.









Las referencias disciplinarias para retiros o colocaciones en el Centro Academico de Brownsville (BAC) disminuiran en un 5 % en comparacion con las tasas de 2021-2022.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</p> <p>Para prevenir incidentes de disciplina y/o referencias a BAC, todos los estudiantes y padres tendran acceso a una copia del Codigo de Conducta del Estudiante para comunicar la politica de disciplina del distrito y las consecuencias de comportamiento.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year PowerSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide</p> <p>Staff Responsible for Monitoring: Director for Pupil Services Assistant Superintendents</p> <p>Population: All Students/parents; campus personnel - Start Date: August 16, 2022 - End Date: June 9, 2023</p> <p>Need Statements: Perceptions 2</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Las escuelas implementaran intervenciones de comportamiento de RtI al hacer la transicion a su escuela de origen y el consejero (academico y en riesgo At-Risk) supervisara el comportamiento y las calificaciones en cada periodo de progreso. Los campus utilizaran los programas de software de la base de datos del distrito para documentar y monitorear los planes de RtI.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: RTI documentation, Discipline reports, Counselor meeting logs, Summative Impact: +PowerSchool 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.</p> <p>Staff Responsible for Monitoring: Director for Dyslexia/504 Director for Guidance and Counseling</p> <p>Population: All students - Start Date: August 16, 2022 - End Date: June 9, 2023 Need Statements: District Processes & Programs 6 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education and 504 students will be done by Special Services/504 departments and BAC administration.</p> <p>La revision de todos los retiros/colocaciones discrecionales y obligatorios propuestos, incluidas las intervenciones documentadas de todos los estudiantes de educacion especial y 504, sera realizada por los departamentos de Servicios Especiales/504 y la administracion de BAC.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Director for Special Services Director for Dyslexia/504 Assistant Superintendent over BAC</p> <p>Population: All special education students - Start Date: August 15, 2022 - End Date: June 9, 2023 Need Statements: Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details		Reviews			
Strategy 4: 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. Reducir las asignaciones de colocacion a un entorno DAEP al proporcionar estrategias de intervencion temprana del comportamiento y tecnicas de desescalada a traves de la implementacion del programa de Orientacion y Consejeria segun el Modelo de Orientacion y Consejeria de Desarrollo Integral de Texas en cada campus. Milestone's/Strategy's Expected Results/Impact: Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus. Staff Responsible for Monitoring: Director for Guidance and Counseling Population: All students - Start Date: August 8, 2022 - End Date: June 9, 2023 Need Statements: Perceptions 2		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

District Processes & Programs
Need Statement 6: 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.
Perceptions
Need Statement 2: 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.

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

Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)





Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% from 2021-2022 and will not be disproportionate for any population.









Las colocaciones disciplinarias por suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5 % a partir de 2021-2022 y no seran desproporcionadas para ninguna poblacion.





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









Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Data pending

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Campuses will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.</p> <p>Los campus brindaran a todos los maestros nuevos capacitacion y repasos para todos los profesores sobre el uso del software del distrito al comienzo del ano escolar para documentar la disciplina y como preparar y monitorear los planes de conducta de RtI.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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.</p> <p>Staff Responsible for Monitoring: Director for Special Services Director for Dyslexia/504</p> <p>Population: All Teachers - Start Date: August 8, 2022 - End Date: June 9, 2023 Need Statements: Perceptions 2</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.</p> <p>Brindar capacitacion y apoyo a los maestros de aula y la administracion del campus en el manejo de la disciplina y entornos seguros.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.</p> <p>Staff Responsible for Monitoring: Director for Pupil Services Director for Security Services</p> <p>Population: All students - Start Date: August 1, 2022 - End Date: June 9, 2023 Need Statements: District Processes & Programs 5, 6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The BISD Multi-tiered System of Supports (MTSS) will include Positive Behavior Interventions and Supports (PBIS), the behavioral RtI tiering, and Restorative Justice supports 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>El Sistema de Apoyos de Multiples Niveles (MTSS) de BISD incluirea Intervenciones y Apoyos para el Comportamiento Positivo (PBIS), los niveles de RtI para el comportamiento y los apoyos de Justicia Restaurativa se implementaran con mayor fidelidad para mejorar el comportamiento de los estudiantes con un seguimiento estrecho del ISS/ Colocaciones de OSS para poblaciones especiales.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DRC Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p> <p>Staff Responsible for Monitoring: Director for Pupil Services Director for Special Services Director for Dyslexia/504</p> <p>Population: All students - Start Date: August 15, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Los Consejeros del campus implementaran un programa integral de asesoramiento bajo TAC 11.252 (a) (I) bajo la seccion 33.005* con el apoyo de organizaciones comunitarias/sin fines de lucro, para abordar la salud mental actual, las tendencias relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre: Salud mental (incluido el estres, la ansiedad, las habilidades de afrontamiento, las amenazas de suicidio y autolesiones), la eficacia interpersonal e intrapersonal, la salud y seguridad personal, la violencia y la seguridad escolar, la prevencion, la intervencion y la post intervencion del suicidio, Embarazo en edad escolar, abuso y negligencia infantil y educacion del caracter.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development documentation Summative Impact: +Decrease in the number of students discipline incidents and other safety and mental health related challenges/ incidents compared to prior school year</p> <p>Staff Responsible for Monitoring: Director for Guidance & Counseling Director for Security Services</p> <p>Population: All Students, Counselors, Campus staff, and parents/guardians - Start Date: August 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 2</p> <p>Funding Sources: Guidance programs addressing student supports for mental health - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4C</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details		Reviews			
Strategy 5: To comply with Section 33.005 (a), a school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association. Para cumplir con la Sección 33.005 (a), un consejero escolar deberá trabajar con la facultad y el personal de la escuela, los estudiantes, los padres y la comunidad para planificar, implementar y evaluar un programa integral de consejería escolar que se ajuste a la edición más reciente del Modelo de Texas. para los Programas Integrales de Consejería Escolar desarrollados por la Asociación de Consejería de Texas. Milestone's/Strategy's Expected Results/Impact: Formative: Plans and meeting records Summative: Evaluation based on the Texas Model requirements Staff Responsible for Monitoring: Director for Guidance and Counseling Population: all students - Start Date: August 16, 2022 - End Date: June 30, 2023 Need Statements: Demographics 2 - District Processes & Programs 6		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: 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 continued need.
District Processes & Programs
Need Statement 5: 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: 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.
Perceptions
Need Statement 2: 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.

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

Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)





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









Refinar e implementar todos los planes de seguridad en todo el distrito anualmente para garantizar que los estudiantes esten seguros en caso de una crisis.













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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Only a few citations under new safety requirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plans. DCNA: State requirement</p> <p>Garantizar la implementacion y la revision anual de planes integrales de operaciones de emergencia del distrito y del campus. DCNA: requisito estatal</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019</p> <p>Staff Responsible for Monitoring: Director for Security Services</p> <p>Population: All students and staff - Start Date: August 1, 2022 - End Date: June 16, 2023</p> <p>Need Statements: District Processes & Programs 6</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Colocar y asignar oficiales de seguridad durante todo el año en cada escuela primaria, intermedia y alternativa. Dos oficiales estarán estacionados en cada escuela secundaria integral.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director for Security Services</p> <p>Population: All students - Start Date: August 1, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 6 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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: Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, and Emergency Response Team (CERT).</p> <p>El personal de seguridad, la administración del campus, los consejeros y las organizaciones comunitarias/sin fines de lucro abordarán las tendencias actuales relacionadas con la seguridad y la resolución de conflictos a través de presentaciones con estudiantes, padres, profesores y personal del campus sobre: Intimidación/acoso, Violencia entre parejas, Agresión física/verbal no deseada, Acoso sexual, Guardian Internet Safety, Concientización sobre drogas, alcohol y tabaco, y Equipo de respuesta a emergencias (CERT).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p> <p>Staff Responsible for Monitoring: Director for Security Services Director for Guidance and Counseling</p> <p>Population: All Students, staff and parents/guardians - Start Date: August 10, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 6 Funding Sources: Staff Development for BISD Police for classroom Presentations - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4S</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Las escuelas y los programas del distrito brindaran capacitacion en evaluacion de amenazas y realizaran simulacros de seguridad que incluyen evacuacion, encierro, encierro suave y refugio en el lugar segun el plan del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted all required practice drills</p> <p>Staff Responsible for Monitoring: Director for Security Services</p> <p>Population: All students and staff - Start Date: August 1, 2022 - End Date: June 16, 2023 - Revision Date: April 18, 2023</p> <p>Need Statements: District Processes & Programs 6</p> <p>Funding Sources: Emergency Preparedness Guides for all campuses - 289-TIV Title IV-A Student Support and Acad. Enri - 289-52-6399-00-937-Y-24-T4S-Y - \$14,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p>Strategy 5: BISD will train campus trainers to ensure campus faculty and staff are prepared to implement 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 2022-2023.</p> <p>BISD capacitara a los capacitadores del campus para garantizar que la facultad y el personal de la escuela esten preparados para implementar los procedimientos apropiados para todos los peligros, comenzando con las escuelas secundarias y las escuelas intermedias y luego continuando con los campus primarios con un cambio de capacitacion dentro de un mes del TOT durante 2022-2023.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Director for Security Services Assistant Superintendents</p> <p>Population: Campus faculty and staff - Start Date: August 1, 2022 - End Date: June 16, 2023</p> <p>Need Statements: District Processes & Programs 6</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:

District Processes & Programs
Need Statement 6: 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.
Perceptions
Need Statement 2: 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.





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)

Meta 6: La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, 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. (Meta de la Junta de BISD #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 2021-2022.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: 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. Electronic equipment/Software will be provided/updated for clerical duties and parent contact; home visits, phone calls and/or obtain signatures, document history of parent contact through PowerSchool for attendance purposes and provide training for Building Capacity.; and collaborative efforts in providing a district-wide parent notification system; School Messenger.</p> <p>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>Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Liaisons will monitor and follow-up on documentation after parent notifications in regards to student attendance. 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. Further development for document alignment on PowerSchool for Parent and Attendance Liaisons.</p>				

Summative Impact:

Training Session Evaluations average scores

Increase attendance % rate

Parent Participation Rates will increase by 10%

Increase 3% participation in PAC Meetings.

Increase on-time graduation

Increase parents surveyed with greater understanding of migrant program

Title I Crate: Title I-A Requirements documentation will be uploaded and stored .

Staff Responsible for Monitoring: Federal Programs Administrator

Parent & Family Engagement Administrator





State Compensatory Coordinators





Youth Connection Project Coordinator





Population: Parent & Family Engagement, Migrant and State Compensatory Staff - **Start Date:** July 11, 2022 - **End Date:** June 9, 2023





Need Statements: Student Learning 4 - District Processes & Programs 1

Funding Sources: 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, 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, computer, tablets/case, laptops, scanner, printer and charging cart. - 211 Title I-A - 211-61-6398-00, Canopies - 211 Title I-A - 211-61-6399-00, Resources needed for Title I Crate - 211 Title I-A - 211-61-6249-65

Strategy 2 Details	Reviews			
<p>Strategy 2: 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 ninios 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>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Director for Parent and Family Engagement Director for Federal Programs</p> <p>Population: Parents - Start Date: August 8, 2022 - End Date: November 30, 2022 Need Statements: Student Learning 4 Funding Sources: - 211 Title I-A - 211-61-6399</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
Strategy 3: 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 Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Director for Parent and Family Engagement Director for Federal Programs Population: Parents - Start Date: February 13, 2023 - End Date: April 14, 2023 Need Statements: Student Learning 4 Funding Sources: Resources for material/supplies - 211 Title I-A - 211-61-6399	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Director for Parent and Family Engagement Director for Public Information</p> <p>Population: Parents and Community Stakeholders - Start Date: August 8, 2022 - End Date: June 9, 2023</p> <p>Need Statements: Demographics 3 - Perceptions 3</p> <p>Funding Sources: - 199 Local funds - 199-61-6498, - 211 Title I-A - 211-61-6498</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details		Reviews			
Strategy 5: 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 2022 and February 2023. 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. Milestone's/Strategy's Expected Results/Impact: Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions Staff Responsible for Monitoring: Director for Parent and Family Engagement Directors for CIA Population: Parents and Community Stakeholders - Start Date: October 3, 2022 - End Date: February 28, 2023 Need Statements: Student Learning 4 - District Processes & Programs 6 Funding Sources: - 211 Title I-A		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 6 Details		Reviews			
Strategy 6: Provide flexible meeting times/days 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: -Early Childhood Literacy Strategies -Effective teaching strategies -Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students -College Readiness -Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life -Drop-out, Bullying, and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. -Building Capacity through training using appropriate equipment and materials for parent and community access to resources -CCMR-Saturday Family Academy Positive Behavior Interventions and Supports Parenting Skills 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: * Estrategias de Alfabetizacion en la Primera Infancia * Estrategias de ensenanza eficaces * Poblaciones Especiales (Bilingual, Dislexia, G.T., Migrante, Educacion Especial)		Formative			Summative
		Oct	Jan	Mar	May

- * Preparacion universitaria
- * Desercion escolar y Prevencion de la Violencia
- * Educacion para la salud y el bienestar
- * Recursos de agencias y organizaciones comunitarias





Milestone's/Strategy's Expected Results/Impact: 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
Staff Responsible for Monitoring: Director for Parent and Family Engagement
 Directors for CIA









Population: Parents and Community Stakeholders - **Start Date:** August 1, 2022 - **End Date:** June 9, 2023









Need Statements: Student Learning 4 - District Processes & Programs 6

Funding Sources: 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, Reading Materials - 211 Title I-A - 211-61-6325, Supplies/Materials - 282 ESSER III Grant Funds - 282-61-6399, Misc. Operating Costs-Refreshments - 282 ESSER III Grant Funds - 282-61-6499-53, Transportation - 282 ESSER III Grant Funds - 282-61-6494



Strategy 7 Details	Reviews			
<p>Strategy 7: 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>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Director for Parent and Family Engagement Coordinator for Migrant Services</p> <p>Population: Parent and Family Engagement and Migrant funded Staff and Parents - Start Date: July 18, 2022 - End Date: June 9, 2023</p> <p>Need Statements: Student Learning 4 - District Processes & Programs 5</p> <p>Funding Sources: Mileage Reimbursement - 211 Title I-A - 211-61-6411-23 - \$1,000, Consulting Services - 211 Title I-A - 211-61-6291-00 - \$70,000, Non-Employee travel and subsistence - 211 Title I-A - 211-61-6419-23 - \$6,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: 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, asi como las diferencias de clase y culturales y fomentar la comprension y el respeto entre todos los involucrados.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Director for Parent and Family Engagement Deputy Superintendent for C&I and HR</p> <p>Population: Parents - Start Date: August 8, 2022 - End Date: June 9, 2023 Need Statements: Student Learning 4 - District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 9 Details	Reviews			
<p>Strategy 9: BISD Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD web page 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>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Curriculum Early Childhood staff Campus principals</p> <p>Population: all Pre-kindergarten faculty, staff and parents - Start Date: August 1, 2022 - End Date: June 16, 2023 Need Statements: Student Learning 4 - Perceptions 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 10 Details	Reviews			
Strategy 10: Parents/Guardians 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. Milestone's/Strategy's Expected Results/Impact: Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate Staff Responsible for Monitoring: Director for Parent and Family Engagement Directors for CIA Population: Parents - Start Date: August 16, 2022 - End Date: June 9, 2023 Need Statements: Student Learning 4	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: 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
Need Statement 4: 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
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 for continued support for using district-provided technology resources. Need Statement 5: 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: 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.
Perceptions
Need Statement 3: 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.

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)

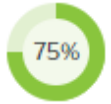



Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)





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, emergent bilingual, and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations compared to 2021-2022.




La capacitacion de desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben apoyos en educacion especial, dislexia, bilingue y que esten en riesgo para mejorar el rendimiento academico y la participacion, segun lo demuestran las observaciones en el aula en comparacion con 2021-2022.





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





Summative Evaluation: Significant progress made toward meeting Objective




Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP) or (Content-based Language Instruction (CBLI), 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. In addition, the district will support administrators and teachers with professional development for preparing students for the STAAR 2.0 assessments.</p> <p>Proporcionar a los maestros/administracion del campus oportunidades de capacitacion de desarrollo profesional para mejorar la implementacion de estrategias educativas que incluyen: Respuesta a la intervencion (RtI), instruccion protegida (SIOP) o (Instruccion del lenguaje basada en el contenido (CBLI), instruccion diferenciada, marco de instruccion comun (CIF), rutinas de estrategias cognitivas de comprension de lectura, protocolos de la Iniciativa de Alfabetizacion de Texas que incluyen habilidades de lenguaje oral que aumentan el dominio de escuchar/hablar y leer/escribir en todas las areas de contenido.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Director for Professional Development Directors for CIA</p> <p>Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas - Start Date: July 11, 2022 - End Date: June 30, 2023 - Revision Date: October 17, 2022</p> <p>Need Statements: Student Learning 1, 2 - District Processes & Programs 5</p> <p>Funding Sources: Consulting Services--Region One - 211 Title I-A - 211-13-6239 - \$22,000, Supplemental Curriculum Specialists and staff with fringe - 162 State Compensatory - 162-13-6119 - \$1,159,610, Professional Development Subs and Fringe - 211 Title I-A - 211-11-6112+614X - \$535, Region One PD services - 282 ESSER III Grant Funds - 282-13-6239 - \$10,000, Professional Development Travel (In and Out of District - 282 ESSER III Grant Funds - 282-13-6411 - \$25,000, Curriculum PD Resources - 211 Title I-A - 211-13-6399 - \$21,441, Fees for PD - 211 Title I-A - 211-13-6497 - \$20,092, Region One PD - 199 Local funds - 199-13-6239 - \$5,225, Fees for PD - 199 Local funds - 199-13-6497 - \$120,001, Rentals and miscellaneous expenses - 199 Local funds - \$66,414, PD Stipends - 199 Local funds - 199-13-6117 - \$55,350, C7I Supplies - 281 ESSER II Grant Funds - 281-13-6399 - \$511</p>	Formative			Summative
	Oct	Jan	Mar	May
				





Strategy 2 Details	Reviews			
<p>Strategy 2: 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--especially to address the needs of students receiving services for Emergent Bilingual (and monitored students), Special Education, Homeless, Foster Care, and/or Military Connected (refer to BISD Strategic Support Plan).</p> <p>Ayudar a los campus con el desarrollo de comunidades de aprendizaje profesional tradicionales y en linea que se basen tanto en el contenido como en la pedagogia. Esta colaboracion formal entre colegas servira para desarrollar la capacidad de instruccion a partir del nivel del salon de clases individual, especialmente para abordar las necesidades de los estudiantes que reciben servicios para estudiantes bilingues emergentes (y estudiantes supervisados), educacion especial, personas sin hogar, cuidado de crianza temporal y/o conexion militar. (consulte el Plan de apoyo estrategico de BISD).</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports</p> <p>Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALLS scores, TELPAS, NRT IOWA Test of Basic Skills</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for C&I and HR Directors for CIA District Coordinator of School Improvement (refer to BISD SSP)</p> <p>Results Driven Accountability - Population: All stakeholders - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Funding Sources: Digital devices and software to support implementation of strategy - 211 Title I-A - 211-13-6395/6398 - \$17,707, 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, Contracted services - 282 ESSER III Grant Funds - 282-13-6299 - \$50,741, Digital devices and software to support implementation of strategy - 282 ESSER III Grant Funds - 282-13-6395/6398 - \$10,857</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 3 Details	Reviews			
<p>Strategy 3: 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.</p> <p>Fortalecer la eficiencia y eficacia del Programa para Dotados y Talentosos a traves de la capacitacion basica y continua requerida, asi como sesiones especificas de capacitacion de desarrollo profesional sobre curriculo diferenciado y evaluaciones relativas a las metas anuales del programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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. Staff Responsible for Monitoring: Assistant Superintendents Directors for CIA Director for ARE</p> <p>Population: All G/T identified students and teachers providing services - Start Date: July 18, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			





Strategy 4 Details	Reviews			
<p>Strategy 4: 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 on-going training and every three-years for Advanced Placement teachers..</p> <p>Aumentar el rigor del programa de instruccion de Honores y Cursos de AP del distrito en los niveles de escuela secundaria y preparatoria en base a una progresion de cursos alineados y mediante capacitacion continua anual y cada tres anos para maestros de Cursos de AP.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Honors and AP Student Applications, Honors and 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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents Directors for CIA Director for ARE</p> <p>Population: All sub-population students and teachers for these students in core content areas and CTE - Start Date: July 18, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 5 - District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				





Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Proporcionar a los maestros respectivos capacitacion para recursos seleccionados para implementar adecuadamente la iniciativa de ciencia, tecnologia, ingenieria, artes y matematicas del distrito K-8 y el programa STEM de la escuela secundaria.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendents Directors for CIA Director for ARE</p> <p>Population: STEAM Teachers for elementary and MS STEM Teachers - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 6 - District Processes & Programs 5</p> <p>Funding Sources: 2nd Annual ISET Conference at Veterans Memorial ECHS - 289-TIV Title IV-A Student Support and Acad. Enri - 289-13-TEC, Title IV - 289-TIV Title IV-A Student Support and Acad. Enri</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Apoyar la participacion de la facultad y el personal en las conferencias regionales y/o del distrito de alfabetizacion con el fin de identificar areas de mejora y brindar capacitacion para instruccion explicita, diseno de lecciones, organizacion del aula y resúmenes de entrega de la informacion durante los dias de capacitacion del personal del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for C&I and HR Directors for CIA Director for Professional Development</p> <p>Population: All teachers - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 5 Funding Sources: Rentals - 199 Local funds - 199-13-6269 - \$13,173, Consultants - 199 Local funds - 211-13-6291 - \$1,501</p>	Formative			Summative
	Oct	Jan	Mar	May
			N/A	

Strategy 7 Details	Reviews			
<p>Strategy 7: 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.</p> <p>El distrito, el personal del campus y las partes interesadas asistirán a las oportunidades en las conferencias nacionales, estatales, regionales y del distrito para participar en oportunidades de capacitación de desarrollo profesional basadas en la investigación que respaldarán las estrategias de reforma transformadora efectivas, las mejores prácticas y el aprendizaje de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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 and IOWA Test Results Staff Responsible for Monitoring: Directors for CIA Director for Professional Development Director for Federal Programs</p> <p>Population: All teachers and staff - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 5 Funding Sources: In and Out of district travel for C&I - 211 Title I-A - 13-6411 - \$94,471, AVID (allocated to Porter, Lopez, Veterans) and CI 1050) - 211 Title I-A - 211-13-6411.23 - \$13,000, In and out of district travel - 199 Local funds - 199-13-6411 - \$44,575, Fees - 282 ESSER III Grant Funds - 282-13-6497 - \$10,000, Fees - 199 Local funds - 199-21-6497 - \$1,700</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details		Reviews			
Strategy 8: 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. Los maestros y personal de apoyo de PK-3 reciban capacitacion de desarrollo profesional basado en la investigacion, capacitacion CIRCLE, actividades para estudiantes de transicion de preescolar a escuela publica; Marcos alineados con las Directrices PK; Comienzos positivos para la gestion del aula, etc. Milestone's/Strategy's Expected Results/Impact: 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. Staff Responsible for Monitoring: Directors for CIA Director for Professional Development Director for Special Programs Population: PK-3 to 4 faculty and staff - Start Date: July 11, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 5		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 9 Details		Reviews			
Strategy 9: Fine arts students and teachers will be provided professional development training annually. Los estudiantes y maestros de bellas artes reciban capacitacion de desarrollo profesional anualmente. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions Staff Responsible for Monitoring: Director for Fine Arts Population: Fine Arts Teachers and Students - Start Date: July 11, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 5		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 10 Details	Reviews			
<p>Strategy 10: 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:</p> <ul style="list-style-type: none"> -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 <p>Se brindaran oportunidades de capacitacion desarrollo profesional al personal del campus y del distrito para mejorar la provision de servicios para los estudiantes en riesgo a fin de mejorar el rendimiento academico, el indice de graduacion, los indices de finalizacion y disminuir el indice de retencion y el indice de desercion.</p> <p>Las oportunidades de capacitacion desarrollo profesional incluyen:</p> <ul style="list-style-type: none"> -Identificacion de estudiantes en riesgo a traves de criterios estatales y locales, -indice de graduacion, indice de finalizacion y grupos de graduacion, -Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompanados a traves de la Ley McKinney-Vento, y -Presupuesto y cumplimiento del programa <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, Special Programs Report, At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased STAAR/EOC and At-Risk Retention</p> <p>Staff Responsible for Monitoring: Assistant Superintendents Coordinator for State Compensatory Education Director for Homeless Youth Project</p> <p>Population: Campus faculty and staff - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 2 - District Processes & Programs 5</p> <p>Funding Sources: See campus plans for allocation of funds - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 11 Details	Reviews			
<p>Strategy 11: 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"> * Sharon Wells Math (grades 2-5), Neuhaus, Valley Speech and other instructional programs listed in Goal 1, Performance Objectives 1 and 2; * Summit K-12, Imagine Learning Math and Reading, ELlevation, Lexia, Haggerty, and other Goal 1, Performance Objectives 1 and 2 software programs; and * Data Driven Instruction through Lead4ward, Tango Trends, Regional Service Center, and district program staff. <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>Los administradores y maestros de BISD reciben oportunidades de capacitación desarrollo profesional para abordar la pérdida de aprendizaje de los estudiantes, incluidos programas de intervención, software de seguimiento del progreso y recursos complementarios. Las capacitaciones en todo el distrito incluirán:</p> <ul style="list-style-type: none"> * Sharon Wells Math (grados 2-5), Neuhaus, Valley Speech y otros programas de instrucción enumerados en la Meta 1, Objetivos de desempeño 1 y 2; * Summit K-12, Imagine Learning Math and Reading, Ellevation, Lexia, Haggerty y otros programas de software Meta 1, Objetivos de Desempeno 1 y 2; y\ * Instrucción basada en datos a través de Lead4ward, Tango Trends, el Centro de servicio regional y el personal del programa del distrito. <p>Se proporcionará capacitación continua en función de las necesidades determinadas por los datos de uso del programa, los datos de recorrido, los datos de progreso del estudiante y los datos específicos del campus/programa.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Assistant Superintendents Directors for CIA Director for Professional Development</p> <p>Start Date: July 11, 2022 - End Date: June 30, 2022 - Revision Date: December 19, 2022</p> <p>Need Statements: Student Learning 1, 2 - District Processes & Programs 5</p> <p>Funding Sources: Software and supplemental resources - 282 ESSER III Grant Funds - 282-13-6399 - \$491,311, Consultants and professional services - 282 ESSER III Grant Funds - 282-13-6219 - \$150,000, Substitutes for PD - 282 ESSER III Grant Funds - 282-11-6112.18 - \$38,180, Substitutes - 199 Local funds - 199-11-6112.18 - \$459,525</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 12: Teachers, school leaders, and district leaders will participate in a minimum of 6 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.</p> <p>*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</p> <p>Los maestros, lideres escolares y lideres del distrito participaran en un minimo de 6 horas de de capacitacion de desarrollo profesional de tecnologia presencial y/o virtual y/o 6 creditos de microcredenciales basadas en competencias anualmente para prepararse mejor y ayudar con la integracion de la tecnologia. .</p> <p>*Los maestros del grupo participaran en un minimo de 12 horas de capacitacion de desarrollo profesional de tecnologia presencial y/o virtual y 12 creditos de microcredenciales basadas en competencias anualmente para prepararse mejor y ayudar con la integracion de la tecnologia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed</p> <p>Staff Responsible for Monitoring: Director for Professional Development Specialists for ISET</p> <p>Population: All BISD staff - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 3, 5</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Student Learning
<p>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: 2022 STAAR/EOC data showed that all students made significant progress towards returning to pre-COVID 19 levels (2019 performance) but still need to improve to meet and improve in all content areas.</p> <p>Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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)..</p> <p>Need Statement 5: Need to increase effectiveness of 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.</p> <p>Need Statement 6: 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.</p>

District Processes & Programs

Need Statement 3: 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 5: 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.

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)





Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)

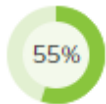







Performance Objective 2: The CTE Department will provide on-going professional development for CTE teachers, so that extended leaning opportunities, with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

El Departamento de CTE proporcionara capacitacion de desarrollo profesional continuo para los maestros de CTE, de modo que se brinden a los estudiantes oportunidades de aprendizaje extendidas, con el uso de programas y actividades basados en la investigacion, para garantizar mas oportunidades de estar preparados para la universidad y una carrera.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>El Departamento de Educacion Profesional y Tecnica continuara apoyando el la capacitacion de desarrollo profesional continuo de sus maestros para que los estudiantes puedan aprender las ultimas areas del programa y habilidades tecnologicas y poder competir en la universidad y en la fuerza laboral.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Assistant Superintendent for High Schools Director for CTE</p> <p>Population: CTE Faculty and Staff - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 6, 7 - District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<p>Strategy 2: Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement.</p> <p>Project Lead the Way (PLTW) y las capacitaciones de alineacion de grupos de carreras mejoraran la eficacia de los maestros al proporcionar instruccion de aprendizaje basada en proyectos para satisfacer las necesidades de todos los estudiantes a fin de mejorar el desempeno y la participacion en general.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways Staff Responsible for Monitoring: Assistant Superintendent for High Schools Director for CTE</p> <p>Population: CTE Project Lead the Way faculty - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 7 - District Processes & Programs 5</p>		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 2 Need Statements:

Student Learning
<p>Need Statement 6: 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.</p> <p>Need Statement 7: 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.</p>
District Processes & Programs
<p>Need Statement 5: 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.</p>

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)





Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)









Performance Objective 3: 10% more of teachers assigned to instruct students identified for Bilingual services and all secondary English Language Arts teachers currently lacking certifications will become Bilingual / ESL certified by the 2022-2023 school year.

10% mas de los maestros asignados para instruir a los estudiantes identificados para los servicios bilingues y todos los maestros de artes del lenguaje ingles de secundaria y preparatoria que actualmente carecen de certificaciones obtendran la certificacion bilingue o ESL para el ano escolar 2022-2023.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers who service Emergent Bilingual students and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include:</p> <ul style="list-style-type: none"> *Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. *Coaching for teacher of Emergent Bilingual Students, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification. <p>Proporcionar a los maestros que atienden a los estudiantes bilingues emergentes y que necesitan ser certificados bilingues/ESL con actividades de capacitacion de desarrollo profesional y otro apoyo financiero. Las actividades incluyen:</p> <ul style="list-style-type: none"> *Estipendios y otros gastos relacionados con la preparacion del examen de certificacion para abordar los requisitos del Capitulo 89 de TEA TEC. *Entrenamiento para maestros de estudiantes bilingues emergentes, *fondos para asistir a conferencias educativas BIL/ESL, simposios y otras actividades de capacitacion de desarrollo profesional, y *otro apoyo permitido para obtener la certificacion BIL/ESL. <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports,</p> <p>Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans.</p> <p>Staff Responsible for Monitoring: Director for Emergent Bilinguals</p> <p>Population: Teachers serving BIL/ESL students - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 2 - District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: Support teachers to participate in EB specific district, regional, and state conferences (TABE) including Title III symposium. Apoyar a los maestros para que participen en conferencias del distrito, regionales y estatales específicas de EB (TABE), incluido el Simposio del Título III para Padres de Alumnos Aprendices del Inglés. Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. Staff Responsible for Monitoring: Director for Emergent Bilinguals Population: Teachers serving BIL/ESL students - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 2 - District Processes & Programs 5		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 3 Need Statements:

Student Learning
Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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)..
District Processes & Programs
Need Statement 5: 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.

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)





Meta 7: Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)









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









Todo el personal del distrito y del campus participara en las capacitaciones iniciales y continuas requeridas relacionadas con la atencion informada del trauma y las escuelas seguras y de apoyo.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)</p> <p>Todos los maestros, directores y consejeros completaran una capacitacion de atencion informada sobre traumas de un programa aprobado por el estado para aumentar la conciencia e implementar las mejores practicas para apoyar el bienestar de los estudiantes y aplicar intervenciones para el apoyo academico y emocional. (Politica FFBA)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p>Staff Responsible for Monitoring: Director for Guidance and Counseling Director for Security Services</p> <p>Population: All faculty and staff - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 2 - District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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 multi-hazard emergency operations plan. (Policy FFB)</p> <p>Cada campus tendra un Equipo de Evaluacion de Amenazas capacitado que desarrollara un programa escolar seguro y de apoyo en cumplimiento con TEA. El equipo brindara orientacion a los estudiantes y empleados de la escuela sobre el reconocimiento de comportamientos daninos, amenazantes o violentos que pueden representar una amenaza para la escuela de la comunidad o el individuo, y apoyara al distrito en la implementacion del plan de operaciones de emergencia de riesgos multiples del distrito. (Politica FFB)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p>Staff Responsible for Monitoring: Director for Guidance and Counseling Director for Security Services</p> <p>Population: All staff - Start Date: August 8, 2022 - End Date: June 16, 2023</p> <p>Need Statements: Demographics 2 - District Processes & Programs 5 - Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: 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)</p> <p>Cada campus capacitara al personal designado sobre el abuso sexual infantil, el trafico sexual y otros malos tratos a los ninos. Cada campus debera proporcionar un programa contra la victimizacion por abuso infantil que incluya presentaciones para los estudiantes y el personal del campus. (Politica FFG)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations Summative: end of year reports trainings</p> <p>Staff Responsible for Monitoring: Director for Guidance and Counseling Director for Security Services</p> <p>Population: All faculty and staff - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 2 - District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Faculty and staff will be trained on the selected interventions and software applications to support the implementation of the BISD MTSS plan including strategies to improve 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), This will include required DFPS Trauma Informed Care, Safe and Supportive Schools, and ASK+ (Suicide Prevention Gate-Keeper training).</p> <p>La facultad y el personal recibirán capacitación sobre las intervenciones seleccionadas y las aplicaciones de software para respaldar la implementación del plan MTSS de BISD, incluidas las estrategias para mejorar el clima escolar, los dominios sociales y emocionales, la salud conductual y mental y apoya el bienestar, el aprendizaje y la seguridad que cumple con los requisitos de la Sección 37.115(b)(3) del TEC, Esto incluirá el Cuidado Informado de Trauma requerido por el DFPS, Escuelas Seguras y de Apoyo, y ASK+ (Capacitación para la Prevención del Suicidio).</p> <p>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Director for Professional Development Director for Guidance and Counseling</p> <p>Population: all faculty and staff - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 2 - District Processes & Programs 5, 6</p> <p>Funding Sources: SEL Program Training - 255 Title II, Part A (TPTR/Class Size)</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Need Statements:

Demographics
<p>Need Statement 2: 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 continued need.</p>
District Processes & Programs
<p>Need Statement 5: 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.</p> <p>Need Statement 6: 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.</p>
Perceptions
<p>Need Statement 2: 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.</p>

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)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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 teacher's skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2021-2022. (Future Ready Curriculum, Instruction, and Assessment)









La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2021 -2022. (Plan de estudios, instruccion y evaluacion de Future Ready)









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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Refine offerings rather than increase offerings

Strategy 1 Details	Reviews			
<p>Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by updating software and platforms including Schoology, Microsoft, Google and Apple, and hardware at the campuses.</p> <p>El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias mediante la actualizacion del software y las plataformas, incluidos Schoology, Microsoft, Google y Apple, y el hardware en los campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for ISET Director for Technology</p> <p>Population: All students - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 1, 3</p> <p>Funding Sources: 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, Upgraded technology for staff - 212 Title I-C (Migrant) - 212-21-6398-65-926-y-24-of2-y - \$5,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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).</p> <p>El Distrito determinara que brechas tienen los estudiantes en riesgo de abandonar la escuela y proporcionara dispositivos de aprendizaje complementarios personalizados y adaptables con software en areas de contenido fundamental (ELA, Matematicas, Ciencias, Estudios Sociales que consisten en Texas, Estados Unidos y el mundo). historia, gobierno y geografia)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments</p> <p>Staff Responsible for Monitoring: Directors for CIA Coordinator for State Compensatory Education</p> <p>Population: All Students at risk of dropping out - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 2 - District Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The District will determine what skills students, educators, and parents need to participate successfully in personalized learning using survey instruments, usage reports, and Learning Management/Classroom Management System software. The information will be used to plan and provide technology training to support students and educators.</p> <p>El distrito determinara que habilidades necesitan los estudiantes, educadores y padres para participar con exito en el aprendizaje personalizado utilizando instrumentos de encuesta, informes de uso y software de gestion del aprendizaje/ sistema de gestion del aula. La informacion se utilizara para planificar y brindar capacitacion tecnologica para apoyar a estudiantes y educadores.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for ISET</p> <p>Population: All students and staff - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details		Reviews			
Strategy 4: Students will utilize technology and software applications to engage in instructional activities and to develop and share projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Los estudiantes utilizarán tecnología y aplicaciones de software para participar en actividades de instrucción y desarrollar y compartir proyectos o productos que fomenten la creatividad, la innovación, la comunicación, la colaboración, la fluidez de la información y la ciudadanía digital en todas las áreas de contenido. Milestone's/Strategy's Expected Results/Impact: Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports Staff Responsible for Monitoring: Directors for CIA Specialists for ISET Director for Technology Population: All student populations - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 6 - District Processes & Programs 5		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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 6: 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.
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 for continued support for using district-provided technology resources. Need Statement 3: 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 5: 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.

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)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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 2021-2022, leveraging human capital in personalized learning. Future Ready Use of Space and Time









Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, asi como proporcionar practicas para estudiantes autenticas integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2021-2022, aprovechando capital humano en el aprendizaje personalizado.

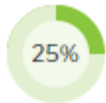

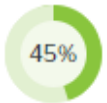





Uso futuro listo del espacio y el tiempo

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: many campuses have stopped issuing devices and only use in classrooms

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>El Distrito encontrara innovadores y pioneros entre los administradores, los estudiantes y el personal para implementar un aprendizaje personalizado que fomente y fortalezca el aprendizaje centrado en el estudiante, los entornos de aprendizaje digital y los sistemas de gestion del aprendizaje que ofreceran opciones para aprender en cualquier momento del dia. del hogar, la escuela y/o la comunidad.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for ISET</p> <p>Population: All students and stakeholders - Start Date: August 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 1, 5</p> <p>Funding Sources: EDUCATIONAL TECHNOLOGY RESOURCES - 289-TIV Title IV-A Student Support and Acad. Enri - 289-TEC</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The District will maintain and upgrade digital devices for students to continue 1:1 availability and the opportunity to take a device home to extend learning beyond the classroom.</p> <p>El Distrito mantendra y actualizara los dispositivos digitales para que los estudiantes continuen con la disponibilidad 1:1 y la oportunidad de llevarse un dispositivo a casa para extender el aprendizaje mas alla del salon de clases.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for ISET Director for Technology</p> <p>Population: All students - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 1</p> <p>Funding Sources: District resources--COVID 19 and ESSER funding - 282 ESSER III Grant Funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details		Reviews			
<p>Strategy 3: The District will provide internship opportunities in the areas of aerospace engineering, entrepreneurship, robotics, drones, and coding through foundational skills such as computational thinking, systems thinking, and design thinking.</p> <p>El Distrito brindara oportunidades de practicas en las areas de ingenieria aeroespacial, emprendimiento, robotica, drones y codificacion a traves de habilidades fundamentales como el pensamiento computacional, el pensamiento sistemico y el pensamiento de diseno.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for ISET Director for CTE</p> <p>Population: All students - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 6, 7</p>		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 2 Need Statements:

Student Learning
<p>Need Statement 6: 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.</p> <p>Need Statement 7: 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.</p>
District Processes & Programs
<p>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 for continued support for using district-provided technology resources.</p> <p>Need Statement 5: 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.</p>

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)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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




Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para apoyar el aprendizaje combinado en todos los niveles de grado.









Infraestructura robusta preparada para el futuro

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

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Connectivity and speed have improved and are constantly monitored

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>El distrito establecera un planilla de mando para la inversion exitosa en dispositivos y otras tecnologias antes de la implementacion, asegurando una estrategia de implementacion a corto plazo que se alinee con el plan de tecnologia a largo plazo del distrito como un paso preliminar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment</p> <p>Staff Responsible for Monitoring: Directors for CIA Specialists for ISET Director for Technology</p> <p>Population: All students - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 2 Details		Reviews			
Strategy 2: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be monitored on an on-going basis. Para garantizar una conectividad WIFI adecuada para todas las partes interesadas, las pruebas de velocidad se controlaran de forma continua. Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks Staff Responsible for Monitoring: Director for Technology Population: All campuses - Start Date: July 5, 2022 - End Date: June 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Need Statements:

District Processes & Programs
Need Statement 3: 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.

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)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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



Objetivo de rendimiento 4: Revisar, actualizar e implementar politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.









Privacidad y datos preparados para el futuro

Evaluation Data Sources: Updated policies, reports of data breaches

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: continue to update and refine

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p>Strategy 1: 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.</p> <p>El distrito identificara las fuentes de datos actuales, revisara los planes de mejoramiento escolar existentes y determinara los lugares donde un mayor uso de los datos puede ayudar a respaldar las metas existentes y la mejora continua, asignandolos a las preguntas clave que se responderan con estos datos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress</p> <p>Staff Responsible for Monitoring: Directors for CIA Director for Technology</p> <p>Population: All students and programs - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 1</p>		N/A	N/A	

Strategy 2 Details		Reviews			
Strategy 2: The district will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. El distrito revisara y actualizara las politicas y los procedimientos para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad. Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies Staff Responsible for Monitoring: Specialists for ISET Director for Technology Population: All students and programs - Start Date: July 5, 2022 - End Date: June 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Need Statements:

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 for continued support for using district-provided technology resources.

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)





Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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









Aumentar las asociaciones orientadas a la comunidad y los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral.
Asociaciones comunitarias preparadas para el futuro

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: The District will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. El Distrito aumentara la asociacion comunitaria, centrandose en el espiritu empresarial, la innovacion y la planificacion estrategica que facilitara la tecnologia educativa. Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access Staff Responsible for Monitoring: Directors for CIA Specialists for ISET Director for Technology Population: BISD Stakeholders - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Demographics 3	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
Strategy 2: 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. El Distrito colaborara con la camara de comercio local para establecer contactos con empresas locales para brindarles a los estudiantes presentaciones sobre el espiritu empresarial y las habilidades blandas/avanzadas necesarias en la fuerza laboral. Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations Director for CTE Director for Technology Population: BISD Stakeholders - Start Date: July 5, 2022 - End Date: June 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
Strategy 3: The District will maintain a database of leaders with expertise in technology integration to provide classroom level partnerships. This database will include the Microsoft (MIE), Google, and Apple certified teachers as well as Nearpod, SeeSaw, and Schoology Ambassadors. El Distrito mantendra una base de datos de lideres con experiencia en integracion de tecnologia para brindar asociaciones a nivel de aula. Esta base de datos incluire a los maestros certificados de Microsoft (MIE), Google y Apple, asi como a los embajadores de Nearpod, SeeSaw, y Schoology. Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records Staff Responsible for Monitoring: Director for Professional Development Specialists for ISET Director for Technology Population: All students and staff - Start Date: July 5, 2022 - End Date: June 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details		Reviews			
Strategy 4: 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. El distrito capacitara a los padres sobre el uso del Sistema de gestion del aprendizaje del distrito y los Sistemas de gestion del salon de clases para monitorear el uso educativo de software y dispositivos educativos. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Records Summative Results: Software usage reports Staff Responsible for Monitoring: Director for Professional Development Specialists for ISET Director for Parent and Family Engagement Population: All BISD Parents - Start Date: July 11, 2022 - End Date: June 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 5 Need Statements:

Demographics	
Need Statement 3: 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.

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)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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





Proporcionar desarrollo profesional basado en la investigacion y la competencia, aprovechar los especialistas en medios, los decanos, los administradores de tecnologia y los maestros de apoyo tecnologico en cada escuela, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Educador certificado y Profesor certificado de Google) y proporciona recursos tecnologicos y PD que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.









Aprendizaje profesional personalizado Future Ready









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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Offerings were reduced for 2022-2023

Strategy 1 Details	Reviews			
<p>Strategy 1: Campuses will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time weekly to support their campus in the integration of technology into instruction.</p> <p>Las escuelas permitiran a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico (TST) el tiempo adecuado semanalmente para apoyar a su escuelas en la integracion de la tecnologia en la instruccion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey of staff Summative Results: Survey EOY report</p> <p>Staff Responsible for Monitoring: Assistant Superintendents Director for Technology</p> <p>Population: Technology Integration Support staff - Start Date: August 8, 2022 - End Date: June 16, 2023</p> <p>Need Statements: District Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>El Distrito llevara a cabo una conferencia de tecnologia, una conferencia dirigida por maestros y una conferencia dirigida por estudiantes al menos una vez al ano para promover y ayudar con la integracion de tecnologia en el salon de clases, la escuela y el distrito y preparar mejor estudiantes y lideres por adoptar la innovacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Conference agendas and proposals Summative Results: Conference session attendance data Survey of participants</p> <p>Staff Responsible for Monitoring: Director for Professional Development Director for Technology Specialists for ISET</p> <p>Population: all students, parents, teachers, and school/district leaders - Start Date: August 1, 2022 - End Date: October 31, 2022</p> <p>Need Statements: District Processes & Programs 3, 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The district will continue 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.</p> <p>El distrito continuara con una asociacion de Microsoft Innovative Educator (MIE) con Microsoft, un programa de maestro certificado/distinguido de Apple y un programa de maestro/entrenador/innovador certificado por Google.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development reports Summative Results: Aggregate Professional Development Records for Certificates attained</p> <p>Staff Responsible for Monitoring: Director for Professional Development Director for Technology Specialists for ISET</p> <p>Population: Teachers, School & District Leaders - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: District Processes & Programs 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details		Reviews			
Strategy 4: BISD will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas. BISD proporcionara recursos tecnologicos y actividades de desarrollo profesional para apoyar el aprendizaje combinado, flexible y personalizado en todas las areas de contenido. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed Staff Responsible for Monitoring: Director for Professional Development Directors for CIA Specialists for ISET Population: Teachers, School & District Leaders - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 5		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 6 Need Statements:

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 for continued support for using district-provided technology resources.
Need Statement 3: 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 5: 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.

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)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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









Permitir el acceso al software y las plataformas, y definir metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: District-wide software audit is underway

Strategy 1 Details	Reviews			
<p>Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Schoology, Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and/or PAPERBASKET to analyze the return of investment for all software purchased by campuses and the district, Curriculum and IT staff will analyze student usage, academic impact, student performance, etc.</p> <p>El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias al proporcionar nuevos software y plataformas, incluidos Schoology, Microsoft, Google y Apple, y hardware en los campus para la instruccion mejorada de tecnologia/computacion. El distrito utilizara plataformas como GOGUARDIAN, CLEVER y/o PAPERBASKET para analizar el retorno de la inversion de todo el software comprado por los campus y el distrito, el personal de Curriculo y IT analizara el uso de los estudiantes, el impacto academico, el rendimiento de los estudiantes, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports</p> <p>Staff Responsible for Monitoring: Director for Technology Directors for CIA Specialists for ISET</p> <p>Population: All students - Start Date: July 5, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>BISD definira politicas especificas, estrategias de implementacion, metricas de responsabilidad y plazos que respaldaran un proceso de planificacion mas eficiente en multiples presupuestos. BISD medira factores como el retorno de la inversion (ROI) y los precios al por mayor en el proceso de planificacion presupuestaria para que los gastos de aprendizaje digital puedan definirse mas claramente en toda la organizacion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Purchase Reports Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports ROI Analysis reports</p> <p>Staff Responsible for Monitoring: Director for Technology Directors for CIA Chief Financial Officer</p> <p>Population: All students - Start Date: July 5, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<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)

Meta 8: La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (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





Llevar a cabo anualmente la Encuesta de tecnologia del marco Future Ready de BISD para evaluar el nivel de implementacion de cada equipo Future Ready. Liderazgo colaborativo preparado para el futuro








Evaluation Data Sources: BISD Future Ready Framework survey results

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Need to complete survey

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Elija un modelo basado en la investigacion segun el contexto y las necesidades segun lo determinado por una evaluacion de necesidades como el modelo de cambio de 8 pasos de Kotter, el modelo de adopcion basado en preocupaciones (CBAM), la difusion de innovaciones de Roger y los recursos de condiciones para el cambio de Ely para familiarizarse con diferentes modelos para facilitar el cambio estan disponibles en linea e impresos, como Surviving Change: A Survey of Educational Change Models de James Ellsworth, que brinda una descripcion general de una variedad de modelos disenados para diferentes propositos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Model Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders</p> <p>Staff Responsible for Monitoring: Director for Technology Directors for CIA Director for Professional Development</p> <p>Population: BISD stakeholders - Start Date: July 11, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Identificar quienes son los agentes de cambio a nivel de distrito y escuela. Kotter (1995) sugiere que uno de los principales errores que cometen las organizaciones es no contratar a las personas adecuadas para liderar y facilitar el cambio. Rogers (1983) identifica categorias de individuos en terminos de su respuesta a las innovaciones, sugiriendo que aquellos que son respetados por los demas y abiertos a probar cosas nuevas deben incluirse en el proceso de planificacion, ya que su apoyo es esencial para el exito de los esfuerzos de cambio. en una organizacion. Comience conversaciones, individuales y colaborativas, con estas personas, a fin de establecer un conjunto comun de problemas para abordar y un sentido de urgencia para realizar cambios para abordarlos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders</p> <p>Staff Responsible for Monitoring: Director for Technology Directors for CIA Director for Professional Development</p> <p>Population: BISD District and Campus Administration - Start Date: July 11, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Update the BISD Future Ready 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.</p> <p>Actualizar el Plan Future Ready de BISD para cambios que aborden estos componentes y otros que puedan surgir durante la evaluacion de necesidades. Incluya roles de liderazgo y responsabilidades entre las partes interesadas para obtener aceptacion y aumentar las posibilidades de exito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders</p> <p>Staff Responsible for Monitoring: Deputy Superintendent for C&I and Human Resources Director for Technology Directors for CIA</p> <p>Population: Teachers, School & District Leaders - Start Date: August 1, 2022 - End Date: June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 8 Need Statements:

District Processes & Programs
<p>Need Statement 3: 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.</p>

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)

Meta 9: 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 preparatoria. (Objetivo 1 de la Junta de BISD) (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.

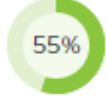



Aumentar la tasa de asistencia general del distrito a 96.8% con un objetivo de 97.5% para las escuelas primarias, 97% para las escuelas intermedias y 96% para las escuelas preparatorias y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.









High Priority











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

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Attendance improved over 2021-2022 to about 92% but did not reach goal.

Strategy 1 Details	Reviews			
<p>Strategy 1: 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.</p> <p>Los campus abordaran las metas de indice de asistencia del distrito en los Planes de mejora del campus al proporcionar un plan que incluya procedimientos, roles y responsabilidades del personal involucrado en trabajar con la asistencia del campus y garantizar actualizaciones diarias de asistencia.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Director for Pupil Services</p> <p>Population: All BISD students - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 5</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, los enlaces de padres del campus seran proactivos al monitorear la asistencia de los estudiantes a traves de informes de asistencia diarios, semanales y semestrales. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, cartas de no credito y/o notificaciones judiciales segun sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: School Messenger Notification System Reports, PowerSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates Staff Responsible for Monitoring: Director for Pupil Services Director for Parent and Family Engagement</p> <p>Population: all BISD students PK to 12th grade - Start Date: July 25, 2022 - End Date: June 30, 2023 Need Statements: Demographics 1 - Student Learning 4</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available.</p> <p>Distribucion de Incentivos de Campus al final de cada semestre a todos los campus que cumplan con las Metas de Asistencia Estudiantil del Distrito de donaciones disponibles.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Chief Financial Officer Director for Pupil Services Director for PEIMs</p> <p>Population: all BISD campuses - Start Date: October 1, 2022 - End Date: June 16, 2023 Need Statements: Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
Strategy 4: PEIMS Training on the implementation of new requirements for Student Accounting will be provided to District and Campus staff. PEIMS Capacitacion sobre la implementacion de nuevos requisitos para la Contabilidad Estudiantil se proporcionara al personal del Distrito y del Campus. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors Staff Responsible for Monitoring: Director for PEIMs Population: BISD Campus staff taking attendance - Start Date: August 1, 2022 - End Date: December 16, 2022 Need Statements: District Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
Strategy 5: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Para reducir el ausentismo de los estudiantes, el personal del campus sera proactivo al monitorear la asistencia de los estudiantes y despues de la tercera ausencia del estudiante, comenzara las Medidas preventivas de ausentismo (MPA), que incluye emitir un "Plan de asistencia del estudiante" para el padre y el estudiante durante las conferencias de padres que se llevan a cabo en la escuela para evitar mas ausencias de los estudiantes. Milestone's/Strategy's Expected Results/Impact: 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 Staff Responsible for Monitoring: Director for Pupil Services Population: All students with 3 or more absences - Start Date: August 16, 2022 - End Date: June 2, 2023 Need Statements: Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
	N/A	N/A		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.

Student Learning

Need Statement 4: 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 5: Need to increase effectiveness of 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.

District Processes & Programs

Need Statement 5: 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.

Perceptions

Need Statement 1: 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 and continued impact in 2021-2022.

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)

Meta 9: 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 preparatoria. (Objetivo 1 de la Junta de BISD) (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 93.9%.

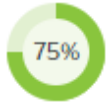



Reducir la tasa de desercion escolar de la escuela intermedia a menos del 1%, aumentar la tasa de finalizacion de la escuela preparatoria al 95% y aumentar la tasa de graduacion de la escuela preparatoria al 93.9%.





High Priority





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





Summative Evaluation: Met Objective





Next Year's Recommendation: Class of 2021 Graduation rate was 98% including continuers and Dropout rate was 0.6 for MS and 0.9 for HS









Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and recover students classified as dropouts/No-Shows 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.</p> <p>Supervisar y recuperar a los estudiantes clasificados como desertores/ausentes en un ciclo sistémico a través de esfuerzos de recuperación que incluyen: Caminata por el futuro, Reuniones de recuperación del abandono escolar del distrito (otoño) y visitas del personal del distrito al campus para mejorar el rendimiento y la asistencia de los estudiantes en riesgo, tasa de graduación, tasa de finalización y disminuir la tasa de retención y la tasa de deserción escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Attendance and Evaluation Reports, PowerSchool 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</p> <p>Staff Responsible for Monitoring: Coordinator for State Compensatory Education Director for PEIMs</p> <p>Population: grade 1-12 At-risk Students - Start Date: August 16, 2022 - End Date: June 30, 2023 Need Statements: Demographics 1 - Perceptions 1 Funding Sources: - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				





Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Proporcionar a los estudiantes fuera de la cohorte en la Academia de Aprendizaje de Brownsville instruccion acelerada, espacio adecuado, suministros y personal para aumentar la cantidad de estudiantes de secundaria y preparatoria atendidos y ofrecerles servicios de dia extendido para mejorar el rendimiento de los estudiantes, la asistencia, las tasas de graduacion y las tasas de finalizacion, y disminuir la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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</p> <p>Staff Responsible for Monitoring: Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p>Population: Middle and High School at risk Students - Start Date: July 5, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: refer to BLA campus improvement plan for allocation of funds and staffing - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				









Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Proporcionar un programa de educacion alternativa disciplinaria en el Centro Academico de Brownsville que ofrecera experiencias educativas significativas para estudiantes secundarios identificados en un entorno bien disciplinado que proporcione estructura, instruccion acelerada y servicios de apoyo que mejoraran el rendimiento estudiantil, la asistencia, las tasas de graduacion, las tasas de finalizacion, y disminuir la tasa de retencion, la tasa de reincidencia y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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</p> <p>Staff Responsible for Monitoring: Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p>Population: Middle and High School At-risk Students - Start Date: July 11, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Perceptions 1, 2</p> <p>Funding Sources: See BAC Campus Improvement Plan for allocation of funds and staffing - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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>Proporcionar consejeros de transicion complementarios/en riesgo (segun sea necesario y segun el plan de compensacion adoptado) en todas las escuelas intermedias y preparatorias para monitorear y coordinar los programas de intervencion para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, el exito de inscripcion doble, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool At-Risk Progress Report, PowerSchool Dropout Monitor Report, PowerSchool Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate +Increased Dual enrollment credits earned</p> <p>Staff Responsible for Monitoring: Coordinator for State Compensatory Education Director for Guidance and Counseling</p> <p>Population: Middle and High School At-risk Students - Start Date: August 1, 2022 - End Date: June 30, 2023 Need Statements: Student Learning 2, 5 Funding Sources: See campus plans for salaries for At-Risk Counselors - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Proporcionar especialistas del programa para monitorear y coordinar los programas de intervencion de desercion para los estudiantes en todas las escuelas preparatorias a fin de mejorar el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion de los estudiantes en riesgo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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</p> <p>Staff Responsible for Monitoring: Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p>Population: High School At-risk Students - Start Date: August 8, 2022 - End Date: June 2, 2023</p> <p>Need Statements: Student Learning 3</p> <p>Funding Sources: See campus plans for allocation of funds for salaries - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: 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.</p> <p>Proporcionar campus secundarios y Programas de Educacion Alternativa con un oficial de libertad condicional para trabajar con los estudiantes que estan en libertad condicional para mejorar el rendimiento de los estudiantes evaluados, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion, la tasa de reincidencia y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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 Staff Responsible for Monitoring: Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p>Population: High School At-risk Students - Start Date: August 8, 2022 - End Date: June 16, 2023 Need Statements: Student Learning 2 - Perceptions 2 Funding Sources: See campus plans for allocation of funds and staff - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p>Strategy 7: 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.</p> <p>Proporcionar coordinadores de sitio de Comunidades en la escuela (CIS) a los campus secundarios y programas de educacion alternativa para mejorar el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir las tasas de retencion y desercion de los estudiantes en riesgo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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 Staff Responsible for Monitoring: Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p>Population: Secondary At-Risk Students - Start Date: August 15, 2022 - End Date: June 2, 2023 Need Statements: Student Learning 2 Funding Sources: see campus plans for allocation of funds - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p>Strategy 8: 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.</p> <p>Proporcionar a los padres adolescentes y embarazadas Servicios Relacionados con el Embarazo (SRE), Instruccion en el Hogar de Educacion Compensatoria (IHEC) y guarderias disponibles en Lincoln Park para mejorar el rendimiento de los estudiantes, la asistencia, las tasas de graduacion, las tasas de finalizacion y disminuir la tasa de retencion y tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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</p> <p>Staff Responsible for Monitoring: Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p>Population: Middle and High School At-Risk; Pregnant and Parent Students - Start Date: August 8, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 2 - District Processes & Programs 6</p> <p>Funding Sources: See campus plan for funding allocation - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details	Reviews			
<p>Strategy 9: 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.</p> <p>Se puede implementar una despensa de alimentos y un armario de ropa en los campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompañados, alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p> <p>Staff Responsible for Monitoring: Coordinator for State Compensatory Education Assistant Superintendent for High Schools Coordinator for Homeless Youth Coordinator</p> <p>Population: Elementary, Middle and High School At-risk Students - Start Date: August 1, 2022 - End Date: June 2, 2023</p> <p>Need Statements: Demographics 2 - Student Learning 2</p> <p>Funding Sources: See campus plans for allocation of any funds - 162 State Compensatory, Homeless staffing - 211 Title I-A, Homeless Support Activities - 206 McKinney Vento Grant</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 1: 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 ten years and COVID-19 increased decline during 2020-2021 and 2021-2022.</p>
<p>Need Statement 2: 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 continued need.</p>
Student Learning
<p>Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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)..</p>
<p>Need Statement 3: 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.</p>

Student Learning

Need Statement 5: Need to increase effectiveness of 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.

District Processes & Programs

Need Statement 6: 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.

Perceptions

Need Statement 1: 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 and continued impact in 2021-2022.

Need Statement 2: 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.

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)

Meta 9: 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 preparatoria. (Objetivo 1 de la Junta de BISD) (TEA Ch. 4 Obj. 3)

Performance Objective 3: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR/EOC by 10% percentage point over 2022 results.





Todos los campus desarrollaran estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR/EOC en un 10% de punto porcentual sobre los resultados de 2022.





High Priority





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





Summative Evaluation: Significant progress made toward meeting Objective





Next Year's Recommendation: pending STAAR data, EOC results did show increases









Strategy 1 Details	Reviews			
<p>Strategy 1: 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>La instruccion acelerada en el plan de estudios basico se proporcionara durante el dia, la semana y/o el ano extendido al menos dos veces por semana.</p> <p>*Los programas de tutoria regulares/extendidos ayudaran a mejorar el rendimiento de los estudiantes en riesgo, la tasa de graduacion, la tasa de finalizacion y disminuiran la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, PowerSchool At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p> <p>Staff Responsible for Monitoring: Director for Federal Programs Coordinator for State Compensatory Education Assistant Superintendents</p> <p>Population: Elementary, Middle and High School at-risk Students - Start Date: July 18, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 1, 2</p> <p>Funding Sources: Summer School Title IV Activities - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-699, Extended Day/Week/Year Activity Funding - 282 ESSER III Grant Funds - 282-11-6399 - \$1,140,000, EDEP and Accelerated Learning - 282 ESSER III Grant Funds - 282-11-6118 - \$150,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Proporcionar a los planteles Maestros de areas basicas adicionales que ofrezcan instruccion suplementaria a los estudiantes en riesgo para mejorar el rendimiento de los estudiantes, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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>Staff Responsible for Monitoring: Compliance Officer for State Compensatory Education Assistant Superintendent for High Schools</p> <p>Population: Elementary, Middle and High School At-risk Students - Start Date: August 1, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 3</p> <p>Funding Sources: See campus plans for teachers and salary allocations - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide supplemental staff 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>Proporcionar personas para llevar a cabo sesiones periodicas de desarrollo profesional basadas en la investigacion para capacitar y retener personal altamente calificado que impactara positivamente el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuira las tasas de retencion y desercion de los estudiantes en riesgo.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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>Staff Responsible for Monitoring: Curriculum Directors Assistant Superintendent for Human Resources</p> <p>Population: Elementary, Middle, and High School At-risk Students - Start Date: July 18, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Student Learning 1, 2</p> <p>Funding Sources: See campus plans for allocation of salaries and FTE - 162 State Compensatory, C&I Extra-duty - 199 Local funds - 199-13/21-6118 - \$7,755, C&I salaries Fringe (6141+6146+6148+6149) - 199 Local funds - 199-61XX - \$1,087,557</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 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.</p> <p>Complementar el programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion (segun sea necesario) para mejorar el rendimiento de los estudiantes, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool 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</p> <p>Staff Responsible for Monitoring: Director for Secondary Curriculum Coordinator for State Compensatory Education Director of Dyslexia/504</p> <p>Population: Elementary, Middle, and High School At-risk Students; Dyslexic Students - Start Date: August 8, 2022 - End Date: June 16, 2023</p> <p>Need Statements: Student Learning 1, 2</p> <p>Funding Sources: See campus plans for allocation of staff and salaries - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>Brindar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion de los estudiantes en riesgo y disminuir la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate Staff Responsible for Monitoring: Director for Secondary Curriculum Coordinator for State Compensatory Education</p> <p>Population: all grades At-risk Students - Start Date: July 18, 2022 - End Date: June 30, 2023 Need Statements: District Processes & Programs 1, 4 Funding Sources: See campus plans for allocation of funds - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p>Strategy 6: The district and campus staff will increase the awareness and provision of supplemental services for students identified as Homeless, Foster Care, and Military Connected.</p> <p>*Regular/extended tutorial programs will assist to improve other special populations student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>El personal del distrito y del campus aumentara la concientizacion y la provision de servicios complementarios para los estudiantes identificados como sin hogar, cuidado de crianza y conectados con militares.</p> <p>*Los programas de tutoria regulares/extendidos ayudaran a mejorar el rendimiento de los estudiantes de otras poblaciones especiales, la tasa de graduacion, la tasa de finalizacion y disminuiran la tasa de retencion y la tasa de desercion escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, PowerSchool At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students</p> <p>Staff Responsible for Monitoring: Directors for CIA Director for Homeless Youth Director to Pupil Services</p> <p>Results Driven Accountability - Population: All At-Risk students - Start Date: July 5, 2022 - End Date: June 23, 2023</p> <p>Need Statements: Demographics 2 - Student Learning 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 2: 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 continued need.</p>
Student Learning
<p>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: 2022 STAAR/EOC data showed that all students made significant progress towards returning to pre-COVID 19 levels (2019 performance) but still need to improve to meet and improve in all content areas.</p> <p>Need Statement 2: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. 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)..</p>

Student Learning

Need Statement 3: 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.

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 for continued support for using district-provided technology resources.

Need Statement 4: Need to continue to update 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 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)





Meta 9: 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 preparatoria. (Objetivo 1 de la Junta de BISD) (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.













Implementar un sistema de salud escolar coordinado sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo atraves de la asistencia y el exito de los estudiantes en su totalidad.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: To promote physically and emotionally healthy students, the district will utilize the</p> <ul style="list-style-type: none"> -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) <p>and appropriate equipment and facilities to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Para promover la salud fisica y emocional de los estudiantes, el distrito utilizara el plan de estudios</p> <ul style="list-style-type: none"> -CCP (Concienciacion sobre la Crianza y la Paternidad), - el programa CATCH (Enfoque coordinado para la salud infantil), y -SHAC (Comite asesor de salud escolar) y <p>equipos e instalaciones apropiados para abordar las areas incluida la prevencion de la violencia en el noviazgo y el abuso sexual de ninos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: Directors for CIA Assistant Superintendents</p> <p>Population: All students - Start Date: July 18, 2022 - End Date: June 16, 2023</p> <p>Need Statements: Demographics 2 - District Processes & Programs 6</p> <p>Funding Sources: Playground Equipment for early childhood (carry forward) - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6639-00-XXX-Y24-T4H-</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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).</p> <p>Los Servicios de Salud (enfermeras) llevaran acabo la asistencia en la planificacion y ejecucion del programa de salud general a nivel del Distrito y del campus, en un esfuerzo por mejorar la salud general de los estudiantes que aumente la asistencia y el rendimiento academico de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Director for Health Services</p> <p>Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). - Start Date: August 8, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The UTRGV Mobile Unit will be providing clinical care services to BISD students during 2022-2023.</p> <p>La Unidad Movil de UTRGV brindara servicios de atencion clinica a los estudiantes de BISD durante 2022-2023.</p> <p>Milestone's/Strategy's Expected Results/Impact: 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.</p> <p>Staff Responsible for Monitoring: Director for Health Services</p> <p>Population: all students - Start Date: August 15, 2022 - End Date: June 30, 2023</p> <p>Need Statements: Demographics 2</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A	N/A	N/A	

Strategy 4 Details		Reviews			
Strategy 4: 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. El distrito llevara acabo una colecta de abrigos de invierno para proporcionar a los estudiantes con un abrigo para promover una mejor asistencia a la escuela y apoyar la salud de los estudiantes. Milestone's/Strategy's Expected Results/Impact: Formative Results: Distribution list of warm clothing provided to students Summative Impact: improve attendance of At-Risk students Staff Responsible for Monitoring: Coordinator for State Compensatory Education Population: At-Risk Students - Start Date: November 1, 2022 - End Date: December 23, 2022 Need Statements: District Processes & Programs 6 Funding Sources: Winter Coat Drive - 162 State Compensatory - 162-61		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 5 Details		Reviews			
Strategy 5: 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. El distrito establecera protocolos para la operacion segura del distrito durante la pandemia de COVID 19, implementara y revisara los planes para la operacion continua del distrito de una manera que garantice la salud y seguridad continuas de todas las partes interesadas. Milestone's/Strategy's Expected Results/Impact: Formative: Strong Start Plans Summative: Limitations in exposure and cases of COVID 19. Staff Responsible for Monitoring: Deputy Superintendent for C&I and Human Resources Deputy Superintendent for Operations Population: All BISD Stakeholders - Start Date: July 5, 2022 - End Date: June 30, 2023 Need Statements: Demographics 2 - District Processes & Programs 6		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

Performance Objective 4 Need Statements:

Demographics
Need Statement 2: 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 continued need.
District Processes & Programs
Need Statement 6: 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.

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	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. Elementary: Language Enrichment (Niehaus), Envision, The Writers' Academy, TANGO Trends software (PK-12), Sharon Wells Math (2-5), and ESSER II and III funded programs. Secondary: LUCHA Program (new Emergent Bilinguals), STEM/STAMP, Edgenuity, K-12: Eduphoria AWARE, ELLEVATION, 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, Eduphoria Forethought (lesson plans), Google Classroom, SeeSaw, Summit K-12 (Emergent Bilinguals), Adaptive Curriculum/Lexia Core 5, and Schoology. Proporcionar recursos de instruccion en todo el distrito e instruccion asistida por computadora que refuerza la implementacion del plan de estudios y las iniciativas de BISD que incluyen (pero no se limitan a) desarrollo profesional basado en las necesidades identificadas. Primaria: Enriquecimiento del lenguaje (Niehaus), Envision, The Writers' Academy, software TANGO Trends (PK-12), Sharon Wells Math (2-5) y programas financiados por ESSER II y III. Secundaria: Programa LUCHA (nuevos bilingues emergentes), STEM/STAMP, Edgenuity, K-12: Eduphoria AWARE, ELLEVATION, Portafolios de escritura EL (incluyendo portafolios digitales), Modelo de alfabetizacion balanceada, Pearson Math, Write for Success, TLI Cognitive Routines/Strategies, modelo de inclusion (co-ensenanza), Dyslexia Lab, Texas Gateways, Adaptive Curriculum, EduSmart, Eduphoria Forethought (planes de lecciones), Google Classroom, SeeSaw, Summit K-12 (Emergent Bilinguals), Adaptive Curriculum/Lexia Core 5 y Schoology .
1	1	2	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. Supervisar la implementacion del Modelo de respuesta a la intervencion de 3 niveles en las aulas de PK-12 para matematicas, lectura y comportamiento con capacitacion adicional proporcionada al Entrenador de Entrenadores del campus sobre la documentacion requerida y las intervenciones basadas en las necesidades identificadas cada seis semanas.
1	1	3	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. Analizar los datos de evaluacion del campus y del distrito para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, revisiones del marco del plan de estudios y reuniones de mantenimiento que aborden los estandares estatales donde los estudiantes demostraron los niveles de rendimiento mas bajos, especialmente para estudiantes y maestros para estos estudiantes en areas de contenido basico, bilingue, educacion especial y CTE.
1	1	7	District Special Services program will implement action steps needed to address the Special Education State Support Plan non-compliance for Indicators #11 and #12 per the BISD 2021-2022 Special Education Corrective Action Plan . El programa de Servicios Especiales del Distrito implementara los pasos de accion necesarios para abordar el incumplimiento del Plan de Apoyo Estatal de Educacion Especial para los Indicadores #11 y #12 segun el Plan de Accion Correctiva de Educacion Especial BISD 2021-2022

Goal	Objective	Strategy	Description
1	1	8	District Program staff will conduct all activities and monitor the implementation of the BISD Strategic Support Plan for 2022-2023 including campus visits, intervention plans for struggling populations, and conducting the required self-assessments. El personal del programa del distrito llevara a cabo todas las actividades y supervisara la implementacion del Plan de apoyo estrategico de BISD para 2022-2023, incluidas las visitas al campus, los planes de intervencion para las poblaciones con dificultades y la realizacion de las autoevaluaciones requeridas.
3	1	2	BISD will use available funds, in particular the ESSER funds, to address the needs created by the COVID-19 pandemic and subsequent learning loss. BISD utilizara los fondos disponibles, en particular los fondos ESSER, para abordar las necesidades creadas por la pandemia de COVID-19 y la posterior perdida de aprendizaje. DCNA: COVID 19
7	1	2	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--especially to address the needs of students receiving services for Emergent Bilingual (and monitored students), Special Education, Homeless, Foster Care, and/or Military Connected (refer to BISD Strategic Support Plan). Ayudar a los campus con el desarrollo de comunidades de aprendizaje profesional tradicionales y en linea que se basen tanto en el contenido como en la pedagogia. Esta colaboracion formal entre colegas servira para desarrollar la capacidad de instruccion a partir del nivel del salon de clases individual, especialmente para abordar las necesidades de los estudiantes que reciben servicios para estudiantes bilingues emergentes (y estudiantes supervisados), educacion especial, personas sin hogar, cuidado de crianza temporal y/o conexion militar. (consulte el Plan de apoyo estrategico de BISD).
9	3	6	The district and campus staff will increase the awareness and provision of supplemental services for students identified as Homeless, Foster Care, and Military Connected. *Regular/extended tutorial programs will assist to improve other special populations student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. El personal del distrito y del campus aumentara la concientizacion y la provision de servicios complementarios para los estudiantes identificados como sin hogar, cuidado de crianza y conectados con militares. *Los programas de tutoria regulares/ extendidos ayudaran a mejorar el rendimiento de los estudiantes de otras poblaciones especiales, la tasa de graduacion, la tasa de finalizacion y disminuiran la tasa de retencion y la tasa de desercion escolar.

Title I

1.1: Comprehensive Needs Assessment

Brownsville ISD follows a continuous improvement cycle. This means that the district is both continuously and periodically reviewing data to assess and re-assess progress towards meeting district goals and performance objectives. The campuses and district analyze student performance on six weeks checkpoints, Fall and Spring Benchmarks, BOY-MOY-EOY program and early childhood assessments, and other academic data to monitor progress and revise plans as needed. In late Spring 2022, several focus groups met to provide the curriculum staff with input on the implementation and success of several of the district and ESSER funded instruction software and resources and the information was used to revise implementation and professional development plans for 2022-2023. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the district level to be used as part of the comprehensive needs assessment. The DEIC meets most months and during these meetings, progress reports are made along with a full mid-year progress presentation in January on all performance areas. The membership of the DEIC includes parents, community members, business members, and elected teachers and non-teaching professionals from around the entire district. This group reviews quarter 3 progress and a range of data sources (refer to data documentation section) to review existing strengths and needs to determine any changes in these areas to set up the work based on the current needs for revising the DIP for the next school year. The committee members re-ranked needs and determined priority areas along with BISD Board priorities to complete the 2022-2023 initial CNA process during March, April and May DEIC meetings in 2022.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Brownsville ISD follows a continuous improvement cycle. This means that the district is both continuously and periodically reviewing data to assess and re-assess progress towards meeting district goals and performance objectives. The DEIC meets most months and during these meetings, progress reports are made along with a full mid-year progress presentation in January on all performance areas. The membership of the DEIC includes parents, community members, business members and elected teachers and non-teaching professionals from around the entire district. This group reviews quarter 3 progress and a range of data sources (refer to data documentation section) to review existing strengths and needs to determine any changes in the strategies identified to address these needs. After the DEIC Goal subcommittee members revise the current year needs, the members then re-ranked needs and determined priority areas along with BISD Board priorities to complete the 2022-2023 initial CNA process during March, April and May DEIC meetings in 2022.

2.2: Regular monitoring and revision

The District Improvement Plan strategies are monitored quarterly and revised by the DEIC supported by program area facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State Compensatory funds and non-salary local funds are included in plans, as appropriate. Updates to the plan are noted by revision dates in the specific strategies or performance objectives during the current year. The initial plan for 2022-2023 was approved by the DEIC membership on May 16, 2022. For 2022-2023, the plan was updated at the beginning of the school year to address changes, especially related to safety planning and guidelines, as well as after several of the monthly meetings. Other revisions were related to changed counseling policies, STAAR 2.0 implementation, and shifts in identified needs. Quarterly formative reviews contain progress monitoring notes from the DEIC and program staff.

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

The District Improvement Plan has has the major components translated into Spanish within the same document so that it is readily available to stakeholders in both languages. If requested in another language, the DIP will be translated using an online translation software and made available to the stakeholder.

2.4: Opportunities for all children to meet State standards

BISD plans for all students to meet and exceed the Texas standards. This is supported by district adopted high quality instructional materials (HQIM), district-wide provision of instructional resources, and strong programmatic supports based on student needs. Most strategies to provide these opportunities are found in Goal 1.

2.5: Increased learning time and well-rounded education

BISD provides a wide variety of extended day, week, and year opportunities for students as well as programs for gifted learners including significant number of advanced placement, Dual Enrollment, Career and Technical Education, P-TECH, co-curricular and extra-curricular programs. Federal and state funding is used to provide accelerated instruction in core content areas and primarily local and grant funds are used for other extended programs in areas not covered by these funds. Class schedules have been modified at most campuses to include during the school day interventions.

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

In order to address the needs of all students but most particularly the At-Risk students, BISD provides additional faculty, additional counselors, additional community services, and Parental supports. The district fully implements many special services for struggling learners including Bilingual Education services, Special Education Services, Dyslexia programs, 504 supports, and RtI for math, reading, and behavior. In addition, BISD is ensuring that all components of HB 4545 are being addressed to support students who require additional interventions due to STAAR/EOC performance challenges.

3.1: Annually evaluate the schoolwide plan

BISD annually evaluate the schoolwide plan, using data from the State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. The district annually revises the plan, as necessary, based on student needs and the results of the evaluation to ensure continuous improvement. [ESEA section 1114(b)(3); 34 C.F.R. § 200.26(c)].

4.1: Develop and distribute Parent and Family Engagement Policy

The district Parental and Community Involvement staff provide campuses with support for reviewing and revising their Parent and Family Engagement policies and activities. The district and campus staff support the distribution of the documents and ensuring that meetings are held along with any required activities. All appropriate policy documents are provided in English and Spanish. The district staff assist campuses in ensuring 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.

4.2: Offer flexible number of parent involvement meetings

The district staff provide campuses with guidance and support for regular scheduled weekly meetings and for additional meetings to provide opportunities at times outside of the regular school day. The district and campuses provide flexible meeting times/days 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: -Early Childhood Literacy Strategies -Effective teaching strategies -Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students -College Readiness -Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life -Drop-out, Bullying, and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. -Building Capacity through training using appropriate equipment and materials for parent and community access to resources -CCMR-Saturday Family Academy Positive Behavior Interventions and Supports Parenting Skills



5.1: Determine which students will be served by following local policy

Not Applicable

Plan Notes

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2022-2023 for Principal's Clearance
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums				
Assistant Superintendent	(SMART) Performance Objectives, Local funds allocated and have needs attached, Committees (SBDM)				
Athletics	Processes and Programs and Goals 1 and 2				
Bilingual	Processes and Programs, related to BIL/ESL/EB Goals 1, 7, and/or 9				
CCMR/ Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment				
Curriculum-- Elementary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary				
Curriculum-- Early Childhood	Student Learning and Goals 1 and 7 for Early Childhood				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2022-2023 for Principal's Clearance
Curriculum-- Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary	10-4-22	R. Gomez 698-1654	<ul style="list-style-type: none"> • Goal1/PO1/S1 • Goal1/PO1/S7 • Goal1/PO1/S11 • Goal1/PO1/ • Goal1/PO5/ • Goal7/PO1/S1 • Goal8/PO1/ • Goal8/PO2/ • Goal8/PO8/ 	<ul style="list-style-type: none"> • Remove Apex, include EduSmart; update Milestone's Summative Results year • Remove Apex • "STEM" trained teachers • May want to include training and practice with STAAR 2.0 items • May want to add Science Fair (district, regional, state) • Update passing standard year • Update year • Update Year • Rewrite PO statement
DCSI	Plan Setup, Prioritized Needs, Formative/ Summative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review				
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia				
ESSER	ESSER funded Strategies with Needs linked and all funds allocated				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2022-2023 for Principal's Clearance
Facilities and Maintenance	Goal 2 Performance Objectives and Strategies				
Federal Programs (211)	211 funded Strategies with Needs linked ESSA T1-A Elements (no more than 5 strategies per element linked), T1-A Personnel				
Finance and Budget	Goal 3 Performance Objectives and Strategies				
Fine Arts	Student Learning and Processes and Programs, Goal 1 and 7 related to Fine Arts				
G/T-Honors-AP-Dual	Goals 1 and 7				
Guidance and Counseling	Perceptions and Goals 5, 7 and 9				°
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless				
Instructional Technology or ISET	Processes and Programs, Goal 8				
Migrant	Demographics, Goals 1 and 9 related to Migrant				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2022-2023 for Principal's Clearance
Parent and Family Engagement	Demographics, Processes and Programs, and Perceptions, Goal 6, especially ESSA SWP 3.1 and 3.2 strategies ESSA SWP 3.1 and 3.2				
PEIMS	Demographics and PEIMS related strategies				
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies				
Public Information	Perceptions and Goal 4				
Pupil Services	Demographics and Goal 5 (Attendance, Discipline, and Foster Care/ Military Connected related strategies) Goal 9				
Security Services	Demographics and Perceptions, Goals 5 and 7				

Program/ Position	Needs Assessment Area and Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback—PLEASE make a note when draft area cleared for 2022-2023 for Principal's Clearance
Special Education	All Need areas, Goals 1, 5, 7, and 9 related to Special Education				
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas				

District Education Improvement Council 2022-2023

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	Jose Arambul	Executive Director of High School Programs and Services Office of the President
Community Representative	Norma Lopez	Retired BISD Educator
Business Representative	Christine Chizek	Market Director of Clinical Professional Development
Business Representative	Traci Wickett	pending replacement
Community Representative	Rosalinda Williams	BISD past Parent now Community
Parent	Beatriz Becerra-Burkholtz	BISD Parent
Classroom Teacher	Arturo Trevino, Jr.	Aiken Elementary--T1
Classroom Teacher	Amanda Borrayo	Benavides Elementary--T1
Classroom Teacher	Laura Zamarripa	Besteiro MS--T1
Non-classroom Professional	Dr. Edward Ude	BLA 6-12--O2
Non-classroom Professional	Loretta Dickinson	Breeden Elementary--O2
Classroom Teacher	Stacy Yzaguirre-Perez	Brite Elementary--T2
Classroom Teacher	Gracie Taliancich	Brownsville Academic Center--T2
Classroom Teacher	Harold Emerson	Brownsville ECHS--T2 (DEIC President)
Classroom Teacher	Maria Spano	Burns Elementary--T1
Classroom Teacher	Irma Ruiz	Canales Elementary--T2
Classroom Teacher	Arnulfo Bermudez	Castaneda Elementary--T2
Classroom Teacher	Alma Carrillo	Champion Elementary--T1
Classroom Teacher	Michelle Ybarra	Cromack Elementary (replacing Maricela Garcia)--T2 (DEIC Secretary)
Classroom Teacher	Noe Sanchez	Del Castillo Elementary--T1
Classroom Teacher	Gila Cortina	Egly Elementary--T2 (replacing M. Martinez)
Classroom Teacher	Denise Garcia-Day	El Jardin Elementary--T1
Classroom Teacher	Bernardino Gonzalez	Faulk MS--O1
Classroom Teacher	Bernice Santillana	Gallegos Elementary--T2

Committee Role	Name	Position
Non-classroom Professional	Anne Cespedes	Garcia MS--O2
Classroom Teacher	Ann Virgen	Garden Park Elementary--T2
Classroom Teacher	Graciela Ramirez	Garza Elementary--T1
Non-classroom Professional	Debbie Martinez	Gonzalez Elementary (replacing Rachel Sandoval)--O2
Classroom Teacher	Rosa Cobarrubias	Hanna ECHS (replacing M Velasco)--T2
Non-classroom Professional	Sonia Fernandez	Hudson Elementary--O1
Non-classroom Professional	Cecilia Gomez-Hobbs	Keller Elementary--O1
Classroom Teacher	GeorgeAna Wilson	Lincoln Park High School Program--T2
Classroom Teacher	Virginia Ramirez	Lopez ECHS--T2
Classroom Teacher	Evelyn Cantu	Lucio MS--T2 (replacing YE Moreno)
Classroom Teacher	Angelica Vela	Manzano MS--T1
Classroom Teacher	Luz Marshall	Martin Elementary--T2
Classroom Teacher	Elizabeth Torres	Morningside Elementary--T1
Non-classroom Professional	Demina Nichols	Oliveira MS--O1
Classroom Teacher	Nadia Banda	Ortiz Elementary--T2
Classroom Teacher	Anna Gabbert	Pace ECHS--T1
Classroom Teacher	Kelly Stuart	Palm Grove Elementary--T1
Classroom Teacher	Janet Constantino	Paredes Elementary--T1
Classroom Teacher	Citlali Gonzalez	Pena Elementary--T2 (DEIC Vice-President)
Classroom Teacher	Javier Alaniz	Perez Elementary--T2
Classroom Teacher	Victor Ramirez	Perkins MS--T2
Classroom Teacher	Margaret Annen	Porter ECHS--T2 (replacing S. Mathers)
Classroom Teacher	Glenda Rodriguez	Pullam Elementary--T1
Classroom Teacher	Baudel Cantu	Putegnat Elementary--T1
Classroom Teacher	Maribel Nicol	Rivera ECHS--O1
Classroom Teacher	Xavier Hernandez	Russell Elementary--T2
Classroom Teacher	Natalie Herfinahl	Sharp Elementary--T1
Classroom Teacher	Celia Saiz-Broussard	Skinner Elementary--T2
Classroom Teacher	Juana Castillo	Southmost Elementary--T1
Classroom Teacher	Laura Carmona	Stell MS--T2
Classroom Teacher	Ana Espinosa	Stillman MS--T2 (replacing Vanessa Estrella)

Committee Role	Name	Position
Classroom Teacher	Mario Rojas	Vela MS--T2 (DEIC Parliamentarian)
Classroom Teacher	Elizabeth Elizondo	Vermillion Elementary--T2
Classroom Teacher	Shirley Hoskins	Veterans ECHS--T1
Classroom Teacher	Juliana Parker	Villa Nueva Elementary--T1
Classroom Teacher	Eidee Salinas	Yturria Elementary--T1
Parent	Laura Guzman	Parent
District-level Professional	Jason Moody	Director for Public Relations and Community Engagement
District-level Professional	Maria Gonzales	C&I Department EC Specialist--D2
Community Representative	Hilda Silva	Associate Professor Department of Organization & School Leadership College of Education & P-16 Integration
Community Representative	Maribel Martinez	Retired Teacher

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					\$0.00
+/- Difference					\$0.00
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	\$0.00
1	5	2	Co-Curricular and Extra-Curricular support funding	199-36 and 199-51	\$22,000.00
1	5	3	Fees, travel, awards, and rentals	199-36 various	\$12,000.00
1	5	5	Competition support funding	199-36	\$12,000.00
1	5	6	AMC fees and awards	199-36-6497	\$5,000.00
1	5	7	Fees and Awards	199-36	\$5,000.00
1	5	9	See Fine Arts Dept funding		\$0.00
1	5	15	Co and Extra curricular fees, travel, awards, and related items	199-36-various	\$20,000.00
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	Rentals and miscellaneous expenses		\$66,414.00
7	1	1	Region One PD	199-13-6239	\$5,225.00
7	1	1	Fees for PD	199-13-6497	\$120,001.00
7	1	1	PD Stipends	199-13-6117	\$55,350.00
7	1	6	Consultants	211-13-6291	\$1,501.00
7	1	6	Rentals	199-13-6269	\$13,173.00
7	1	7	Fees	199-21-6497	\$1,700.00
7	1	7	In and out of district travel	199-13-6411	\$44,575.00
7	1	11	Substitutes	199-11-6112.18	\$459,525.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	3	C&I salaries Fringe (6141+6146+6148+6149)	199-61XX	\$1,087,557.00
9	3	3	C&I Extra-duty	199-13/21-6118	\$7,755.00
Sub-Total					\$1,938,776.00
Budgeted Fund Source Amount					\$1,938,776.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	1	3	Curriculum Supplies and materials	162-13-6395-6399	\$0.00
1	1	3	Tango Software Contract		\$0.00
7	1	1	Supplemental Curriculum Specialists and staff with fringe	162-13-6119	\$1,159,610.00
7	1	10	See campus plans for allocation of funds		\$0.00
9	2	1			\$0.00
9	2	2	refer to BLA campus improvement plan for allocation of funds and staffing		\$0.00
9	2	3	See BAC Campus 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	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					\$1,159,610.00
Budgeted Fund Source Amount					\$1,159,610.00
+/- Difference					\$0.00

167 Teacher Incentive Allotment					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	C&I Curriculum Extra Duty pay/OT	211-21-6121	\$11,002.00
1	1	1	C&I Supplies and materials	211-13/21-6399	\$170,489.00
1	1	1	Professional extra duty and fringe	211-13-6118-6146	\$222,805.00
1	1	1	Curriculum staff with fringe (about 15% of the total)	211-13-6119	\$901,300.00
1	1	1	Supplemental Software and Resources	211-13-6299	\$172,039.00
1	1	3	Curriculum Supplies and materials	211-13-6399	\$0.00
1	1	3	Curriculum Writing/Revising Extra Duty pay with Fringe	211-13-6118	\$11,340.00
1	1	6	Funds for Private School Title I Activities		\$0.00
1	5	1	STEAM Pilot Resources		\$0.00
1	5	1	STEM Program supports	211-11-6498	\$3,000.00
3	1	1	Faculty and staff at campus locations		\$0.00
6	1	1	Canopies	211-61-6399-00	\$0.00
6	1	1	computer, tablets/case, laptops, scanner, printer and charging cart.	211-61-6398-00	\$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

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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
6	1	6	Consulting	211-61-6291	\$0.00
6	1	7	Mileage Reimbursement	211-61-6411-23	\$1,000.00
6	1	7	Consulting Services	211-61-6291-00	\$70,000.00
6	1	7	Non-Employee travel and subsistence	211-61-6419-23	\$6,500.00
7	1	1	Professional Development Subs and Fringe	211-11-6112+614X	\$535.00
7	1	1	Fees for PD	211-13-6497	\$20,092.00
7	1	1	Consulting Services--Region One	211-13-6239	\$22,000.00
7	1	1	Curriculum PD Resources	211-13-6399	\$21,441.00
7	1	2	Digital devices and software to support implementation of strategy	211-13-6395/6398	\$17,707.00
7	1	7	In and Out of district travel for C&I	13-6411	\$94,471.00
7	1	7	AVID (allocated to Porter, Lopez, Veterans) and CI 1050)	211-13-6411.23	\$13,000.00
9	2	9	Homeless staffing		\$0.00
Sub-Total					\$1,758,721.00
Budgeted Fund Source Amount					\$1,758,721.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	???		\$0.00
1	6	2	DynaNotes--Summer Support/Project SMART		\$0.00
1	6	3	Project SMART funding for staff and supplies		\$0.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Upgraded technology for staff	212-21-6398-65-926-y-24-of2-y	\$5,500.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	3	Core area stipends for high need teaching positions (includes fringe) Campus allocation	255-11-6117	\$1,382,150.00
7	4	4	SEL Program Training		\$0.00
Sub-Total					\$1,382,150.00
Budgeted Fund Source Amount					\$1,382,150.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
279 TCLAS GYO					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	GYO Grant Stipends	279-13-6139	\$18,000.00
Sub-Total					\$18,000.00
Budgeted Fund Source Amount					\$18,000.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Extra duty with fringe	281-11/13-6118	\$8,600.00
7	1	1	C7I Supplies	281-13-6399	\$511.00
Sub-Total					\$9,111.00
Budgeted Fund Source Amount					\$9,111.00

281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Retention Stipends		\$1,314,622.00
6	1	6	Supplies/Materials	282-61-6399	\$0.00
6	1	6	Transportation	282-61-6494	\$0.00
6	1	6	Misc. Operating Costs-Refreshments	282-61-6499-53	\$0.00
7	1	1	Professional Development Travel (In and Out of District	282-13-6411	\$25,000.00
7	1	1	Region One PD services	282-13-6239	\$10,000.00
7	1	2	Contracted services	282-13-6299	\$50,741.00
7	1	2	Digital devices and software to support implementation of strategy	282-13-6395/6398	\$10,857.00
7	1	7	Fees	282-13-6497	\$10,000.00
7	1	11	Consultants and professional services	282-13-6219	\$150,000.00
7	1	11	Substitutes for PD	282-11-6112.18	\$38,180.00
7	1	11	Software and supplemental resources	282-13-6399	\$491,311.00
8	2	2	District resources--COVID 19 and ESSER funding		\$0.00
9	3	1	Extended Day/Week/Year Activity Funding	282-11-6399	\$1,140,000.00
9	3	1	EDEP and Accelerated Learning	282-11-6118	\$150,000.00
Sub-Total					\$3,390,711.00
Budgeted Fund Source Amount					\$3,390,711.00
+/- Difference					\$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Funds for Private Schools Title IV-A Activities	TEC	\$0.00
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	8	Robots to use with coding		\$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

289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	3	Staff Development for BISD Police for classroom Presentations	289-T4S	\$0.00
5	3	4	Emergency Preparedness Guides for all campuses	289-52-6399-00-937-Y-24-T4S-Y	\$14,000.00
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
7	1	5	Title IV		\$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	\$0.00
9	4	1	Playground Equipment for early childhood (carry forward)	289-11-6639-00-XXX-Y24-T4H-	\$0.00
Sub-Total					\$14,000.00
Budgeted Fund Source Amount					\$14,000.00
+/- Difference					\$0.00
496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
Grand Total Budgeted					\$9,676,581.00
Grand Total Spent					\$9,676,579.00
+/- Difference					\$2.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the District Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randy Park	11/1/2021	Roni Louise Rentfro	1/10/2023
Child Abuse and Neglect	Director for Guidance and Counseling		Roni Louise Rentfro	1/10/2023
Coordinated Health Program	Curriculum Specialist for PE		Roni Louise Rentfro	1/10/2023
Disciplinary Alternative Education Program (DAEP)	Principal for DAEP		Roni Louise Rentfro	1/10/2023
Decision-Making and Planning Policy Evaluation	Superintendent's Designees	4/27/2021	Roni Louise Rentfro	1/10/2023
Title I, Part C Migrant	Coordinator for Migrant Services	1/10/2023	Roni Louise Rentfro	1/10/2023
Dropout Prevention	Director for State Comp. Ed.		Roni Louise Rentfro	1/10/2023
Dyslexia Treatment Program	Director for Dyslexia/504		Roni Louise Rentfro	1/10/2023
Pregnancy Related Services	Asst. Supt. over Lincoln Park HS		Roni Louise Rentfro	1/10/2023
Post-Secondary Preparedness	Deputy Supt. for C&I		Roni Louise Rentfro	1/10/2023
Recruiting Teachers and Paraprofessionals	Asst. Supt. for HR		Roni Louise Rentfro	1/10/2023
Student Welfare: Crisis Intervention Programs and Training	Director for Guidance and Counseling		Roni Louise Rentfro	1/10/2023
Student Welfare: Discipline/Conflict/Violence Management	Director for Guidance and Counseling		Roni Louise Rentfro	1/10/2023
Technology Integration	Deputy Supt. for C&I		Roni Louise Rentfro	1/10/2023
Texas Behavior Support Initiative (TBSI)	Deputy Supt. for C&I		Roni Louise Rentfro	1/10/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief of Police for BISD		Roni Louise Rentfro	1/10/2023

Policy Documents & Addendums

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

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

Policy

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

1. Prohibits the bullying of a student;
2. 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 classroom, 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.

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.

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Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<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>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	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.

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	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.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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(LEGAL)

**Physical Fitness
Assessment**

Annually, a district shall assess the physical fitness of students in grade 3 or higher in a course that satisfies the curriculum requirements for physical education under Education Code 28.002(a)(2)(C), using an assessment instrument adopted by the commissioner of education (currently FitnessGram®). *Education Code 38.101(a), .102(a)*

A district is not required to assess a student for whom, as a result of disability or other condition identified by commissioner rule, the assessment instrument is inappropriate. *Education Code 38.101(b)*

The assessment instrument must be based on factors related to student health, including aerobic capacity; body composition; and muscular strength, endurance, and flexibility, unless a particular factor is inappropriate for that student because of a health classification defined in 19 Administrative Code 74.31 [see EHAA]. *Education Code 38.102(b)(1); 19 TAC 103.1001(b)*

Report

A district shall provide the results of individual student performance on the physical fitness assessment to TEA. The results may not contain the names of individual students or teachers or a student's social security number or date of birth.

Confidentiality

The results of individual student performance on the physical fitness assessment instrument are confidential and may be released only in accordance with state and federal law.

Education Code 38.103

A district may accept donations made to facilitate implementation of this subchapter. *Education Code 38.105*

**Vision and Hearing
Screening**

As soon as possible after admission and within a period set by rule, a student required to be screened shall undergo approved screening for vision and hearing disorders and any other special senses and communication disorders specified by the Texas Department of State Health Services (TDSHS). *Health and Safety Code 36.005(a)*

District
Responsibility

A superintendent shall ensure that each student admitted to a district complies with the screening requirements set by TDSHS or submits an affidavit of exemption (see below). *Health and Safety Code 36.005(c)*

Screening Schedule
*Routine
Screening*

Children enrolled in prekindergarten and kindergarten must be screened each year within 120 days of enrollment. Children enrolled in the first, third, fifth, and seventh grades must receive vision and hearing screening in each of those grade years (can be done at any time during each of those years). Upon written request

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approved by TDSHS, the screening of vision and hearing may instead occur in prekindergarten; kindergarten; and first, second, fourth, and sixth grades. *25 TAC 37.25(a)(2), (3), (6)*

<i>Screening on Enrollment</i>	Students four years of age and older, who are enrolled in a district for the first time, must be screened for possible vision and hearing problems within 120 calendar days of enrollment. If the student is enrolled within 60 days of the date school closes for the summer, the student must be tested within 120 days of the beginning of the following school year. Students enrolled who turn four years of age after September 1 of that year are exempt from screening until the following September. <i>25 TAC 37.25(a)(1), (5)</i>
Outside Screening	Except for students enrolled in prekindergarten, kindergarten, or first grade, a district shall exempt a student from screening if the student's parent, managing conservator, or legal guardian, or the student under Family Code 32.003 submits a record showing that a professional examination was properly conducted during the grade year in question or during the previous year. The record must be submitted during the grade year in which the screening would otherwise be required. <i>25 TAC 37.25(a)(4)</i>
Provisional Admission	A parent, managing conservator, or legal guardian, or the student under Family Code 32.003 may execute an affidavit stating that a person, other than the screener used by a district, shall conduct the screening (or that a licensed professional shall conduct an examination) as soon as is feasible. The district may admit the student on a provisional basis for up to 60 days, or may deny admission until the screening record(s) are provided to the district. <i>25 TAC 37.25(b)</i>
Exemption — Religious Beliefs	A student is exempt from screening if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student or minor student's parent, managing conservator, or guardian must submit on or before the day of admission an affidavit stating the objections to screening. <i>Health and Safety Code 36.005(b); 25 TAC 37.25(c)</i>
Records	A superintendent shall maintain on a form prescribed by TDSHS in accordance with TDSHS rules, screening records for each student in attendance, and the records are open for inspection by TDSHS or the local health department. <i>Health and Safety Code 36.006; 25 TAC 37.26</i>
<i>Transfer of Records</i>	A student's screening records may be transferred among districts without the consent of the student or minor student's parent, managing conservator, or guardian. <i>Health and Safety Code 36.006(c); 25 TAC 37.26(b)(4)</i>

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Annual Report	On or before June 30 of each year, a district shall submit to TDSHS a report on the vision and hearing screening status of its aggregate population screened during the reporting year. The district shall report in the manner specified by TDSHS. <i>Health and Safety Code 36.006(d); 25 TAC 37.26(b)(6)</i>
Risk Assessment for Type 2 Diabetes	<p>As soon as possible after admission and as required by rule, each student required to be assessed shall undergo approved risk assessment for type 2 diabetes. The risk assessment should:</p> <ol style="list-style-type: none">1. Identify students with acanthosis nigricans; and2. Further assess students identified under paragraph 1 to determine the students':<ol style="list-style-type: none">a. Body mass index; andb. Blood pressure. <p>The risk assessment shall be performed at the same time hearing and vision screening or spinal screening is performed.</p> <p><i>Health and Safety Code 95.002(d), .003(a)</i></p>
District Responsibility	A superintendent shall ensure that each student admitted to a district complies with the risk assessment requirements or submits an affidavit of exemption. <i>Health and Safety Code 95.003(c)</i>
Applicability	Students who attend public schools located in TEA Regional Education Service Centers 1, 2, 3, 4, 10, 11, 13, 15, 18, 19, and 20 shall be subject to risk assessment. <i>Health and Safety Code 95.002(b)</i>
Outside Screening	The student or minor student's parent, managing conservator, or guardian may substitute a professional examination for the risk assessment. <i>Health and Safety Code 95.003(a)</i>
Exemption — Religious Beliefs	A student is exempt from risk assessment if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student or minor student's parent, managing conservator, or guardian must submit to the superintendent on or before the day of the risk assessment process an affidavit stating the objections to the risk assessment. <i>Health and Safety Code 95.003(b)</i>
Records	A superintendent shall maintain the risk assessment records for each student in attendance and enter the risk assessment information for each student on the surveillance software selected by the University of Texas—Rio Grande Valley Border Health Office (the Office). The risk assessment records are open for inspection

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	by the Office or the local health department. <i>Health and Safety Code 95.004(a)</i>
<i>Transfer of Records</i>	A student's risk assessment records may be transferred among schools without the consent of the student, or, if the student is a minor, the student's parent, managing conservator, or guardian. <i>Health and Safety Code 95.004(c)</i>
Annual Report	A district shall submit to the Office an annual report on the risk assessment status of the students in attendance during the reporting year and shall include in the report any other required information. <i>Health and Safety Code 95.004(e)</i>
Spinal Screening	Each student required by TDSHS rule to be screened shall undergo approved screening for abnormal spinal curvature. <i>Health and Safety Code 37.002(a)</i>
Notification	The superintendent is responsible for notifying a parent, managing conservator, or guardian of the requirement to conduct spinal screening, the purpose and the reasons for spinal screening and potential risk to the child if declined, the method used to perform the screening, and the method to decline spinal screening based on a religious belief exemption. <i>25 TAC 37.144(a)</i>
District Responsibility	A superintendent shall ensure that each student admitted to a district complies with the screening requirements or submits an affidavit of exemption (see below). <i>Health and Safety Code 37.002(c), 25 TAC 37.144(c)</i>
Screening Schedule	Students who meet the criteria outlined in TDSHS policy shall be screened for abnormal spinal curvature before the end of the school year. <i>25 TAC 37.144(c)(1)</i>
<i>Routine Screening</i>	
<i>Screening on Enrollment</i>	If a student is enrolled within 60 days of the date a school closes for the summer, the student's screening must be conducted within 120 days of the beginning of the following school year. Districts may offer a student the opportunity for spinal screening if the student has no record of having been screened previously. <i>25 TAC 37.144(c)(2), (3)</i>
Outside Screening	The screening requirements may also be met by a professional examination as defined in 25 Administrative Code 37.142(6). <i>25 TAC 37.144(c)(1)</i>
Provisional Admission	A parent, managing conservator, or legal guardian, or the student under Family Code 32.003 may execute an affidavit stating that a person, other than the screener used by a district, shall conduct the screening as soon as is feasible. The district may admit the student on a provisional basis for up to 60 days, or may deny admission until the screening record(s) are provided to the district. The

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60-day time period is from November 30 to January 30 of each school year. *25 TAC 37.144(d)*

Exemption —
Religious Beliefs

A student is exempt from screening if it conflicts with the tenets and practices of a recognized church or religious denomination of which the student is an adherent or a member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the superintendent on or before the day of the screening procedure an affidavit stating the objections to screening. *Health and Safety Code 37.002(b); 25 TAC 37.144(e)*

Records

A district must comply with recordkeeping and reporting requirements set out in 25 Administrative Code 37.145(b). [See FL]

*Transfer of
Records*

Spinal screening records are transferrable between districts without the consent of the student or, if the student is a minor, the minor student's parent, managing conservator, or legal guardian.

25 TAC 37.145(b)(3)

Report of
Abnormality

If the spinal screening indicates that a student may have abnormal spinal curvature, the individual performing the screening shall fill out a report on a form prescribed by TDSHS.

The superintendent shall retain one copy of the report and shall mail one copy to the parent, managing conservator, or guardian of the individual screened.

Health and Safety Code 37.003

Annual Report

On or before June 30 of each year, a district shall submit to TDSHS a report on the spinal screening status of its aggregate population screened during the reporting year. The district shall report in the manner specified by TDSHS. *25 TAC 37.145(b)(5)*

Policy

As a condition of receiving funds under a program funded in whole or in part by the U.S. Department of Education (ED), a district shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), regarding the administration of physical examinations or screenings that a district may administer to the student. *20 U.S.C. 1232h(c)(1)(D)*

A district shall provide notice of the policies at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies. *20 U.S.C. 1232h(c)(2)(A)(i)*

A district need not develop and adopt new policies if TEA or the district had in place, on January 8, 2002, policies covering the requirements of 20 U.S.C. 1232h(c)(1). *20 U.S.C. 1232h(c)(3)*

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Notification and
Opt-Out

At least annually at the beginning of the school year, a district shall directly notify the parent of a student of the specific or approximate dates during the school year when any nonemergency, invasive physical examination or screening, described below, is scheduled or expected to be scheduled. The required notification applies to nonemergency, invasive physical examinations or screenings that are:

1. Required as a condition of attendance;
2. Administered and scheduled by the school in advance; and
3. Not necessary to protect the immediate health and safety of the student or of other students.

At a minimum, a district shall offer an opportunity for the parent to opt the student out of participation in the examination or screening. *20 U.S.C. 1232h(c)(2)(A)(ii), (C)(iii)*

Exception

These provisions do not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification. *20 U.S.C. 1232h(c)(4)(B)(ii)*

[See EF]

Lice

The board shall adopt a policy requiring an elementary school nurse who determines or otherwise becomes aware that a child enrolled in the school has lice shall provide written or electronic notice of that fact to:

1. The parent of the child with lice as soon as practicable but not later than 48 hours after the administrator or nurse, as applicable, determines or become aware of that fact; and
2. The parent of each child assigned to the same classroom as the child with lice not later than the fifth school day after the date on which the administrator or nurse, as applicable, determines or become aware of that fact.

The notice:

1. Must include the recommendations of the Centers for Disease Control and Prevention for the treatment and prevention of lice; and
2. May not identify the child with lice if the notice is to the parent of each child in the same classroom.

Education Code 38.031

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (ALL LEVELS)

EHAA
(LEGAL)

Purpose

As a condition of accreditation, a district shall provide instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. *Education Code 28.002(c); 19 TAC 74.1(b)*

A district shall ensure that all children in the district participate actively in a balanced curriculum designed to meet individual needs. *Education Code 28.002(g)*

Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. *19 TAC 74.2*

A primary purpose of the public school curriculum is to prepare thoughtful, informed citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the fundamental democratic principles of our state and national heritage.

A district shall require the teaching of informed American patriotism, Texas history, and the free enterprise system in the adoption of instructional materials for kindergarten through grade 12, including the founding documents of the United States. In providing instruction required by the State Board of Education under Education Code 28.002(h-1), regarding the founding documents of the United States, a district shall use those documents as part of the instructional materials for the instruction.

Education Code 28.002(h), (h-2)

Required Curriculum

Foundation
Curriculum

A district that offers kindergarten through grade 12 shall offer a foundation curriculum that includes:

1. English language arts and reading;
2. Mathematics;
3. Science; and
4. Social studies, consisting of Texas, United States, and world history; government; geography; and economics with emphasis on the free enterprise system and its benefits.

Education Code 28.002(a)(1); 19 TAC 74.1(a)(1)

Enrichment
Curriculum

A district that offers kindergarten through grade 12 shall offer an enrichment curriculum that includes:

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1. Languages other than English, to the extent possible. American Sign Language is a language for these purposes and the district may offer an elective course in the language;
2. Health, with emphasis on:
 - a. Physical health, including the importance of proper nutrition and exercise;
 - b. Mental health, including instruction about mental health conditions, substance abuse, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making; and
 - c. Suicide prevention, including recognizing suicide-related risk factors and warning signs;
3. Physical education;
4. Fine arts;
5. Career and technical education;
6. Technology applications;
7. Religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature; and
8. Personal financial literacy.

Education Code 28.002(a)(2), (e); 19 TAC 74.1(a)(2)

Digital Citizenship

The State Board of Education by rule shall require each district to incorporate instruction in digital citizenship into the district's curriculum, including information regarding the potential criminal consequences of cyberbullying.

"Cyberbullying" has the meaning assigned by Education Code 37.0832. [See FFI]

"Digital citizenship" means the standards of appropriate, responsible, and healthy online behavior, including the ability to access, analyze, evaluate, create, and act on all forms of digital communication.

Education Code 28.002(z)

Positive Character
Traits

Beginning with the 2021–22 school year, districts are required to provide instruction in the essential knowledge and skills for positive character traits outlined in 19 Administrative Code Chapter 120, Subchapter A at least once in the following grade bands: kindergarten–grade 2, grades 3–5, grades 6–8, and grades 9–12.

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Districts may provide the required instruction in a variety of arrangements, including through a stand-alone course or by integrating the positive character traits standards in the essential knowledge and skills for one or more courses or subject areas at the appropriate grade levels.

19 TAC 120.1

Local Credit

A district may offer courses for local credit, at its discretion, in addition to those in the required curriculum, but it may not delete or omit instruction in the foundation and enrichment curricula specified above. *Education Code 28.002(f); 19 TAC 74.1(b)*

Local Instructional Plan

A district's local instructional plan may draw on state curriculum frameworks and program standards as appropriate. A district is encouraged to exceed minimum requirements of law and State Board rule.

Major Curriculum Initiatives

Before the adoption of a major curriculum initiative, including the use of a curriculum management system, a district must use a process that:

1. Includes teacher input;
2. Provides district employees with the opportunity to express opinions regarding the initiative; and
3. Includes a meeting of the board at which information regarding the initiative is presented, including the cost of the initiative and any alternatives that were considered; and members of the public and district employees are given the opportunity to comment regarding the initiative.

Education Code 28.002(g)

Common Core State Standards

A district may not use common core state standards to comply with the requirement to provide instruction in the essential knowledge and skills at appropriate grade levels. A district may not be required to offer any aspect of a common core state standards curriculum. "Common core state standards" means the national curriculum standards developed by the Common Core State Standards Initiative. *Education Code 28.002(b-1), (b-3), (b-4)*

Scope and Sequence

In adopting a recommended or designated scope and sequence for a subject in the required curriculum under Education Code 28.002(a) in a particular grade level, a district shall ensure sufficient time is provided for teachers to teach and students to learn the essential knowledge and skills for that subject and grade level [see DG]. *Education Code 28.0027(a)*

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Coordinated Health Programs

TEA shall make available to each district one or more coordinated health programs in elementary, middle, and junior high school. Each program must provide for coordinating education and services related to:

1. Physical health education, including programs designed to prevent obesity, cardiovascular disease, oral diseases, and Type 2 diabetes and programs designed to promote the role of proper nutrition;
2. Mental health education, including education about mental health conditions, mental health well-being, skills to manage emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse education, including education about alcohol abuse, prescription drug abuse, and abuse of other controlled substances;
4. Physical education and physical activity; and
5. Parental involvement.

Education Code 38.013; 19 TAC 102.1031(a)

A district shall participate in appropriate training to implement TEA's coordinated health program and shall implement the program in each elementary, middle, and junior high school in the district. *Education Code 38.014*

Coordinated school health programs that are developed by districts and that meet TEA criteria may be approved and made available as approved programs. Districts must use materials that are proven effective, such as TEA-approved textbooks or materials developed by nationally recognized and/or government-approved entities. *19 TAC 102.1031(c)*

Physical Education

Each district shall establish specific objectives and goals the district intends to accomplish through the physical education curriculum. The physical education curriculum must be sequential, developmentally appropriate, and designed, implemented, and evaluated to enable students to develop the motor, self-management, and other skills, knowledge, attitudes, and confidence necessary to participate in physical activity throughout life.

A physical education course shall:

1. Offer students an opportunity to choose among many types of physical activity in which to participate;
2. Offer students both cooperative and competitive games; and

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3. Be an enjoyable experience for students.

On a weekly basis, at least 50 percent of a physical education class shall be used for actual student physical activity and the activity shall be, to the extent practicable, at a moderate or vigorous level.

Student/Teacher
Ratio

The objectives and goals shall include, to the extent practicable, student/teacher ratios [see EEB] that are small enough to enable the district to:

1. Carry out the purposes of and requirements for the physical education curriculum; and
2. Ensure the safety of students participating in physical education.

If a district establishes a student to teacher ratio greater than 45 to 1 in a physical education class, the district shall specifically identify the manner in which the safety of the students will be maintained.

Education Code 25.114, 28.002(d); 19 TAC 74.37

Classification for
Physical Education

A district shall classify students for physical education on the basis of health into one of the following categories:

1. Unrestricted—not limited in activities.
2. Restricted—excludes the more vigorous activities. Restricted classification is of two types:
 - a. Permanent—A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the impairment and the expectations for physical activity for the student.
 - b. Temporary—Students may be restricted from physical activity of the physical education class. A member of the healing arts licensed to practice in Texas shall provide written documentation to the school as to the nature of the temporary impairment and the expected amount of time for recovery. During recovery time, the student shall continue to learn the concepts of the lessons but shall not actively participate in the skill demonstration.
3. Adapted and remedial—specific activities prescribed or prohibited for students as directed by a member of the healing arts licensed to practice in Texas.

19 TAC 74.31

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**School Health
Advisory Council**

A board shall establish a local school health advisory council (SHAC) to assist the district in ensuring that local community values are reflected in the district's health education instruction. *Education Code 28.004(a)* [See BDF regarding composition of the SHAC and FFA regarding federal wellness requirements]

Duties

The SHAC's duties include recommending:

1. The number of hours of instruction to be provided in:
 - a. Health education in kindergarten through grade 8; and
 - b. If the district requires health education for high school graduation, health education, including physical health education and mental health education, in grades 9 through 12.
2. Policies, procedures, strategies, and curriculum appropriate for specific grade levels designed to prevent physical health concerns, including obesity, cardiovascular disease, Type 2 diabetes, and mental health concerns, including suicide, through coordination of:
 - a. Health education, which must address physical health concerns and mental health concerns to ensure the integration of physical health education and mental health education;
 - b. Physical education and physical activity;
 - c. Nutrition services;
 - d. Parental involvement;
 - e. Instruction on substance abuse prevention;
 - f. School health services, including mental health services;
 - g. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
 - h. A safe and healthy school environment; and
 - i. School employee wellness;
3. Appropriate grade levels and methods of instruction for human sexuality instruction;
4. Strategies for integrating the curriculum components specified by item 2, above, with the following elements in a coordinated school health program:

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- a. School health services, including physical health services and mental health services, if provided at a campus by the district or by a third party under a contract with the district;
 - b. A comprehensive school counseling program under Education Code 33.005 [see FFEA];
 - c. A safe and healthy school environment; and
 - d. School employee wellness;
5. If feasible, joint use agreements or strategies for collaboration between the district and community organizations or agencies. Any agreement entered into based on a recommendation of the SHAC must address liability for the district and community organization;
6. Appropriate grade levels and curriculum for instruction regarding opioid addiction and abuse and methods for administering an opioid antagonist; and
7. Strategies to increase parental awareness regarding:
 - a. Risky behaviors and early warning signs of suicide risks and behavioral health concerns, including mental health disorders and substance use disorders; and
 - b. Available community programs and services that address risky behaviors, suicide risks, and behavioral health concerns.

Education Code 28.004(c), (n)

Policy
Recommendations

The SHAC shall consider and make policy recommendations to the district concerning the importance of daily recess for elementary school students. The SHAC must consider research regarding unstructured and undirected play, academic and social development, and the health benefits of daily recess in making the recommendations. The SHAC shall ensure that local community values are reflected in any policy recommendation made to the district concerning the importance of daily recess for elementary school students.

Education Code 28.004(l)

The SHAC shall make policy recommendations to the district to increase parental awareness of suicide-related risk factors and warning signs and available community suicide prevention services. *Education Code 28.004(o)*

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**Content of Human
Sexuality Instruction**

Definitions

“Human sexuality instruction,” “instruction in human sexuality,” and “instruction relating to human sexuality” include instruction in reproductive health.

“Curriculum materials” includes the curriculum, teacher training materials, and any other materials used in providing instruction.

Education Code 28.004(p)

Board Selection

The board shall determine the specific content of a district’s instruction in human sexuality. *Education Code 28.004(h)*

The board shall select any instruction relating to human sexuality, sexually transmitted diseases, or human immunodeficiency virus (HIV) or acquired immune deficiency syndrome (AIDS) with the advice of the SHAC. The instruction must:

1. Present abstinence as the preferred choice of behavior for unmarried persons of school age;
2. Devote more attention to abstinence than to any other behavior;
3. Emphasize that abstinence is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, infection with HIV or AIDS, and the emotional trauma associated with adolescent sexual activity;
4. Direct adolescents to a standard of behavior in which abstinence before marriage is the most effective way to prevent pregnancy, sexually transmitted diseases, and infection with HIV or AIDS; and
5. Teach contraception and condom use in terms of human use reality rates instead of theoretical laboratory rates, if instruction on contraception and condoms is included in the curriculum.

Education Code 28.004(e)

Notice to Parents

Before each school year, a district shall provide written notice to a parent of each student enrolled in the district of the board’s decision regarding whether the district will provide human sexuality instruction to district students. If instruction will be provided, the notice must include:

1. A statement informing the parent of the human sexuality instruction requirements under state law;
2. A detailed description of the content of the district’s human sexuality instruction and a general schedule on which the instruction will be provided;

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3. A statement of the parent's right to:
 - a. At the parent's discretion, review or purchase a copy of curriculum materials as provided by Education Code 28.004(j) [see EFA];
 - b. Remove the student from any part of that instruction without subjecting the student to any disciplinary action, academic penalty, or other sanction imposed by the district or the student's school; and
 - c. Use the grievance procedure or the appeals process under Education Code 7.057 concerning a complaint of a violation of these provisions;
4. A statement that any curriculum materials in the public domain used for the district's human sexuality instruction must be posted on the district's internet website, if the district has an internet website, and the internet website address at which the curriculum materials are located; and
5. Information describing the opportunities for parental involvement in the development of the curriculum to be used in human sexuality instruction, including information regarding the SHAC.

A parent may use the grievance procedure at FNG concerning a complaint of a violation of notice requirements.

Education Code 28.004(i)–(i-1)

Parent Consent
Before Instruction

Before a student may be provided with human sexuality instruction, a district must obtain the written consent of the student's parent. A request for written consent may not be included with any other notification or request for written consent provided to the parent, other than the notice provided under Education Code 28.004(i), described above, and must be provided to the parent not later than the 14th day before the date on which the human sexuality instruction begins. The requirements in this paragraph expire August 1, 2024. *Education Code 28.004(i-2)–(i-3)*

Condoms

A district may not distribute condoms in connection with instruction relating to human sexuality. *Education Code 28.004(f)*

Separate Classes

If a district provides human sexuality instruction, it may separate students according to sex for instructional purposes. *Education Code 28.004(g)* [See FB regarding single-sex classes under Title IX.]

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Adoption of
Instructional
Materials

The board shall adopt a policy establishing a process for the adoption of curriculum materials for the district's human sexuality instruction. The policy must require:

1. The board to adopt a resolution convening the local SHAC for the purpose of making recommendations regarding the curriculum materials;
2. The local SHAC to:
 - a. After the board's adoption of the resolution, hold at least two public meetings on the curriculum materials before adopting recommendations; and
 - b. Provide the adopted recommendations to the board at a public meeting of the board; and
3. The board, after receipt of the local SHAC's recommendations under item 2, above, to take action on the adoption of the recommendations by a record vote at a public meeting [see BDF].

Before adopting curriculum materials for the district's human sexuality instruction, the board shall ensure that the curriculum materials are:

1. Based on the advice of the local SHAC;
2. Suitable for the subject and grade level for which the curriculum materials are intended; and
3. Reviewed by academic experts in the subject and grade level for which the curriculum materials are intended.

Education Code 28.004(e)–(e-1), (e-3)

Availability of
Materials

Curriculum materials proposed to be adopted for the district's human sexuality instruction must be made available as provided below, except copyrighted materials must be provided as described by items (2)(a) or (2)(c), as applicable.

A district shall make all curriculum materials used in human sexuality instruction available by:

1. For curriculum materials in the public domain:
 - a. Providing a copy of the curriculum materials by mail or email to a parent of a student enrolled in the district on the parent's request; and
 - b. Posting the curriculum materials on the district's internet website, if the district has an internet website; and

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2. For copyrighted curriculum materials, allowing a parent of a student enrolled in the district to:
 - a. Review the curriculum materials at the student's campus at any time during regular business hours;
 - b. Purchase a copy of the curriculum materials from the publisher as provided by the district's purchase agreement for the curriculum materials; or
 - c. Review the curriculum materials online through a secure electronic account in a manner that prevents the curriculum materials from being copied and that otherwise complies with copyright law.

For purchase agreements entered into, amended, or renewed on or after September 1, 2021, if a district purchases from a publisher copyrighted curriculum materials for use in the district's human sexuality instruction, the district shall ensure that the purchase agreement provides for a means by which a parent of a student enrolled in the district may purchase a copy of the curriculum materials from the publisher at a price that does not exceed the price per unit paid by the district for the curriculum materials.

Education Code 28.004(e-2), (j)–(j-1)

Character Education

A district must adopt a character education program that includes the following positive character education traits and personal skills:

1. Courage;
2. Trustworthiness, including honesty, reliability, punctuality, and loyalty;
3. Integrity;
4. Respect and courtesy;
5. Responsibility, including accountability, diligence, perseverance, self-management skills, and self-control;
6. Fairness, including justice and freedom from prejudice;
7. Caring, including kindness, empathy, compassion, consideration, patience, generosity, charity, and interpersonal skills;
8. Good citizenship, including patriotism, concern for the common good and the community, responsible decision-making skills, and respect for authority and the law;
9. School pride; and
10. Gratitude.

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In developing or selecting a character education program under Education Code 29.906, a district shall consult with a committee selected by the district that consists of parents of district students, educators, and other members of the community, including community leaders.

The provisions above do not require or authorize proselytizing or indoctrinating concerning any specific religious or political belief.

Education Code 29.906

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**Removal Under
Student Code of
Conduct**

The Student Code of Conduct must specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a disciplinary alternative education program (DAEP). *Education Code 37.001(a)(2)*

**Mandatory
Placement in DAEP**

A student shall be removed from class and placed in a DAEP if the student engages in conduct described in Education Code 37.006 that requires placement. *Education Code 37.006*

School-Related
Misconduct

A student shall be removed from class and placed in a DAEP if the student engages in conduct involving a public school that contains the elements of the offense of false alarm or report under Penal Code 42.06, or terroristic threat under Penal Code 22.07.

A student shall also be removed from class and placed in a DAEP if the student commits the following on or within 300 feet of school property, as measured from any point on the school's real property boundary line, or while attending a school-sponsored or school-related activity on or off school property:

1. Engages in conduct punishable as a felony.
2. Engages in conduct that contains the elements of assault, under Penal Code 22.01(a)(1).
3. Sells, gives, or delivers to another person or possesses, uses, or is under the influence of:
 - a. Marijuana or a controlled substance, as defined by the Texas Controlled Substances Act, Health and Safety Code Chapter 481, or by 21 U.S.C. 801, et seq.;
 - b. A dangerous drug, as defined by the Texas Dangerous Drug Act, Health and Safety Code Chapter 483.
4. Sells, gives, or delivers to another person an alcoholic beverage, as defined by Alcoholic Beverage Code 1.04, or commits a serious act or offense while under the influence of alcohol, or possesses, uses, or is under the influence of an alcoholic beverage.
5. Engages in conduct that contains the elements of an offense relating to an abusable volatile chemical under Health and Safety Code 485.031 through 485.034.
6. Engages in conduct that contains the elements of the offense of public lewdness under Penal Code 21.07.
7. Engages in conduct that contains the elements of the offense of indecent exposure under Penal Code 21.08.

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8. Engages in conduct that contains the elements of the offense of harassment under Penal Code 42.07(a)(1), (2), (3), or (7) against an employee of the district.

Education Code 37.006(a)

Exception

Removal to a DAEP for school-related misconduct is not required if the student is expelled for the same conduct. *Education Code 37.006(m)*

Retaliation

Except where a student engages in retaliatory acts against a district employee for which expulsion is mandatory [see FOD], a student shall be removed from class and placed in a DAEP if the student engages in conduct on or off school property containing the elements of retaliation under Penal Code 36.06, against any school employee. *Education Code 37.006(b)*

Conduct Unrelated
to School

In addition to the circumstances listed above, a student shall be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The student receives deferred prosecution under Family Code 53.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03;
2. A court or jury finds that the student has engaged in delinquent conduct under Family Code 54.03 for conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03; or
3. The superintendent or designee has a reasonable belief that the student has engaged in conduct defined as a felony offense in Penal Code Title 5 or the felony offense of aggravated robbery under Penal Code 29.03.

Education Code 37.006(c)

*Reasonable
Belief*

In determining whether there is a reasonable belief that a student has engaged in conduct defined as a felony offense, a superintendent or a superintendent's designee may consider all available information and must consider the information furnished under Code of Criminal Procedure Article 15.27 other than information requested under Code of Criminal Procedure Article 15.27(k-1). *Education Code 37.006(e); Code of Criminal Procedure 15.27(a)* [See GRAA]

Title 5 Felonies

The following are felony offenses listed in Penal Code, Title 5, Offenses Against the Person.

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1. Murder. *Penal Code 19.02*
2. Capital Murder. *Penal Code 19.03*
3. Manslaughter. *Penal Code 19.04*
4. Criminally Negligent Homicide. *Penal Code 19.05*
5. Unlawful Restraint, if:
 - a. The person restrained was younger than 17 years of age; or
 - b. The actor recklessly exposes the victim to a substantial risk of serious bodily injury; restrains an individual the actor knows is a public servant while the public servant is lawfully discharging an official duty or in retaliation or on account of an exercise of official power or performance of an official duty; or while in custody restrains any other person. *Penal Code 20.02*
6. Kidnapping. *Penal Code 20.03*
7. Aggravated Kidnapping. *Penal Code 20.04*
8. Smuggling of Persons. *Penal Code 20.05*
9. Continuous Smuggling of Persons. *Penal Code 20.06*
10. Trafficking of Persons. *Penal Code 20A.02*
11. Continuous Trafficking of Persons. *Penal Code 20A.03*
12. Continuous Sexual Abuse of Young Child or Disabled Individual. *Penal Code 21.02*
13. Bestiality. *Penal Code 21.09*
14. Indecency with a Child. *Penal Code 21.11*
15. Improper Relationship between Educator and Student. *Penal Code 21.12*
16. Invasive Visual Recording. *Penal Code 21.15*
17. Unlawful Disclosure or Promotion of Intimate Visual Material. *Penal Code 21.16*
18. Voyeurism, if the victim was younger than 14 years of age at the time of the offense. *Penal Code 21.17*
19. Sexual Coercion. *Penal Code 21.18*
20. Assault, if the offense is punishable as a felony. *Penal Code 22.01*

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21. Sexual Assault. *Penal Code 22.011*
22. Aggravated Assault. *Penal Code 22.02*
23. Aggravated Sexual Assault. *Penal Code 22.021*
24. Injury to a Child, Elderly Individual, or Disabled Individual. *Penal Code 22.04*
25. Abandoning or Endangering a Child. *Penal Code 22.041*
26. Deadly Conduct, if the person knowingly discharges a firearm at or in the direction of one or more individuals, or at or in the direction of a habitation, building, or vehicle and is reckless as to whether the habitation, building, or vehicle is occupied. *Penal Code 22.05*
27. Terroristic Threat, if the actor threatens to commit any offense involving violence to any person or property with intent to:
 - a. Place any person in fear of imminent serious bodily injury if the actor knows the person is a peace officer or judge;
 - b. Prevent or interrupt the occupation or use of a building, room, place of assembly, place to which the public has access, place of employment or occupation, aircraft, automobile, or other form of conveyance, or other public place if the prevention or interruption causes pecuniary loss of \$1,500 or more to the owner;
 - c. Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
 - d. Place the public or a substantial group of the public in fear of serious bodily injury; or
 - e. Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision. *Penal Code 22.07*
28. Aiding Suicide, if the conduct causes suicide or attempted suicide that results in serious bodily injury. *Penal Code 22.08*
29. Tampering with Consumer Product. *Penal Code 22.09*
30. Harassment by Persons in Certain Facilities or of Public Servant. *Penal Code 22.11*

Sexual Assault of
Another Student

A student shall be removed from class and placed in a DAEP or juvenile justice alternative education program (JJAEP) if:

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1. The student was convicted of, received adjudication for, or was placed on probation for sexual assault of another student who was a young child or disabled individual while the students were assigned to the same campus, regardless of whether the assault occurred on or off school property;
2. The parent of the victim of the assault has requested that the student be transferred to a campus other than that to which the victim is assigned; and
3. There is only one campus in a district serving the grade level in which the student is enrolled.

Education Code 25.0341, 37.0051(a) [See FDE at Sexual Assault Transfer—Transfer of Assailant]

A limitation imposed by Education Code Chapter 37 on the length of placement in a DAEP or a JJAEP does not apply to a placement under this provision. *Education Code 37.0051(b)*

Permissive Removal
Non-Title 5 Felony

A student may be removed from class and placed in a DAEP based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity if:

1. The superintendent or designee has a reasonable belief [see Reasonable Belief, above] that the student has engaged in conduct defined as a felony offense other than aggravated robbery under Penal Code 29.03, or those offenses listed in Penal Code Title 5 [see above at Title 5 Felonies]; and
2. The continued presence of the student in the regular classroom threatens the safety of other students or teachers or will be detrimental to the educational process.

Education Code 37.006(d)–(e)

Bullying

A student may be removed from class and placed in a DAEP if the student:

1. Engages in bullying that encourages a student to commit or attempt to commit suicide;
2. Incites violence against a student through group bullying; or
3. Releases or threatens to release intimate visual material of a minor or student who is 18 years of age or older without the student's consent.

Nothing in this provision exempts a school from reporting a finding of intimate visual material of a minor.

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<i>Definitions</i>	"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]
Bullying	
Intimate Visual Material	"Intimate visual material" has the meaning assigned by Civil Practice and Remedies Code 98B.001.
	<i>Education Code 37.0052</i>
One Year After Conduct	A principal or other appropriate administrator may, but is not required to, remove a student to a DAEP for off-campus conduct, for which removal would otherwise be required, if the principal or other appropriate administrator did not have knowledge of the conduct before the first anniversary of the date the conduct occurred. <i>Education Code 37.006(n)</i>
Certain Organization and Gang Membership and Solicitation	A board or an educator shall recommend placing in DAEP any student who commits the misdemeanor offenses described in Education Code 37.121(a) and (c), regarding membership in or solicitation to join a public school fraternity, sorority, secret society, or gang [see FNCC]. <i>Education Code 37.121(b)</i>
Older Students	A person who is 21 years of age or older and is admitted by a district for the purpose of completing the requirements for a diploma is not eligible for placement in a DAEP if the person engages in conduct that would require or authorize such placement for a student under the age of 21. If the student engages in such conduct, the district shall revoke the student's admission. <i>Education Code 25.001(b-1)</i>
Placement of Younger Students	A student who is younger than ten shall be removed from class and placed in a DAEP if the student engages in conduct for which expulsion would be required by Section 37.007. <i>Education Code 37.006(f), .007(e)</i> [See FOD]
Students Younger Than Six	Notwithstanding any other provision of the Education Code, a student who is younger than six years of age may not be removed from class and placed in a DAEP, except that a student younger than six years of age who has been expelled pursuant to the Gun Free Schools Act [see FOD] shall be provided educational services in a DAEP. <i>Education Code 37.006(l), .007(e)(2)</i>
Process for Removal Conference	Not later than the third class day after a student is removed by a teacher or by the school principal or other appropriate administrator, the campus behavior coordinator (CBC) or other appropriate administrator shall schedule a conference among the CBC or other appropriate administrator, the student's parent or guardian, the teacher removing the student from class, if any, and the student. At the conference, the student is entitled to written or oral notice of the reasons for the removal, an explanation of the basis for the re-

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removal, and an opportunity to respond to the reasons for the removal. The student may not be returned to the regular class pending the conference.

Mitigating Factors

Before ordering removal to a DAEP, the CBC must consider whether the student acted in self-defense, the intent or lack of intent at the time the student engaged in the conduct, the student's disciplinary history, and whether the student has a disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct, regardless of whether the decision of the behavior coordinator concerns a mandatory or discretionary action.

Order

Following the conference, and whether or not each requested person is in attendance after valid attempts to require the person's attendance, the CBC, after considering any mitigating factors under Education Code 37.001(a)(4) [see FO], shall order the placement of the student for a period consistent with the Student Code of Conduct.

Appeal

If district policy allows a student to appeal to the board or the board's designee a decision of the CBC or other appropriate administrator, the decision of the board or the board's designee is final and may not be appealed.

Education Code 37.009(a) [See Student Code of Conduct]

Term of Removal

The period of the placement after removal may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees. *Education Code 37.009(a)*

A board or designee shall set a term for a student's placement in a DAEP. If the period of placement is inconsistent with the guidelines in the Student Code of Conduct, the order must give notice of the inconsistency. The period of placement in a DAEP may not exceed one year unless, after a review, a district determines that the student is a threat to the safety of other students or to district employees or extended placement is in the best interest of the student. *Education Code 37.009(d)*

Beyond Grading
Period or 60 Days

If placement in a DAEP is to extend beyond 60 days or the end of the next grading period, whichever is earlier, the student's parent or guardian is entitled to notice of and an opportunity to participate in a proceeding before a board or designee.

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<i>No Appeal</i>	<p>Any decision of a board or designee concerning placement beyond 60 days or the end of the next grading period is final and cannot be appealed.</p> <p><i>Education Code 37.009(b)</i></p>
Beyond End of School Year	<p>Before a student may be placed in a DAEP for a period that extends beyond the end of the school year, a board or designee must determine that:</p> <ol style="list-style-type: none">1. The student's presence in the regular classroom program or at the student's regular campus presents a danger of physical harm to the student or another individual; or2. The student has engaged in serious or persistent misbehavior that violates the Student Code of Conduct. <p><i>Education Code 37.009(c)</i></p>
Order of Removal	<p>A board or designee shall deliver to the student and the student's parent or guardian a copy of the order placing the student in a DAEP. <i>Education Code 37.009(g)</i></p> <p>Not later than the second business day after the date of the removal conference, a board or designee shall deliver a copy of the order placing the student in a DAEP and any information required under Family Code 52.04 to the authorized officer of the juvenile court in the county in which the juvenile resides. <i>Education Code 37.010(a)</i></p>
<i>Activities</i>	<p>The terms of a placement under Education Code 37.006 must prohibit the student from attending or participating in school-sponsored or school-related activities. <i>Education Code 37.006(g)</i></p> <p>In addition to any notice required under Code of Criminal Procedure 15.27 [see GRAA], a principal or designee shall inform each educator who has responsibility for, or is under the direction and supervision of an educator who has responsibility for, the instruction of a student who has engaged in conduct for which DAEP placement must or may be ordered.</p> <p>Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law. An educator's certificate may be suspended or revoked for intentional failure to keep such information confidential.</p> <p><i>Education Code 37.006(o)</i></p>

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**Completion of
Proceedings Upon
Withdrawal**

If a student withdraws from a district before an order for placement in a DAEP is entered, the principal or board, as appropriate, may complete the proceedings and enter an order. If the student re-enrolls in the district the same or subsequent school year, the district may enforce the order at that time except for any period of the placement that has been served by the student in another district that honored the order. If the principal or board fails to enter an order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order. *Education Code 37.009(i)*

**Enrollment in
Another District**

If a student placed in a DAEP enrolls in another district before the expiration of the placement, a board shall provide to the district in which the student enrolls a copy of the placement order at the same time it provides other records. The district in which the student enrolls shall inform each educator who will have responsibility for, or will be under the direction and supervision of an educator who will have responsibility for, the instruction of the student of the contents of the placement order. Each educator shall keep the information confidential from any person not entitled to the information, except that the educator may share the information with the student's parent or guardian as provided by state or federal law.

The district in which the student enrolls may continue the placement or allow the student to attend regular classes. [See FO] The district in which the student enrolls may take any of these actions if:

1. The student was placed in a DAEP by an open-enrollment charter school and the charter school provides the district a copy of the placement order; or
2. The student was placed in a DAEP by a district in another state and:
 - a. The out-of-state district provides a copy of the placement order; and
 - b. The grounds for placement are the same as grounds for placement in the enrolling district.

Education Code 37.008(j)

**Out-of-State
Placement**

If a student was placed in a DAEP in another state for more than one year and the enrolling district continues the placement under Education Code 37.008(j), the enrolling district shall reduce the period of placement so that the aggregate period does not exceed one year unless the enrolling district determines that:

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1. The student is a threat to the safety of other students or to district employees; or
2. Extended placement is in the best interest of the student.

Education Code 37.008(j-1)

**Court-Ordered
Placement**

Unless a board and the juvenile board for the county in which a district's central administrative office is located have entered into a memorandum of understanding concerning the juvenile probation department's role in supervising and providing other support services for students in DAEP programs:

1. A court may not order a student expelled under Section 37.007 to attend a school district DAEP as a condition of probation;
2. A court may not order a student to attend a DAEP without a district's consent, until the student has successfully completed any sentencing requirements, if the court has ordered the student to attend a DAEP as a condition of probation once during a school year and the student is referred to juvenile court again during that school year.

Education Code 37.010(c)–(d)

School Activities

Any court placement in a DAEP must prohibit the student from attending or participating in school-sponsored or school-related activities. *Education Code 37.010(e)*

Placement After
Court Disposition

After the student has successfully completed any court disposition requirements, including conditions of deferred prosecution or conditions required by the prosecutor or probation department, a district may not refuse to admit the student if the student meets the requirements for admission into the public schools. A district may place the student in the DAEP.

Notwithstanding Education Code 37.002(d) [see FOA], the student may not be returned to the classroom of the teacher under whose supervision the offense occurred without that teacher's consent. The teacher may not be coerced to consent.

Education Code 37.010(f)

**Not Guilty/
Insufficient
Evidence/Charges
Dropped**

The office of the prosecuting attorney or the office or official designated by the juvenile board shall, within two working days, notify the school district that removed a student to a DAEP under Education Code 37.006 if:

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1. Prosecution of a student was refused for lack of prosecutorial merit or insufficient evidence, and no formal proceedings, deferred adjudication, or deferred prosecution will be initiated; or
2. A court or jury found the student not guilty or made a finding the child did not engage in delinquent conduct or conduct indicating a need for supervision and the case was dismissed with prejudice.

On receipt of the notice, the superintendent or designee shall review the student's placement in the DAEP. The student may not be returned to the regular classroom pending the review. The superintendent or designee shall schedule a review of the student's placement with the student's parent or guardian not later than the third class day after the superintendent or designee receives notice from the office or official designated by the court.

After reviewing the notice and receiving information from the student's parent or guardian, the superintendent or designee may continue the student's placement in the DAEP if there is reason to believe that the presence of the student in the regular classroom threatens the safety of other students or teachers.

Education Code 37.006(h); Code of Criminal Procedure 15.27(g)

Appeal After
Placement Upheld

The student or the student's parent or guardian may appeal a superintendent's decision to the board. The student may not be returned to the regular classroom pending the appeal. A board shall, at the next scheduled meeting, review the notice provided by the office of the prosecuting attorney or the office or official designated by the juvenile board; receive information from the student, the student's parent or guardian, and the superintendent or designee; and confirm or reverse the superintendent's decision. The board shall make a record of the proceedings.

If a board confirms the decision, the board shall inform the student and the student's parent or guardian of the right to appeal to the commissioner of education. The student may not be returned to the regular classroom pending the appeal to the commissioner.

Education Code 37.006(i)–(j)

**120-Day Review of
Status**

A student placed in a DAEP shall be provided a review of the student's status, including a review of the student's academic status, by a board's designee at intervals not to exceed 120 days. In the case of a high school student, the board's designee, with the student's parent or guardian, shall review the student's progress toward meeting high school graduation requirements and shall establish a specific graduation plan for the student. The district is not required to provide a course in the DAEP, except as required by

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Education Code 37.008(l). [See FOCA] At the review, the student or the student's parent or guardian must be given the opportunity to present arguments for the student's return to the regular classroom or campus. The student may not be returned to the classroom of the teacher who removed the student without that teacher's consent. The teacher may not be coerced to consent. *Education Code 37.009(e)*

**Additional
Proceedings**

If, during the term of placement, a student engages in additional conduct for which placement in a DAEP or expulsion is required or permitted, additional proceedings may be conducted and the principal or board, as appropriate, may enter an additional order. *Education Code 37.009(j)*

Reporting

A district may include the number of students removed to a DAEP in its annual performance report. *Education Code 39.306(e)(5)*
[See AIB]

Note: See FOF for provisions concerning students with disabilities.

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**Student Code of
Conduct**

The board shall adopt a Student Code of Conduct for a district, with the advice of its district-level committee. The Student Code of Conduct must:

1. Specify the circumstances, in accordance with Education Code Chapter 37, Subchapter A, under which a student may be removed from a classroom, campus, disciplinary alternative education program (DAEP), or vehicle owned or operated by the district.
2. Specify conditions that authorize or require a principal or other appropriate administrator to transfer a student to a DAEP.
3. Outline conditions under which a student may be suspended, as provided by Education Code 37.005 [see FOB], or expelled, as provided by Education Code 37.007 [see FOD].
4. Specify that consideration will be given, as a factor in each decision concerning suspension, removal to a DAEP, expulsion, or placement in a juvenile justice alternative education program (JJAEP), regardless of whether the decision concerns a mandatory or discretionary action, to:
 - a. Self-defense;
 - b. Intent or lack of intent at the time the student engaged in the conduct;
 - c. A student's disciplinary history;
 - d. A disability that substantially impairs the student's capacity to appreciate the wrongfulness of the student's conduct;
 - e. A student's status in the conservatorship of the Department of Family and Protective Services; or
 - f. A student's status as a student who is homeless.
5. Provide guidelines for setting the length of removal to a DAEP or of expulsion. Except as provided by Education Code 37.007(e) (Gun-Free Schools Act [see FOD]), a district is not required to specify a minimum term of removal or expulsion.
6. Address the notification of the parent or guardian of a student's violation of the Student Code of Conduct that results in suspension, removal to a DAEP, or expulsion.
7. Prohibit bullying, harassment, and making hit lists and ensure that district employees enforce those prohibitions. "Bullying" has the meaning provided by Education Code 37.0832. [See

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FFI] "Harassment" means threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety. "Hit list" means a list of people targeted to be harmed using a firearm, as defined by Penal Code 46.01(3) [see FNCG]; a knife, as defined by Penal Code 46.01(7) (any bladed hand instrument that is capable of inflicting serious bodily injury or death by cutting or stabbing a person with the instrument); or any other object to be used with intent to cause bodily harm.

8. Provide, as appropriate for students at each grade level, methods, including options, for:
 - a. Managing students in the classroom, on school grounds, and on a vehicle owned or operated by the district;
 - b. Disciplining students; and
 - c. Preventing and intervening in student discipline problems, including bullying, harassment, and making hit lists.
9. Include an explanation of the provisions regarding refusal of entry to or ejection from district property under Education Code 37.105 [see GKA], including the appeal process established under 37.105(h).

The methods adopted must provide that a student who is enrolled in a special education program under Education Code Chapter 29, Subchapter A, may not be disciplined for bullying, harassment, or making hit lists until an admission, review, and dismissal (ARD) committee meeting has been held to review the conduct. [See FOF]

Education Code 37.001(a)–(b-1), (e)

Law Enforcement
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel [see CKE] must be included in the Student Code of Conduct. *Education Code 37.081(d)(2)*

Changes in SCOC

Once a Student Code of Conduct is promulgated, any change or amendment shall be approved by a board.

Posting

The Student Code of Conduct must be posted and prominently displayed at each school campus or made available for review at the office of the campus principal.

Education Code 37.001(b-1)–(c)

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Notice to Parents	Each school year, a district shall provide parents with notice of and information regarding the Student Code of Conduct. <i>Education Code 37.001(d)</i>
<i>Noncustodial Parent</i>	A noncustodial parent may request in writing that, for the remainder of the school year in which the request is received, a district provide that parent with a copy of any written notification that is generally provided to a student's parent or guardian, relating to student misconduct under Education Code 37.006 or 37.007. A district may not unreasonably deny the request. Notwithstanding this requirement, a district shall comply with any applicable court order of which the district has knowledge. <i>Education Code 37.0091</i>
Copies to Staff	The district shall provide each teacher and administrator with a copy of Education Code Chapter 37, Subchapter A regarding student discipline and with a copy of the related local policy. <i>Education Code 37.018</i>
Campus Behavior Coordinator	<p>A person at each campus must be designated to serve as the campus behavior coordinator (CBC). The person may be the campus principal or any other campus administrator selected by the principal.</p> <p>The CBC is primarily responsible for maintaining student discipline and the implementation of Education Code Chapter 37, Subchapter A.</p>
Duties	The specific duties of the CBC may be established by campus or district policy. Unless the policy provides otherwise, duties imposed on a campus principal or other campus administrator by Education Code Chapter 37, Subchapter A must be performed by the CBC and a power granted to a campus principal may be exercised by the CBC.
Notice to Parents	<p>The CBC shall promptly notify a student's parent or guardian if the student is placed into in-school or out-of-school suspension, placed in a DAEP, expelled, or placed in a JJAEP or is taken into custody by a law enforcement officer.</p> <p>A CBC must provide notice by promptly contacting the parent or guardian by telephone or in person; and making a good faith effort to provide written notice of the disciplinary action to the student, on the day the action is taken, for delivery to the student's parent or guardian.</p> <p>If a parent or guardian entitled to notice has not been reached by telephone or in person by 5 p.m. of the first business day after the day the disciplinary action is taken, a CBC shall mail written notice of the action to the parent or guardian at the parent's or guardian's last known address.</p>

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If a CBC is unable or not available to promptly provide notice, the principal or other designee shall provide the notice.

Education Code 37.0012

Website
Requirement

A district shall post on the district's website, for each campus, the email address and dedicated telephone number of a person clearly identified as:

1. The campus behavior coordinator; or
2. If the district has been designated as a district of innovation under Education Code Chapter 12A [see AF] and is exempt from the requirement to designate a campus behavior coordinator under the district's local innovation plan, a campus administrator designated as being responsible for student discipline.

Education Code 26.015

**No Unsupervised
Setting**

Except for students who are suspended or expelled, no student may be placed in an unsupervised setting as a result of conduct for which a student may be placed in a DAEP. *Education Code 37.008(h)*

**Continuation of
Disciplinary Action**

If a district takes disciplinary action against a student and the student subsequently enrolls in another district or school before the expiration of the period of disciplinary action, the district or school taking the disciplinary action shall provide to the district or school in which the student enrolls, at the same time other records of the student are provided, a copy of the order of disciplinary action.

"Disciplinary action" means a suspension, expulsion, placement in an alternative education program, or other limitation in enrollment eligibility of a student.

"District or school" includes an independent school district, a home-rule school district, a campus or campus program charter holder, or an open-enrollment charter school.

Education Code 37.022

**Opportunity to
Complete Courses**

If a student is placed in in-school suspension or other alternative setting other than a DAEP, a district shall offer the student the opportunity to complete, before the beginning of the next school year, each course in which the student was enrolled at the time of removal. A district may provide the opportunity by any method available, including a correspondence course, distance learning, or summer school. *Education Code 37.021* [For DAEP notice requirements, see FOCA.]

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**Alternative Means to
Receive Coursework**

A district shall provide to a student during the period of the student's suspension under Education Code 37.005, regardless of whether the student is placed in in-school or out-of-school suspension, an alternative means of receiving all coursework provided in the classes in the foundation curriculum under Education Code 28.002(a)(1) that the student misses as a result of the suspension. A district must provide at least one option for receiving the coursework that does not require the use of the internet. *Education Code 37.005(e)*

Seclusion

A district employee or volunteer or an independent contractor of a district may not place a student in seclusion. *Education Code 37.0021(c)*

"Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

Education Code 37.0021(b)(2)

This section and any rules or procedures adopted under this section apply to a peace officer only if the peace officer:

1. Is employed or commissioned by a school district; or
2. Provides, as a school resource officer, a regular police presence on a school district campus under a memorandum of understanding between the district and a local law enforcement agency.

Education Code 37.0021(h)

Exceptions

This prohibition on seclusion does not apply to:

1. A peace officer performing law enforcement duties; or
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district.

*Law Enforcement
Duties*

"Law enforcement duties" means activities of a peace officer relating to the investigation and enforcement of state criminal laws and other duties authorized by the Code of Criminal Procedure.

Education Code 37.0021(b)(4), (g)

Restraint Reports

A district shall report electronically to the Texas Education Agency (TEA), in accordance with standards provided by commissioner

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rule, information relating to the use of restraint by a peace officer performing law enforcement duties on school property or during a school-sponsored or school-related activity. The report must be consistent with the requirements adopted by commissioner rule for reporting the use of restraint involving students with disabilities [see FOF]. *Education Code 37.0021(i)*

“Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body. *Education Code 37.0021(b)(1)*

**Corporal
Punishment**

If the board adopts a policy under Education Code 37.001(a)(8) under which corporal punishment is permitted as a method of student discipline, a district educator may use corporal punishment to discipline a student unless the student’s parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. *Education Code 37.0011(b)*

Parent Statement

To prohibit the use of corporal punishment as a method of student discipline, each school year a student’s parent or guardian or other person having lawful control over the student must provide a separate written, signed statement to the board in the manner established by the board. The student’s parent or guardian or other person having lawful control over the student may revoke the statement provided to the board at any time during the school year by submitting a written, signed revocation to the board in the manner established by the board. *Education Code 37.0011(c)–(d)*

Definition

“Corporal punishment” means the deliberate infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline. The term does not include physical pain caused by reasonable physical activities associated with athletic training, competition, or physical education or the use of restraint as authorized under Education Code 37.0021 [see FOF]. *Education Code 37.0011(a)*

**Use of Force to
Maintain Discipline**

The use of force, but not deadly force, against a student is justified if the teacher or administrator is entrusted with the care, supervision, or administration of the student when, and to the degree the teacher or administrator reasonably believes the force is necessary, to further the purpose of education or to maintain discipline in a group. *Penal Code 9.62*

Aversive Techniques

A district or district employee or volunteer or an independent contractor of a district may not apply an aversive technique, or by authorization, order, or consent, cause an aversive technique to be applied, to a student.

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"Aversive technique" means a technique or intervention that is intended to reduce the likelihood of a behavior reoccurring by intentionally inflicting on a student significant physical or emotional discomfort or pain. The term includes a technique or intervention that:

1. Is designed to or likely to cause physical pain, other than an intervention or technique permitted under Education Code 37.0011 [see Corporal Punishment, above];
2. Notwithstanding the above corporal punishment provisions, is designed to or likely to cause physical pain through the use of electric shock or any procedure that involves the use of pressure points or joint locks;
3. Involves the directed release of a noxious, toxic, or otherwise unpleasant spray, mist, or substance near the student's face;
4. Denies adequate sleep, air, food, water, shelter, bedding, physical comfort, supervision, or access to a restroom facility;
5. Ridicules or demeans the student in a manner that adversely affects or endangers the learning or mental health of the student or constitutes verbal abuse;
6. Employs a device, material, or object that simultaneously immobilizes all four extremities, including any procedure that results in such immobilization known as prone or supine floor restraint;
7. Impairs the student's breathing, including any procedure that involves:
 - a. Applying pressure to the student's torso or neck; or
 - b. Obstructing the student's airway, including placing an object in, on, or over the student's mouth or nose or placing a bag, cover, or mask over the student's face;
8. Restricts the student's circulation;
9. Secures the student to a stationary object while the student is in a sitting or standing position;
10. Inhibits, reduces, or hinders the student's ability to communicate;
11. Involves the use of a chemical restraint;
12. Constitutes a use of timeout that precludes the student from being able to be involved in and progress appropriately in the required curriculum and, if applicable, toward the annual

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goals included in the student's individualized education program, including isolating the student by the use of physical barriers; or

13. Except as provided below, deprives the student of the use of one or more of the student's senses.

Education Code 37.0023(a)–(b)

An aversive technique that deprives the student of the use of one or more of the student's senses may be used if the technique is executed in a manner that:

1. Does not cause the student discomfort or pain; or
2. Complies with the student's individualized education program or behavior intervention plan.

Nothing in this section may be construed to prohibit a teacher from removing a student from class under Education Code 37.002. [See FOA]

Education Code 37.0023(c)–(d)

**Videotapes and
Recordings**

A district employee is not required to obtain the consent of a child's parent before the employee may make a videotape of the child or authorize the recording of the child's voice if the videotape or recording is to be used only for purposes of safety, including the maintenance of order and discipline in common areas of the school or on school buses. *Education Code 26.009(b)(1)*

**Teacher
Documentation**

A teacher may document any conduct by a student that does not conform to the Student Code of Conduct and may submit that documentation to the principal. A district may not discipline a teacher on the basis of the submitted documentation. *Education Code 37.002(b-1)*

Reports

Disciplinary
Alternative
Education
Programs

For each placement in a disciplinary alternative education program (DAEP), a district shall annually report to the commissioner:

1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
2. Information indicating whether the placement was based on:
 - a. Conduct violating the Student Code of Conduct;
 - b. Conduct for which a student may be removed from class by a teacher [see FOA and the Student Code of Conduct];

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- c. Conduct for which placement in a DAEP is required [see FOC and the Student Code of Conduct]; or
 - d. Conduct occurring while a student was enrolled in another district and for which placement in a DAEP is permitted by Education Code 37.008(j);
- 3. The number of full or partial days the student was assigned to the program and the number of full or partial days the student attended the program; and
 - 4. The number of placements that were inconsistent with the guidelines on length of placement in the Student Code of Conduct.

Expulsions

For each expulsion, a district shall annually report to the commissioner:

- 1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;
- 2. Information indicating whether the expulsion was based on:
 - a. Conduct for which expulsion is required, including information specifically indicating whether a student was expelled for bringing a firearm to school; or
 - b. Conduct for which expulsion is permitted;
- 3. The number of full or partial days the student was expelled;
- 4. Information indicating whether:
 - a. The student was placed in a JJAEP;
 - b. The student was placed in a DAEP; or
 - c. The student was not placed in a JJAEP or other alternative education program; and
- 5. The number of expulsions that were inconsistent with the guidelines on length of expulsion in the Student Code of Conduct.

Out-of-School
Suspensions

For each out-of-school suspension under Education Code 37.005, a district shall report:

- 1. Information identifying the student, including the student's race, sex, and date of birth, that will enable TEA to compare placement data with information collected through other reports;

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2. Information indicating the basis for the suspension;
3. The number of full or partial days the student was suspended;
and
4. The number of out-of-school suspensions that were inconsistent with the guidelines included in the Student Code of Conduct under Education Code 37.001(a)(3) [see Student Code of Conduct, item 3, above].

Education Code 37.020

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Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

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Parent Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.
3. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

STUDENT DISCIPLINE

FO
(LOCAL)

4. Control an irrational student.

5. Protect property from serious damage.

A District employee may restrain a student with a disability who receives special education services only in accordance with law.
[See FOF(LEGAL)]

**Video and Audio
Monitoring**

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to
Recordings

Recordings shall remain in the custody of the chief of police and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

Site-Based Decision-Making Committees

In compliance with law, each campus shall establish a site-based decision-making committee to ensure that effective planning and site-based decision-making occur to direct and support the improvement of student performance for all students. The committees shall assist the principal, as the Board's designee, in establishing and reviewing the goals, performance objectives, and major classroom instructional programs of each campus.

Each committee shall assist with the development, evaluation, and revision of the respective campus improvement plan and shall approve campus staff development needs identified in the campus improvement plan [see BQ and DMA].

Meetings

The principal shall be responsible for the agenda and shall schedule at least two meetings per year, including the public meeting required by law.

Communications

Each principal shall ensure that the campus-level committee establishes communication strategies to periodically obtain broad-based community, parent, and staff input and provide information to those persons regarding the recommendations of the committee.

Composition

The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. When practicable, professional staff representation shall include a representative with the primary responsibility for educating students with disabilities. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.

**Selected
Representatives**

Parent, community member, and business representatives shall be selected in accordance with this policy and administrative regulations.

Parents

The committee shall include at least two parents of students currently enrolled in the District. The principal shall, through various channels, inform all parents of campus students about the committee's duties and composition and shall solicit volunteers.

*Community
Members*

The committee shall include at least two community members selected by a process that provides for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

<i>Business Representatives</i>	<p>The committee shall include at least two business representatives selected by a process that provides for adequate representation of the community's diversity. The principal shall use several methods of communication to ensure that area businesses are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.</p>
Professional Staff Elections	<p>Professional staff representatives shall be nominated and elected in accordance with this policy and administrative regulations.</p> <p>Classroom teacher representatives shall comprise at least two-thirds of the professional staff representation on the committee and shall be nominated and elected by classroom teachers assigned to the campus.</p> <p>At least one campus-based nonteaching professional representative shall be nominated and elected by nonteaching professional staff assigned to the campus.</p> <p>At least one District-level professional representative shall be nominated and elected by nonteaching professional staff assigned to the campus.</p> <p>An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the committee. [See DGA]</p> <p>A nominee must consent before the person's name may appear on the ballot. Election of the committee shall be held at a time determined by the Board or its designee.</p>
Terms	<p>All representatives shall serve staggered two-year terms and shall not be limited as to the number of consecutive terms they may serve on the committee.</p>
Vacancy	<p>A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.</p>

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE]

**District Improvement
Planning Process**

The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]

**Parent and Family
Engagement Plan**

The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]

**Administrative
Procedures and
Reports**

The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]

The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.

Evaluation

The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

District Education Improvement Council	<p>In compliance with law, the District shall establish a District education improvement council (District-level committee) to advise the Board or its designee in establishing and reviewing the District improvement plan [see BQ], as well as the District's educational goals, performance objectives, and major District-wide classroom instructional programs.</p> <p>The committee shall approve District-wide staff development. [See DMA]</p>
Board's Designee	<p>The Superintendent shall serve as the Board's designee and shall regularly consult with the committee.</p>
Meetings	<p>The chairperson of the committee shall set its agenda and shall schedule at least two meetings per year, including the public meeting required by law.</p>
Communications	<p>The Superintendent shall ensure that the District-level committee establishes communication strategies to periodically obtain broad-based community, parent, and staff input and provide information to those persons regarding the recommendations of the committee.</p>
Composition	<p>The committee shall be composed of members who shall represent campus-based professional staff, District-level professional staff, parents, businesses, and the community. When practicable, professional staff representation shall include a representative with the primary responsibility for educating students with disabilities. For purposes of this policy, District-level professional staff shall be defined as professionals who have responsibilities at more than one campus, including, but not limited to, central office staff.</p>
Selected Representatives	<p>Parent, community member, and business representatives shall be selected in accordance with this policy and administrative regulations.</p>
<i>Parents</i>	<p>The committee shall include at least two parents of students currently enrolled in the District. The Superintendent shall, through various channels, inform all parents of District students about the committee's duties and composition and shall solicit volunteers.</p>
<i>Community Members</i>	<p>The committee shall include at least two community members selected by a process that provides for adequate representation of the community's diversity. The Superintendent shall use several methods of communication to ensure that community residents are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Community representatives must reside in the District.</p>
<i>Business Representatives</i>	<p>The committee shall include at least two business representatives selected by a process that provides for adequate representation of</p>

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LOCAL)

the community's diversity. The Superintendent shall use several methods of communication to ensure that area businesses are informed of the committee and are provided the opportunity to participate and shall solicit volunteers. Business representatives need not reside in nor operate businesses in the District.

**Professional Staff
Elections**

Professional staff representatives shall be nominated and elected in accordance with this policy and administrative regulations.

Classroom teacher representatives shall comprise at least two-thirds of the total professional staff representation on the committee and shall be nominated and elected by all classroom teachers assigned to each respective campus.

At least two campus-based nonteaching professional representatives shall be nominated and elected from randomly selected campuses by all professional staff.

At least two District-level professional representatives, other than the Superintendent, shall be nominated and elected by the District-level professional staff.

An employee's affiliation or lack of affiliation with any organization or association shall not be a factor in either the nomination or election of the employee to the committee. [See DGA]

A nominee must consent before the person's name may appear on a ballot. Election of the committee shall be held at a time determined by the Board or its designee.

Terms

All representatives shall serve staggered two-year terms and shall not be limited as to the number of consecutive terms they may serve on the committee.

Vacancy

A vacancy during a term shall be filled for the remainder of the term by election or selection as appropriate for the category.

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

	<p>A district shall maintain policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. <i>Education Code 11.253(a)</i></p>
Committees	<p>A district's policy and procedures shall establish campus-level planning and decision-making committees as provided by Education Code 11.251(b)–(e).</p> <p>The committees shall include representative professional staff, parents of students enrolled in a district, business representatives, and community members.</p> <p><i>Education Code 11.251(b), .253(b)</i></p>
Professional Staff	<p>A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the campus-level committees. If practicable, a committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.</p> <p>At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.</p> <p><i>Education Code 11.251(e)</i></p>
Parents	<p>Board policy shall provide procedures for the selection of parents to the campus-level committees.</p> <p>For purposes of establishing the composition of committees:</p> <ol style="list-style-type: none">1. A person who stands in parental relation to a student is considered a parent.2. A parent who is an employee of a district is not considered a parent representative on the committee.3. A parent is not considered a representative of community members on the committee. <p><i>Education Code 11.251(c), (e)</i></p>
Business Representatives and Community Members	<p>Board policy must provide procedures for the selection of community members and business representatives to serve on the committee in a manner that provides for appropriate representation of the community's diversity.</p>

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

A committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

Meetings

A board shall establish a procedure under which campus-level committees hold regular meetings. *Education Code 11.251(b)*

Public Meeting

Each campus-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual campus rating from TEA to discuss the performance of the campus and the campus performance objectives. *Education Code 11.253(g)*

Communications

District policy and campus procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input, and to provide information to those persons regarding the recommendations of the campus-level committees. *Education Code 11.253(g)*

Consultation

A principal shall regularly consult the campus-level committee in the planning, operation, supervision, and evaluation of the campus educational program. *Education Code 11.253(h)*

Responsibilities

In accordance with the administrative procedures established under Education Code 11.251(b) [see BQ], the campus-level committee shall be involved in decisions in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization. *Education Code 11.251(d)*

Campus
Improvement Plan

Each school year, the campus-level committee shall assist the campus principal with the development, review, and revision of the campus improvement plan. *Education Code 11.253(c)* [See Campus-Level Plan at BQ(LEGAL)]

Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plans, and for other purposes, as appropriate to enhance the district and campus learning environments. *Education Code 7.065(e)*

Staff Development

The campus-level committee must approve the portions of the campus plan addressing campus staff development needs. *Education Code 11.253(e)*

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

The staff development described by Education Code 21.451(a) must be predominantly campus-based, related to achieving campus performance objectives established under Education Code 11.253, and developed and approved by the campus-level committee. *Education Code 21.451(b)* [See DMA]

Dropout Prevention
Review

A campus-level committee for a junior, middle, or high school campus shall analyze information related to dropout prevention, including:

1. The results of the audit of dropout records;
2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;
3. The number of students who enter a high school equivalency certificate program and:
 - a. Do not complete the program;
 - b. Complete the program but do not take the high school equivalency examination; or
 - c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in the district.

A campus-level committee shall use the information in developing the campus improvement plan.

Education Code 11.255

**Principal
Performance
Incentives**

A performance incentive awarded to a principal shall be distributed to the principal's school. The campus-level committee shall determine the manner in which the performance incentive shall be distributed and used, in accordance with Education Code 39.264(a). *Education Code 21.357(c)*

Note: See BF for information on the committee's role in requesting waivers.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

**Planning and
Decision-Making
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

**Federal
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services
Arrangement for
DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

District
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

Availability to
TEA

A district's plan for the improvement of student performance is not filed with the Texas Education Agency (TEA), but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

*Required
Provisions*

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all student groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.
2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Evidence-based practices that address the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Education Code Chapter 38, Subchapter G, which include a parental or guardian notification procedure [see FFEB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Positive behavior interventions and support, including interventions and support that integrate best practices on grief-informed and trauma-informed care.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- h. Accelerated education.
 - i. Implementation of a comprehensive school counseling program under Education Code 33.005. [See FFEA]
- 4. Strategies for providing to elementary school, middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities, including state financial aid opportunities such as the TEXAS grant program and the Teach for Texas grant program.
 - b. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - c. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
- 6. Staff responsible for ensuring the accomplishment of each strategy.
- 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
- 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
- 9. The policy under Education Code 38.0041 addressing sexual abuse and other maltreatment of children. [See FFG]
- 10. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

Law
Enforcement
Duties

The law enforcement duties of peace officers, school resource officers, and security personnel must be included in the district improvement plan. *Education Code 37.081(d)(1)* [See CKE]

Discipline
Management

A district shall adopt and implement a discipline management program to be included in the district improvement plan. *Education Code 37.083(a)* [See FNC]

Dating Violence

A district shall adopt and implement a dating violence policy to be included in the district improvement plan. *Education Code 37.0831* [See FFH]

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

Mental Health, Substance Abuse, and Suicide	The practices and procedures developed under Education Code 38.351(i) or (i-1) (mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention) must be included in the district improvement plan. <i>Education Code 38.351(k)(2)</i> [See FFEB]
Campus-Level Plan	<p>Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. <i>Education Code 11.253(c)</i></p> <p>Each campus improvement plan must:</p> <ol style="list-style-type: none">1. Assess the academic achievement for each student in the school using the achievement indicator system.2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.3. Identify how the campus goals will be met for each student.4. Determine the resources needed to implement the plan.5. Identify staff needed to implement the plan.6. Set timelines for reaching the goals.7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.8. Include goals and methods for violence prevention and intervention on campus.9. Provide for a program to encourage parental involvement at the campus.10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:<ol style="list-style-type: none">a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- b. Student academic performance data;
- c. Student attendance rates;
- d. The percentage of students who are educationally disadvantaged;
- e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
- f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Committee

A district's policy and procedures shall establish a district level planning and decision-making committee as provided by Education Code 11.251(b)–(e).

The committee shall include representative professional staff, parents of students enrolled in the district, business representatives, and community members. *Education Code 11.251(b)*

Professional Staff

A board shall adopt a procedure, consistent with Education Code 21.407(a) [see DGA], for the professional staff to nominate and elect the professional staff representatives who shall serve on the district-level committee. If practicable, the committee shall include at least one professional staff representative with the primary responsibility for educating students with disabilities.

At least two-thirds of the elected professional staff representatives must be classroom teachers. The remaining staff representatives shall include both campus- and district-level professional staff members.

Education Code 11.251(e)

Parents

Board policy shall provide procedures for the selection of parents to the district-level committee.

For purposes of establishing the composition of the committee:

1. A person who stands in parental relation to a student is considered a parent.
2. A parent who is an employee of a district is not considered a parent representative on the committee.
3. A parent is not considered a representative of community members on the committee.

Education Code 11.251(c), (e)

**Business
Representatives
and Community
Members**

Board policy must provide procedures for the selection of community members and business representatives to serve on the district-level committee in a manner that provides for appropriate representation of the community's diversity.

The committee shall include a business representative without regard to whether the representative resides in the district or whether the business the person represents is located in the district.

Community members must reside in the district and must be at least 18 years of age.

Education Code 11.251(b), (c), (e)

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

BQA
(LEGAL)

Meetings	A board shall establish a procedure under which the district-level committee holds regular meetings. The board or designee shall periodically meet with the district-level committee to review the committee's deliberations. <i>Education Code 11.251(b)</i>
Public Meetings	The district-level committee shall hold at least one public meeting per year. The required meeting shall be held after receipt of the annual district performance report from TEA for the purpose of discussing the performance of a district and the district performance objectives. <i>Education Code 11.252(e)</i>
Communications	District policy and procedures must be established to ensure that systematic communications measures are in place to periodically obtain broad-based community, parent, and staff input and to provide information to those persons regarding the recommendations of the district-level committee. <i>Education Code 11.252(e)</i>
Consultation	A superintendent shall regularly consult the district-level committee in the planning, operation, supervision, and evaluation of the district educational program. <i>Education Code 11.252(f)</i>
Responsibilities	The district-level committee shall assist the superintendent with the annual development, evaluation, and revision of the district improvement plan. <i>Education Code 11.252(a)</i> [See District Improvement Plan at BQ(LEGAL)]
District Plan	Each school district and campus shall use the results from the teaching and learning conditions survey required by Education Code 7.065(a) to review and revise, as appropriate, the district-level or campus-level improvement plan, and for other purposes, as appropriate to enhance the district and campus learning environments. <i>Education Code 7.065(e)</i>
Dropout Prevention Review	<p>A district-level committee of a district with a junior high, middle, or high school campus shall analyze information related to dropout prevention, including:</p> <ol style="list-style-type: none">1. The results of the audit of dropout records;2. Campus information related to graduation rates, dropout rates, high school equivalency certificate rates, and the percentage of students who remain in high school more than four years after entering grade 9;3. The number of students who enter a high school equivalency certificate program and:<ol style="list-style-type: none">a. Do not complete the program,b. Complete the program but do not take the high school equivalency examination, or

PLANNING AND DECISION-MAKING PROCESS
DISTRICT-LEVEL

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(LEGAL)

- c. Complete the program and take the high school equivalency examination but do not obtain a high school equivalency certificate;
4. For students enrolled in grades 9 and 10, information related to academic credit hours earned, retention rates, and placements in disciplinary alternative education programs and expulsions under Chapter 37; and
5. The results of an evaluation of each school-based dropout prevention program in a district.

Each district-level committee shall use the information in developing the district improvement plan.

Education Code 11.255

Staff Development

For staff development under Education Code 21.451(a), a district may use district-wide staff development developed and approved through the district-level decision process. *Education Code 21.451(c)* [See DMA]

Note: See BF for information on the committee's role in requesting waivers.

SPECIAL PROGRAMS
COMPENSATORY/ACCELERATED SERVICES

EHBC
(LEGAL)

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**Compensatory
Education Allotment**

Census Block

On a schedule determined by the commissioner of education and in accordance with Education Code 48.104, each district shall report to the agency the census block group in which each student enrolled in the district who is educationally disadvantaged resides.
Education Code 48.104(i)

Use

At least 55 percent of the district's compensatory education funds must be used to:

1. Fund supplemental programs and services, including services provided by an instructional coach, designed to eliminate any disparity in performance on assessment instruments administered under Education Code Chapter 39, Subchapter B or disparity in the rates of high school completion between:
 - a. Students who are educationally disadvantaged and students who are not educationally disadvantaged; and
 - b. Students at risk of dropping out of school, as defined below, and all other students; or
2. Support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 [see AID], and its subsequent amendments, and by federal regulations implementing that Act.

Education Code 48.104(k)

Dropout Prevention
Strategies

A district with a high dropout rate, as determined by the commissioner, shall submit a plan to the commissioner describing the manner in which the district intends to use its compensatory education allotment for developing and implementing research-based strategies for dropout prevention.

A district shall submit the plan not later than December 1 of each school year preceding the school year in which the district will receive the compensatory education allotment to which the plan applies.

A district may not spend or obligate more than 25 percent of the district's compensatory education allotment unless the commissioner approves the plan.

A district's plan shall:

1. Design a dropout recovery plan that includes career and technology education courses or technology applications courses that lead to industry or career certification;

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2. Integrate into the dropout recovery plan research-based strategies to assist students in becoming able academically to pursue postsecondary education, including:
 - a. High-quality, college readiness instruction with strong academic and social supports;
 - b. Secondary to postsecondary bridging that builds college readiness skills, provides a plan for college completion, and ensures transition counseling; and
 - c. Information concerning appropriate supports available in the first year of postsecondary enrollment to ensure postsecondary persistence and success, to the extent funds are available for the purpose; and
3. Plan to offer advanced academic and transition opportunities, including dual credit courses and college preparatory courses, such as advanced placement courses.

A district may enter into a partnership with a public junior college in accordance with Education Code 29.402 [see GNC] in order to fulfill a plan.

Any program designed to fulfill a plan must comply with the requirements of Education Code 29.081(e) and (f).

Education Code 29.918

Reporting

A district shall report financial information relating to expenditure of the state compensatory education allotment under the Foundation School Program to the Texas Education Agency (TEA), according to standards for financial accounting provided in 19 Administrative Code 109.41 (relating to *Financial Accountability System Resource Guide*). Costs charged to state compensatory education shall be for programs and services that supplement the regular education program. *19 TAC 109.25(a)*

A district shall ensure that supplemental direct costs and personnel attributed to compensatory education and accelerated instruction are identified in district and/or campus improvement plans at the summary level for financial units or campuses. A district shall maintain documentation that supports the attribution of supplemental costs and personnel to compensatory education. A district must also maintain sufficient documentation supporting the appropriate identification of students in at-risk situations, under criteria established in Education Code 29.081 [see Definition of At-Risk Student, below]. *19 TAC 109.25(b)*

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**Educationally
Disadvantaged
Students**

Student Eligibility

To be considered educationally disadvantaged in order to be counted to generate the compensatory education allotment pursuant to Education Code 48.104, a student must meet the income requirements for eligibility under the National School Lunch Program (NSLP), authorized by 42 U.S.C. 1751, et seq.

Districts may use the following approved methods for the purpose of receiving the compensatory education allotment pursuant to Education Code 48.104:

1. Parent certification, where the parent or guardian asserts meeting the income requirements for eligibility;
2. Direct certification, where the process by which eligible children are certified for free meals without the need for a household application based on household participation in one or more federal assistance programs; or
3. Direct verification, where public records are used to verify a student's eligibility for free or reduced-price meals when verification of student eligibility is required.

19 TAC 61.1027(a)

Virtual School
Network

Districts must request prior approval from the commissioner to claim students receiving a full-time virtual education through the state virtual school network in their counts of educationally disadvantaged students. The request must include a plan detailing the enhanced services to be delivered to full-time state virtual school network students and submitted in a manner and with a deadline specified by the commissioner. *19 TAC 61.1027(b)(3)(B)*

**Definition of At-Risk
Student**

"Student at risk of dropping out of school" includes each student who is under 26 years of age and who:

1. Except as provided by TEA rule or if retained in prekindergarten under Education Code 28.02124 [see EIE], was not advanced from one grade level to the next for one or more school years, unless the student did not advance from prekindergarten or kindergarten to the next grade level only as a result of the request of the student's parent;
2. If the student is in grades 7–12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year, or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

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3. Did not perform satisfactorily on a state assessment instrument and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. If the student is in prekindergarten, kindergarten, or grades 1–3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. Is pregnant or is a parent;
6. Has been placed in a DAEP in accordance with Education Code 37.006 during the preceding or current school year;
7. Has been expelled in accordance with Education Code 37.007 during the preceding or current school year;
8. Is currently on parole, probation, deferred prosecution, or other conditional release;
9. Was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. Is an emergent bilingual student, as defined by Section 29.052;
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. Is homeless [see FD];
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in a district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
14. Has been incarcerated, or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Penal Code 1.07; or
15. Is enrolled in a district or a campus that is designated as a dropout recovery school under Education Code 39.0548.

Education Code 29.081(d)(1)

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	Regardless of the student's age, a student who participates in an adult education program provided under the adult high school charter school program is considered a "student at risk of dropping out of high school." <i>Education Code 29.081(d)(2)</i>
Local Eligibility Criteria	In addition to students described above, a student who satisfies local eligibility criteria adopted by a board may receive compensatory education services. The number of students receiving services under local eligibility criteria during a school year may not exceed ten percent of the number of students described above who received services from the district during the preceding school year. <i>Education Code 29.081(g)</i>
Designing and Implementing Services	A district shall use student performance data from state basic skills assessment instruments and achievement tests to design and implement appropriate compensatory, intensive, or accelerated instructional services for students in the district's schools that enable the students to perform at grade level at the conclusion of the next regular school term. <i>Education Code 29.081(a)</i>
Services After Unsatisfactory Performance on State Assessments	A district shall establish an accelerated learning committee for each student who does not perform satisfactorily on the following state assessment instruments [see EKB]:
Accelerated Learning Committee	<ol style="list-style-type: none">1. The third grade mathematics or reading assessment;2. The fifth grade mathematics or reading assessment; or3. The eighth grade mathematics or reading assessment. <i>Education Code 28.0211(a)</i>
<i>Composition</i>	The accelerated learning committee shall be composed of the principal or the principal's designee, the student's parent or guardian, and the teacher of the subject of an assessment instrument on which the student failed to perform satisfactorily. The district shall notify the parent or guardian of the time and place for convening the accelerated learning committee and the purpose of the committee. <i>Education Code 28.0211(c)</i>
<i>Educational Plan</i>	An accelerated learning committee shall, not later than the start of the subsequent school year, develop an educational plan for the student that provides the necessary accelerated instruction to enable the student to perform at the appropriate grade level by the conclusion of the school year. The educational plan must be documented in writing, and a copy must be provided to the student's parent or guardian. During the school year, the student shall be monitored to ensure that the student is progressing in accordance with the educational

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plan. The district shall administer to the student the assessment instrument for the grade level in which the student is placed at the time the district regularly administers the assessment instruments for that school year.

The board shall adopt a policy consistent with the grievance procedure adopted under Education Code 26.011 [see FNG] to allow a parent to contest the content or implementation of an educational plan.

Education Code 28.0211(f)–(f-3)

*Failure in a
Subsequent
School Year*

If a student who fails to perform satisfactorily on the third, fifth, or eighth grade math or reading assessment fails in the subsequent school year to perform satisfactorily on an assessment instrument in the same subject, the superintendent, or the superintendent's designee, shall meet with the student's accelerated learning committee to:

1. Identify the reason the student did not perform satisfactorily; and
2. Determine, in order to ensure the student performs satisfactorily on the assessment instrument at the next administration of the assessment instrument, whether the educational plan developed for the student must be modified to provide the necessary accelerated instruction for that student and any additional resources are required for that student.

The superintendent's designee may be an employee of a regional education service center and may not be a person who served on the student's accelerated learning committee.

Education Code 28.0211(f-4)–(f-5)

ARD Meeting

The admission, review, and dismissal (ARD) committee of a student who does not perform satisfactorily on a third, fifth, or eighth grade math or reading assessment must meet to determine the manner in which the student will participate in an accelerated instruction program. *Education Code 28.0211(i)*

Parent Request

Each district shall establish a process allowing for the parent or guardian of a student who fails to perform satisfactorily on a third, fifth, or eighth grade math or reading assessment to make a request for district consideration that the student be assigned to a particular classroom teacher in the applicable subject area for the subsequent school year, if more than one classroom teacher is available. *Education Code 28.0211(a-5)*

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*Classroom
Assignment*

A student who fails to perform satisfactorily on a third, fifth, or eighth grade math or reading assessment and is promoted to the next grade level must be assigned in the subsequent school year in each subject in which the student failed to perform satisfactorily on the applicable assessment instrument to an appropriately certified teacher who meets all state and federal qualifications to teach that subject and grade.

In a manner consistent with federal law and notwithstanding any other law, the commissioner may waive the requirement regarding the assignment of a student to an appropriately certified classroom teacher on the request of a district.

Education Code 28.0211(n)–(n-1)

*Accelerated
Instruction*

Each time a student fails to perform satisfactorily on a state assessment instrument in the third, fourth, fifth, sixth, seventh, or eighth grade [see EKB], the district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area during the subsequent summer or school year and either:

1. Allow the student to be assigned a classroom teacher who is certified as a master, exemplary, or recognized teacher under the local optional teacher designation system [see DEAA] for the subsequent school year in the applicable subject area; or
2. Provide the student supplemental instruction under Education Code 28.0211(a-4) [see below].

*Participation
Requirements*

Accelerated instruction provided during the following school year may require participation of the student before or after normal school hours.

In providing accelerated instruction, a district may not remove a student, except under circumstances for which a student enrolled in the same grade level who is not receiving accelerated instruction would be removed, from:

1. Instruction in the foundation curriculum and enrichment curriculum adopted under Education Code 28.002 [see EHA series] for the grade level in which the student is enrolled; or
2. Recess or other physical activity that is available to other students enrolled in the same grade level.

*Supplemental
Instruction
Requirements*

If a district receives funding under Education Code 29.0881, the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (Div. M, Pub. L. No. 116-260), or the American Rescue

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Plan Act of 2021 (Pub. L. No. 117-2), then supplemental instruction provided by a district must:

1. Include targeted instruction in the essential knowledge and skills for the applicable grade levels and subject area;
2. Be provided in addition to instruction normally provided to students in the grade level in which the student is enrolled;
3. Be provided for no less than 30 total hours during the subsequent summer or school year and, unless the instruction is provided fully during summer, include instruction no less than once per week during the school year;
4. Be designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area;
5. Include effective instructional materials designed for supplemental instruction;
6. Be provided to a student individually or in a group of no more than three students, unless the parent or guardian of each student in the group authorizes a larger group;
7. Be provided by a person with training in the applicable instructional materials for the supplemental instruction and under the oversight of the district; and
8. To the extent possible, be provided by one person for the entirety of the student's supplemental instruction period.

Education Code 28.0211(a-1)–(a-4)

Transportation

A district shall provide students required to attend the accelerated programs described above with transportation to those programs if the programs occur outside of regular school hours. *Education Code 28.0211(j)*

Notice to Parents of
Performance and
Accelerated
Instruction

Whenever a district is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, the district shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language. *Education Code 28.0211(h)*

Assessments Not
Required

Education Code 28.0211 does not require the administration of a fifth or eighth grade assessment instrument in a subject under Education Code 39.023(a) to a student enrolled in the fifth or eighth grade, as applicable, if the student:

1. Is enrolled in a course in the subject intended for students above the student's grade level and will be administered an

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assessment instrument adopted or developed under Education Code 39.023(a) [see EKB] that aligns with the curriculum for the course in which the student is enrolled; or

2. Is enrolled in a course in the subject for which the student will receive high school academic credit and will be administered an end-of-course assessment instrument [see EKB] for the course.

Notwithstanding any other provision of Education Code 28.0211, the student may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument not required to be administered to the student, nor may a student in grade 5 or grade 8 be denied promotion to the next grade on the basis of failure to perform satisfactorily on a reading or mathematics assessment instrument intended for use above the student's grade level.

Education Code 28.0211(o)–(p)

Accelerated
Instruction After
EOC Assessments

A district shall provide accelerated instruction to an enrolled student who has taken an end-of-course (EOC) assessment instrument and has not performed satisfactorily or who is at risk of dropping out of school.

A district shall offer before the next scheduled administration of the assessment instrument, without cost to the student, additional accelerated instruction to each student in any subject in which the student failed to perform satisfactorily on an end-of-course assessment instrument required for graduation.

A district that is required to provide accelerated instruction must separately budget sufficient funds for that purpose. [See CE]

A district shall evaluate the effectiveness of accelerated instruction programs and annually hold a public hearing to consider the results.

Education Code 29.081(b), (b-1), (b-2), (b-3), 39.025(b-1)

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(c), the district in which the student attends school shall provide to the student accelerated instruction in the applicable subject area.

Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations and must comply with the requirements for accelerated instruction provided under Education Code 28.0211 [see above].

Education Code 28.0217

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<i>Effectiveness</i>	A district shall evaluate and document the effectiveness of the accelerated instruction in reducing any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other district students. <i>Education Code 29.081(c)</i>
Dropout Recovery Education Programs	<p>A district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school. The program may be offered at a campus or through the use of an online program that leads to a high school diploma and prepares the student to enter the workforce. A campus-based dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-1)(1)–(5). An online dropout recovery education program must meet the criteria set forth at Education Code 29.081(e-2)(1)–(8).</p> <p>Students in attendance at a dropout recovery education program shall be included in a district's average daily attendance for funding purposes.</p> <p><i>Education Code 29.081(e)–(f)</i></p>
Communities in Schools	An elementary or secondary school receiving funding under Education Code 33.156 shall participate in the Communities in Schools (CIS) program if the number of students enrolled in the school who are at risk of dropping out of school is equal to at least ten percent of the number of students in average daily attendance at the school, as determined by TEA. <i>Education Code 33.157</i>
Optional Extended Year Program	A district may set aside an amount from the district's compensatory education allotment or may apply to the agency for funding of an extended year program. <i>Education Code 29.082(a); 19 TAC 105.1001</i>
Optional Flexible Year Program	A district may provide an optional flexible year program (OFYP) for students who did not or are not likely to perform successfully on state assessment instruments or who would not otherwise be promoted to the next grade level. <i>Education Code 29.0821; 19 TAC 129.1029</i>
Optional Flexible School Day Program	<p>Notwithstanding Education Code 25.081 or 25.082, a district may apply to the commissioner to provide a flexible school day program (OFSDP) for students who:</p> <ol style="list-style-type: none">1. Have dropped out of school or are at risk of dropping out of school as defined by Education Code 29.081;

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2. Attend a campus that is implementing an innovative redesign of the campus or an early college high school under a plan approved by the commissioner; or
3. As a result of attendance requirements under Education Code 25.092, will be denied credit for one or more classes in which the students have been enrolled.

Education Code 29.0822

A district may apply to the commissioner to provide an OFSDP for students, in accordance with 19 Administrative Code 129.1027.

A board must approve the application. The board must include the OFSDP as an item on the regular agenda for a board meeting in compliance with 19 Administrative Code 129.1027(h)(2) before applying to operate an OFSDP. The application shall include the information described in 19 Administrative Code 129.1027.

19 TAC 129.1027(c)

Tutorial Services

A district may provide tutorial services at district schools. If a district provides tutorial services, it shall require a student whose grade in a subject for a reporting period is lower than the equivalent of 70 on a scale of 100 to attend tutorials. [See EC for provisions on loss of class time.]

A district may provide transportation services to accommodate students who are required to attend tutorials and who are eligible for regular transportation.

Education Code 29.084

**Basic Skills
Programs**

A district may apply to the commissioner for funding of basic skills programs for students in grade 9 who are at risk of not earning sufficient credit or who have not earned sufficient credit to advance to grade 10 and who fail to meet minimum skills levels established by the commissioner.

With the consent of a student's parent or guardian, a district may assign a student to the basic skills program.

A basic skills program may not exceed 210 instructional days and must meet the requirements set forth at Education Code 29.086.

Education Code 29.086(a)

**After-School and
Summer Intensive
Mathematics and
Science Programs**

A district may provide an intensive after-school program or an intensive program during the period that school is recessed for the summer to provide mathematics and science instruction to:

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1. Students who are not performing at grade level in mathematics or science to assist those students in performing at grade level;
2. Students who are not performing successfully in a mathematics course or science course to assist those students in successfully completing the course; or
3. Other students as determined by the district.

Before providing a program, a board must adopt a policy for:

1. Determining student eligibility for participating in the program that:
 - a. Prescribes the grade level or course a student must be enrolled in to be eligible; and
 - b. Provides for considering teacher recommendations in determining eligibility;
2. Ensuring that parents of or persons standing in parental relation to eligible students are provided notice of the program;
3. Ensuring that eligible students are encouraged to attend the program;
4. Ensuring that the program is offered at one or more locations in the district that are easily accessible to eligible students; and
5. Measuring student progress on completion of the program.

Education Code 29.088, .090; 19 TAC 102.1041

**Mentoring Services
Program**

A district may provide a mentoring services program to students at risk of dropping out of school. A board may arrange for any public or nonprofit community-based organization to come to the district's schools and implement the program.

A board shall obtain the consent of a student's parent or guardian before allowing the student to participate in the program.

Education Code 29.089

**Accelerated Reading
Instruction Program**

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results [see EKC], to be at risk for dyslexia or other reading difficulties. The district shall determine the form, content, and timing of the program.

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A district shall provide additional reading instruction and intervention to each student given the seventh grade reading assessment [see EKC], as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

Education Code 28.006(g), (g-1)

Intensive Program of Instruction

State Assessments

A district shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument or is not likely to receive a high school diploma before the fifth school year following the student's enrollment in grade 9, as determined by the district.

The program shall be designed to:

1. Enable the student to:
 - a. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
 - b. Attain a standard of annual growth specified by a district and reported by the district to TEA; and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Students Receiving
Special Education
Services

For a student in a special education program who does not perform satisfactorily on an assessment instrument administered under Education Code 39.023(a), (b), or (c), the student's admission, review, and dismissal committee shall design the program to:

1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and
2. If applicable, carry out the purposes of Education Code 28.0211. [See EIE]

Graduation
Requirements

A district shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

No Cause of Action

A district's determination of the appropriateness of an intensive program of instruction for a student is final and does not create a cause of action.

Education Code 28.0213

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**College Preparatory
Courses**

Each district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts. The courses must be designed:

1. For students at the 12th grade level whose performance on:
 - a. An end-of-course assessment instrument required under Education Code 39.023(c) does not meet college readiness standards; or
 - b. Coursework, a college entrance examination, or an assessment instrument designated under Education Code 51.334 [Texas Success Initiative (TSI) assessment] indicates that the student is not ready to perform entry-level college coursework; and
2. To prepare students for success in entry-level college courses.

A course must be provided on the campus of the high school offering the course or through distance learning or as an online course provided through an institution of higher education with which the district partners.

Faculty

Appropriate faculty of each high school offering courses and appropriate faculty of each institution of higher education with which the district partners shall meet regularly as necessary to ensure that each course is aligned with college readiness expectations.

Notice

Each district shall provide a notice to each eligible student and the student's parent or guardian regarding the benefits of enrolling in a course.

Credit Earned

A student who successfully completes an English language arts course may use the credit earned toward satisfying the advanced English language arts curriculum requirement for the foundation high school program under Education Code 28.025(b-1)(1). A student who successfully completes a mathematics course may use the credit earned in the course toward satisfying an advanced mathematics curriculum requirement under Education Code 28.025 after completion of the mathematics curriculum requirements for the foundation high school program under Education Code 28.025(b-1)(2).

Dual Credit

A course may be offered for dual credit at the discretion of the institution of higher education with which a district partners.

**Instructional
Materials**

Each district, in consultation with each institution of higher education with which the district partners, shall develop or purchase instructional materials for a course consistent with Education Code

Chapter 31. The instructional materials must include technology resources that enhance the effectiveness of the course and draw on established best practices.

Education Code 28.014

End-of-Course
Exam

A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Education Code 39.023(c) [see EKB], even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate end-of-course assessment instrument. *Education Code 39.025(a-1)*

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Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

**Accelerated
Learning Committee**

When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.

A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.

**Additional Definition
of At-Risk Student**

In addition to applying state criteria, the District shall classify as "at risk" any student in prekindergarten through grade 12 who has been identified as a migrant student as defined in the Public Education Information Management System (PEIMS).

As permitted by law, the District shall use compensatory education funds to provide services to such students. [See EHBC(LEGAL)]

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

**Parental Notice of
Assistance for
Learning Difficulties**

Each school year, a district shall notify a parent of each child, other than a child enrolled in a special education program under Education Code Chapter 29, Subchapter A, who receives assistance from the district for learning difficulties, including through the use of intervention strategies that the district provides that assistance to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent's native language; and
3. Include:
 - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
 - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
 - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
 - d. The estimated time frames within which a report on the child's progress with the assistance, including any intervention strategies used, will be provided to the parent; and
 - e. A copy of the explanation provided under Education Code 26.0081(c). [See FB]

This required notice may be provided to a child's parent at a meeting of the team established for the child under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), if applicable.

Education Code 26.0081(d)–(e)

“Intervention strategy” means a strategy in a multi-tiered system of supports that is above the level of intervention generally used in that system with all children. The term includes response to intervention and other early intervening strategies. *Education Code 26.004(a)*

**Dyslexia and Related
Disorders**

Districts shall provide each student with dyslexia or a related disorder access to each program under which the student qualifies for services. A board must ensure that procedures for identifying a stu-

dent with dyslexia or a related disorder and for providing appropriate, evidence-based instructional services to students are implemented in the district.

District procedures must be implemented according to the State Board of Education (SBOE) approved strategies for screening, individualized evaluation, and techniques for treating dyslexia and related disorders. The strategies and techniques are described in the *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders* available on [TEA's Dyslexia and Related Disorders webpage](#).¹ Districts shall provide a copy or a link to the electronic version of the *Dyslexia Handbook* to parents of children suspected to have dyslexia or a related disorder.

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28.

19 TAC 74.28(a)–(c), (l)–(m)

Compliance
Monitoring

Districts will be subject to monitoring for compliance with federal law and regulations in connection with 19 Administrative Code 74.28. Districts will be subject to auditing and monitoring for compliance with state dyslexia laws in accordance with administrative rules adopted by the commissioner of education as required by Education Code 38.003(c-1). *19 TAC 74.28(n)*

Screening, Testing,
and Identification

Students enrolling in public schools in Texas shall be screened or tested, as appropriate, for dyslexia and related disorders at appropriate times in accordance with a program approved by the SBOE. The program must include screening at the end of the school year of each student in kindergarten and each student in the first grade. *Education Code 38.003(a)*

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. A district may not use early intervention strategies, including multi-tiered systems of support, to delay or deny the provision of a full and individual evaluation to a child suspected of having a specific learning disability, including dyslexia or a related disorder.

Screening, as described in the *Dyslexia Handbook*, and further evaluation should only be conducted by individuals who are trained in valid, evidence-based assessments and who are trained to appropriately evaluate students for dyslexia and related disorders.

19 TAC 74.28(d), (j)

Parent Notification	<p>At least five school days before any identification or evaluation procedure is used selectively with an individual student, a district must provide written notification of the proposed identification or evaluation to the student's parent or guardian or another person standing in parental relation to the student. The notice must be in English, or to the extent practicable, the individual's native language and must include the following:</p> <ol style="list-style-type: none">1. A reasonable description of the evaluation procedure to be used with the individual student;2. Information related to any instructional intervention or strategy used to assist the student prior to evaluation;3. An estimated time frame within which the evaluation will be completed; and4. Specific contact information for the campus point of contact, relevant parent training and information projects, and any other appropriate parent resources.
<i>IDEA Notice</i>	<p>Before a full individual and initial evaluation is conducted to determine whether a student has a disability under the Individuals with Disabilities Education Act (IDEA), a district must notify the student's parent or guardian or another person standing in parental relation to the student of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, provide all the information required in the above notice, and provide an opportunity for written consent for the evaluation. The district must also provide a copy of the IDEA procedural safeguards notice required under 34 C.F.R. 300.504 and a copy of Section 504 information required under Education Code 26.0081. [See EHBAE and FB]</p>
<i>Options and Services</i>	<p>Parents or guardians of a student with dyslexia or a related disorder must be informed of all services and options available to the student, including general education interventions under response to intervention and multi-tiered systems of support models as required by Education Code 26.0081(d), and options under federal law, including IDEA, and the Rehabilitation Act, Section 504.</p> <p><i>19 TAC 74.28(f)–(h)</i></p>
Parent Education	<p>A district shall provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program must include:</p> <ol style="list-style-type: none">1. Awareness and characteristics of dyslexia and related disorders;

2. Information on testing and diagnosis of dyslexia and related disorders;
3. Information on effective strategies for teaching students with dyslexia and related disorders;
4. Information on qualifications of those delivering services to students with dyslexia and related disorders;
5. Awareness of information on accommodations and modifications, especially those allowed for standardized testing;
6. Information on eligibility, evaluation requests, and services available under IDEA and Section 504 and information on the response to intervention process; and
7. Contact information for the relevant regional and/or district specialists.

Education Code 38.003; 19 TAC 74.28(l)

Treatment

Each school must provide each identified student access at his or her campus to instructional programs required at Reading Program, below, and to the services of a teacher trained in dyslexia and related disorders. A district may, with the approval of each student's parents or guardians, offer additional services at a centralized location, but centralized services shall not preclude each student from receiving services at his or her campus. *19 TAC 74.28(i)*

Reading Program

A district shall purchase a reading program or develop its own reading program that is aligned with the descriptors in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that use individualized, intensive, multisensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by the district- and/or campus-level committees shall include these instructional strategies.

19 TAC 74.28(e)

Reassessment

Unless otherwise provided by law, a student determined to have dyslexia during screening or testing or accommodated because of dyslexia may not be rescreened or retested for dyslexia for the purpose of reassessing the student's need for accommodations until the district reevaluates the information obtained from previous screening or testing of the student. *Education Code 38.003(b-1)*

Audiobook Program
Notification

A district shall notify the parent or guardian of each student determined, on the basis of a dyslexia or related disorder screening or

other basis, to have dyslexia or a related disorder, or determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties of the program maintained by the Texas State Library and Archives Commission providing students with reading disabilities the ability to borrow audiobooks free of charge. The notification shall be done in accordance with the program developed by the commissioner. *Education Code 28.006(g-2)*

¹ TEA Dyslexia and Related Disorders webpage: <https://tea.texas.gov/academics/special-student-populations/dyslexia-and-related-disorders>

Reading Instruments

The commissioner of education shall adopt a list of reading instruments that a school district may use to diagnose student reading development and comprehension.

For use in diagnosing the reading development and comprehension of kindergarten students, the commissioner shall adopt a multidimensional assessment tool that includes a reading instrument and tests at least three developmental skills. A multidimensional assessment tool is considered to be a reading instrument.

The district-level committee may adopt a list of reading instruments in addition to the reading instruments on the commissioner's list for a grade level other than kindergarten. Each reading instrument adopted by the district-level committee shall be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments shall provide for diagnosing the reading development and comprehension of students participating in a bilingual or special language program.

Education Code 28.006(a)–(b)

Kindergarten

Each district shall administer at the kindergarten level a reading instrument adopted by the commissioner or an alternative reading instrument approved by the commissioner. The district shall administer the reading instrument in accordance with the commissioner's recommendations.

The commissioner may approve an alternative reading instrument for use in diagnosing the reading development and comprehension of kindergarten students that complies with the requirements above.

The commissioner by rule shall determine the performance on the reading instrument that indicates kindergarten readiness.

Education Code 28.006(b-1), (c-2)–(c-3)

**First and Second
Grades**

A district shall administer, at first- and second-grade levels, a reading instrument on the list adopted by the commissioner or by the district-level committee. A district shall administer the reading instrument in accordance with the commissioner's recommendations.

Seventh Grade

A district shall administer a diagnostic reading instrument during the first six weeks of the school year to each student in grade 7 whose performance on the grade 6 state reading assessment did not meet the passing standard. If a student was administered the modified state assessment in reading, the admission, review, and dismissal (ARD) committee may determine if the diagnostic assessment is appropriate for use with that student.

TESTING PROGRAMS
READING ASSESSMENT

EKC
(LEGAL)

A student in grade 7 who does not have a score for the state reading assessment in grade 6 may be given an equivalent comprehension assessment. If that student does not meet the passing standard, the student must be administered the diagnostic reading assessment.

A district must use the Texas Middle School Fluency Assessment and/or an alternate diagnostic reading instrument. A district must submit an alternate diagnostic reading instrument to the Texas Education Agency (TEA) for approval. An alternate diagnostic instrument must:

1. Be based on published scientific research in reading;
2. Be age and grade-level appropriate, valid, and reliable;
3. Identify specific skill difficulties in word analysis, fluency, and comprehension; and
4. Assist the teacher in making individualized instructional decisions based on the assessment results.

Reports

A superintendent shall:

1. Report to the commissioner and the board the results of the reading instruments;
2. Not later than the 60th calendar day after the date on which a reading instrument was administered, report, in writing, to a student's parent or guardian the student's results on the reading instrument; and
3. Using the school readiness certification system, report each student's raw score on the reading instrument to TEA using the school readiness certification system.

Cost

TEA shall ensure at least one reading instrument for each grade level for which a reading instrument is required to be administered is available to districts at no cost.

Notice to Parents

A district shall notify the parent or guardian of each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. A district shall make a good-faith effort to ensure that this notice is provided in person or by regular mail, is clear and easy to understand, and is written in English and in the parent or guardian's native language.

Accelerated
Reading Instruction
Program

A district shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to those students and shall determine the form,

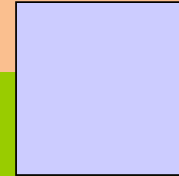
content, and timing of that program. [See Accelerated Reading
Instruction Program at EHBC(LEGAL)]

Education Code 28.006; 19 TAC 101.6001

Brownsville Independent School District



Migrant Education Program



Identification and Recruitment Plan of Action 2022 - 2023

Texas MEP Template

ID&R Plan of Action

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIMELINE	METHOD OF EVALUATION
I. TRAINING FOR RECRUITERS AND ELIGIBILITY REVIEWERS				
A. Attend Identification and Recruitment Training offered by the ESC	Staff: All recruiters and eligibility reviewers for the Migrant Education Program	Region One ESC ID&R Trainer Laptop, DVD	Spring	ID& R State Test ID&R Certificate of Completion Sign-In Sheets
B. Attend Migrant Awareness Session	Migrant Staff	Migrant Coordinator	August 2022	
C. Attend follow-up trainings as provided by the ESC	Migrant Staff	Region One ESC	On-going August - May of current school year	End of Session Certificate
D. Attend Migrant Directors' Meeting	Migrant Service Coordinator	Region One ESC Migrant Program Director Laptop	August - May 2022	End of Session Certificate
E. Attend State/ National Conferences (Migrant)	Migrant Staff	AMET	November 2022	Conference Certificate if available Conference Manual Turn around trainings at LEA
II. IDENTIFICATION & RECRUITMENT				
A. Meet with all ID&R Staff. Meet with personnel to review current ID&R Action Plan Meet with personnel to revise current ID&R activities to determine effectiveness Meet with personnel to brainstorm and plan recruitment strategies to include in ID & R Plan Review and analyze migrant counts.	Recruiters, NGS specialist, migrant clerks, migrant data entry clerks	State of Texas Identification and Recruitment Manual, Desktop computer Printers	August 2022	Sign-In Sheets Sessions evaluations Migrant Count reports
B. Finalize all forms, documents, logs. Trainings will be held on all forms, logs, reports, etc. that will be used by MEP ID&R staff.	MEP administrator, recruiters, and eligibility reviewers for the MEP	COE Checklist, Family/ Employment Surveys Campus Activity Reports (Enr/wd) Canvassing Log Recruiter Log, Reviewer Log District Databases, Two-Yr Olds Turning 3 Reports, Desktop computer Recently Mobile Report	August 2022	Notebook with all forms used for ID & R within the district

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIMELINE	METHOD OF EVALUATION
C. <u>Make recruiter assignments.</u> Develop recruitment schedule (flexible hours) Determine areas of visitation within school district boundaries (on campus, home, community agencies)	Staff: All recruiters and eligibility reviewers for the MEP	Recruiter's Weekly/Daily MSC Desk top computers and printer	By August. 2022	Monthly meeting to review schedule and recruitment progress
D. <u>Conduct ID&R.</u> Potentially Eligible Migrant Children: Contact potentially eligible migrant families during pre-registration. Contact potentially eligible migrant families using family surveys during pre-registration and for new enrollments. Contact potentially eligible migrant families coordinating with the attendance office and checking new enrollments on a weekly basis Contact potentially eligible migrant families using door-to-door recruitment in pairs. Ensure that recruiters utilize cell phones/two-way radios while conducting home visits/home interviews. Contact Early Childhood Centers and UMOS to coordinate Identification and Recruitment efforts/ Set up quarterly meetings. Collaborate and coordinate with parental involvement and Parent Teacher Organization (PTO) personnel to present on migrant eligibility. Utilize Drop Out Lists to contact Out of School Youth Utilize PEIMS Out of School Youth Report to contact potentially eligible students Currently Eligible Migrant Children: Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Inform parents of the 3Yr. Old Program	Staff: MEP Recruiters Migrant Clerks,	NGS Reports listing previous years enrollee, Family Survey, List of former migrants from the local data base, BISD MEP phone log contact reports Campus parent liaison Parental Involvement Trainers Desk top computers and printer Laptop	By Aug. 30 - currently eligible children; continue recruitment efforts throughout year - potentially eligible children; Make initial out reach efforts by Sept. 30.	New COE's Responses posted on the recruiter's phone contact log 21-22 coded migrant list (highlighted for EOE's) Visitation lists w/ recruiter's notations Late entry list from eSchools Plus w/ recruiter's notes Out of School Youth Survey Three Year Old Survey

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIMELINE	METHOD OF EVALUATION
Post MEP flyers and/or business cards contact information in post office, grocery stores, laundromats, school guidance office, etc. Conduct on-site interview s at the WIC office, TDHS office, employer/grow er office/location, etc. Place advertisement in the local and city new s station, new spaper w/contact information and message w elcoming migrant families back to the area. Complete new COEs and needed. Share copies of COEs w ith appropriate entities as listed on COE.	Staff: MEP Recruiters / NGS clerks, MSC	Flyers List of agencies Flyers, district TV station Desktop computers and Printers	Year round, August - July	New COEs and/or COEs with signatures to verify residency for current year
E. <u>Complete COEs.</u> Complete COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE, COE Supplemental Documentation Form w ith COE Checklist to eligibility review er for review .	Staff: MEP recruiters, Lead clerk, NGS clerks, quality control quality control clerk	In-district flow chart, ID & R Manual	Within 3 days of parent signature	COE checklist
F. <u>Review COEs.</u> Review COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. Forw ard COEs and Supplemental Documentation Forms w ith tw o or more required comments to ESC for approval. Forw ard questionable COEs and Supplemental Documentation Forms to ESC for review . Forw ard extenuating circumstances to ESC for review .	Staff: MEP eligibility review ers recruiters, NGS specialist	ID & R Manual, Region One Training Sessions Desktop computers and Printers	Within 5 days of parent signature	Completed COE and Supplemental Documentation Form

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIMELINE	METHOD OF EVALUATION
G. <u>Conduct residency verification.</u>	Staff: All recruiters and eligibility reviewers for the MEP	NGS Reports, District data base reports with student's names, family files	November 1. For 2 yrs old turning 3- after 3rd birthday.	signature of verification Student Plus documentation
Verify continued residency for all currently eligible migrant children who have not made a new qualifying more (QAD) during the current reporting period through school database, face to face interview		desktop computers and printers		
Verify residency for Two Year Olds turning 3 after the child's 3rd Birthday				
H. <u>Meet with Parent Advisory Council</u>	MSC and PAC officers	Recruiters, Lead Clerk and district ID & R plan	Complete by August 30	Final PAC recommendations
Meet with PAC committee to formulate plan to assist with Identification and Recruitment efforts		desktop computers and printers		
III. STATE MEP AGRICULTURAL MAP				
A. <u>Review state MEP agricultural map on TEA website.</u>	Staff: All recruiters and eligibility reviewers for the MEP	Weekly schedule, Region One crop listings on website	Contact all growers within the district boundaries by November	Information gathered
Make recruiter assignments for contacting growers within districts boundaries utilizing growers letter and survey.		Desktop computers and Printers		
Collect grower survey.				
Electronically submit ESC survey of crop availability in the area to ESC demographer.				
B. <u>Develop calendar and maps.</u>	Staff: MEP administrators and recruiters	maps used in prior years updated maps	By December and update on on-going basis throughout the year	Completed calendar and district map
Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. in school district boundaries		Desktop computers and Printers		
Develop maps for recruiters highlighting all areas / neighborhoods where migrant families reside.				
Develop a calendar for recruitment in the grower/employer areas based on grower/employer surveys.				
C. <u>Other</u>				
IV. INTERAGENCY COORDINATION				
A. <u>Network with agencies that serve migrant families.</u>	Staff: MSC, recruiters, CIS case managers, migrant campus clerks	Agency Directory Desktop computers and Printers	Make initial out reach efforts by ____. and continue on-going efforts throughout the year	Verification signatures on outreach documents
Conduct informational meeting about the MEP with non-migrant staff.				
Coordinate/network with TMC, Headstart, WIC, etc. to ensure proper identification and recruitment of migrant students.				

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	AFFECTED INDIVIDUALS	RESOURCES	TIMELINE	METHOD OF EVALUATION
B. <u>Other</u>				
V. QUALITY CONTROL				
A. <u>Written quality control procedures.</u>	Staff: MSC, NGS clerks, lead clerk	Quality Control flow charts	By Aug. 31	Quality Control Checklist
Review PEIMS/attendance records for enrolled migrant children to ensure the accuracy of COE information.	recruiters, eligibility reviewers and other MEP Staff.	student lists		
Review MATH Plus enrollment records to ensure the accuracy of COE information.		Computer and printer		
Use NGS to ensure accuracy of COE information.				
Review summer enrollments to ensure the accuracy of COE information.				
Complete COE checklist.				
B. <u>Eligibility review.</u>	Staff: Eligibility reviewers; MEP administrators; and ESC MEP contact, when appropriate	Quality Control flow charts	Ongoing throughout the year	Spot checks of family files/COEs
Review COE for eligibility, required documentation and accuracy of information.				
Forward COEs with more than one comment to ESC for review.				
Follow protocol for COEs that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.				
C. <u>Monitor and address ongoing training needs for ID&R.</u>	Staff: All MEP staff	Region One MEP staff	As needed throughout the year	Agenda, sign-in sheets
Coordinate with ESC to conduct follow-up training to staff for documentation assistance with required comments, procedural comments, extenuating circumstances.		Desktop computer		
Coordinate with ESC to conduct follow-up training for documentation assistance with		DVD		
Coordinate with ESC to conduct technical assistance visits for ID&R Action Plan.		Television		
D. <u>Maintain up-to-date records on file.</u>	Staff: All MEP staff	family files, quality control	Ongoing throughout the year	Family files / labels showing the initials and dates of clerks updating information
File COEs in alphabetical order by current mother's last name and retain records for ten (10) years from the date eligibility ends.		district plan		
Maintain updated active and inactive records.				

ID & R Action Plan Committee**Members****Recruiters:**

Ruben Casanova

Claudia Medellin

NGS Clerks:

Yesenia Longoria

Data Entry Clerks:

Lourdes Guevara

Secretary & Computer Operator**Migrant Service Coordinator**

Estella Barrientes

Brownsville Independent School District
Migrant District Improvement Plan
2022-2023



Program Specific Needs:

Needs: After reviewing various data sources and consultation with the Migrant Parent Advisory Council, the Migrant Education Department has determined that while many of the campuses are working diligently with the migrant students to ensure their academic success, there is still work which still needs to be done to improve the migrant students' performance especially in Grades 3-8 STAAR and the number of first grade students being retained.

1. Need to increase extended-day/year participation rates for Pre-K to 12th grade migrant students including Migrant enrichment activities.
2. Need to encourage campuses with the highest number of early grade migrant student retentions to conduct tutorials with their campus allocations as well as enforce access to credit accrual programs at the secondary level.
3. Need to increase university and college awareness, College Assistance Migrant Program (CAMP) awareness by providing students the opportunity to visit Texas colleges and universities with and without CAMP programs to increase application and enrollment of Migrant students to higher learning institutions and/or host District CAMP activities for migrant students in order to increase graduation rate and reduce the drop out rate of migrant students.
4. Need to provide additional resources for high school students in order to ensure they are prepared for and continue to perform well on End of Course (EOC) Assessments who enroll late and withdraw early from school including summer intervention.
5. Need to provide migrant clerks with training in order to expedite the posting of information on NGS and provide smooth transition/transmission of student information upon entry and withdrawal of students.
6. Need to extend days for clerks to 226 in order to recruit year-round and to provide migrant services year-round.
7. Need to increase parental involvement and awareness of graduation requirements for migrant students, overall awareness of the Migrant Program.
8. Conduct a Migrant Program Evaluation by June 30th as required by ESSA Consolidated Federal Grant Application.
9. Need to maintain migrant student high school graduation rates by coordinating services with other federal budget allocations in order to provide access to Credit by Exams, and AP exams that may need to be purchased to provide migrant students the opportunity to receive high school credit and college credit.
10. Migrant Title I, Part A students and department are in dire need of computer technology and supplies for students as per Title I, Part C program guidelines.
11. Migrant Title I, Part A student subgroup needs to be included in DIP activities as appropriate in order to have equal access to funding sources/activities/opportunities to overcome barriers to learning.
12. Migrant students need to have access to regaining of credit courses at the middle school and high school level.
13. Need to cross-train staff to better serve migrant student and their families.
14. Need to have staff available year-round to recruit and identify migrant students.
15. Migrant students need clothing, school supplies, caps and gowns, as well motivational awards to encourage students to stay in school and not dropout.
16. Migrant Department needs to collaborate with community and business to host a job fair to help recruit, identify, and monitor migrant patterns to better aid migrant student and families.

Goal 1: BISD migrant 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 early childhood (PK-2) performance will increase by 5 percentage points over end-of-year 2021 results.

Evaluation Data Source(s) 2: NGS Reports, Migrant Participation Reports in ABB

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>1. Identified migrant three year old children will have the opportunity to enroll into a Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students.</p> <p>Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning.</p> <p>Population: 3-4 year old Migrant Students</p> <p>Timeline: August 2022 to May 2023</p>		District Migrant Staff	<p>Formative Results:</p> <p>6 weeks enrollment reports</p> <p>Summative Impact:</p> <p>Increase enrollment in the 3-year-old program/ABB</p>
Funding Sources: 212 Title I-C (Migrant) - 500.00			

Goal 1: BISD migrant 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: 50% of migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase 5% within a 3 year period.

Evaluation Data Source(s): STAAR/EOC Assessments for Migrant students, Migrant Program participation reports.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>1.) *All migrant students in need of appropriate school supplies, clothing and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students.</p> <p>*All PFS migrant students will receive supplemental supports services before other migrant students.</p> <p>*All PFS migrant students will have an opportunity to attend a PFS Learning Academy. Migrant non-PFS students may participate if spaces are available and are requested by student/parent.</p> <p>*All migrant elementary students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer break.</p> <p>Population: All Migrant Students</p> <p>Timeline: May 2023 to August 2023</p>		District Migrant Coordinator and Principals	<p>Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports.</p> <p>Summative Impact:</p> <p>+Fewer PFS students are identified due to increased performance</p> <p>+On-time promotion and on-time graduation rates increased</p>
Funding Sources: 211/212 Title I-C (Migrant) - \$60,000			

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: 50% of migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase 5% within a 3 year period.

Evaluation Data Source(s) 5: Results-based Data Analysis Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1. The Migrant Department will conduct an evaluation of the Migrant Education Program in order to determine specific interventions/programs needed to better service migrant students. Timeline: May 2023-June 2023		Migrant Services Coordinator	Formative: Copy of Program Evaluation Summative: Increase in students receiving services
	Funding Sources: 212 Title I-C (Migrant) - 0.00		
2. All migrant students will be provided with support in the use of academic tools and resources to increase success in reading, mathematics, social studies, and science Population: All migrant students Timeline: August 2022 to July 2023		District Migrant Coordinator Migrant staff	Formative: Training sign-in sheets Summative: increased reading and math state assessment scores for migrant students
	Funding Sources: 211/212 Title I-C (Migrant) – 10,000.00		
3. The campus will provide supplemental support to the PFS and migrant students in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students receive homework assistance and socialize with other migrant students throughout the current school year, as well as provide opportunities for students to participate in a Migrant Club and Migrant CAMP Population: PFS and Non-PFS after PFS are served. Students Timeline: August 2022 to June 2023		Migrant Coordinator Campus Principals Campus Designee	Formative: Phone logs, Six Week Report Cards Summative: +End of year state assessment scores
	Funding Sources: 212 Title I-C (Migrant) – 212/282 45,000.00		

Goal 3: 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 of parents involved in campus/district parental involvement activities from 2021-2022 to 2022-2023.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1. The Migrant Department will continue to designate a staff member as a campus liaison for the purpose of assisting campuses and educating parents with current information during monthly/quarterly meetings that address issues and expectations that will impact their children's academic and attendance needs. Population: Migrant Staff Timeline: August 2022 to May 2023		District Migrant Coordinator Migrant staff	Formative results: Campus liaison email updates/ meeting sign-in sheets Summative Impact: Training Session Evaluations Increase % of parents surveyed with greater understanding of migrant program
	Funding Sources: 212 Title I-C (Migrant)		

Evaluation Data Source(s) 1: Completed Migrant Parental Advisory Council Checklist, Migrant Parent Surveys, Parent Meeting Attendance Rates

2. Provide flexible meeting times for Parent Education opportunities and parent training sessions that address the needs and concerns in the following areas: -Early Childhood Literacy Strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) -College Readiness -Drop-out and Violence Prevention -Community agencies and organizations resources. Population: Migrant Parents Timeline: Aug. 2022-May 2023		Migrant Department Staff	Formative results: Parent PAC Meetings Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance
	Funding Sources: Title I-C (Migrant) -1,000.00		

<p>3. The Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>Population: Migrant funded Staff and Parents</p> <p>Timeline: Aug. 2022-May 2023</p>		Migrant Coordinator and Staff	<p>Formative:</p> <p>Conference/Training agendas, Conference Certificate of Participation</p> <p>Summative:</p> <p>+Improved student grades</p> <p>+Increased Parent Attendance</p> <p>+Increased Student performance on district and state assessments</p>
	Funding Sources: 212 Title I-C (Migrant) – 6,000.00		
<p>4. Migrant Department will host a job fair to help recruit, identify, and monitor migrant patterns to better aid migrant student and families. The migrant department will reach out to employers of existing Migrant student families to coordinate recruiting efforts.</p>		Migrant Coordinator and Staff	<p>Formative:</p> <p>Job Fair Flyer and Sign in Sheets</p> <p>Summative:</p> <p>Increase in Migrant identified students</p>
	Funding Sources: 212 Title I-C (Migrant) – 4,000.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>5. Parents of migrant PK-2nd grade students will be provided with sessions on how to access resources to academically support their children more effectively, especially for literacy. Migrant parents will be provided with strategies and means to access reading and math resources to support their children.</p> <p>Population: PFS and Migrant Student and Parents</p> <p>Timeline: August 2022-June 2023</p>		Migrant Staff	<p>Formative:</p> <p>Pre- and Post-Parent Surveys</p> <p>Summative:</p> <p>EOY Assessment Results</p> <p>+Increased Promotion Rate</p>
	Funding Sources: 212 Title I-C (Migrant) – 1,000.00		
<p>6. All migrant parents will be invited to participate in a Migrant Send-Off activity in which District and community agencies will provide information which will assist in the transition from one District to another. Population: Migrant Parents and Students</p> <p>Timeline: Spring Semester</p>		Migrant Staff	<p>Formative:</p> <p>Sign-In Sheets</p> <p>Summative:</p> <p>Increased # of students returning with grades</p>
	Funding Sources: 212 Title I-C (Migrant) – 1,500.00		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
7. A district-wide Migrant Parent Advisory Council (PAC) will provide meaningful consultation to ensure that the planning, implementation, and evaluation of local MEP activities and services is relevant to migrant students. Population: Migrant parents and students Timeline: October 2022, December 2022, February 2023, April 2023		Migrant Department	Formative: Sign-In Sheets & Evaluations Summative: Increased parental involvement over prior year
	Funding Sources: 212 Title I-C (Migrant) - 2000.00		

Goal 4: 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 migrant 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/or by 5% over a three year period.

Evaluation Data Source(s): District and campus migrant attendance rates.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>1. Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters.</p> <p>Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools.</p> <p>Population: Migrant Office Staff</p> <p>Timeline: August 2022 and January 2023</p>		Migrant Staff	<p>Formative:</p> <p>PDS Transcripts, NGS Maximum Enrollment Report</p> <p>Promotion Continuity of Services, Region One audit</p> <p>Summative:</p> <p>+Increase in student ID&R numbers</p> <p>Migrant Recruiter & clerks certificate of attendance,</p> <p>+increase in migrant student enrollment</p>
	Funding Sources: 212 Title I-C (Migrant) – Payroll Costs/Travel		
<p>2. NGS Migrant clerks will: encode all required data into the NGS System and conduct all required activities, utilize the Migrant Student Information Exchange System to promote interstate coordination and timely records exchange; coordinate with Texas Migrant Interstate Program in order to serve students from BISD who may attend out-of-state schools.</p> <p>Timeline: July 2022 to June 2023</p>		Migrant staff	<p>Formative: PDS Training certificates, NGS Reports, Region One Audit results</p> <p>Summative:</p> <p>Increase in number of students encoded in MSIX and referrals to TMIP</p>
	Funding Sources: 212 Title I-C (Migrant) Payroll Costs/Travel		

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

Performance Objective 2: 90% of migrant students in grades 9-12 will be on time for graduation; and/or there will be a 5% increase in the number of 9-12 migrant students graduating over a three-year period.

Evaluation Data Source(s) Drop-out and Graduation rate reports. Migrant specific program reports for program outcomes.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
<p>1. The Migrant Department will ensure that supplemental support services will be provided to migrant students in the following areas:</p> <ul style="list-style-type: none"> * Graduation plans * PFS Student Progress Review * Coordination for leadership opportunities, Inter-state and intra-state (TMIP) activities * Monitoring of course completion for PFS students, and late entry/early withdrawals for all migrant students *Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Assist with OSY Initiative and monitoring of campus migrant staff <p>Population: PFS & Migrant students/families Timeline: August 2022 to May 2023</p>		District Migrant Staff	<p>Formative: Monthly reports on credit completion Summative: PBMAS Report +Increased on-time graduation and on-time promotion and decreased dropout rate</p>
Funding Sources: 212 Title I-C (Migrant) – 50,000.00			
<p>2. A leadership conference for middle school and high school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience.</p> <p>Population: Middle School PFS and PFS High School Migrant students Timeline: March 2023</p>		Migrant Coordinator Campus Liaison	<p>Formative: Assessment scores and Six Weeks grades Summative: EOY Assessment results and EOY promotion rates</p>
Funding Sources: 212/282 Title I-C (Migrant) -\$ 20000.00			

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

Performance Objective 3: The Migrant Education Program will develop prevention and intervention strategies that increase migrant student achievement on Reading and Math STAAR by 5%.

Evaluation Data Source(s) STAAR/EOC reports disaggregated for Migrant students.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact
1. The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline: August 2022 to June 2023		District Migrant Coordinator Campus Principals Migrant Funded staff	Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: EOY Assessment results Increased promotion rates
	Funding Sources: 212 Title I-C (Migrant) - 1000.00		
2.) Elementary and Secondary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program and in year-round migrant activities at the campus and district level High school migrant students will have access to summer credit recovery in order to ensure on-time graduation. All MS and HS students will have the opportunity to join a Migrant Club. All high school students will have the opportunity to attend a BISD sponsored CAMP. Population: All Migrant students Timeline: December 2022- June 2023		District Migrant Coordinator Campus Principals Migrant Clerks	Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance
	Funding Sources: 212 Title I-C (Migrant) – 50,000.00		
3.) In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Reports and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 2022 to May 2023		District Migrant Coordinator Campus Principals Migrant Recruiters	Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results for CIRCLE PM/TPRI/Tejas LEE/ STAAR, PBMAS Report Performance and Staging
	Funding Sources: 212 Title I-C (Migrant) - 1000.00		

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> <input type="checkbox"/> Have been designated LEP/EB in the Student Designation section of the New Generation System (NGS) 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.

School District: Brownsville ISD
Region: 1

Priority for Service (PFS) Action Plan

School Year: 2022-2023

Filled Out By: Updated Mary Tolman
Date: 01/09/2023

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). The DIP will continue to identify migrant with any local/state/and or federal funds used to coordinate services.

Goal(s): To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.	Objective(s): <ul style="list-style-type: none"> PFS students will have access to supplemental instructional opportunities. 5% increase of PFS students reading on grade level over 3 years 5% increase of PFS students will meet the state academic achievement standards (STAAR) within three years.
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
□ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP	September 2022 – June 2023	NGS Specialists, Migrant Coordinator	TX-NGS PFS Monthly Reports
□ 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. Plan will be review and updated in the Spring.	August 16, 2022 January 13, 2023	Migrant Coordinator	Copy of PFS Plan with District and ESC Migrant Coordinator Signature
Additional Activities			
□ Distribute TS-NGS PFS Reports to all campus principals on a monthly basis. A cover letter with explanation will be attached to report.	October 2022-June 2023	Migrant Coordinator, NGS Clerks, Recruiters	Delivery Sheet with Signatures

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<input type="checkbox"/> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and/or designee the appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August 2022-October 2022	Migrant Coordinator	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.	Fall and Spring PAC Meeting(s)	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 2022-March 2023	Migrant Coordinator, Recruiter, NGS Clerks	Signed Copy of Report Cards, Mileage Log
Additional Activities			
<input type="checkbox"/> The district's Title I, Part C migrant coordinator and MEP staff will communicate with parents on progress of PFS students once a semester.	November 2022 April 2023	Migrant Coordinator, NGS Clerks, Recruiters	Telephone Logs
Provide services to PFS migrant students.			
<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	Migrant Coordinator, NGS Clerks, Recruiters	Sign-In Sheets at PFS Learning Academies, 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, NGS Clerk, Recruiters	Sign-In Sheets Distribution Logs
<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	Community Resources Booklet
Additional Activities			
<input type="checkbox"/> The District will host a Learning Academy for PFS Students with a focus on Math, Reading, and Science	Spring Semester	Migrant Coordinator, NGS Clerks, Recruiters	Sign-In Sheets, Agenda, Flyer

Mary Tolman

LEA Signature

01/09/2023

Date Completed

M. Hinojosa

ESC Signature

January 9, 2023

Date Received

STUDENT RIGHTS AND RESPONSIBILITIES
PREGNANT STUDENTS

FNE
(LOCAL)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

STUDENT RIGHTS AND RESPONSIBILITIES
PREGNANT STUDENTS

FNE
(LEGAL)

Title IX

The District shall not discriminate against any student or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of the student's pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the District's program or activity. [See FB]

Medical Certification

The District may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such certification is required of all students for other physical or emotional conditions requiring the attention of a physician.

Separate Program

A district that operates a separate, voluntary program or activity for pregnant students shall ensure that the separate portion is comparable to that offered to nonpregnant students.

Leave of Absence

If the District does not maintain a leave policy for its students, or if a student does not otherwise qualify for leave under such a policy, the District shall treat pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence for as long as the student's physician deems medically necessary.

At the end of the leave, the District shall reinstate the student to the status she held when the leave began.

20 U.S.C. 1681; 34 CFR 106.40(b)

**Parental Consent
and Review**

A board shall adopt guidelines to ensure that written consent is obtained from the parent, legal guardian, or other person entitled to enroll the student under Education Code 25.001(j) for the student to participate in those activities for which parental consent is required. *Education Code 33.003*

Each school shall obtain, and keep as part of the student's permanent record, this written consent by the parent or legal guardian. The consent form shall include specific information on the content of the program and the types of activities in which the student will be involved.

Each school, before implementing a comprehensive school counseling program, shall annually conduct a preview of the program for parents and guardians. All materials, including curriculum to be used during the year, must be available for a parent or guardian to preview during school hours. Materials or curriculum not included in the materials available on the campus for preview may not be used.

Education Code 33.004

**Child Consent to
Counseling**

A child may consent to counseling for:

1. Suicide prevention,
2. Chemical addiction or dependency; or
3. Sexual, physical, or emotional abuse.

Family Code 32.004(a)

[For more information about consent for mental health treatment, see FFEB.]

**Comprehensive
School Counseling
Program**

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.

The school counselor shall design the developmental guidance and counseling program to include:

1. A guidance curriculum to help students develop their full educational potential, including the student's interests and career objectives.
2. A responsive services component to intervene on behalf of any student whose immediate personal concerns or problems

put the student's continued educational, career, personal, or social development at risk.

3. An individual planning system to guide a student as the student plans, monitors, and manages the student's own educational, career, personal, and social development.
4. System support to support the efforts of teachers, staff, parents, and other members of the community in promoting the educational, career, personal, and social development of students.

Education Code 33.005

**Higher Education
Counseling**

Each school counselor at an elementary, middle, or junior high school shall advise students and their parents or guardians regarding the importance of postsecondary education, coursework designed to prepare students for postsecondary education, and financial aid availability and requirements.

During the first school year a student is enrolled in high school, and again during each year of a student's enrollment in high school, a school counselor shall provide information about higher education to the student and the student's parent or guardian. The information must cover:

1. The importance of postsecondary education;
2. The advantages of earning an endorsement and a performance acknowledgment and completing the distinguished level of achievement under the foundation high school program;
3. The disadvantages of taking courses to prepare for a high school equivalency examination relative to the benefits of taking courses leading to a high school diploma;
4. Financial aid eligibility;
5. Instruction on how to apply for federal financial aid;
6. The center for financial aid information established under Education Code 61.0776;
7. The automatic admission of certain students to general academic teaching institutions as provided by Education Code 51.803;
8. The eligibility and academic performance requirements for the TEXAS Grant;

COUNSELING AND MENTAL HEALTH
COUNSELING

FFEA
(LEGAL)

9. The availability of programs in a district under which a student may earn college credit, including advanced placement programs, dual credit programs, joint high school and college credit programs, and international baccalaureate programs;
10. The availability of education and training vouchers and tuition and fee waivers to attend an institution of higher education as provided by Education Code 54.366 for a student who is or was previously in the conservatorship of the Department of Family and Protective Services; and
11. The availability of college credit awarded by institutions of higher education to veterans and military servicemembers for military experience, education, and training obtained during military service as described by the information materials developed by the commissioner in cooperation with the Texas Higher Education Coordinating Board under Labor Code 302.0031(h).

When providing information under item 10, above, the school counselor must report to the student and the student's parent or guardian the number of times the counselor has provided the information to the student.

When providing information under item 11, the school counselor must explain to any student who is enlisted or intends to enlist in the armed forces of the United States the informational materials developed under Labor Code 302.0031.

**Automatic
Admission**

At the beginning of grades 10 and 11, a certified school counselor shall explain the requirements of automatic admission to a general academic teaching institution to each student who has a grade point average in the top 25 percent of the student's high school class. [See EIC]

Education Code 33.007; 19 TAC 61.1071

**Notice of Grant
Programs**

In a manner that assists the district in implementing the district improvement plan, a district shall notify students in middle school, junior high school, and high school and those students' teachers, school counselors, and parents of:

1. The TEXAS Grant and the Teach for Texas Grant programs;
2. The eligibility requirements of each program;
3. The need for students to make informed curriculum choices to be prepared for success beyond high school; and
4. Sources of information on higher education admissions and financial aid.

Education Code 56.308(b)(1)

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

Courses in the foundation and enrichment curriculum in grades 6–12 must be provided in a manner that allows all grade promotion and high school graduation requirements to be met in a timely manner. A district is not required to offer a specific course in the foundation and enrichment curriculum except as specified in 19 Administrative Code 74.3. *19 TAC 74.3(c)*

Grades 6–8

A district that offers grades 6–8 must provide instruction in the required curriculum as specified in 19 Administrative Code 74.1, relating to essential knowledge and skills. A district must ensure that sufficient time is provided for teachers to teach and for students to learn English language arts, mathematics, science, social studies, at least one of the four disciplines in fine arts (art, dance, music, theatre), health, physical education, technology applications, and to the extent possible, languages other than English. The school district may provide instruction in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade level standards. *19 TAC 74.3(a)(1)*

**Physical Activity
Requirements**

A district shall require students in grades 6–8 to participate in moderate or vigorous daily physical activity for at least 30 minutes for at least four semesters during those grade levels as part of the district's physical education curriculum.

A district may as an alternative require a student enrolled in a grade level for which the district uses block scheduling to participate in moderate or vigorous physical activity for at least 225 minutes during each period of two school weeks.

Exemptions

A district must provide an exemption for:

1. A student who is unable to participate in the required physical activity because of illness or disability; and
2. A student who participates in an extracurricular activity with a moderate or vigorous physical activity component that is considered a structured activity and meets the requirements for extracurricular activity as defined at 19 Administrative Code 76.1001.

A district may allow an exemption for a student on a middle or junior high school campus participating in a school-related activity or an activity sponsored by a private league or club only if that activity meets each of the following requirements:

1. The activity must be structured;
2. The board must certify the activity; and

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

3. The student must provide proof of participation in the activity.

A “structured activity” is an activity that meets, at a minimum, each of the following requirements:

1. The activity is based on the grade appropriate movement, physical activity and health, and social development strands of the essential knowledge and skills for physical education specified in 19 Administrative Code Chapter 116; and
2. The activity is organized and monitored by school personnel or by appropriately trained instructors who are part of a program that has been certified by the board.

Education Code 28.002(l)–(l-1); 19 TAC 103.1003

Fine Arts
Requirement

The school district must ensure that, beginning with students who enter grade 6 in the 2010–11 school year, each student completes one Texas Essential Knowledge and Skills-based fine arts course in grade 6, grade 7, or grade 8. *Education Code 28.002(c-1); 19 TAC 74.3(a)(2)*

A district shall offer and maintain evidence that students have the opportunity to take courses in at least three of the four disciplines in fine arts. The requirement to offer three of the four disciplines in fine arts may be reduced to two by the commissioner of education upon application of a school district with a total middle school enrollment of less than 250 students. *19 TAC 74.3(a)(3)*

Instruction in High
School, College,
and Career
Preparation

Each district shall provide instruction to students in grade 7 or 8 in preparing for high school, college, and a career. The instruction must include information regarding:

1. The creation of a high school personal graduation plan under Education Code 28.02121;
2. The distinguished level of achievement described by Education Code 28.025(b-15);
3. Each endorsement described by Education Code 28.025(c-1);
4. College readiness standards; and
5. Potential career choices and the education needed to enter those careers.

A district may provide the instruction as part of an existing course in the required curriculum; provide the instruction as part of an existing career and technology course designated by the State Board

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

of Education (SBOE) as appropriate for that purpose; or establish a new elective course through which to provide the instruction.

Education Code 28.016

**High School Courses
at Earlier Grades**

A district may offer courses designated for grades 9–12 in earlier grade levels. *19 TAC 74.26(b)*

**Grades 9–12 Course
Offerings**

A district that offers grades 9–12 shall provide instruction in the required curriculum as specified in 19 Administrative Code 74.1. A district shall ensure that sufficient time is provided for teachers to teach and for students to learn the subjects in the required curriculum. *19 TAC 74.3(b)(1)*

A district shall offer the courses listed below in grades 9–12 and shall maintain evidence that students have the opportunity to take these courses:

1. English language arts — English I, II, III, IV, and at least one additional advanced English course.
2. Mathematics — Algebra I, Algebra II, Geometry, Precalculus, and Mathematical Models with Applications.
3. Science — Integrated Physics and Chemistry, Biology, Chemistry, Physics, and at least two additional science courses selected from Aquatic Science, Astronomy, Earth and Space Science, Environmental Systems, Advanced Animal Science, Advanced Biotechnology, Advanced Plant and Soil Science, Anatomy and Physiology, Engineering Design and Problem Solving, Food Science, Forensic Science, Medical Microbiology, Pathophysiology, Scientific Research and Design, and Principles of Engineering.
 - a. The requirement to offer two additional courses may be reduced to one by the commissioner upon application of a district with a total high school enrollment of less than 500 students.
 - b. Science courses shall include at least 40 percent hands-on laboratory investigations and field work using appropriate scientific inquiry.
4. Social studies — United States History Studies Since 1877, World History Studies, United States Government, World Geography Studies, Personal Financial Literacy, and Economics with Emphasis on the Free Enterprise System and Its Benefits.
5. Physical education — at least two of the following:

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

- a. Foundations of Personal Fitness;
 - b. Adventure/Outdoor Education;
 - c. Aerobic Activities; or
 - d. Team or Individual Sports.
6. Fine arts — courses selected from at least two of the four fine arts areas (art, music, theatre, and dance) as follows:
 - a. Art I, II, III, IV;
 - b. Music I, II, III, IV;
 - c. Theatre I, II, III, IV; or
 - d. Dance I, II, III, IV.
7. Career and technical education [see EEL] — three or more career and technical education courses for four or more credits with at least one advanced course aligned with a specified number of TEA-designated programs of study determined by enrollment as follows:
 - a. One program of study for a district with fewer than 500 students enrolled in high school;
 - b. Two programs of study for a district with 501–1,000 students enrolled in high school;
 - c. Three programs of study for a district with 1,001–2,000 students enrolled in high school;
 - d. Four programs of study for a district with 1,001–5,000 students enrolled in high school;
 - e. Five programs of study for a district with 5,001–10,000 students enrolled in high school; and
 - f. Six programs of study for a district with more than 10,000 students enrolled in high school.
8. Languages other than English — Levels I, II, and III or higher of the same language.
9. Computer science — one course selected from Fundamentals of Computer Science, Computer Science I, or Advanced Placement (AP) Computer Science Principles.
10. Speech — Communication Applications.

19 TAC 74.3(b)(2)

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

A district must provide each student the opportunity each year to select courses in which he or she intends to participate from a list that includes all courses listed above. If a district will not offer all required courses every year, but intends to offer particular courses only every other year, it must notify all enrolled students of that fact.

A district shall teach any course a student is specifically required to take for high school graduation at least once in any two consecutive school years. For a subject that has an end-of-course assessment, a district shall either teach the course every year or use alternate delivery systems, as described in 19 Administrative Code Chapter 74, Subchapter C, to enable students to earn credit for the course and shall maintain evidence thereof.

19 TAC 74.3(b)(4)

A district may offer additional courses from the complete list of courses approved by the SBOE to satisfy graduation requirements.
19 TAC 74.3(b)(3)

A district may allow a student to enroll concurrently in Algebra I and geometry. *Education Code 28.025(b-6)*

**Personal Financial
Literacy**

Each district shall provide an elective course in personal financial literacy that meets the requirements for a one-half elective credit, using materials approved by the SBOE. The instruction in personal financial literacy must include instruction on completing the application for federal student aid provided by the Department of Education. In fulfilling the requirement to provide financial literacy instruction, a district may use an existing state, federal, private, or nonprofit program that provides students without charge the described instruction. *Education Code 28.0021(b)*

Applied Courses

A school district may offer the foundation curriculum in an applied manner. The courses delivered in an applied manner must cover the essential knowledge and skills, and the student shall be administered the applicable end-of-course assessment instrument. *Education Code 28.025(b-4)*

**Research Writing
Component**

For students entering grade 9 beginning with the 2007–08 school year, districts must ensure that one or more courses offered in the required curriculum for the Recommended and Advanced/Distinguished Achievement High School Programs include a research writing component. *19 TAC 74.3(b)(5)*

**Parenting
Awareness Program
High School**

A district shall use the parenting and paternity awareness program developed by the SBOE in its high school health curriculum.

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

Middle and Junior High School	A district may use the program in the district's middle or junior high school curriculum.
Program Requirements	<p>Implementation of this requirement shall comply with the requirement that the board establish a local school health advisory council to assist the district in ensuring that local community values are reflected in the district's health education instruction.</p> <p>A district may add elements at its discretion but must include the following areas of instruction:</p> <ol style="list-style-type: none">1. Parenting skills and responsibilities, including child support;2. Relationship skills, including money management, communication, and marriage preparation; and3. Skills relating to the prevention of family violence, only if the district's middle, junior high, or high schools do not have a family violence program. <p>At the discretion of the district, a teacher may modify the suggested sequence and pace of the program at any grade level.</p>
Local Programs and Materials	<p>A district may develop or adopt research-based programs and curriculum materials for use in conjunction with the program developed by the SBOE. The programs and curriculum materials may provide instruction in:</p> <ol style="list-style-type: none">1. Child development;2. Parenting skills, including child abuse and neglect prevention; and3. Assertiveness skills to prevent teenage pregnancy, abusive relationships, and family violence.
Parent Permission	<p>A student under 14 years of age may not participate in the program without the permission of the student's parent or person standing in parental relation to the student.</p> <p><i>Education Code 28.002(p); 19 TAC 74.35(a)</i></p>
Alcohol Awareness Instruction	<p>A district shall incorporate instruction in the dangers, causes, consequences, signs, symptoms, and treatment of binge drinking and alcohol poisoning into any course meeting a requirement for a health education credit.</p> <p>A district shall choose an evidence-based alcohol awareness program to use in the district's middle school, junior high school, and high school health curriculum from a list of programs approved by the commissioner for this purpose.</p>

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

“Evidence-based alcohol awareness program” means a program, practice, or strategy that has been proven to effectively prevent or delay alcohol use among students, as determined by evaluations that use valid and reliable measures and that are published in peer-reviewed journals.

Education Code 28.002(r); 19 TAC 74.35(b)

CPR Instruction

For all students who entered grade 7 in the 2010–11 school year and thereafter, a district shall provide instruction to students in grades 7–12 in cardiopulmonary resuscitation (CPR). The instruction may be provided as a part of any course. A student shall receive the instruction at least once before graduation from high school.

CPR instruction must include training that has been developed by the American Heart Association or the American Red Cross or using nationally recognized, evidence-based guidelines for emergency cardiovascular care and incorporating psychomotor skills to support the instruction.

A district may use emergency medical technicians, paramedics, police officers, firefighters, representatives of the American Heart Association or the American Red Cross, teachers, other school employees, or other similarly qualified individuals to provide instruction and training. Instruction is not required to result in CPR certification. If instruction is intended to result in certification, the course instructor must be authorized to provide the instruction by the American Heart Association, the American Red Cross, or a similar nationally recognized association; otherwise, an instructor is not required to be certified in CPR.

Waivers for
Students with
Disabilities

A district may waive this requirement for a student who, due to a disability, is unable to complete the instruction. The determination regarding a student's ability to complete the CPR requirement must be made by:

1. The student's admission, review, and dismissal (ARD) committee if the student receives special education services under Education Code, Chapter 29, Subchapter A; or
2. The committee established for the student under Section 504, if the student does not receive special education services, but is covered by Section 504.

Education Code 28.0023 (c)–(e), (g); 19 TAC 74.38

Donations

A district may accept from TEA donations the agency receives under Education Code 7.026 for use in providing instruction to stu-

BASIC INSTRUCTIONAL PROGRAM
REQUIRED INSTRUCTION (SECONDARY)

EHAC
(LEGAL)

**Proper Interaction
with a Peace Officer**

dents in the principles and techniques of CPR. A district may accept other donations, including donations of equipment, for use in providing CPR instruction. *Education Code 29.903*

For any student entering grade 9 in the 2018–19 school year and thereafter, a district shall provide instruction in one or more courses to students in grades 9–12 on proper interaction with peace officers during traffic stops and other in-person encounters. The required instruction may be provided as part of any course or courses and must be provided to each student at least once before graduation from high school.

The instruction must include all the information required by 19 Administrative Code 74.39(b). A district shall use materials developed through a memorandum of understanding among the Texas Commission on Law Enforcement, the State Board of Education, and the Texas Education Agency. A district may tailor the instruction developed under this section as appropriate for the district's community. In tailoring the instruction, the district shall solicit input from local law enforcement agencies, driver training schools, and the community.

A district shall clearly indicate on the transcript or academic achievement record the year in which the instruction was provided to the student.

19 TAC 74.39; Education Code 28.012

COUNSELING AND MENTAL HEALTH
COUNSELING

FFEA
(LOCAL)

**Use of Counselor's
Time**

Each counselor at elementary, middle, and high schools shall plan, develop, implement, and evaluate his or her campus guidance and counseling program components and services using the use of time guidelines in the Texas Model for Comprehensive School Counseling Programs.

EMPLOYMENT PRACTICES

DC
(LOCAL)

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	<p>All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p>
Selection and Employment	<p>The Board delegates to the Superintendent final authority to hire staff on the teacher pay scale, all contractual personnel from pay grade below Level 2 on the administrator business management pay plan, and all noncontractual personnel.</p> <p>The Superintendent shall have the sole authority to make recommendations to the Board regarding the selection of contractual personnel from pay grade Level 2 and above on the administrator educator plan. The Board retains final authority for employment of contractual personnel for pay grade Level 2 and above on the administrator business management pay plan and Level 3 and above on the administrator educator plan.</p>
Contractual	
Noncontractual	<p>The Board retains final authority for employment and dismissal, based on the Superintendent's recommendations, of noncontractual personnel whose positions are on the special assignment/administrative salary schedule.</p> <p>The Board shall delegate to the Superintendent final authority to employ and dismiss all other noncontractual employees on an at-will basis. In cases of dismissal, the Superintendent shall receive written recommendations from the appropriate personnel in the District's organizational chart. An individual, including the Superintendent, who is recommending dismissal of a noncontractual, at-will employee shall adhere to all administrative procedures and guidelines. [See DCD]</p>
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee

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DC
(LOCAL)

engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

EMPLOYMENT PRACTICES

DC
(LEGAL)

- Employment Policies** A board shall adopt a policy providing for the employment and duties of district personnel. The policy shall provide that:
1. A board employs and evaluates the superintendent;
 2. A superintendent has sole authority to make recommendations to a board regarding the selection of all personnel, except that the board may delegate final authority for those decisions to the superintendent [see Superintendent Recommendation, below];
 3. Each principal must approve each teacher or staff appointment to the principal's campus as provided by Education Code 11.202 [see DK and DP];
 4. Notice will be provided of vacant positions [see Posting of Vacancies, below]; and
 5. Each employee has the right to present grievances to the board. [See Grievances, below]

Education Code 11.1513

- Tax Identifier** A board shall adopt a policy prohibiting the use of social security numbers as employee identifiers other than for tax purposes [see Social Security Numbers, below]. *Education Code 11.1514* [See DBA]
- Contract Positions** A board shall establish a policy designating specific positions of employment, or categories of positions based on considerations such as length of service, to which continuing contracts or term contracts apply. *Education Code 21.002(c)* [See DCB and DCC]
- Delegation of Authority** A district's employment policy may specify the terms of district employment or delegate to the superintendent the authority to determine the terms of employment with the district. *Education Code 11.1513(c)* [For nepotism implications, see BBFB and DBE]
- Availability** A district shall post on its internet website, if the district has a website, the employment policy adopted by the board under Education Code 11.1513(a) and the full text of any regulations referenced in the policy.
- A district shall make available any forms referenced in its employment policy on an intranet website that is maintained by the district and accessible to district employees, or at a district administrative office designated by the district if the district does not maintain an intranet website.

Education Code 11.1513(k)

EMPLOYMENT PRACTICES

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Internal Auditor	If a district employs an internal auditor, the board shall select the internal auditor and the internal auditor shall report directly to the board. <i>Education Code 11.170</i> [See CFC]
Superintendent Recommendation	A board may accept or reject a superintendent's recommendation regarding the selection of district personnel and shall include the board's acceptance or rejection in the minutes of the board's open meeting, in the certified agenda or tape recording of a closed meeting, or in the recording required under Government Code 551.125 or 551.127, as applicable. If a board rejects a superintendent's recommendation, the superintendent shall make alternative recommendations until the board accepts a recommendation. <i>Education Code 11.1513(b)</i>
Posting of Vacancies	<p>A district's employment policy must provide that not later than the tenth school day before the date on which a district fills a vacant position for which a certificate or license is required as provided by Education Code 21.003 [see DBA], other than a position that affects the safety and security of students as determined by the board, the district must provide to each current district employee:</p> <ol style="list-style-type: none">1. Notice of the position by posting the position on:<ol style="list-style-type: none">a. A bulletin board at:<ol style="list-style-type: none">(1) A place convenient to the public in the district's central administrative office, and(2) The central administrative office of each campus during any time the office is open; orb. The district's internet website, if the district has a website; and2. A reasonable opportunity to apply for the position. <p><i>Education Code 11.1513(d)</i></p>
Exception	If, during the school year, a district must fill a vacant position held by a teacher, as defined by Education Code 21.201 [see DCB], in less than ten school days, the district must provide notice of the position in the manner described above as soon as possible after the vacancy occurs. However, a district is not required to provide the notice for ten school days before filling the position or to provide a reasonable opportunity to apply for the position. <i>Education Code 11.1513(e)</i>
Grievances	A district's employment policy must provide each employee with the right to present grievances to the board. The policy may not restrict the ability of an employee to communicate directly with a member of the board regarding a matter relating to the operation of

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a district, except that the policy may prohibit ex parte communication relating to:

1. A hearing under Education Code Chapter 21, Subchapter E (Term Contracts) or F (Hearing Examiners); and
2. Another appeal or hearing in which ex parte communication would be inappropriate pending a final decision by the board.

Education Code 11.1513(i)–(j) [See DGBA]

Transfers

A district's employment policy may include a provision for providing each current district employee with an opportunity to participate in a process for transferring to another school in or position with the district. *Education Code 11.1513(c)(3)* [See DK]

Contract Employees

A district shall employ each classroom teacher, principal, librarian, nurse, or school counselor under a probationary contract, a continuing contract, or a term contract. A district is not required to employ a person other than these listed employees under a probationary, continuing, or term contract. *Education Code 21.002*

Classroom Teacher

"Classroom teacher" means an educator who is employed by a district and who, not less than an average of four hours each day, teaches in an academic instructional setting or a career and technology instructional setting. The term does not include a teacher's aide or a full-time administrator. *Education Code 5.001(2)*

Minimum Length of Contract

A contract between a district and an educator must be for a minimum of ten months of service. An educator employed under a ten-month contract must provide a minimum of 187 days of service. *Education Code 21.401(a), (b)*

Proportionate Reduction

If a district anticipates providing less than 180 days of instruction for students during a school year, as indicated by the district's academic calendar, the district may reduce the number of days of service proportionately. A reduction by the district does not reduce an educator's salary. *Education Code 21.401(c-1)*

Commissioner Waiver

The commissioner of education may reduce the number of days of service if disaster, flood, extreme weather conditions, fuel curtailment, or another calamity causes the closing of schools. A reduction by the commissioner does not reduce an educator's salary. *Education Code 21.401(c), 25.081(b)*

Educational Aides

A board shall establish a plan to encourage the hiring of educational aides who show a willingness to become certified teachers. *Education Code 54.363(f)*

EMPLOYMENT PRACTICES

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(LEGAL)

**Employment of
Retirees**

Monthly Certified
Statement

A district shall submit to the Teacher Retirement System of Texas (TRS) a monthly certified statement of employment for all retirees employed by the district during each month of a school year. A district shall inform TRS of changes in status of the district that affect the district's reporting responsibilities.

Deadline

A district must submit the monthly certified statement and all required employer surcharges under 34 Administrative Code 31.3 (relating to Return-to-Work Employer Pension Surcharges) for each report month from September through July before the eleventh day of the month following the applicable report month. For the monthly certified statement for the report month of August, the employer shall submit the monthly certified statement and all required employer surcharges before the seventh day of September.

If the due date for submission of a monthly certified statement and required employer surcharges falls on a weekend or federal holiday, a district shall submit the monthly certified statement and required employer surcharges on the last business day prior to the due date.

Late Submissions

A district that fails to timely submit a monthly certified statement and all required employer surcharges must also pay all applicable interest and late fees. A district must pay to TRS the late fee established by rule for each business day that the monthly certified statement is past due.

*Required
Information*

A monthly certified statement is not considered submitted to TRS until it is completed. To be complete, the monthly certified statement must include all the following information regarding a retiree employed by the employer during the report month:

1. The number of hours and days worked by the retiree;
2. Whether the retiree's employment qualifies as one or more of the following types:
 - a. Substitute employment;
 - b. One-half time or less employment;
 - c. Employment as a tutor under Education Code 33.913;
 - d. Employment in a federally funded COVID-19 personnel position that meets the requirements of Government Code 824.6021 and 34 Administrative Code 31.16 (relating to Federally Funded COVID-19 Personnel);
 - e. Full-time employment;

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- f. Trial employment of a disability retiree for up to three months; or
 - g. Any combination of these types;
3. The amount of gross compensation paid to the retiree during the report month;
 4. The total amount due under 34 Administrative Code 41.4 (relating to Employer Health Benefit Surcharge); and
 5. Any other information requested by TRS.

An administrator of a district who is responsible for filing the statement, and who knowingly fails to file the statement, commits an offense.

Gov't Code 824.6022, 825.403(k); 34 TAC 31.2

**Former Board
Member Employment**

A board member is prohibited from accepting employment with the district until the first anniversary of the date the board member's membership on a board ends. *Education Code 11.063* [See BBC]

New Hires
I-9 Forms

A district shall ensure that an employee properly completes section 1—"Employee Information and Verification"—on Form I-9 at the time of hire.

A district must verify employment eligibility, pursuant to the Immigration Reform and Control Act, and complete Form I-9 by the following dates:

1. Within three business days of initial hiring. If a district hires an individual for employment for a duration of less than three business days, the district must verify employment at the time of hire. A district shall not be deemed to have hired an individual if the individual is continuing in his or her employment and has a reasonable expectation of employment at all times. When a district rehires an individual, the district may, in lieu of completing a new I-9, inspect a previously completed I-9 executed within three years of the date of rehire, to determine whether the individual is still eligible to work.
2. For an individual whose employment authorization expires, not later than the date of expiration.

8 C.F.R. 274a.2(b)(1)(ii), (iii), (vii), (viii)

New Hire Reporting

A district shall furnish to the Directory of New Hires (Texas Attorney General's Office) a report that contains the name, address, and social security number of each newly hired employee. The report shall also contain a district's name, address, and employer identification number.

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A district may also provide, at its option, the employee's date of hire, date of birth, expected salary or wages, and the district's pay-roll address for mailing of notice to withhold child support.

A district shall report new hire information on a Form W-4 or an equivalent form, by first class mail, telephonically, electronically, or by magnetic media, as determined by the district and in a format acceptable to the attorney general.

Deadline

New hire reports are due:

1. Not later than 20 calendar days after the date a district hires the employee; or
2. In the case of a district transmitting reports magnetically or electronically, by two monthly transmissions (if necessary) not less than 12 days nor more than 16 days apart.

New hire reports shall be considered timely if postmarked by the due date or, if filed electronically, upon receipt by the agency.

Penalties

A district that knowingly violates the new hire provisions may be liable for a civil penalty, as set forth at Family Code 234.105.

42 U.S.C. 653a(b), (c); Family Code 234.101–.105; 1 TAC 55, Subch. I

**Donations for
Supplemental
Educational Staff**

A district shall accept from a parent-teacher organization or association recognized by the district a donation designated to fund supplemental educational staff positions at a school campus and spend the donation accepted for the designated purpose at the direction of and within the time period specified by the school campus for which the donation was designated. This provision expires September 1, 2025. *Education Code 11.156(c), (d)*

**Social Security
Numbers**

A board shall adopt a policy prohibiting the use of the social security number of an employee of the district as an employee identifier other than for tax purposes. *Education Code 11.1514* [See DBA]

Federal Law

A district shall not deny to any individual any right, benefit, or privilege provided by law because of the individual's refusal to disclose his or her social security number.

Exceptions

The federal law does not apply to:

1. Any disclosure that is required by federal statute. The United States Internal Revenue Code provides that the social security number issued to an individual for purposes of federal income tax laws shall be used as the identifying number for taxpayers;

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2. Any disclosure to a district maintaining a system of records in existence and operating before January 1, 1975, if such disclosure was required under statute or regulation adopted before such date to verify the identity of an individual; or
3. Any use for the purposes of establishing the identity of individuals affected by any tax, general public assistance, driver's license, or motor vehicle registration law within a district's jurisdiction.

Statement of Uses

A district that requests disclosure of a social security number shall inform that individual whether the disclosure is mandatory or voluntary, by what statutory authority such number is solicited, and what uses will be made of it.

Privacy Act of 1974, Pub. L. No. 93-579, Sec. 7, 88 Stat. 1896, 1897 (1974)

**Employment
Assistance
Prohibited**

Federal Law

A district that receives Title I funds shall have regulations or policies that prohibit any individual who is a school employee, contractor, or agent, or a district, from assisting a school employee in obtaining a new job, apart from the routine transmission of administrative and personnel files, if the individual or district knows, or has probable cause to believe, that such school employee engaged in sexual misconduct regarding a minor or student in violation of the law.

This requirement shall not apply if the information giving rise to probable cause has been properly reported to a law enforcement agency with jurisdiction over the alleged misconduct; and has been properly reported to any other authorities as required by federal, state, or local law, including Title IX of the Education Amendments of 1972 (20 U.S.C. 1681 et seq.) and the implementing regulations under Part 106 of Title 34, Code of Federal Regulations, or any succeeding regulations; and:

1. The matter has been officially closed or the prosecutor or police with jurisdiction over the alleged misconduct has investigated the allegations and notified school officials that there is insufficient information to establish probable cause that the school employee engaged in sexual misconduct regarding a minor or student in violation of the law;
2. The school employee has been charged with and acquitted or otherwise exonerated of the alleged misconduct; or

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3. The case or investigation remains open and there have been no charges filed against, or indictment of, the school employee within four years of the date on which the information was reported to a law enforcement agency.

20 U.S.C 7926 [See also CJ]

State Law

SBEC may suspend or revoke a certificate, impose other sanctions against the person, or refuse to issue a certificate to the person if:

1. The person assists another person in obtaining employment at a school district, private school, or open-enrollment charter school, other than by the routine transmission of administrative and personnel files; and
2. The person knew that the other person has previously engaged in sexual misconduct with a minor or student in violation of the law.

The commissioner may require a school district to revoke or decline to issue a school district teaching permit under Education Code 21.055 issued to or requested by a person subject to SBEC action above.

Education Code 21.0581; 19 TAC 249.15(b)(13)

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

Staff Development	
Educator	The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.
Principal	The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB] <i>Education Code 21.451(a), (a-1)</i>
Professional Development Policy	<p>A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:</p> <ol style="list-style-type: none">1. Be guided by the recommendations for training in the clearinghouse;2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and3. Include a schedule of all training required for educators or other school personnel at the district or school. <p>To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.</p> <p><i>Education Code 21.4515(a), (b)</i></p> <hr/> <p>Note: SBEC must publish the continuing education and training clearinghouse not later than June 1, 2022.</p> <p>A district must adopt its professional development policy for district personnel not later than August 1, 2022.</p> <hr/>
Requirements for Training	<p>In designing staff development for educators other than principals, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:</p> <ol style="list-style-type: none">1. Incorporates proactive instructional planning techniques using a framework that:<ol style="list-style-type: none">a. Provides flexibility in the ways:<ol style="list-style-type: none">(1) Information is presented;(2) Students respond or demonstrate knowledge and skills; and

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

- (3) Students are engaged;
 - b. Reduces barriers in instruction;
 - c. Provides appropriate accommodations, supports, and challenges; and
 - d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Education Code 21.451(a-2), (b), (c)

Optional Training

Staff development may include training in:

- 1. Technology and digital learning; and
- 2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

- 1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and
- 2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

Education Code 21.451(d)(1), (d-3), (g)

Required Training

Staff development must include training on:

- 1. Suicide prevention;
- 2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board's professional development policy and use a best practice-based program recommended by the Health and Human Services Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

Education Code 21.451(d)(3), (d-1)

*Instruction of
Students with
Disabilities*

Definition

"Student with a disability" means a student who is:

1. Eligible to participate in a school district's special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

Education Code 21.001(4)

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

Education Code 21.451(d)(2), (e)–(f)

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

*Suicide
Prevention*

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by TEA and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

Education Code 38.351(e), (g), (h); 19 TAC 153.1013

Staff Development
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

**Child Abuse,
Trafficking, and
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

Education Code 38.0041(c)–(f); 19 TAC 61.1051(d)

**Trauma-Informed
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [See BQ, FFBA] *Education Code 38.036(c)*

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Student Discipline

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

Test Administration Training

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. *Education Code 39.0304(a), (b-1), (b-2)*

Cybersecurity Training

Employees identified by the district with access to a district computer system or database and who use a computer to perform at least 25 percent of the employee's required duties must complete a cybersecurity training program selected by the board. The district, in consultation with its cybersecurity coordinator, shall determine how frequently employees must complete the training. [See CQB] *Gov't Code 2054.5191(a-1); Education Code 11.175(g)*

Special Programs Training

Teacher Literacy
Achievement
Academies
(Reading
Academies)

A district shall ensure that:

1. Not later than the 2022–23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and
2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022–23 school year or a subsequent school year has attended a

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teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards.]

Gifted and Talented
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. *Education Code 28.011(f)*

Texas English
Language
Proficiency
Assessment
System Training

The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. *Education Code 21.4571(b), (c)*

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**Automated External
Defibrillators**

A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheer-leading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

**Extracurricular
Activity Safety
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy:

1. A coach, trainer, or sponsor for an extracurricular athletic activity; and
2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;
2. Current training in:
 - a. Emergency action planning;
 - b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and
 - c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

Education Code 33.202(b), (c); 19 TAC 76.1003

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the

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public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Concussions

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

**Seizure Recognition
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

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A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

Education Code 38.033(a), (b)

[See FFAF for information about a seizure management and treatment plan.]

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The Superintendent shall recommend the District's professional development plan for all District employees. The Board shall annually review the professional development clearinghouse published by the State Board for Educator Certification (SBEC) and annually approve the District's professional development plan. The District's professional development plan must:

1. Be guided by the SBEC clearinghouse training recommendations;
2. Note any differences in the District's plan from the clearinghouse recommendations; and
3. Include a schedule of the required professional development for all District employees.

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**Program to Address
Child Sexual Abuse,
Trafficking, and
Maltreatment**

The District's program to address child sexual abuse, trafficking, and other maltreatment of children, as included in the District improvement plan and the student handbook, shall include:

1. Methods for increasing staff, student, and parent awareness regarding these issues, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Age-appropriate, research-based antivictimization programs for students;
3. Actions that a child who is a victim should take to obtain assistance and intervention; and
4. Available counseling options for affected students.

Training

The District shall provide training to employees as required by law and District policy. Training shall address techniques to prevent and recognize sexual abuse, trafficking, and all other maltreatment of children, including children with significant cognitive disabilities. [See DMA]

[See BBD for Board member training requirements and BJCB for Superintendent continuing education requirements.]

**Reporting Child
Abuse and Neglect**

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect has a legal responsibility, under state law, to immediately report the suspected abuse or neglect to an appropriate authority.

As defined in state law, child abuse and neglect include both sex and labor trafficking of a child.

The following individuals have an additional legal obligation to submit a written or oral report within 48 hours of learning of the facts giving rise to the suspicion of abuse or neglect:

1. Any District employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect.
2. A professional who has reasonable cause to believe that a child has been or may be abused or neglected or may have been a victim of indecency with a child. A professional is anyone licensed or certified by the state who has direct contact with children in the normal course of duties for which the individual is licensed or certified.

A person is required to make a report if the person has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly or disabled person.

[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]

Restrictions on Reporting

In accordance with law, an employee is prohibited from using or threatening to use a parent's refusal to consent to administration of a psychotropic drug or to any other psychiatric or psychological testing or treatment of a child as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Making a Report

Reports may be made to any of the following:

1. A state or local law enforcement agency;
2. The Child Protective Services (CPS) division of the Texas Department of Family and Protective Services (DFPS) at (800) 252-5400 or the [Texas Abuse Hotline Website](#)¹;
3. A local CPS office; or
4. If applicable, the state agency operating, licensing, certifying, or registering the facility in which the suspected abuse or neglect occurred.

However, if the suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is to the state agency that operates, licenses, certifies, or registers the facility where the suspected abuse or neglect took place; or the report is to the Texas Juvenile Justice Department as a report of suspected abuse or neglect in a juvenile justice program or facility. As defined by law, a person responsible for the care, custody, or welfare of a child includes school personnel and volunteers and day-care workers.
[See FFG(LEGAL)]

An individual does not fulfill his or her responsibilities under the law by only reporting suspicion of abuse or neglect to a campus princi-

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pal, school counselor, or another District staff member. Furthermore, the District is prohibited from requiring an employee to first report his or her suspicion to a District or campus administrator.

Confidentiality

In accordance with state law, the identity of a person making a report of suspected child abuse or neglect shall be kept confidential and disclosed only in accordance with the rules of the investigating agency.

Immunity

A person who in good faith reports or assists in the investigation of a report of child abuse or neglect is immune from civil or criminal liability.

**Failing to Report
Suspected Child
Abuse or Neglect**

By failing to report suspicion of child abuse or neglect, an employee:

1. May be placing a child at risk of continued abuse or neglect;
2. Violates the law and may be subject to legal penalties, including criminal sanctions for knowingly failing to make a required report;
3. Violates Board policy and may be subject to disciplinary action, including possible termination of employment; and
4. May have his or her certification from the State Board for Educator Certification suspended, revoked, or canceled in accordance with 19 Administrative Code Chapter 249.

It is a criminal offense to coerce someone into suppressing or failing to report child abuse or neglect.

**Responsibilities
Regarding
Investigations**

In accordance with law, District officials shall be prohibited from:

1. Denying an investigator's request to interview a child at school in connection with an investigation of child abuse or neglect;
2. Requiring that a parent or school employee be present during the interview; or
3. Coercing someone into suppressing or failing to report child abuse or neglect.

District personnel shall cooperate fully and without parental consent, if necessary, with an investigation of reported child abuse or neglect. [See GKA]

¹ Texas Abuse Hotline Website: <http://www.txabusehotline.org>

**Policy and Program
to Address Sexual
Abuse, Trafficking,
and Maltreatment**

A district shall provide child abuse antivictimization programs in elementary and secondary schools. *Education Code 38.004*

A district shall adopt and implement a policy addressing sexual abuse, sex trafficking, and other maltreatment of children, to be included in the district improvement plan [see BQ] and any information handbook provided to students and parents. *Education Code 38.0041(a)*

The policy included in any informational handbook provided to students and parents must address the following:

1. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, trafficking, and other forms of maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim;
2. Actions a child who is a victim of sexual abuse, trafficking, or other maltreatment should take to obtain assistance and intervention; and
3. Available counseling options for students affected by sexual abuse, trafficking, or other maltreatment.

19 TAC 61.1051(b)(3)

Definitions

Child Abuse or
Neglect

The definition of child abuse or neglect includes the trafficking of a child in accordance with Education Code 38.004.

Other Maltreatment

This term has the meaning assigned by Human Resources Code 42.002.

Trafficking of a
Child

This term has the meaning assigned by Penal Code 20A.02(a)(5), (6), (7), or (8).

19 TAC 61.1051(a)

Duty to Report

Report by Any
Person

Any person who has reasonable cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect by any person shall immediately make a report as required by law. *Family Code 261.101(a)*

Report by Any
Professional

Any professional who has reasonable cause to believe that a child has been or may be abused or neglected shall make a report as required by law. The report must be made within 48 hours after the professional first has reasonable cause to believe that the child has been or may be abused or neglected or is the victim of an offense of indecency with a child.

A professional may not delegate to or rely on another person to make the report.

A “professional” is a person who is licensed or certified by the state or who is an employee of a facility licensed, certified, or operated by the state and who, in the normal course of official duties or duties for which a license or certification is required, has direct contact with children. The term includes teachers, nurses, doctors, day-care employees, juvenile probation officers, and juvenile detention or correctional officers.

Family Code 261.101(b)

Abuse of Persons
with Disabilities

A person having cause to believe that a person with a disability is in a state of abuse, neglect, or exploitation shall report the information immediately to the Texas Department of Family and Protective Services (DFPS).

A person commits a Class A misdemeanor if the person has cause to believe that a person with a disability has been abused, neglected, or exploited or is in a state of abuse, neglect, or exploitation and knowingly fails to report.

A person filing a report or testifying or otherwise participating in any judicial proceeding arising from a petition, report, or investigation is immune from civil or criminal liability on account of his or her petition, report, testimony, or participation, unless the person acted in bad faith or with a malicious purpose.

Human Resources Code 48.051, .052, .054

Adult Victims of
Abuse

A person or professional shall make a report in the manner required above if the person or professional has reasonable cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional determines in good faith that disclosure of the information is necessary to protect the health and safety of another child or an elderly person or person with a disability. *Family Code 261.101(b-1)*

**Restrictions on
Reporting**

Psychotropic Drugs
and Psychological
Testing

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or

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2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFEB]

Contents of Report

The report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The person making the report shall identify, if known:

1. The name and address of the child;
2. The name and address of the person responsible for the care, custody, or welfare of the child; and
3. Any other pertinent information concerning the alleged or suspected abuse or neglect.

Family Code 261.102, .104

**Abuse and Neglect
Involving School
Personnel and Those
Responsible for Care**

If the alleged or suspected abuse or neglect involves a person responsible for the care, custody, or welfare of the child, the report must be made to DFPS, unless the report is made to a state agency under item 4, below, or the report involves a juvenile justice program or facility [see JJAEPS, below].

All other reports shall be made to:

1. Any local or state law enforcement agency;
2. DFPS, Child Protective Services (CPS) Division;
3. A local office of CPS, where available; or
4. The state agency that operates, licenses, certifies, or registers the facility in which the alleged abuse or neglect occurred.

Family Code 261.103(a); 19 TAC 61.1051(b)(1)–(2)

"Person responsible for a child's care, custody, or welfare" means a person who traditionally is responsible for a child's care, custody, or welfare, including:

1. A parent, guardian, managing or possessory conservator, or foster parent of the child;
2. A member of the child's family or household as defined by Family Code Chapter 71;
3. A person with whom the child's parent cohabits;
4. School personnel or a volunteer at the child's school;

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5. Personnel or a volunteer at a public or private child-care facility that provides services for the child or at a public or private residential institution or facility where the child resides; or
6. An employee, volunteer, or other person working under the supervision of a licensed or unlicensed child-care facility, including a family home, residential child-care facility, employer-based day-care facility, or shelter day-care facility, as those terms are defined in Chapter 42, Human Resources Code.

Family Code 261.001(5)

**Reporting Abuse,
Neglect, or
Exploitation in a
JJAEP**

Any report of alleged abuse, neglect, or exploitation, as those terms are defined in Family Code 261.405, in a juvenile justice program or facility shall be made to the Texas Juvenile Justice Department and a local law enforcement agency for investigation. The term "juvenile justice program" includes a juvenile justice alternative education program. *Family Code 261.405(a)(4)(A), (b)*

**Confidentiality of
Report**

A report of alleged or suspected abuse or neglect and the identity of the person making the report is confidential and not subject to release under Government Code Chapter 552 (Public Information Act) and may be disclosed only for purposes consistent with the Family Code and applicable federal or state law or under rules adopted by an investigating agency. *Family Code 261.201(a)–(a)(1)*

Unless waived in writing by the person making the report, the identity of an individual making a report under this chapter is confidential and may be disclosed only to a law enforcement officer for the purposes of a criminal investigation of the report, or as ordered by a court under Family Code 261.201. *Family Code 261.101(d)*

**Immunity from
Liability**

A person acting in good faith who reports or assists in the investigation of a report of alleged child abuse or neglect or who testifies or otherwise participates in a judicial proceeding arising from a report, petition, or investigation of alleged child abuse or neglect is immune from any civil or criminal liability that might otherwise be incurred or imposed. *Family Code 261.106*

A district may not suspend or terminate the employment of, or otherwise discriminate against, or take any other adverse employment action against a professional who makes a good faith report of abuse or neglect. *Family Code 261.110(b)* [See DG]

Criminal Offenses

Failure to Report

A person commits a Class A misdemeanor if he or she is required to make a report under Family Code 261.101(a) [see Duty to Report, above] and knowingly fails to make a report as provided by law.

A person who is a professional commits a Class A misdemeanor if the person is required to make a report under Family Code 261.101(b) [see Duty to Report] and knowingly fails to make a report as provided by law. The professional commits a state jail felony if he or she intended to conceal the abuse or neglect.

Family Code 261.109

False Report

A person commits an offense if, with the intent to deceive, the person knowingly makes a report of abuse and neglect that is false. The offense is a state jail felony, except that it is a felony of the third degree if the person has previously been convicted of the offense. *Family Code 261.107(a)*

Coercion

A public servant, including as a school administrator, who coerces another into suppressing or failing to report child abuse or neglect to a law enforcement agency commits a Class C misdemeanor offense. *Penal Code 39.06*

**SBEC Disciplinary
Action**

The State Board for Educator Certification (SBEC) may take any of the actions listed in 19 Administrative Code 249.15(a) (impositions, including revocation of a certificate and administrative penalties) based on satisfactory evidence that the person has failed to report or has hindered the reporting of child abuse pursuant to Family Code 261.001, or has failed to notify the SBEC, the commissioner of education, or the school superintendent or director under the circumstances and in the manner required by Education Code 21.006, 21.0062, 22.093, and 19 Administrative Code 249.14(d)–(f). *19 TAC 249.15(b)(4)*

Note: The following legal provisions address child abuse and neglect investigations generally. See GRA for additional legal provisions addressing notification requirements and right of access to students when DFPS investigates reports of abuse and neglect at school.

Investigations

Reports to District

If DFPS initiates an investigation and determines that the abuse or neglect involves an employee of a public elementary or secondary school, and that the child is a student at the school, the department shall orally notify the superintendent of the district in which the employee is employed. *Family Code 261.105(d)*

On request, DFPS shall provide a copy of the completed report of its investigation to the board, the superintendent, and the school principal, unless the principal is alleged to have committed the abuse or neglect. The report shall be edited to protect the identity of the person who made the report. *Family Code 261.406(b)*

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Interview of Student	The investigating agency shall be permitted to interview the child at any reasonable time and place, including at the child's school. <i>Family Code 261.302(b)</i> [See GRA]
Interference with Investigation	A person may not interfere with an investigation of a report of child abuse or neglect conducted by DFPS. <i>Family Code 261.303(a)</i>
Confidentiality	A photograph, videotape, audiotape, or other audio or visual recording, depiction, or documentation of a child that is made by DFPS in the course of an inspection or investigation is confidential, is not subject to release under the Public Information Act, and may be released only as required by state or federal law or rules adopted by the DFPS. <i>Human Resources Code 42.004</i>
Reporting Policy	<p>A board shall adopt and annually review policies for reporting child abuse and neglect. The policies shall follow the requirements of Family Code Chapter 261. <i>19 TAC 61.1051(b)</i></p> <p>The policies must require every school employee, agent, or contractor who suspects a child's physical or mental health or welfare has been adversely affected by abuse or neglect to submit a written or oral report to at least one of the authorities listed above [see To Whom Reported, above] within 48 hours or less, as determined by the board, after learning of facts giving rise to the suspicion. <i>19 TAC 61.1051(b)(1)</i></p> <p>The policies must be consistent with the Family Code, Chapter 261, and 40 Administrative Code Chapter 700 (CPS) regarding investigations by DFPS, including regulations governing investigation of abuse by school personnel and volunteers. [See GRA]</p> <p>The policies must require a report to DFPS if the alleged abuse or neglect involves a person responsible for the care, custody, or welfare of the child and must notify school personnel of the following:</p> <ol style="list-style-type: none">1. Penalties under Penal Code 39.06 (misuse of official information), Family Code 261.109 (failure to report), and 19 Administrative Code Chapter 249 (actions against educator's certificate) for failure to submit a required report of child abuse or neglect;2. Applicable prohibitions against interference with an investigation of a report of child abuse or neglect, including:<ol style="list-style-type: none">a. Family Code 261.302 and 261.303, prohibiting school officials from denying an investigator's request to interview a student at school; and

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- b. Family Code 261.302, prohibiting school officials from requiring the presence of a parent or school administrator during an interview by an investigator.
3. Immunity provisions applicable to a person who reports child abuse or neglect or otherwise assists an investigation in good faith;
4. Confidentiality provisions relating to a report of suspected child abuse or neglect;
5. Any disciplinary action that may result from noncompliance with a district's reporting policy; and
6. The prohibition under Education Code 26.0091 [see Psychotropic Drugs and Psychological Testing, above].

19 TAC 61.1051(b)(2)

The policies may not require that school personnel report suspicions of child abuse or neglect to a school administrator before making a report to one of the agencies listed above.

The policies must:

1. Include the current toll-free number for DFPS;
2. Provide for cooperation with law enforcement child abuse investigations without the consent of the child's parent, if necessary, including investigations by DFPS; and
3. Include child abuse anti-victimization programs in elementary and secondary schools consisting of age-appropriate, research-based prevention designed to promote self-protection and prevent sexual abuse and trafficking.

19 TAC 61.1051(b)(5)–(b)(8)

Annual Distribution
and Staff
Development

The policies required by these provisions and adopted by the board shall be distributed to all personnel at the beginning of each school year. The policies shall be addressed in staff development programs at regular intervals determined by a board. *19 TAC 61.1051(c)* [See also DH and GRA]

[For training requirements under these provisions, see DMA.]

Required Poster

Using a format and language that is clear, simple, and understandable to students, each public school shall post, in English and in Spanish:

1. The current toll-free DFPS Abuse Hotline telephone number;
2. Instructions to call 911 for emergencies; and

3. Directions for accessing the DFPS [Texas Abuse Hotline web-site](https://www.txabusehotline.org/)¹ for more information on reporting abuse, neglect, and exploitation.

A district shall post the information specified above at each school campus in at least one high-traffic, highly and clearly visible public area that is readily accessible to and widely used by students. The information must be on a poster (11x17 inches or larger) in large print and placed at eye-level to the student for easy viewing. Additionally, the current toll-free Texas Department of Family and Protective Services Abuse Hotline telephone number should be in bold print.

Education Code 38.0042; 19 TAC 61.1051(e)–(f)

¹ Texas Abuse Hotline website: <https://www.txabusehotline.org/>

CRISIS INTERVENTION
TRAUMA-INFORMED CARE

FFBA
(LOCAL)

**Trauma-Informed
Care Program**

The District's trauma-informed care program, as included in the District improvement plan, shall provide for the integration of trauma-informed care practices in the school environment, including increasing staff and parent awareness of trauma-informed care, implementation of trauma-informed practices and care by District and campus staff, and providing information about available counseling options for students affected by trauma or grief.

Training

The District shall provide training in trauma-informed care to District educators as required by law. The District improvement plan shall specify required training for any other District employees as applicable.

Annual Report

The District shall provide an annual report to the Texas Education Agency on the number of employees who have participated in trauma-informed care training.

Threat Assessment

Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment
Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below].

Membership

The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration,

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	<p>school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team.</p>
Oversight Committee	<p>The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.</p>
Team Duties	<p>Each team shall:</p> <ol style="list-style-type: none">1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:<ol style="list-style-type: none">a. Referring a student for mental health assessment; andb. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;2. 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; and3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].
Consent for Mental Health-Care Service	<p>A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.</p> <p><i>Education Code 37.115(c)–(g)</i></p>
Determination of Risk	<p>On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a</p>

student, the superintendent shall immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

A team identifying a student at risk of suicide shall act in accordance with the district's suicide prevention program. If the student at risk of suicide also makes a threat of violence to others, the team shall conduct a threat assessment in addition to actions taken in accordance with the district's suicide prevention program.

A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)–(j)

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
 - a. Any disciplinary action taken, including a change in school placement;
 - b. Any action taken by law enforcement; or
 - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
 - a. Citations issued for Class C misdemeanor offenses;
 - b. Arrests;
 - c. Incidents of uses of restraint;

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- d. Changes in school placement, including placement in a JJAEP or DAEP;
 - e. Referrals to or changes in counseling, mental health, special education, or other services;
 - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
 - g. Unexcused absences of 15 or more days during the school year; and
 - h. Referrals to juvenile court for truancy; and
5. The number and percentage of school personnel trained in:
- a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
 - b. Mental health or psychological first aid for schools;
 - c. Training relating to the safe and supportive school program; or
 - d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

Note: For information about mental health curriculum and SHAC responsibilities, see EHAA. For information about threat assessments, see FFB. For personnel information about mental health professionals, see DP.

Mental Health Condition

“Mental health condition” means a persistent or recurrent pattern of thoughts, feelings, or behaviors that:

1. Constitutes a mental illness, disease, or disorder, other than or in addition to epilepsy, substance abuse, or an intellectual disability; or
2. Impairs a person's social, emotional, or educational functioning and increases the risk of developing such a condition.

Education Code 5.001(5-a)

Student Programs

The Texas Education Agency (TEA), in coordination with the Health and Human Services Commission and regional education service centers (ESCs), shall provide and annually update a list of recommended best practice-based programs and research-based practices in the areas specified below for implementation in public elementary, junior high, middle, and high schools within the general education setting. Each district may select from the list a program or programs appropriate for implementation in the district.

Subject Areas

The list must include programs and practices in the following areas:

1. Early mental health prevention and intervention;
2. Building skills related to managing emotions, establishing and maintaining positive relationships, and responsible decision-making;
3. Substance abuse prevention and intervention;
4. Suicide prevention, intervention, and postvention;
5. Grief-informed and trauma-informed practices;
6. Positive school climates;
7. Positive behavior interventions and supports;
8. Positive youth development; and
9. Safe, supportive, and positive school climate.

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“School climate” means the quality and character of school life, including interpersonal relationships, teaching and learning practices, and organizational structures, as experienced by students enrolled in the district, parents of those students, and personnel employed by the district.

[For information on employee training, see DMA.]

Practices and
Procedures

A district shall develop practices and procedures concerning each area listed above, including mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, that:

1. Include a procedure for providing educational material to all parents and families in the district that contains information on identifying risk factors, accessing resources for treatment or support provided on and off campus, and accessing available student accommodations provided on campus;
2. Include a procedure for providing notice of a recommendation for early mental health or substance abuse intervention regarding a student to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs, which may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Include a procedure for providing notice of a student identified as at risk of attempting suicide to a parent or guardian of the student within a reasonable amount of time after the identification of early warning signs;
4. Establish that the district may develop a reporting mechanism and may designate at least one person to act as a liaison officer in the district for the purposes of identifying students in need of early mental health or substance abuse intervention or suicide prevention;
5. Set out available counseling alternatives for a parent or guardian to consider when his or her child is identified as possibly being in need of early mental health or substance abuse intervention or suicide prevention; and
6. Include procedures:
 - a. To support the return of a student to school following hospitalization or residential treatment for a mental health condition or substance abuse; and

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- b. For suicide prevention, intervention, and postvention.

The practices and procedures may address multiple subject areas [see Subject Areas, above]. The practices and procedures must prohibit the use without the prior consent of a student's parent or guardian of a medical screening of the student as part of the process of identifying whether the student is possibly in need of early mental health or substance abuse intervention or suicide prevention.

The practices and procedures developed must be included in the annual student handbook and the district improvement plan under Education Code 11.252. [See BQ]

Nothing in these provisions is intended to interfere with the rights of parents or guardians and the decision-making regarding the best interest of the child. Practices and procedures developed in accordance with these provisions are intended to notify a parent or guardian of a need for mental health or substance abuse intervention so that a parent or guardian may take appropriate action. These provisions do not give districts the authority to prescribe medications. Any and all medical decisions are to be made by a parent or guardian of a student.

"Postvention" includes activities that promote healing necessary to reduce the risk of suicide by a person affected by the suicide of another.

Education Code 38.351(a)–(f), (i)–(o)

Immunity

The above requirements do not waive any immunity from liability of a district or of district officers or employees, create any liability for a cause of action against a district or against district officers or employees, or waive any immunity from liability under Civil Practice and Remedies Code 74.151. *Education Code 38.352*

**Student
Identification Cards**

Each student identification card issued by a public school to a student in grade six or higher must have printed on the card the contact information for the National Suicide Prevention Lifeline and the Crisis Text Line. The student identification card may have printed on the card the contact information for a local suicide prevention hotline, if available. *Education Code 38.353*

**Consent to
Examinations, Tests,
or Treatment**

A district employee must obtain the written consent of a child's parent before the employee may conduct a psychological examination, test, or treatment, unless the examination, test, or treatment is required by:

1. TEA's policy concerning child abuse investigations and reports under Education Code 38.004; or

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2. State or federal law regarding requirements for special education.

Education Code 26.009(a)(1) [See FNG]

[For more information about consent to medical treatment, including psychological treatment, see FFAC. For information about consent to counseling, see FFEA.]

**Professional's
Authority**

A licensed or certified physician, psychologist, counselor, or social worker having reasonable grounds to believe that a child has been sexually, physically, or emotionally abused; is contemplating suicide; or is involved in chemical or drug addiction or dependency may:

1. Counsel the child without the consent of the child's parents, managing conservator, or guardian;
2. With or without the consent of a child who is a client, advise the parents, managing conservator, or guardian of the treatment given to or needed by the child;
3. Rely on the written statement of the child containing the grounds on which the child has capacity to consent to his or her own treatment as provided above.

Exception: Court
Order

The physician, psychologist, counselor, or social worker may not counsel a child if consent is prohibited by a court order, unless consent is obtained as otherwise allowed by law.

Family Code 32.004(b), (c)

[See DP for more information about LSSP and school counselor responsibilities.]

Consent to LSSP

Informed consent for a licensed specialist in school psychology (LSSP) must be obtained in accordance with the Individuals with Disabilities Education Improvement Act (IDEIA) and the U.S. Department of Education's rules governing parental consent when delivering school psychological services in the public schools, and is considered to meet the requirements for informed consent under the Texas State Board of Examiners of Psychologists (TSBEP) rules. No additional informed consent, specific to any Texas Behavioral Health Executive Council (TBHEC) rules, is necessary in this context. Licensees providing psychological services under 22 Administrative Code 465.38(e)(2), however, must obtain informed consent as otherwise required by the TBHEC rules. 22 TAC 465.38(g)

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Professional
Immunity

A psychologist, counselor, or social worker licensed or certified by the state is not liable for damages except those damages that may result from his or her negligence or willful misconduct. *Family Code 32.004(d)*

Outside Counselors

Neither a district nor an employee of a district may refer a student to an outside counselor for care or treatment of a chemical dependency or an emotional or psychological condition unless the district does all of the following:

1. Obtains prior written consent for the referral from the student's parent, managing conservator, or guardian.
2. Discloses to the student's parent, managing conservator, or guardian any relationship between the district and the outside counselor.
3. Informs the student and the student's parent, managing conservator, or guardian of any alternative public or private source of care or treatment reasonably available in the area.
4. Requires the approval of appropriate district personnel before a student may be referred for care or treatment or before a referral is suggested as being warranted.
5. Specifically prohibits any disclosure of a student record that violates state or federal law.

Education Code 38.010

[See FFEA for information on the comprehensive guidance program. See FFB for mental health-care services provided by the threat assessment and safe and supportive school team.]

**Psychotropics and
Psychiatric
Evaluations**

A district employee may not:

1. Recommend that a student use a psychotropic drug; or
2. Suggest any particular diagnosis; or
3. Use the refusal by a parent to consent to administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student as grounds, by itself, for prohibiting the child from attending a class or participating in a school-related activity.

Psychotropic drug means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Education Code 38.016(b) does not:

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1. Prevent an appropriate referral under the Child Find system required under 20 U.S.C. Section 1412, as amended; or
2. Prohibit a school district employee, or an employee of an entity with which the district contracts, who is a registered nurse, advanced nurse practitioner, physician, or nonphysician mental health professional licensed or certified to practice in this state from recommending that a child be evaluated by a physician or nonphysician mental health professional; or
3. Prohibit a school employee from discussing any aspect of a child's behavior or academic progress with the child's parent or another school district employee.

A board shall adopt a policy to ensure implementation and enforcement of Education Code 38.016. [See FFAC]

A violation of Education Code 38.016(b) does not override the immunity from personal liability granted in Education Code 22.0511 or other law or a district's sovereign or governmental immunity.

Nonphysician mental health professional has the meaning assigned by Education Code 38.0101 [see DP].

Education Code 38.016

[For information regarding administration of medication, see FFAC.]

Child Abuse
Reporting

An employee may not use or threaten to use the refusal of a parent, guardian, or managing or possessory conservator to administer or consent to the administration of a psychotropic drug to a child, or to consent to any other psychiatric or psychological testing or treatment of the child, as the sole basis for making a report of neglect, unless the employee has cause to believe that the refusal:

1. Presents a substantial risk of death, disfigurement, or bodily injury to the child; or
2. Has resulted in an observable and material impairment to the growth, development, or functioning of the child.

Education Code 26.0091; Family Code 261.111(a) [See FFG]

**Trauma-Informed
Care Policy**

A district shall adopt and implement a policy requiring the integration of trauma-informed practices in each school environment. A district must include the policy in the district improvement plan required under Education Code 11.252 [see BQ].

The policy must address:

1. Using resources developed by the Texas Education Agency (TEA), methods for:
 - a. Increasing staff and parent awareness of trauma-informed care; and
 - b. Implementation of trauma-informed practices and care by district and campus staff; and
2. Available counseling options for students affected by trauma or grief.

Education Code 38.036(a)–(b)

Training

The methods for increasing awareness and implementation of trauma-informed care must include training as provided below. The training must be provided:

1. Through a program selected from the list of recommended best practice-based programs and research-based practices established under Education Code 38.351;
2. In accordance with the district professional development policy [see DMA]; and
3. As part of any new employee orientation for all new district educators.

The training must address how grief and trauma affect student learning and behavior and how evidence-based, grief-informed, and trauma-informed strategies support the academic success of students affected by grief and trauma. The training may include two or more listed topics together.

For any training under this provision, a district shall maintain records that include district staff members who participated in the training.

If a district determines that the district does not have sufficient resources to provide the training required under this provision, the district may partner with a community mental health organization to provide training that meets the requirements at no cost to the district.

Education Code 38.036(c)–(d), (f)

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

**Imminent Threats or
Emergencies**

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

**Threat Assessment
Process**

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

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For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Threat Assessment

Definitions

“Harmful, threatening, or violent behavior” includes behaviors, such as verbal threats, threats of self harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, or assault, by a student that could result in:

1. Specific interventions, including mental health or behavioral supports;
2. In-school suspension;
3. Out-of-school suspension; or
4. The student’s expulsion or removal to a disciplinary alternative education program (DAEP) or a juvenile justice alternative education program (JJAEP).

“Team” means a threat assessment and safe and supportive school team established by the board under Education Code 37.115.

Education Code 37.115(a)

Threat Assessment
Team

The board shall establish a threat assessment and safe and supportive school team to serve at each campus of the district and shall adopt policies and procedures for the teams.

The team is responsible for developing and implementing the safe and supportive school program in compliance with Texas Education Agency (TEA) rules at the district campus served by the team.

The policies and procedures adopted under Education Code 37.115 must:

1. Be consistent with the model policies and procedures developed by the Texas School Safety Center (TxSSC) [see Education Code 37.220];
2. Require each team to complete training provided by the TxSSC or a regional education service center (ESC) regarding evidence-based threat assessment programs; and
3. Require each team established under this section to report the required information regarding the team’s activities to TEA [see Reporting to TEA, below].

Membership

The superintendent shall ensure, to the greatest extent practicable, that the members appointed to each team have expertise in counseling, behavior management, mental health and substance use, classroom instruction, special education, school administration,

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	<p>school safety and security, emergency management, and law enforcement. A team may serve more than one campus of a district, provided that each district campus is assigned a team.</p>
Oversight Committee	<p>The superintendent may establish a committee, or assign to an existing committee established by the district, the duty to oversee the operations of teams established for the district. A committee with oversight responsibility must include members with expertise in human resources, education, special education, counseling, behavior management, school administration, mental health and substance use, school safety and security, emergency management, and law enforcement.</p>
Team Duties	<p>Each team shall:</p> <ol style="list-style-type: none">1. Conduct a threat assessment that includes assessing and reporting individuals who make threats of violence or exhibit harmful, threatening, or violent behavior in accordance with district policies and procedures; and gathering and analyzing data to determine the level of risk and appropriate intervention, including:<ol style="list-style-type: none">a. Referring a student for mental health assessment; andb. Implementing an escalation procedure, if appropriate, based on the team's assessment, in accordance with district policy;2. 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; and3. Support the district in implementing the district's multihazard emergency operations plan [see CKC].
Consent for Mental Health-Care Service	<p>A team may not provide a mental health-care service to a student who is under 18 years of age unless the team obtains written consent from the parent of or the person standing in parental relation to the student before providing the mental health-care service. The consent must be submitted on a form developed by the district that complies with all applicable state and federal law. The student's parent or person standing in parental relation to the student may give consent for a student to receive ongoing services or may limit consent to one or more services provided on a single occasion.</p> <p><i>Education Code 37.115(c)–(g)</i></p>
Determination of Risk	<p>On determination that a student or other individual poses a serious risk of violence to self or others, a team shall immediately report the team's determination to the superintendent. If the individual is a</p>

student, the superintendent shall immediately attempt to inform the parent or person standing in parental relation to the student. These requirements do not prevent an employee of the school from acting immediately to prevent an imminent threat or respond to an emergency.

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A team identifying a student using or possessing tobacco, drugs, or alcohol shall act in accordance with district policies and procedures related to substance use prevention and intervention.

Education Code 37.115(h)–(j)

Reporting to TEA

A team must report to TEA in accordance with TEA-developed guidelines the following information regarding the team's activities and other information for each campus the team serves:

1. The occupation of each person appointed to the team;
2. The number of threats and description of the type of threats reported to the team;
3. The outcome of each assessment made by the team, including:
 - a. Any disciplinary action taken, including a change in school placement;
 - b. Any action taken by law enforcement; or
 - c. A referral to or change in counseling, mental health, special education, or other services;
4. The total number, disaggregated by student gender, race, and status as receiving special education services, being at risk of dropping out of school, being in foster care, experiencing homelessness, being a dependent of military personnel, being pregnant or a parent, having limited English proficiency, or being a migratory child, of, in connection with an assessment or reported threat by the team:
 - a. Citations issued for Class C misdemeanor offenses;
 - b. Arrests;
 - c. Incidents of uses of restraint;

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- d. Changes in school placement, including placement in a JJAEP or DAEP;
 - e. Referrals to or changes in counseling, mental health, special education, or other services;
 - f. Placements in in-school suspension or out-of-school suspension and incidents of expulsion;
 - g. Unexcused absences of 15 or more days during the school year; and
 - h. Referrals to juvenile court for truancy; and
5. The number and percentage of school personnel trained in:
- a. A best-practices program or research-based practice under Education Code 38.351 [see FFEB], including the number and percentage of school personnel trained in suicide prevention or grief and trauma-informed practices;
 - b. Mental health or psychological first aid for schools;
 - c. Training relating to the safe and supportive school program; or
 - d. Any other program relating to safety identified by the commissioner.

Education Code 37.115(k)

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

**Imminent Threats or
Emergencies**

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

**Threat Assessment
Process**

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

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For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

SPECIAL EDUCATION
IDENTIFICATION, EVALUATION, AND ELIGIBILITY

EHBAA
(LEGAL)

Identification

Child Find

A district shall ensure that all children residing within the district who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

20 U.S.C. 1412(a)(3)(A); 34 C.F.R. 300.111(a)(1)(i), (c)

*Private School
Students*

A district shall conduct a timely and meaningful consultation with private school representatives regarding the child find process and the provision of special education and related services to children enrolled in private schools in the district.

A district shall undertake activities similar to those undertaken for public school children and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending public schools in the district.

20 U.S.C. 1412(a)(10)(A)(ii)–(iv) [See EHBAC regarding students in nondistrict placement.]

*Preschool
Students*

A district shall develop a system to notify district residents with children who are at least three and younger than six and who are eligible for enrollment in a special education program of the availability of the program. *Education Code 29.009*

**Requests and
Referrals for
Evaluation**

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. *20 U.S.C. 1414(a)(1)(E)*

Referral of students for a full individual and initial evaluation for possible special education services shall be a part of a district's overall general education referral or screening system. Either a parent, TEA, another state agency, or the district may initiate a request for an initial evaluation.

District Obligation to
Refer

Students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial; remedial; compensatory; response to evidence-based intervention; and other academic or behavior support services. A student is not required to be provided with interventions for any

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specific length of time prior to a referral being made or a full individual and initial evaluation being conducted. If the student continues to experience difficulty in the general classroom with the provision of interventions, district personnel must refer the student for a full individual and initial evaluation. A referral for a full individual and initial evaluation may be initiated at any time by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

19 TAC 89.1011(a)

Parental Request

If a parent submits a written request to a district's director of special education services or to a district administrative employee for a full individual and initial evaluation of a student, the district shall, not later than the 15th school day after the date the district receives the request:

1. Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 C.F.R. 300.503, a copy of the procedural safeguards notice required by 34 C.F.R. 300.504, and an opportunity to give written consent for the evaluation; or
2. Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 C.F.R. 300.503, and a copy of the procedural safeguards notice required by 34 C.F.R. 300.504.

19 TAC 89.1011(b); Education Code 29.004(c); 20 U.S.C. 1414(a)(1); 34 C.F.R. 300.301

Notice of Rights

A reasonable time before a district proposes or refuses to initiate the identification, evaluation, or educational placement of a student or the provision of a free appropriate public education (FAPE) to a student, the district shall provide written notice to the student's parent or guardian. *20 U.S.C. 1415(b)(3); 34 C.F.R. 300.503(a)* [See EHBAE]

Initial Evaluation
Required

A district shall conduct a full individual and initial evaluation before the initial provision of special education and related services.
20 U.S.C. 1414(a)(1)(A)

*Consent for Initial
Evaluation*

Before a district conducts an initial evaluation, it shall make reasonable efforts to obtain informed parental consent.

If the parent does not provide consent for an initial evaluation, or if the parent fails to respond to a request to provide consent, a district may, but is not required to, pursue the initial evaluation by utilizing due process procedures [see EHBAE], except to the extent inconsistent with state law relating to such parental consent.

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Parental consent to initial evaluation shall not be construed as consent for placement for special education and related services.

20 U.S.C. 1414(a)(1)(D)(i)(I); 34 C.F.R. 300.300(b)

Wards of the
State

If the child is a ward of the state and is not residing with the child's parent, a district shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation, unless:

1. Despite reasonable efforts to do so, the district cannot discover the whereabouts of the parent;
2. The rights of the parent have been terminated; or
3. The rights of the parent to make educational decisions have been subrogated and an individual appointed by a judge to represent the student has given consent for an initial evaluation.

20 U.S.C. 1414(a)(1)(D)(iii); 34 C.F.R. 300.300(a)(2)

*Time Frame for
Completion of
Written Report*

A district must complete the written report of a full individual and initial evaluation:

1. Not later than the 45th school day following the date on which the district receives written consent for the evaluation from the student's parent. If a student has been absent from school during that period on three or more school days, the period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or
2. For students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or homeschool setting, not later than the 45th school day following the date on which the district receives written consent for the evaluation from the student's parent.

If a district receives written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of a full individual and initial evaluation of a student must be provided to the student's parent not later than June 30 of that year.

If a district receives written consent signed by a student's parent less than 35 school days before the last instructional day of the school year or if the district receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, the report must be completed not later

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than the 45th school day following the date the district received written consent, except that the period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent.

A student is considered absent for the school day if the student is not in attendance at the school's official attendance taking time or at the alternate attendance taking time set for that student. A student is considered in attendance if the student is off campus participating in an activity that is approved by the school board and is under the direction of a professional staff member of the school district or an adjunct staff member who has a minimum of a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas.

"School day" does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.

These time frames shall not apply if the parent repeatedly fails or refuses to produce the child for the evaluation.

Transfer
Students

A district shall ensure that evaluations of children who transfer from one district to another in the same academic year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations.

If a student was in the process of being evaluated for special education eligibility by a district and enrolls in another school district before the previous district completed the full individual and initial evaluation, the new district must coordinate with the previous district as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 C.F.R., 300.301(d)(2) and (e) and 300.304(c)(5).

The timelines above do not apply in such a situation if:

1. The new school district is making sufficient progress to ensure a prompt completion of the evaluation; and
2. The parent and the new school district agree to a specific time when the evaluation will be completed.

20 U.S.C. 1414(a)(1)(C), (b)(3)(D); 34 C.F.R. 300.301(c)–(e); Education Code 29.004; 19 TAC 89.1011

*Psychological
Examinations*

If a district determines that an additional examination or test is required for the initial and individual evaluation, the district shall provide the information required by Education Code 29.0041(a) and

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shall obtain additional parental consent. If a parent does not give consent within 20 calendar days after the district provided the information, the parent's consent is considered denied.

The time required for a district to provide information and seek consent may not be counted toward the time frame for completion of an evaluation. [See Time Frame for Completion of Written Report, above]

Education Code 29.0041

**Eligibility and
Reevaluations**

A student is eligible to participate in a district's special education program if:

1. The student is between the ages of 3 and 21, inclusive;
2. The student has one or more of the disabilities listed in federal regulations, state law, or both; and
3. The student's disability(ies) prevents the student from being adequately or safely educated in the public schools without the provision of special services.

20 U.S.C. 1401(3); Education Code 29.003(b); 19 TAC 89.1035

Disability Definitions

To be eligible to receive special education services, a student must be a "child with a disability," as defined in 34 C.F.R. 300.8(a), subject to the provisions of 34 C.F.R. 300.8(c), Education Code 29.003, and 19 Administrative Code 89.1040. The provisions in 19 Administrative Code 89.1040 specify criteria to be used in determining whether a student's condition meets one or more of the definitions in federal regulations or in state law. *19 TAC 89.1040*

**Visual and Auditory
Impairments**

Students with visual impairments or who are deaf or hard of hearing shall be eligible to participate in a district's special education program from birth. *19 TAC 89.1035(b); Education Code 30.002(e), .081*

**Determination of
Initial Eligibility**

Upon completion of the administration of assessments and other evaluation measures, a team of qualified professionals and the parent shall make the determination of whether the child has a disability and of the educational needs of the child.

A district shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent.

20 U.S.C. 1414(b)(4); 34 C.F.R. 300.306(a)

The admission, review, and dismissal (ARD) committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (IEP) and placement within 30 calendar days from the date of the completion

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of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

When a report is provided to a parent not later than June 30 as described at Time Frame for Completion of Written Report, above, the ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, an evaluation indicates that a student will need ESY services, the ARD committee must meet as expeditiously as possible.

19 TAC 89.1011(d), (e)

Consent for
Services

*Initial Provision of
Services*

A district must obtain informed consent from the parent for the initial provision of special education and related services. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of services, the district:

1. May not use the procedures in 34 C.F.R. part 300 subpart E (including the mediation and due process procedures) in order to obtain agreement or a ruling that the services may be provided to the child;
2. Will not be considered to be in violation of the requirement to make FAPE available to the child for the failure to provide the services for which the district requests consent; and
3. Is not required to convene an ARD meeting or develop an IEP for the child for the services.

*Revoking
Consent*

If, at any time after the provision of initial services, the parent of a child revokes consent in writing for the continued provision of services, the district:

1. May not continue to provide services to the child, but must provide prior written notice before ceasing services;
2. May not use the procedures in 34 C.F.R. part 300 subpart E in order to obtain agreement or a ruling that the services may be provided to the child;
3. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further services; and

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4. Is not required to convene an ARD meeting or develop an IEP for further provision of services.

34 C.F.R. 300.300(b)

Reevaluations

A district shall ensure that each child with a disability is reevaluated if the district determines that the educational or related services needs of the child, including improved academic achievement and functional performance, warrant a reevaluation, or if the child's parent or teacher requests a reevaluation.

Reevaluation shall occur:

1. No more than once a year, unless the parent and the district agree otherwise; and
2. At least once every three years, unless the parent and district agree that a reevaluation is unnecessary.

A district shall obtain informed parental consent before conducting a reevaluation, except that informed parental consent is not needed if the district can demonstrate that it has taken reasonable measures to obtain consent and the child's parent has failed to respond.

20 U.S.C. 1414(a)(2), (c)(3); 34 C.F.R. 300.303

Evaluation for
Change in Eligibility

A district must evaluate a child with a disability before determining that the child is no longer a child with a disability. However, an evaluation is not required before the termination of eligibility due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law. If a child's eligibility terminates under the aforementioned circumstances, a district must provide a summary of academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. *34 C.F.R. 300.305(e); 20 U.S.C. 1414(c)(5)*

All students graduating under 19 Administrative Code 89.170 [see EIF] must be provided with a summary of academic achievement and functional performance as described above. This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 C.F.R. 300.305(e)(1), must be included as part of the summary for a student graduating under 19 Administrative Code 89.1070(b)(3)(A), (B), or (C) or (f)(4)(A), (B), or (C). *19 TAC 89.1070(g)*

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Independent
Evaluation

The parents have a right to obtain an independent educational evaluation of their child. If a parent requests an independent evaluation, a district shall provide the parents with information regarding where one can be obtained and the district's criteria for independent evaluations.

The results of a parent-initiated independent educational evaluation, whether at public or private expense, must be considered by the district if it meets the district's criteria, in any decision made with respect to providing FAPE to the child.

*At Public
Expense*

If a parent requests an independent evaluation at public expense, the district shall, without unnecessary delay, either:

1. File a due process complaint to request a hearing to show that its evaluation is appropriate; or
2. Ensure that an independent evaluation is provided at public expense, unless the district demonstrates that the evaluation obtained by the parent did not meet district criteria.

*At Private
Expense*

If a district initiates a hearing, and the final decision is that the district's evaluation is appropriate, the parent still has a right to an independent evaluation, but not at public expense.

34 C.F.R. 300.502

**Prescription
Medication**

An employee of a district is prohibited from requiring a child to obtain a prescription for a substance covered under the federal Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation for special education, or receiving special education and related services.

An employee is not prohibited from consulting or sharing classroom-based observations with parents regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services.

20 U.S.C. 1412(a)(25)

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When a student transitions from early childhood intervention (ECI) to early childhood special education (ECSE) services, the District shall develop and implement an individualized education program (IEP) by the child's third birthday.

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Staff Development	
Educator	The staff development provided by a district to an educator other than a principal must be conducted in accordance with standards developed by the district and designed to improve education in the district.
Principal	The staff development provided by a district to a principal shall be governed by Education Code 21.3541 and rules adopted under that section. [See DNB] <i>Education Code 21.451(a), (a-1)</i>
Professional Development Policy	<p>A board shall annually review the SBEC continuing education and training clearinghouse published under Education Code 21.4514 and adopt a professional development policy that must:</p> <ol style="list-style-type: none">1. Be guided by the recommendations for training in the clearinghouse;2. Note any differences in the policy adopted by the district or school from the recommendations in the clearinghouse; and3. Include a schedule of all training required for educators or other school personnel at the district or school. <p>To the extent of any conflict, a frequency requirement for the completion of training provided by statute prevails over a frequency requirement for that training included in the professional development policy.</p> <p><i>Education Code 21.4515(a), (b)</i></p> <hr/> <p>Note: SBEC must publish the continuing education and training clearinghouse not later than June 1, 2022.</p> <p>A district must adopt its professional development policy for district personnel not later than August 1, 2022.</p> <hr/>
Requirements	<p>In designing educator staff development, a district must use procedures that, to the greatest extent possible, ensure the training included in the staff development:</p> <ol style="list-style-type: none">1. Incorporates proactive instructional planning techniques using a framework that:<ol style="list-style-type: none">a. Provides flexibility in the ways:<ol style="list-style-type: none">(1) Information is presented;(2) Students respond or demonstrate knowledge and skills; and

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- (3) Students are engaged;
 - b. Reduces barriers in instruction;
 - c. Provides appropriate accommodations, supports, and challenges; and
 - d. Maintains high achievement expectations for all students, including students with disabilities and students of limited English proficiency; and
2. Integrates inclusive and evidence-based instructional practices for all students, including students with disabilities.

Staff development shall be predominantly campus-based, related to achieving campus performance objectives, and developed and approved by the campus-level committee.

A district may use district-wide staff development that has been developed and approved through the district-level decision process. [See BQA and BQB, as appropriate]

Education Code 21.451(a-1), (b), (c)

Optional Training

Staff development may include training in:

1. Technology and digital learning; and
2. Positive behavior intervention and support strategies, including classroom management, district discipline policies, and the Student Code of Conduct.

Technology and digital learning training must:

1. Discuss basic technology proficiency expectations and methods to increase an educator's digital literacy; and
2. Assist an educator in the use of digital technology in learning activities that improve teaching, assessment, and instructional practices.

Staff development may include instruction as to what is permissible under law, including opinions of the United States Supreme Court, regarding prayer in public school.

Education Code 21.451(d)(1), (d-3), (g)

Required Training

Staff development must include training on:

1. Suicide prevention;
2. Strategies for establishing and maintaining positive relationships among students, including conflict resolution; and

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3. Preventing, identifying, responding to, and reporting incidents of bullying.

Required training above must be provided in accordance with the board's professional development policy and use a best practice-based program recommended by the Health and Human Services Commission under Education Code 38.351 [see FFEB]. Required training may include two or more topics listed together.

Education Code 21.451(d)(3), (d-1)

*Instruction of
Students with
Disabilities*

Definition

"Student with a disability" means a student who is:

1. Eligible to participate in a school district's special education program under Education Code 29.003;
2. Covered by Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794); or
3. Covered by the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

Education Code 21.001(4)

Requirements

Staff development must include training that is evidence-based, as defined by Section 8101, Every Student Succeeds Act (20 USC 7801), and that:

1. Relates to the instruction of students with disabilities, including students with disabilities who also have other intellectual or mental health conditions; and
2. Is designed for educators who work primarily outside the area of special education.

A district is required to provide the training to an educator who works primarily outside the area of special education only if the educator does not possess the knowledge and skills necessary to implement the individualized education program developed for a student receiving instruction from the educator. A district may determine the time and place at which the training is delivered.

In developing or maintaining the training, a district must consult with persons with expertise in research-based practices for students with disabilities, including colleges, universities, private and nonprofit organizations, regional education service centers, qualified district personnel, and any other persons identified as qualified by the district, regardless of whether the training is provided at the campus or district level.

Education Code 21.451(d)(2), (e)–(f)

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*Suicide
Prevention*

The required suicide prevention training may be satisfied through independent review of suicide prevention training material that complies with the guidelines developed by TEA and is offered online. *Education Code 21.451(d-2); 19 TAC 153.1013(d)*

Suicide prevention programs on TEA's list of recommended best practice-based programs [see FFEB] must include components that provide for training school counselors, teachers, nurses, administrators, and other staff, as well as law enforcement officers and social workers who regularly interact with students, to:

1. Recognize students at risk of attempting suicide, including students who are or may be the victims of or who engage in bullying;
2. Recognize students displaying early warning signs and a possible need for early mental health or substance abuse intervention, which warning signs may include declining academic performance, depression, anxiety, isolation, unexplained changes in sleep or eating habits, and destructive behavior toward self and others;
3. Intervene effectively with students described above by providing notice and referral to a parent or guardian so appropriate action, such as seeking mental health or substance abuse services, may be taken by a parent or guardian; and
4. Assist students in returning to school following treatment of a mental health concern or suicide attempt.

A district shall provide training described in the components above for teachers, school counselors, principals, and all other appropriate personnel. A district is required to provide the training at an elementary school campus only to the extent that sufficient funding and programs are available. A school district may implement a program on TEA's list of recommended best practice-based programs [see FFEB] to satisfy this training requirement.

If a district provides the training, a district shall require completion in accordance with the district's professional development policy and maintain records that include district employees who participated in the training.

Education Code 38.351(e), (g), (h); 19 TAC 153.1013

Staff Development
Account

A district that receives resources from the commissioner of education's staff development account must pay to the commissioner for deposit in the account an amount equal to one-half of the cost of the resources provided to the district. *Education Code 21.453(c)*

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**Child Abuse,
Trafficking, and
Maltreatment**

A district's methods for increasing awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children [see District Improvement Plan at BQ and Sexual Abuse, Trafficking, and Maltreatment Policies and Programs at FFG] must include training concerning prevention techniques for and recognition of sexual abuse, sex trafficking, and all other maltreatment of children, including the sexual abuse, sex trafficking, and other maltreatment of children with significant cognitive disabilities.

The training must be provided in accordance with the district's professional development policy and as part of new employee orientation to all new employees.

The training must include:

1. Factors indicating a child is at risk for sexual abuse, trafficking, or other maltreatment;
2. Warning signs indicating a child may be a victim of sexual abuse, trafficking, or other maltreatment;
3. Internal procedures for seeking assistance for a child who is at risk for sexual abuse, trafficking, or other maltreatment, including referral to a school counselor, a social worker, or another mental health professional;
4. Techniques for reducing a child's risk of sexual abuse, trafficking, or other maltreatment; and
5. Information on community organizations that have relevant research-based programs and that are able to provide training or other education for district staff, students, and parents.

A district must maintain records that include staff members who participated in the training.

To the extent that resources are not yet available from TEA or the commissioner of education, districts shall implement the policies and trainings with existing or publicly available resources. The district may also work in conjunction with a community organization to provide the training at no cost to the district.

Education Code 38.0041(c)–(f); 19 TAC 61.1051(d)

**Trauma-Informed
Care**

A district's efforts to increase awareness and implementation of trauma-informed care must include training to new and existing employees in accordance with the district's professional development policy. [See BQ, FFBA] *Education Code 38.036(c)*

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Student Discipline

Each principal or other appropriate administrator who oversees student discipline shall, at least once every three school years, attend professional development training regarding Education Code Chapter 37, Subchapter G. The professional development shall include training relating to the distinction between a discipline management technique used at the principal's discretion under Education Code 37.002(a) and the discretionary authority of a teacher to remove a disruptive student under Education Code 37.002(b) [see FOA].

The professional development training may be provided in coordination with an education service center through the use of distance learning methods, such as telecommunications networks, and using available TEA resources.

Education Code 37.0181

**Test Administration
Training**

The commissioner may require training for district employees involved in the administration of assessment instruments. The commissioner may only require the employee at each district campus who oversees the administration of the assessment instruments to annually receive the training. The district employee who oversees test administration on a district campus may, with discretion, require other district employees involved in the administration of assessment instruments to repeat the training. *Education Code 39.0304(a), (b-1), (b-2)*

**Cybersecurity
Training**

Employees identified by the district with access to a district computer system or database and who use a computer to perform at least 25 percent of the employee's required duties must complete a cybersecurity training program selected by the board. The district, in consultation with its cybersecurity coordinator, shall determine how frequently employees must complete the training. [See CQB] *Gov't Code 2054.5191(a-1); Education Code 11.175(g)*

**Special Programs
Training**

Teacher Literacy
Achievement
Academies

A district shall ensure that:

1. Not later than the 2022–23 school year, each classroom teacher in kindergarten or first, second, or third grade and each principal at a campus with kindergarten or first, second, or third grade has attended a teacher literacy achievement academy developed under Education Code 21.4552; and
2. Each classroom teacher and each principal initially employed in a grade level or at a campus described above for the 2022–23 school year or a subsequent school year has attended a

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teacher literacy achievement academy developed under Education Code 21.4552 by the end of the teacher's or principal's first year of placement in that grade level or campus.

Education Code 28.0062(a)(2)

[See EHAB for kindergarten–grade 3 reading standards]

Gifted and Talented
Education

A district shall ensure that:

1. Before assignment to the program for gifted students, teachers who provide instruction and services that are part of the program have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessment of student needs, and curriculum and instruction for gifted students.
2. Teachers without the required training who provide instruction and services that are part of the gifted/talented program complete the 30-hour training requirement within one semester.
3. Teachers who provide instruction and services that are part of a program for gifted students receive a minimum of six hours annually of professional development in gifted education.
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

19 TAC 89.2

Elective Bible
Course

A teacher of an elective Bible course offered under Education Code 28.011 [see EMI] must hold a certificate in language arts, social studies, or history that qualifies the teacher to teach at the grade level at which the course is offered with, where practical, a minor in religious or biblical studies. The teacher must successfully complete staff development training developed by the commissioner for elective Bible courses. An elective Bible course may be taught only by a teacher who has successfully completed the commissioner's training under Education Code 21.459. *Education Code 28.011(f)*

Texas English
Language
Proficiency
Assessment
System Training

The employee assigned to oversee the administration of the Texas English Language Proficiency Assessment System (TELPAS) at a district campus may, with discretion, require other district employees involved in administering the TELPAS to complete training or online calibration activities described by Education Code 21.4571(a). An employee may not be required to complete a training or online calibration activity in one sitting. *Education Code 21.4571(b), (c)*

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**Automated External
Defibrillators**

A district shall, in accordance with its professional development policy, make available to employees and volunteers instruction in the principles and techniques of cardiopulmonary resuscitation and the use of an automated external defibrillator (AED).

Each school nurse, assistant school nurse, athletic coach or sponsor, physical education instructor, marching band director, cheerleading coach, and any other employee specified by the commissioner, and each student who serves as an athletic trainer, must:

1. Participate in the instruction; and
2. Receive and maintain certification in the use of an AED from the American Heart Association, the American Red Cross, or a similar nationally recognized association.

Education Code 22.902

**Extracurricular
Activity Safety
Training**

The following persons must satisfactorily complete an extracurricular activity safety training program in accordance with the district's professional development policy:

1. A coach, trainer, or sponsor for an extracurricular athletic activity; and
2. A director responsible for a school marching band.

The safety training program must include:

1. Certification of participants by the American Red Cross, the American Heart Association, or a similar organization or by the University Interscholastic League;
2. Current training in:
 - a. Emergency action planning;
 - b. Communicating effectively with 9-1-1 emergency service operators and other emergency personnel; and
 - c. Recognizing symptoms of potentially catastrophic injuries, including head and neck injuries, concussions, injuries related to second impact syndrome, asthma attacks, heatstroke, cardiac arrest, and injuries requiring use of a defibrillator; and
3. A safety drill that incorporates the training and simulates various injuries described above.

Education Code 33.202(b), (c); 19 TAC 76.1003

Records

A superintendent shall maintain complete and accurate records of the district's compliance and the district shall make available to the

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public proof of compliance for each person employed by or volunteering for the district who is required to receive safety training.

A campus that is determined by a superintendent to be out of compliance with the safety training requirements shall be subject to the range of penalties determined by the UIL.

Education Code 33.206; 19 TAC 76.1003(e)

Steroids

A district shall require that each employee who serves as an athletic coach at or above the seventh grade level for an extracurricular athletic activity sponsored or sanctioned by the UIL complete:

1. The educational program developed by the UIL regarding the health effects of steroids; or
2. A comparable program developed by the district or a private entity with relevant expertise.

Education Code 33.091(c-1)

Concussions

At least once every two years, the following employees shall take a training course from an authorized provider in the subject matter of concussions:

1. A coach of an interscholastic athletic activity shall take a course approved by the UIL.
2. An athletic trainer who serves as a member of a district's concussion oversight team shall take a course approved by the Texas Department of Licensing and Regulation (TDLR) or a course approved for continuing education credit by the licensing authority for athletic trainers.
3. A school nurse or licensed health-care professional, other than an athletic trainer, who serves as a member of a district's concussion oversight team shall take a course approved by the UIL, TDLR, or the appropriate licensing authority for the profession.

The employee must submit proof of timely completion of an approved course to the superintendent or designee. A school nurse or licensed health-care professional who is not in compliance with these training requirements may not serve on a concussion oversight team in any capacity. [See FM]

Education Code 38.158

**Seizure Recognition
and Related First Aid**

A school nurse employed by a district must complete a TEA-approved online course of instruction for school nurses regarding managing students with seizure disorders that includes information about seizure recognition and related first aid.

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LEGAL)

A district employee, other than a school nurse, whose duties at the school include regular contact with students must complete a TEA-approved online course of instruction for school personnel regarding awareness of students with seizure disorders that includes information about seizure recognition and related first aid.

Education Code 38.033(a), (b)

[See FFAF for information about a seizure management and treatment plan.]

PROFESSIONAL DEVELOPMENT
REQUIRED STAFF DEVELOPMENT

DMA
(LOCAL)

The Superintendent shall develop administrative regulations regarding staff development in addition to staff development already required by law.

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LEGAL)

**School District
Peace Officers,
School Resource
Officers, and
Security Personnel**

The board may employ security personnel, enter into a memorandum of understanding with a local law enforcement agency for the provision of school resource officers, and commission peace officers to carry out Education Code Chapter 37, Subchapter C (Law and Order).

Jurisdiction

The jurisdiction of a peace officer, a school resource officer, or security personnel shall be determined by the board and may include all territory in the boundaries of the district and all property outside the boundaries of the district that is owned, leased, or rented by or otherwise under the control of the district and the board that employ the peace officer or security personnel or that enter into a memorandum of understanding for the provision of a school resource officer.

Education Code 37.081(a)

Duties

The board shall determine the law enforcement duties of peace officers, school resource officers, and security personnel. The duties must be included in:

1. The district improvement plan under Education Code 11.252 [see BQ];
2. The student code of conduct adopted under Education Code 37.001 [see FO];
3. Any memorandum of understanding providing for a school resource officer; and
4. Any other campus or district document describing the role of peace officers, school resource officers, or security personnel in the district.

A district peace officer, a school resource officer, and security personnel shall perform law enforcement duties for the school district that must include protecting the safety and welfare of any person in the jurisdiction of the peace officer, resource officer, or security personnel; and the property of the school district.

In determining the law enforcement duties, the board shall coordinate with district campus behavior coordinators and other district employees to ensure that district peace officers, school resource officers, and security personnel are tasked only with duties related to law enforcement intervention and not tasked with behavioral or administrative duties better addressed by other district employees.

Education Code 37.081(d), (d-1), (d-4)

Prohibited Duties

A district may not assign or require as duties of a district peace officer, a school resource officer, or security personnel:

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LEGAL)

1. Routine student discipline or school administrative tasks; or
2. Contact with students unrelated to the law enforcement duties of the peace officer, resource officer, or security personnel.

This provision does not prohibit a district peace officer, a school resource officer, or security personnel from informal contact with a student unrelated to:

1. The assigned duties of the officer or security personnel; or
2. An incident involving student behavior or law enforcement.

Education Code 37.081(d-2), (d-3)

Refusal or Removal
from District
Property

A school resource officer or district peace officer may refuse to allow a person to enter on or may eject a person from property under the district's control in accordance with Education Code 37.105.
Education Code 37.105(a); 19 TAC 103.1207 [See GKA]

Weapons

If a board authorizes a person employed as security personnel to carry a weapon, the person must be a commissioned peace officer.
Education Code 37.081(a) [See CKEA]

Training

A district peace officer or school resource officer shall complete an active shooter response training program approved by the Texas Commission on Law Enforcement (TCOLE).

A district that commissions a school district peace officer or at which a school resource officer provides law enforcement shall adopt a policy requiring the officer to complete the education and training program required by Occupations Code 1701.263.

Education Code 37.0812

School district peace officers or school resource officers providing law enforcement services at a district must obtain a school-based law enforcement proficiency certificate within 180 days of the officer's commission or placement in the district or campus of the district. *37 TAC 218.3(d)(5); Occupations Code 1701.263(b)*

**Immunity from
Liability**

"Retired peace officer" has the meaning assigned by Occupations Code 1701.3161.

"Security personnel" includes:

1. A school district peace officer;
2. A school marshal;
3. A school resource officer; and

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LEGAL)

4. A retired peace officer who has been hired by a district to provide security services or volunteers to provide security services to the district.

A district is immune from liability for any damages resulting from any reasonable action taken by security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

A district is immune from liability as provided above for any damages resulting from any reasonable action taken by a district employee who has written permission from the board to carry a firearm on campus.

Any security personnel employed by a district is immune from liability for any damages resulting from any reasonable action taken by the security personnel to maintain the safety of the campus, including action relating to possession or use of a firearm.

The statutory immunity provided by these provisions is in addition to and does not preempt the common law doctrine of official and governmental immunity. To the extent that another statute provides greater immunity to a district than these provisions, that statute prevails.

Education Code 37.087

**Notice of Exposure
to Communicable
Disease**

A district that employs emergency medical service employees, paramedics, firefighters, law enforcement officers or correctional officers must post the required notice regarding work-related exposure to communicable disease in its workplace to inform employees about Health and Safety Code requirements which may affect qualifying for workers' compensation benefits following a work-related exposure to a reportable communicable disease. *28 TAC 110.108*

**Authorized
Handguns**

Under Education Code 11.151(b), a board may promulgate written regulations and authorization as provided by Penal Code 46.03(a)(1) (exception to places where weapons are prohibited). *Att'y Gen. Op. GA-1051 (2014)*

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

District Police Department	To ensure sufficient security and protection of students, staff, and property, the Board authorizes the formation of a District police department and shall employ and commission police officers.
Supervisory Authority	The chief of police shall be accountable to and shall report to the Superintendent. In accordance with law, the Superintendent shall not delegate this supervisory responsibility.
Jurisdiction	The jurisdiction of police officers shall include all territory within District boundaries, as well as all real and personal property outside the boundaries of the District that is owned, leased, or rented by the District, or is otherwise under the District's control.
Police Authority	<p>Police officers employed by the District shall have all the powers, privileges, and immunities of police officers on or off duty within the jurisdiction of the District. Subject to limitations in law, District police officers shall have the authority to:</p> <ol style="list-style-type: none">1. Protect the safety and welfare of any person in the jurisdiction of the District and protect the property of the District.2. Enforce all laws, including municipal ordinances, county ordinances, and state laws, and investigate violations of law as needed. In doing so, District police officers may serve search warrants in connection with District-related investigations in compliance with the Texas Code of Criminal Procedure.3. Arrest suspects consistent with state and federal statutory and constitutional standards governing arrests, including arrests without warrant, for offenses that occur in the officer's presence or under the other rules set out in the Texas Code of Criminal Procedure.4. Coordinate and cooperate with commissioned officers of all other law enforcement agencies in the enforcement of this policy as necessary.5. Enforce District policies, rules, and regulations on District property, in school zones, at bus stops, or at District functions.6. Investigate violations of District policy, rules, and regulations as requested by the Superintendent and participate in hearings concerning alleged violations.7. Carry weapons as directed by the chief of police and approved by the Superintendent.8. Carry out all other duties as directed by the chief of police or Superintendent. <p>District police officers shall not be assigned routine classroom discipline or administrative tasks.</p>

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

<i>Temporary Assignment</i>	District police officers shall enforce all laws, including municipal ordinances, county ordinances, and state laws within another law enforcement agency's jurisdiction while temporarily assigned to the other agency.
Limitations on Nonschool Employment	No officer commissioned under this policy shall provide law enforcement or security services for an outside employer without prior written approval from the chief of police and Superintendent.
Relationship with Outside Agencies	The District's police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts among the department and the agencies. The chief of police and the Superintendent shall review the memorandum of understanding at least once every year. The memorandum of understanding shall be approved by the Board.
Video Monitoring	If available, video equipment shall be used on a District police car for safety purposes whenever the flashing lights on the car are in use.
<i>Access to Recordings</i>	Recordings shall be considered law enforcement records, shall remain in the custody of the chief of police, and shall be maintained as required by the department regulations manual and law. A parent or student who wishes to view a video recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]
Training	All District officers shall receive at least the minimum amount of education and training required by law.
Department Regulations Manual	To carry out the provisions in this policy, the police department shall compile and maintain a manual that describes and sets forth operational procedures, rules, and regulations pertaining to the administration of police services. The chief of police and the Superintendent shall review the manual annually and make any appropriate revisions.
<i>Racial Profiling</i>	The chief of police shall develop and implement regulations to ensure compliance with state law regarding racial profiling. Police officers employed by the District shall not initiate any law enforcement action based on an individual's race, ethnicity, or national origin.
<i>Use of Force</i>	The use of force, including deadly force, shall be authorized only when reasonable and necessary, as outlined in the department regulations manual.
<i>High-Speed Pursuit</i>	Officers shall not engage in high-speed chases in a motor vehicle when the immediate danger to the public or the officer created by

SAFETY PROGRAM/RISK MANAGEMENT
SECURITY PERSONNEL

CKE
(LOCAL)

the pursuit exceeds the immediate or potential danger presented by the offenders remaining at large. Guidelines for high-speed pursuits shall be addressed in the department regulations manual.

Complaints

Complaints against a District police officer shall be in writing on a form provided by the District and shall be signed by the person making the complaint. In accordance with law, the District shall provide to the police officer a copy of the complaint. [See Complaints Against Peace Officers at CKEA(LEGAL)]

Appeals regarding this complaint process shall be filed in accordance with DGBA, FNG, or GF, as appropriate.

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LEGAL)

Note: For general provisions applicable to district security personnel, including district peace officers, see CKE.

For information on mental health leave and quarantine leave for peace officers, see DEC.

Powers and Duties

Code of Criminal
Procedure

Any peace officer commissioned by the board must meet all minimum standards for peace officers established by the Texas Commission on Law Enforcement (TCOLE). *Education Code 37.081(h)*

Officers commissioned by a board are peace officers. *Code of Criminal Procedure 2.12(8)*

It is the duty of every peace officer to preserve the peace within the officer's jurisdiction. To effect this purpose, the officer shall use all lawful means. *Code of Criminal Procedure 2.13(a)*

The peace officer shall perform the duties listed in Code of Criminal Procedure 2.13.

Determined by the
Board

A district peace officer shall perform law enforcement duties for the district as determined by the board. *Education Code 37.081(d), (d-1)* [See CKE(LEGAL)]

The board may authorize any officer commissioned by the board to enforce rules adopted by the board. Education Code Chapter 37, Subchapter D (protection of buildings and grounds) is not intended to restrict the authority of each district to adopt and enforce appropriate rules for the orderly conduct of the district in carrying out its purposes and objectives or the right of separate jurisdiction relating to the conduct of its students and personnel. *Education Code 37.103*

In a peace officer's jurisdiction, a peace officer commissioned by the board:

1. Has the powers, privileges, and immunities of peace officers;
2. May enforce all laws, including municipal ordinances, county ordinances, and state laws;
3. May take a child into custody in accordance with Family Code Chapter 52 [see GRA] or Code of Criminal Procedure 45.058; and
4. May dispose of cases in accordance with Family Code 52.03 or 52.031.

Education Code 37.081(b); Family Code 52.01(a)(3)

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LEGAL)

The board shall determine the scope of the on-duty and off-duty law enforcement activities of district peace officers. A district must authorize in writing any off-duty law enforcement activities performed by a district peace officer.

A district peace officer may provide assistance to another law enforcement agency. A district may contract with a political subdivision for the jurisdiction of a district peace officer to include all territory in the jurisdiction of the political subdivision.

Education Code 37.081(c), (e)

Chief of Police

The chief of police of a district police department shall be accountable to the superintendent and shall report to the superintendent. District police officers shall be supervised by the district chief of police or the chief's designee and shall be licensed by TCOLE. *Education Code 37.081(f)*

Oath and Bond

A peace officer assigned to duty and commissioned by a board shall take and file the oath required of peace officers and shall execute and file a bond in the sum of \$1,000, payable to the board, with two or more sureties, conditioned that the peace officer will fairly, impartially, and faithfully perform all the duties that may be required of the peace officer by law. *Education Code 37.081(h)*

**Preemployment
Procedures and
Reporting
Requirements**

Before a law enforcement agency may hire a person licensed under Occupations Code 1701 (law enforcement officers), the agency must, on a form and in the manner prescribed by the TCOLE:

1. Obtain the person's written consent for the agency to review the information required to be reviewed under Occupations Code 1701.451;
2. Request from TCOLE and any other applicable person information required to be reviewed under Occupations Code 1701.451; and
3. Submit to TCOLE confirmation that the agency, to the best of the agency's ability before hiring the person:
 - a. Contacted each entity or individual necessary to obtain the information required to be reviewed under Occupations Code 1701.451; and
 - b. Except as provided below, obtained and reviewed as related to the person, as applicable, the information listed in Occupations Code 1701.451(a)(3)(B).

Confirmation Form

The head of a law enforcement agency or the agency head's designee shall review and sign each confirmation form required under Occupations Code 1701.451 before submission to TCOLE. The

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LEGAL)

failure of an agency head or the agency head's designee to comply with this subsection constitutes grounds for suspension of the agency head's license under Occupations Code 1701.501.

The confirmation form submitted to TCOLE is not confidential and is subject to disclosure under Government Code Chapter 552.

Exception

If an entity or individual contacted for information required to be reviewed under Occupations Code 1701.451 refused to provide the information or did not respond to the request for information, the confirmation submitted to TCOLE must document the manner of the request and the refusal or lack of response.

Duty to Provide
Information

If a law enforcement agency receives from a law enforcement agency a request for information under Occupations Code 1701.451 and the person's consent on the forms and in the manner prescribed by TCOLE, the agency shall provide the information to the requesting agency.

Occupations Code 1701.451

Separation Report

When a person licensed by TCOLE separates from an agency, the agency shall, within 7 business days:

1. Submit a separation report (Form F5) to TCOLE; and
2. Provide a copy to the licensee in a manner prescribed by Occupations Code 1701.452 (Employment Termination Report).

37 TAC 217.7(b)

An agency must retain records kept under 37 Administrative Code 217.7 while the person is appointed and for a minimum of five years after the licensee's separation date with that agency. The records must be maintained under the control of the agency head or designee in a format readily accessible to TCOLE. *37 TAC 217.7(d)*

**Memorandum of
Understanding**

A district police department and the law enforcement agencies with which it has overlapping jurisdiction shall enter into a memorandum of understanding that outlines reasonable communication and coordination efforts between the department and the agencies. *Education Code 37.081(g)*

**Use of Force/Duty to
Render Aid**

Not later than the 180th day after the date TCOLE provides the model policies described by Occupations Code 1701.269(b), each law enforcement agency in this state shall adopt a policy on the topics described by that subsection. A law enforcement agency may adopt the model policies developed by TCOLE under that subsection. *Occupations Code 1701.270*

Drones

“Drone” means an unmanned aircraft, watercraft, or ground vehicle or a robotic device that:

1. Is controlled remotely by a human operator; or
2. Operates autonomously through computer software or other programming.

Each law enforcement agency that uses or intends to use a drone for law enforcement purposes shall:

1. Adopt a written policy regarding the agency’s use of force by means of a drone, before the agency first uses a drone, and update the policy as necessary; and
2. Not later than January 1 of each even-numbered year, submit the policy to TCOLE in the manner prescribed by TCOLE.

Code of Criminal Procedure 2.33

[For additional information on unmanned aircraft systems, see GKA.]

Body-Worn Cameras

A law enforcement agency that operates a body-worn camera program shall adopt a policy for the use of body-worn cameras that must ensure that a body-worn camera is activated only for a law enforcement purpose and must include guidelines and provisions required by Occupations Code 1701.655(b).

A policy may not require a peace officer to keep a body-worn camera activated for the entire period of the officer’s shift.

A policy must require a peace officer who is equipped with a body-worn camera and actively participating in an investigation to keep the camera activated for the entirety of the officer’s active participation in the investigation unless the camera has been deactivated in compliance with that policy.

Before a law enforcement agency may operate a body-worn camera program, the agency must provide training to peace officers who will wear the body-worn cameras and any other personnel who will come into contact with video and audio data obtained from the use of body-worn cameras.

Occupations Code 1701.655, .656

Motor Vehicle Stops

A peace officer who stops a motor vehicle for an alleged violation of a law or ordinance shall report to the law enforcement agency that employs the officer information relating to the stop, including the information required by Code of Criminal Procedure 2.133.

The chief administrator of a law enforcement agency is responsible for auditing these reports to ensure that the race or ethnicity of the person operating the motor vehicle is being reported.

Code of Criminal Procedure 2.133

A law enforcement agency shall compile and analyze the information contained in each report received by the agency. Not later than March 1 of each year, each law enforcement agency shall submit a report containing the incident-based data compiled during the previous calendar year to TCOLE. *Code of Criminal Procedure 2.134*

Civil Penalty

If the chief administrator of a local law enforcement agency intentionally fails to submit the incident-based data as required by Code of Criminal Procedure 2.134, the department is liable to the state for a civil penalty in an amount not to exceed \$5,000 for each violation. *Code of Criminal Procedure 2.1385(a)*

Racial Profiling

A peace officer may not engage in racial profiling. *Code of Criminal Procedure 2.131*

Each law enforcement agency that employs peace officers who make traffic stops in the routine performance of the officer's official duties shall adopt a detailed written policy on racial profiling that complies with Code of Criminal Procedure 2.132(b). *Code of Criminal Procedure 2.132*

**Mental Health Crisis
or Substance Abuse
Issue**

A law enforcement agency shall make a good faith effort to divert a person suffering a mental health crisis or suffering from the effects of substance abuse to a proper treatment center in the agency's jurisdiction if:

1. There is an available and appropriate treatment center in the agency's jurisdiction to which the agency may divert the person;
2. It is reasonable to divert the person;
3. The offense that the person is accused of is a misdemeanor, other than a misdemeanor involving violence; and
4. The mental health crisis or substance abuse issue is suspected to be the reason the person committed the alleged offense.

This requirement does not apply to a person who is accused of specified offenses involving intoxication.

Code of Criminal Procedure 16.23

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LEGAL)

**Administration of
Epinephrine**

A law enforcement agency may acquire and possess epinephrine auto-injectors and a peace officer may possess and administer an epinephrine auto-injector in accordance with Occupations Code Chapter 1701, Subchapter O. *Occupations Code 1701.702(a)* [See FFAC regarding district maintenance and administration of epinephrine auto-injectors.]

**Officer-Involved
Injury or Death**

“Officer-involved injury or death” means an incident during which a peace officer discharges a firearm causing injury or death to another.

Not later than the 30th day after the date of an officer-involved injury or death, the law enforcement agency employing an officer involved in the incident must complete and submit a written or electronic report to the office of the attorney general. The report must include all information required by Code of Criminal Procedure 2.139(b).

Code of Criminal Procedure 2.139

Not later than the 30th day after the date of the occurrence of an incident in which, while a peace officer is performing an official duty, a person who is not a peace officer discharges a firearm and causes injury or death to the officer, the law enforcement agency employing the injured or deceased officer at the time of the incident must complete and submit a written or electronic report to the office of the attorney general. The report must include all information required by Code of Criminal Procedure 2.1395(a). *Code of Criminal Procedure 2.1395(b)*

Failure to Report

A law enforcement agency that fails to submit the required report on or before the seventh day after the date the agency received notice of failure to report from the office of the attorney general, is liable for a civil penalty in the amount of \$1,000 for each day after the seventh day that the agency fails to submit the report. Beginning on the day after the date of receiving notice of failure to report, a law enforcement agency that, in the five-year period preceding the date the agency received the notice, has been liable for a civil penalty is liable for a civil penalty for each day the agency fails to submit the required report in the amount of \$10,000 for the first day and \$1,000 for each additional day that the agency fails to submit the report. *Code of Criminal Procedure 2.13951(b), (c)*

**Complaints Against
Peace Officers**

To be considered by the head of the district’s police department, a complaint against a district peace officer must be in writing and signed by the person making the complaint. A copy of the complaint shall be given to the officer within a reasonable time after it is filed. Disciplinary action may not be taken against the officer unless a copy of the signed complaint is given to the officer. The officer

SECURITY PERSONNEL
COMMISSIONED PEACE OFFICERS

CKEA
(LEGAL)

may not be indefinitely suspended or terminated based on the subject matter of the complaint unless the complaint is investigated and there is evidence to prove the allegation of misconduct. *Gov't Code 614.021-.023; Colorado County v. Staff, 510 S.W.3d 435 (Tex. 2017); Atty. Gen. Op. GA-251 (2004)*

On the commencement of an investigation by a law enforcement agency of a complaint by an individual who believes that a peace officer employed by the agency has engaged in racial profiling with respect to the individual in which a video or audio recording of the occurrence on which the complaint is based was made, the agency shall promptly provide a copy of the recording to the peace officer who is the subject of the complaint on written request by the officer. *Code of Criminal Procedure 2.132(b)(3), (f)*

[See DGBA, FNG, and GF for appeals]

**Legal
Representation**

A district shall provide a district employee who is a peace officer with legal counsel without cost to the employee to defend the employee against a suit for damages by a party other than a governmental entity if legal counsel is requested by the employee, and the suit involves an official act of the employee within the scope of the employee's authority.

To defend the employee against the suit, the district may provide counsel already employed by it or may employ private counsel.

An employee may recover from a district that fails to provide counsel as required the reasonable attorney's fees incurred in defending the suit if the trier of fact finds that the fees were incurred in defending a suit covered by these provisions and the employee is without fault or that the employee acted with a reasonable good faith belief that the employee's actions were proper.

Local Gov't Code 180.002(b)–(d)



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

2021-22 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

District Number: 031901

2022 Accountability Rating: Not Rated: Data Under Review

2022 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	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	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	74%	*	73%	72%	-	100%	-	-	42%	86%	73%	76%	72%	68%
	2021	67%	57%	54%	*	54%	64%	*	100%	-	*	26%	55%	54%	56%	52%	48%
At Meets Grade Level or Above	2022	51%	49%	46%	*	46%	44%	-	80%	-	-	20%	72%	46%	52%	44%	39%
	2021	39%	27%	21%	*	21%	24%	*	60%	-	*	12%	16%	21%	18%	18%	16%
At Masters Grade Level	2022	30%	26%	23%	*	24%	14%	-	60%	-	-	9%	28%	23%	24%	22%	19%
	2021	19%	11%	7%	*	7%	8%	*	20%	-	*	4%	0%	7%	9%	6%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	69%	*	68%	74%	-	100%	-	-	38%	78%	68%	71%	67%	65%
	2021	62%	45%	40%	*	40%	60%	*	100%	-	*	20%	42%	40%	45%	39%	35%
At Meets Grade Level or Above	2022	43%	41%	40%	*	40%	33%	-	100%	-	-	17%	50%	40%	38%	38%	37%
	2021	31%	17%	13%	*	12%	24%	*	80%	-	*	11%	11%	13%	15%	12%	10%
At Masters Grade Level	2022	21%	18%	17%	*	17%	12%	-	60%	-	-	8%	11%	17%	17%	15%	14%
	2021	14%	6%	4%	*	3%	12%	*	20%	-	*	2%	3%	3%	5%	3%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	80%	*	80%	93%	-	100%	*	*	50%	92%	81%	76%	79%	77%
	2021	63%	56%	55%	*	55%	60%	-	*	-	-	24%	56%	55%	54%	53%	50%
At Meets Grade Level or Above	2022	54%	52%	56%	*	56%	69%	-	100%	*	*	30%	69%	56%	54%	53%	50%
	2021	36%	28%	27%	*	27%	33%	-	*	-	-	15%	13%	27%	24%	25%	23%
At Masters Grade Level	2022	28%	25%	26%	*	26%	34%	-	83%	*	*	10%	19%	26%	26%	24%	22%
	2021	17%	12%	10%	*	10%	7%	-	*	-	-	3%	0%	10%	9%	8%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	77%	*	77%	79%	-	100%	*	*	49%	85%	78%	75%	76%	74%
	2021	59%	44%	40%	*	40%	33%	-	*	-	-	22%	56%	41%	35%	38%	38%
At Meets Grade Level or Above	2022	43%	43%	50%	*	50%	62%	-	100%	*	*	26%	77%	50%	49%	47%	45%
	2021	36%	22%	17%	*	17%	27%	-	*	-	-	13%	25%	18%	14%	15%	15%
At Masters Grade Level	2022	23%	22%	26%	*	25%	21%	-	83%	*	*	10%	42%	25%	26%	24%	22%
	2021	21%	10%	8%	*	8%	20%	-	*	-	-	4%	6%	8%	8%	7%	7%
Grade 5 Reading																	

Texas Education Agency
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BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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	2022	81%	81%	81%	*	81%	85%	-	*	-	-	53%	91%	82%	81%	80%	78%
	2021	73%	68%	71%	*	70%	82%	-	100%	-	-	32%	89%	72%	65%	69%	68%
At Meets Grade Level or Above	2022	58%	57%	58%	*	58%	60%	-	*	-	-	30%	73%	59%	54%	56%	54%
	2021	46%	39%	39%	*	39%	73%	-	83%	-	-	17%	56%	40%	33%	36%	35%
At Masters Grade Level	2022	36%	34%	35%	*	35%	35%	-	*	-	-	13%	55%	36%	32%	33%	31%
	2021	30%	23%	24%	*	23%	73%	-	67%	-	-	6%	56%	25%	19%	21%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	79%	84%	*	84%	90%	-	*	-	-	61%	100%	85%	79%	83%	83%
	2021	70%	58%	59%	*	59%	73%	-	100%	-	-	35%	89%	60%	53%	57%	56%
At Meets Grade Level or Above	2022	48%	49%	55%	*	55%	60%	-	*	-	-	32%	77%	56%	49%	53%	53%
	2021	44%	30%	32%	*	31%	64%	-	83%	-	-	15%	56%	32%	30%	30%	29%
At Masters Grade Level	2022	25%	24%	26%	*	26%	20%	-	*	-	-	10%	50%	27%	21%	25%	25%
	2021	25%	14%	14%	*	14%	27%	-	50%	-	-	6%	44%	14%	15%	13%	12%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	68%	69%	*	69%	80%	-	*	-	-	42%	86%	69%	68%	67%	65%
	2021	62%	48%	47%	*	47%	64%	-	100%	-	-	20%	89%	48%	38%	44%	43%
At Meets Grade Level or Above	2022	38%	40%	39%	*	39%	35%	-	*	-	-	25%	45%	39%	35%	37%	35%
	2021	31%	19%	17%	*	17%	36%	-	50%	-	-	12%	11%	17%	16%	15%	14%
At Masters Grade Level	2022	18%	18%	16%	*	16%	20%	-	*	-	-	10%	23%	16%	16%	15%	15%
	2021	13%	6%	6%	*	6%	36%	-	17%	-	-	5%	0%	6%	5%	5%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	68%	67%	*	66%	72%	-	86%	-	-	38%	76%	69%	54%	63%	54%
	2021	62%	56%	57%	*	56%	69%	-	*	-	*	24%	71%	58%	45%	54%	41%
At Meets Grade Level or Above	2022	43%	40%	39%	*	38%	72%	-	71%	-	-	18%	48%	40%	29%	35%	25%
	2021	32%	25%	25%	*	25%	50%	-	*	-	*	14%	29%	27%	15%	23%	14%
At Masters Grade Level	2022	23%	20%	20%	*	19%	44%	-	57%	-	-	10%	24%	20%	15%	17%	10%
	2021	15%	10%	10%	*	9%	19%	-	*	-	*	6%	7%	10%	6%	8%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	69%	69%	*	69%	78%	-	100%	-	-	46%	81%	70%	63%	66%	60%
	2021	68%	54%	56%	*	56%	65%	-	*	-	*	30%	86%	57%	48%	52%	43%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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 Meets Grade Level or Above	2022	39%	33%	30%	*	29%	56%	-	71%	-	-	17%	33%	31%	22%	26%	19%
	2021	36%	20%	19%	*	19%	35%	-	*	-	*	13%	43%	20%	14%	16%	11%
At Masters Grade Level	2022	16%	12%	10%	*	10%	22%	-	43%	-	-	10%	14%	11%	6%	9%	6%
	2021	15%	6%	5%	*	5%	12%	-	*	-	*	5%	0%	5%	4%	4%	3%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	79%	*	79%	89%	*	*	-	*	47%	88%	81%	64%	77%	65%
	2021	69%	64%	63%	*	63%	71%	-	*	-	-	31%	67%	64%	58%	61%	46%
At Meets Grade Level or Above	2022	56%	54%	52%	*	52%	72%	*	*	-	*	21%	50%	54%	42%	50%	32%
	2021	45%	39%	38%	*	38%	43%	-	*	-	-	18%	47%	38%	38%	36%	21%
At Masters Grade Level	2022	37%	34%	33%	*	33%	67%	*	*	-	*	10%	29%	34%	25%	30%	16%
	2021	25%	20%	19%	*	19%	14%	-	*	-	-	10%	27%	19%	20%	17%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	61%	47%	*	47%	50%	*	*	-	*	26%	55%	49%	35%	46%	36%
	2021	55%	45%	28%	*	28%	*	-	*	-	-	19%	10%	27%	33%	28%	22%
At Meets Grade Level or Above	2022	31%	31%	16%	*	16%	29%	*	*	-	*	11%	18%	16%	10%	15%	9%
	2021	27%	18%	6%	*	6%	*	-	*	-	-	13%	10%	6%	7%	6%	4%
At Masters Grade Level	2022	13%	13%	3%	*	3%	21%	*	*	-	*	5%	0%	3%	2%	3%	2%
	2021	12%	7%	2%	*	2%	*	-	*	-	-	8%	0%	2%	2%	2%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	83%	79%	*	79%	78%	-	*	*	-	48%	74%	81%	65%	78%	65%
	2021	73%	68%	66%	*	66%	80%	-	*	-	*	25%	43%	67%	55%	63%	54%
At Meets Grade Level or Above	2022	58%	57%	52%	*	52%	56%	-	*	*	-	26%	43%	54%	41%	50%	32%
	2021	46%	39%	36%	*	36%	50%	-	*	-	*	14%	29%	38%	25%	34%	23%
At Masters Grade Level	2022	37%	36%	31%	*	31%	22%	-	*	*	-	14%	22%	32%	24%	29%	15%
	2021	21%	16%	15%	*	14%	20%	-	*	-	*	5%	0%	15%	11%	13%	7%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	71%	*	70%	83%	-	*	*	-	39%	64%	72%	64%	69%	57%
	2021	62%	42%	46%	*	46%	71%	-	*	-	-	21%	64%	47%	43%	43%	35%
At Meets Grade Level or Above	2022	40%	41%	39%	*	39%	42%	-	*	*	-	21%	27%	39%	39%	37%	23%
	2021	36%	19%	20%	*	20%	0%	-	*	-	-	12%	9%	20%	18%	17%	11%

Texas Education Agency
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BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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 Masters Grade Level	2022	14%	15%	14%	*	13%	25%	-	*	*	-	12%	5%	14%	12%	12%	5%
	2021	11%	5%	5%	*	5%	0%	-	*	-	-	7%	9%	4%	5%	4%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	75%	72%	*	72%	78%	-	*	*	-	39%	75%	73%	67%	71%	58%
	2021	68%	57%	51%	*	50%	75%	-	*	-	*	21%	63%	52%	44%	48%	37%
At Meets Grade Level or Above	2022	45%	44%	36%	*	36%	22%	-	*	*	-	18%	42%	37%	29%	33%	22%
	2021	43%	31%	25%	*	25%	63%	-	*	-	*	13%	13%	26%	19%	23%	16%
At Masters Grade Level	2022	24%	22%	14%	*	14%	22%	-	*	*	-	10%	8%	14%	10%	12%	7%
	2021	24%	14%	11%	*	11%	13%	-	*	-	*	7%	13%	11%	8%	9%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	56%	*	56%	44%	-	*	*	-	31%	54%	56%	49%	53%	36%
	2021	57%	44%	34%	*	33%	44%	-	*	-	*	17%	29%	34%	29%	31%	20%
At Meets Grade Level or Above	2022	31%	27%	22%	*	22%	22%	-	*	*	-	17%	27%	22%	19%	19%	9%
	2021	28%	17%	11%	*	11%	11%	-	*	-	*	11%	14%	11%	10%	9%	5%
At Masters Grade Level	2022	18%	15%	12%	*	12%	0%	-	*	*	-	10%	12%	12%	9%	10%	5%
	2021	14%	7%	4%	*	4%	0%	-	*	-	*	8%	14%	4%	4%	4%	2%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	64%	68%	*	68%	66%	-	100%	*	*	27%	82%	69%	59%	66%	50%
	2021	67%	63%	64%	*	64%	60%	-	*	*	-	24%	63%	65%	57%	61%	45%
At Meets Grade Level or Above	2022	47%	44%	47%	*	47%	39%	-	100%	*	*	13%	39%	50%	37%	45%	25%
	2021	50%	45%	46%	*	46%	52%	-	*	*	-	13%	47%	47%	40%	42%	23%
At Masters Grade Level	2022	11%	9%	11%	*	11%	5%	-	80%	*	*	5%	0%	12%	9%	10%	2%
	2021	12%	9%	10%	*	10%	16%	-	*	*	-	4%	3%	10%	10%	8%	2%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	70%	72%	*	72%	75%	-	*	*	*	36%	79%	75%	61%	71%	53%
	2021	71%	67%	69%	*	69%	58%	-	*	*	*	28%	71%	71%	62%	67%	44%
At Meets Grade Level or Above	2022	55%	51%	54%	*	54%	55%	-	*	*	*	22%	63%	57%	42%	51%	30%
	2021	57%	51%	54%	*	54%	50%	-	*	*	*	20%	43%	57%	45%	51%	26%

Texas Education Agency
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BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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 Masters Grade Level	2022	9%	7%	9%	*	9%	13%	-	*	*	*	8%	17%	10%	6%	7%	2%
	2021	11%	8%	9%	*	9%	15%	-	*	*	*	7%	0%	9%	8%	8%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	80%	89%	*	89%	96%	-	*	-	-	66%	91%	89%	85%	88%	85%
	2021	73%	64%	64%	*	64%	80%	-	*	*	*	41%	52%	64%	62%	62%	56%
At Meets Grade Level or Above	2022	43%	44%	58%	*	58%	72%	-	*	-	-	33%	65%	59%	50%	57%	51%
	2021	41%	29%	27%	*	27%	30%	-	*	*	*	20%	19%	27%	26%	26%	22%
At Masters Grade Level	2022	27%	26%	38%	*	38%	56%	-	*	-	-	21%	47%	39%	31%	36%	30%
	2021	23%	14%	13%	*	13%	15%	-	*	*	*	10%	10%	13%	13%	12%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	82%	84%	*	84%	88%	-	*	*	*	57%	83%	86%	76%	83%	72%
	2021	82%	76%	77%	*	77%	86%	-	*	-	-	45%	81%	78%	72%	75%	63%
At Meets Grade Level or Above	2022	55%	48%	49%	*	49%	63%	-	*	*	*	23%	47%	51%	36%	46%	30%
	2021	55%	43%	43%	*	43%	55%	-	*	-	-	20%	43%	45%	38%	40%	26%
At Masters Grade Level	2022	21%	15%	14%	*	14%	10%	-	*	*	*	7%	7%	16%	9%	13%	5%
	2021	22%	13%	12%	*	12%	9%	-	*	-	-	4%	24%	13%	10%	11%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	88%	90%	*	90%	94%	-	100%	*	*	69%	100%	92%	85%	90%	81%
	2021	88%	84%	85%	100%	85%	73%	-	100%	-	*	58%	100%	86%	80%	84%	66%
At Meets Grade Level or Above	2022	68%	61%	65%	*	65%	71%	-	100%	*	*	37%	91%	66%	59%	62%	42%
	2021	69%	58%	60%	80%	60%	60%	-	100%	-	*	34%	88%	61%	56%	57%	35%
At Masters Grade Level	2022	42%	33%	36%	*	36%	53%	-	100%	*	*	21%	45%	36%	33%	33%	16%
	2021	43%	29%	30%	40%	30%	33%	-	83%	-	*	14%	63%	30%	29%	27%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	86%	75%	*	75%	*	-	*	-	-	79%	*	76%	67%	75%	47%
	2021	95%	91%	85%	-	85%	*	-	-	-	-	*	-	85%	86%	83%	74%
At Meets Grade Level or Above	2022	64%	39%	27%	*	27%	*	-	*	-	-	36%	*	28%	20%	26%	13%
	2021	69%	48%	41%	-	41%	*	-	-	-	-	*	-	41%	44%	40%	30%

Texas Education Agency
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BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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 Masters Grade Level	2022	13%	4%	1%	*	1%	*	-	*	-	-	0%	*	0%	3%	0%	0%
	2021	14%	4%	1%	-	1%	*	-	-	-	-	*	-	1%	0%	1%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	75%	90%	75%	80%	*	93%	67%	89%	45%	81%	76%	68%	73%	66%
	2021	67%	59%	59%	80%	59%	66%	*	88%	*	77%	28%	61%	59%	56%	56%	46%
At Meets Grade Level or Above	2022	48%	45%	46%	65%	46%	53%	*	81%	50%	56%	23%	52%	47%	40%	44%	35%
	2021	41%	32%	31%	50%	31%	40%	*	66%	*	69%	15%	28%	32%	30%	29%	19%
At Masters Grade Level	2022	23%	21%	20%	27%	20%	24%	*	60%	42%	33%	11%	22%	21%	17%	19%	14%
	2021	18%	12%	11%	20%	11%	16%	*	42%	*	15%	6%	9%	11%	11%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	74%	89%	74%	77%	*	94%	50%	*	42%	84%	76%	65%	73%	64%
	2021	68%	63%	63%	87%	63%	65%	*	89%	*	83%	27%	63%	64%	57%	60%	50%
At Meets Grade Level or Above	2022	53%	50%	51%	84%	51%	55%	*	81%	33%	*	22%	57%	52%	42%	48%	37%
	2021	45%	38%	38%	60%	38%	45%	*	67%	*	67%	15%	32%	39%	34%	35%	23%
At Masters Grade Level	2022	25%	22%	22%	42%	22%	24%	*	64%	17%	*	10%	23%	23%	16%	20%	15%
	2021	18%	13%	12%	20%	12%	19%	*	48%	*	17%	5%	8%	13%	11%	11%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	74%	89%	74%	80%	*	94%	*	*	48%	79%	75%	69%	72%	68%
	2021	66%	53%	51%	62%	50%	63%	*	86%	*	*	27%	54%	51%	49%	48%	42%
At Meets Grade Level or Above	2022	42%	40%	42%	63%	42%	50%	*	78%	*	*	23%	51%	43%	38%	40%	37%
	2021	37%	24%	21%	38%	20%	30%	*	68%	*	*	14%	21%	21%	20%	19%	16%
At Masters Grade Level	2022	20%	19%	20%	21%	20%	24%	*	53%	*	*	11%	25%	20%	18%	18%	17%
	2021	18%	9%	7%	23%	7%	14%	*	41%	*	*	6%	8%	7%	8%	7%	6%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	76%	83%	76%	84%	-	90%	*	*	46%	82%	77%	72%	75%	66%
	2021	71%	63%	62%	100%	61%	78%	-	100%	-	*	30%	79%	62%	58%	59%	49%
At Meets Grade Level or Above	2022	47%	44%	42%	33%	42%	50%	-	90%	*	*	22%	45%	44%	34%	40%	30%
	2021	44%	33%	31%	80%	31%	51%	-	67%	-	*	15%	29%	31%	29%	28%	19%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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 Masters Grade Level	2022	21%	17%	15%	0%	15%	14%	-	60%	*	*	9%	12%	15%	10%	13%	10%
	2021	20%	11%	10%	20%	10%	17%	-	42%	-	*	5%	16%	10%	8%	8%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	75%	100%	75%	84%	-	90%	*	*	50%	68%	75%	74%	74%	61%
	2021	73%	67%	68%	86%	68%	63%	-	90%	-	*	42%	67%	68%	68%	66%	45%
At Meets Grade Level or Above	2022	50%	45%	46%	40%	46%	60%	-	80%	*	*	27%	46%	46%	47%	43%	27%
	2021	49%	41%	44%	57%	44%	42%	-	80%	-	*	25%	53%	44%	45%	41%	21%
At Masters Grade Level	2022	30%	24%	25%	20%	25%	42%	-	70%	*	*	16%	22%	25%	26%	23%	11%
	2021	29%	20%	21%	29%	21%	21%	-	50%	-	*	12%	40%	21%	23%	19%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	33%	32%	*	32%	26%	-	80%	-	-	13%	44%	31%	34%	30%	27%
	2021	24%	13%	10%	*	9%	16%	*	40%	-	*	9%	3%	10%	11%	8%	7%
Reading and Mathematics Including EOC	2022	36%	33%	32%	*	32%	26%	-	80%	-	-	13%	44%	31%	34%	30%	27%
	2021	24%	13%	10%	*	9%	16%	*	40%	-	*	9%	3%	10%	11%	8%	7%
Reading Including EOC	2022	51%	49%	46%	*	46%	44%	-	80%	-	-	20%	72%	46%	52%	44%	39%
	2021	38%	27%	21%	*	21%	24%	*	60%	-	*	12%	16%	21%	18%	18%	16%
Math Including EOC	2022	43%	41%	40%	*	40%	33%	-	100%	-	-	17%	50%	40%	38%	38%	37%
	2021	31%	17%	13%	*	12%	24%	*	80%	-	*	11%	11%	13%	15%	12%	10%
4th Graders																	
Reading and Mathematics	2022	36%	35%	41%	*	41%	48%	-	100%	*	*	20%	62%	41%	41%	38%	35%
	2021	26%	16%	13%	*	13%	20%	-	*	-	-	11%	13%	13%	9%	11%	11%
Reading and Mathematics Including EOC	2022	36%	35%	41%	*	41%	48%	-	100%	*	*	20%	62%	41%	41%	38%	35%
	2021	26%	16%	13%	*	13%	20%	-	*	-	-	11%	13%	13%	9%	11%	11%
Reading Including EOC	2022	54%	52%	56%	*	55%	69%	-	100%	*	*	29%	69%	56%	54%	53%	50%
	2021	36%	28%	27%	*	27%	33%	-	*	-	-	15%	13%	27%	24%	25%	23%
Math Including EOC	2022	43%	43%	50%	*	50%	62%	-	100%	*	*	26%	77%	50%	49%	47%	44%
	2021	36%	21%	17%	*	17%	27%	-	*	-	-	13%	25%	18%	14%	15%	15%
5th Graders																	
Reading and Mathematics	2022	41%	41%	44%	*	44%	40%	-	*	-	-	23%	59%	45%	36%	42%	40%
	2021	34%	23%	24%	*	23%	64%	-	67%	-	-	13%	33%	24%	23%	21%	20%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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)
Reading and Mathematics Including EOC	2022	41%	41%	44%	*	44%	40%	-	*	-	-	23%	59%	45%	36%	42%	40%
	2021	34%	23%	24%	*	23%	64%	-	67%	-	-	13%	33%	24%	23%	21%	20%
Reading Including EOC	2022	58%	57%	58%	*	58%	60%	-	*	-	-	31%	73%	59%	54%	56%	54%
	2021	46%	39%	39%	*	39%	73%	-	83%	-	-	17%	56%	40%	33%	36%	35%
Math Including EOC	2022	48%	49%	55%	*	55%	60%	-	*	-	-	32%	77%	56%	49%	53%	53%
	2021	44%	30%	32%	*	31%	64%	-	83%	-	-	15%	56%	32%	30%	30%	29%
6th Graders																	
Reading and Mathematics	2022	31%	26%	22%	*	22%	56%	-	57%	-	-	14%	35%	24%	15%	19%	12%
	2021	24%	14%	14%	*	14%	31%	-	*	-	*	12%	21%	15%	9%	11%	7%
Reading and Mathematics Including EOC	2022	31%	26%	22%	*	22%	56%	-	57%	-	-	14%	35%	24%	15%	19%	12%
	2021	24%	14%	14%	*	14%	31%	-	*	-	*	12%	21%	15%	9%	11%	7%
Reading Including EOC	2022	43%	40%	39%	*	38%	72%	-	71%	-	-	18%	45%	40%	29%	35%	25%
	2021	32%	25%	25%	*	25%	50%	-	*	-	*	14%	29%	27%	15%	22%	14%
Math Including EOC	2022	40%	33%	30%	*	29%	56%	-	71%	-	-	17%	35%	31%	22%	26%	19%
	2021	36%	21%	19%	*	19%	35%	-	*	-	*	13%	43%	19%	14%	16%	11%
7th Graders																	
Reading and Mathematics	2022	32%	28%	23%	*	22%	33%	*	*	-	*	11%	17%	24%	15%	20%	10%
	2021	26%	17%	14%	*	14%	0%	-	*	-	-	13%	13%	14%	13%	12%	7%
Reading and Mathematics Including EOC	2022	33%	29%	23%	*	22%	33%	*	*	-	*	11%	17%	24%	15%	20%	10%
	2021	27%	18%	14%	*	14%	0%	-	*	-	-	13%	13%	14%	13%	12%	7%
Reading Including EOC	2022	56%	54%	52%	*	52%	72%	*	*	-	*	21%	50%	54%	42%	49%	32%
	2021	45%	39%	38%	*	38%	43%	-	*	-	-	18%	47%	38%	37%	36%	21%
Math Including EOC	2022	37%	33%	25%	*	25%	39%	*	*	-	*	12%	25%	26%	18%	22%	12%
	2021	32%	21%	15%	*	15%	0%	-	*	-	-	14%	13%	16%	13%	13%	7%
8th Graders																	
Reading and Mathematics	2022	27%	30%	22%	*	22%	25%	-	*	*	-	17%	16%	22%	21%	22%	11%
	2021	21%	11%	9%	*	9%	*	-	-	-	-	12%	0%	9%	11%	9%	6%
Reading and Mathematics Including EOC	2022	41%	41%	37%	*	37%	22%	-	*	*	-	17%	23%	38%	28%	35%	18%
	2021	33%	22%	18%	*	18%	30%	-	*	-	*	11%	29%	19%	15%	17%	10%
Reading Including EOC	2022	58%	58%	56%	*	56%	56%	-	*	*	-	26%	50%	58%	44%	54%	34%
	2021	47%	41%	36%	*	36%	50%	-	*	-	*	14%	29%	38%	25%	34%	23%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	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)
Math Including EOC	2022	48%	50%	46%	*	46%	33%	-	*	*	-	21%	35%	47%	38%	43%	28%
	2021	43%	28%	24%	*	23%	36%	-	*	-	*	11%	25%	24%	22%	22%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	32%	31%	60%	31%	38%	*	69%	*	*	17%	40%	32%	26%	29%	25%
	2021	26%	16%	14%	30%	14%	24%	*	44%	-	*	11%	11%	14%	13%	12%	11%
Reading and Mathematics Including EOC	2022	36%	34%	33%	60%	33%	37%	*	67%	*	*	17%	40%	34%	27%	31%	26%
	2021	28%	18%	15%	27%	15%	26%	*	48%	-	*	11%	13%	16%	13%	13%	11%
Reading Including EOC	2022	53%	52%	51%	80%	51%	60%	*	74%	*	*	24%	61%	52%	45%	49%	41%
	2021	41%	33%	31%	45%	31%	42%	*	57%	-	*	15%	26%	32%	25%	28%	22%
Math Including EOC	2022	43%	41%	41%	60%	41%	47%	*	85%	*	*	21%	50%	42%	35%	38%	35%
	2021	37%	23%	20%	42%	20%	31%	*	68%	-	*	13%	23%	20%	18%	18%	15%

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	85	89	*	88	96	-	100	-	*	78	93	89	85	89	88
	2019	61	66	69	92	69	61	*	*	-	*	60	63	69	68	68	68
Grade 4 Mathematics	2022	74	86	91	*	91	89	-	100	-	*	80	100	91	90	90	90
	2019	65	65	64	83	64	65	*	*	-	*	62	56	64	65	63	61
Grade 5 ELA/Reading	2022	87	91	92	*	92	89	-	*	-	-	82	93	91	95	91	91
	2019	81	80	78	*	78	70	-	*	*	-	74	83	78	81	78	78
Grade 5 Mathematics	2022	79	91	94	*	94	93	-	*	-	-	90	93	94	95	94	94
	2019	83	85	88	*	88	80	-	*	*	-	90	81	87	91	87	87
Grade 6 ELA/Reading	2022	61	66	64	*	63	73	-	67	-	-	60	88	64	62	62	59
	2019	42	37	30	*	30	38	-	50	-	*	27	24	30	32	29	27
Grade 6 Mathematics	2022	61	70	67	*	67	73	-	67	-	-	64	71	67	66	67	68
	2019	54	44	35	*	35	45	-	60	-	*	25	44	35	38	33	30
Grade 7 ELA/Reading	2022	88	91	91	*	91	90	-	*	-	*	80	94	92	88	91	87
	2019	77	78	77	*	77	81	-	*	*	-	65	82	77	78	76	74
Grade 7 Mathematics	2022	60	72	63	-	63	63	-	*	-	*	53	54	64	56	64	61
	2019	62	65	59	*	59	57	-	*	*	-	45	57	59	55	58	55
Grade 8 ELA/Reading	2022	83	88	88	*	88	67	-	*	-	-	85	75	88	84	88	86
	2019	77	78	77	*	77	70	-	*	*	-	74	85	77	77	77	75
Grade 8 Mathematics	2022	74	86	85	*	85	67	-	*	-	-	69	85	86	83	85	83
	2019	82	88	91	-	91	83	-	*	-	-	86	98	91	92	91	91
End of Course English II	2022	71	74	78	*	78	82	-	*	*	-	67	75	78	81	78	78
	2019	69	67	68	*	68	78	-	67	*	-	61	30	67	73	67	68
End of Course Algebra I	2022	67	75	88	-	88	100	-	*	-	-	64	100	88	87	87	84
	2019	75	79	91	*	91	89	-	*	*	-	73	94	91	90	90	91
All Grades Both Subjects	2022	74	81	83	93	83	84	-	80	*	*	74	86	83	81	83	82
	2019	69	69	69	79	69	68	*	74	71	*	62	68	69	71	68	66
All Grades ELA/Reading	2022	78	82	83	91	83	85	-	83	*	*	75	86	84	82	83	82
	2019	68	68	67	72	67	67	*	69	*	*	61	66	67	70	66	65
All Grades Mathematics	2022	69	80	82	94	82	83	-	76	-	*	72	85	82	80	82	82
	2019	70	70	71	87	71	70	*	80	*	*	64	69	70	72	70	68

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	74%	75%	65%	65%	-	-	-	60%	58%	78%	58%	58%	66%	81%	60%	86%
	2021	67%	59%	59%	35%	35%	-	-	-	39%	38%	48%	38%	37%	41%	71%	37%	70%
At Meets Grade Level or Above	2022	48%	45%	46%	34%	34%	-	-	-	37%	25%	33%	25%	24%	36%	54%	28%	60%
	2021	41%	32%	31%	10%	10%	-	-	-	19%	13%	27%	13%	15%	16%	43%	12%	38%
At Masters Grade Level	2022	23%	21%	20%	14%	13%	-	-	-	19%	7%	12%	7%	7%	11%	26%	10%	28%
	2021	18%	12%	11%	3%	3%	-	-	-	8%	3%	11%	3%	4%	4%	16%	3%	14%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	74%	66%	66%	-	-	-	56%	53%	80%	53%	49%	65%	83%	58%	87%
	2021	68%	63%	63%	44%	44%	-	-	-	41%	37%	45%	37%	35%	47%	75%	40%	79%
At Meets Grade Level or Above	2022	53%	50%	51%	36%	36%	-	-	-	34%	25%	33%	25%	19%	33%	62%	29%	67%
	2021	45%	38%	38%	14%	13%	-	-	-	20%	14%	24%	14%	15%	21%	52%	14%	49%
At Masters Grade Level	2022	25%	22%	22%	16%	16%	-	-	-	20%	6%	12%	6%	3%	7%	29%	9%	31%
	2021	18%	13%	12%	5%	5%	-	-	-	9%	2%	11%	2%	1%	5%	17%	3%	19%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	73%	74%	67%	67%	-	-	-	56%	60%	85%	59%	57%	64%	78%	63%	85%
	2021	66%	53%	51%	32%	32%	-	-	-	40%	35%	48%	35%	29%	42%	60%	34%	63%
At Meets Grade Level or Above	2022	42%	40%	42%	35%	35%	-	-	-	39%	26%	40%	25%	21%	41%	46%	30%	55%
	2021	37%	24%	21%	10%	10%	-	-	-	22%	10%	32%	10%	11%	14%	26%	10%	30%
At Masters Grade Level	2022	20%	19%	20%	13%	13%	-	-	-	20%	11%	17%	11%	11%	17%	22%	12%	29%
	2021	18%	9%	7%	4%	3%	-	-	-	11%	3%	16%	3%	5%	3%	9%	3%	11%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	76%	56%	56%	-	-	-	85%	65%	81%	65%	62%	69%	83%	62%	87%
	2021	71%	63%	62%	30%	29%	-	-	-	47%	46%	69%	46%	42%	40%	74%	40%	68%
At Meets Grade Level or Above	2022	47%	44%	42%	26%	26%	-	-	-	38%	24%	25%	24%	16%	33%	51%	25%	54%
	2021	44%	33%	31%	7%	7%	-	-	-	11%	17%	31%	17%	18%	17%	43%	13%	32%
At Masters Grade Level	2022	21%	17%	15%	9%	9%	-	-	-	15%	4%	6%	4%	3%	10%	19%	6%	21%
	2021	20%	11%	10%	1%	1%	-	-	-	0%	3%	8%	3%	4%	4%	15%	2%	11%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	75%	*	*	-	-	-	-	58%	30%	57%	76%	76%	82%	59%	82%
	2021	73%	67%	68%	-	-	-	-	-	-	40%	-	39%	48%	42%	81%	40%	56%
At Meets Grade Level or Above	2022	50%	45%	46%	*	*	-	-	-	-	24%	0%	22%	44%	41%	56%	24%	53%
	2021	49%	41%	44%	-	-	-	-	-	-	17%	-	17%	18%	26%	56%	17%	28%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	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
At Masters Grade Level	2022	30%	24%	25%	*	*	-	-	-	-	9%	0%	9%	16%	6%	34%	9%	28%
	2021	29%	20%	21%	-	-	-	-	-	-	6%	-	6%	7%	5%	29%	6%	11%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	81%	83%	90%	90%	-	-	-	77%	74%	81%	74%	69%	79%	84%	81%	85%
	2019	69%	69%	69%	72%	72%	-	-	-		61%	72%	61%		63%		65%	
All Grades ELA/Reading	2022	78%	82%	83%	88%	89%	-	-	-	82%	76%	76%	76%	73%	76%	85%	81%	86%
	2019	68%	68%	67%	72%	72%	-	-	-		60%	75%	60%		65%		65%	
All Grades Mathematics	2022	69%	80%	82%	91%	91%	-	-	-	73%	72%	86%	73%	65%	83%	83%	80%	84%
	2019	70%	70%	71%	72%	72%	-	-	-		61%	67%	61%		61%		66%	

* 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
2021-22 STAAR Participation (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	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)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	99%	100%	100%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	92%	93%	82%	94%	82%	*	98%	100%	100%	95%	90%	97%	75%	93%	90%
Not Included in Accountability: Mobile	5%	4%	3%	17%	3%	13%	*	0%	0%	0%	2%	8%	0%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	3%	2%	3%	3%	*	1%	0%	0%	1%	1%	1%	8%	3%	6%
Not Tested	1%	1%	1%	0%	1%	1%	*	1%	0%	0%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	1%	0%	0%	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	98%	*	100%	100%	*	98%	99%	99%	98%	99%	99%
Included in Accountability	92%	91%	91%	79%	91%	81%	*	97%	100%	*	94%	90%	96%	72%	91%	86%
Not Included in Accountability: Mobile	5%	4%	3%	17%	3%	12%	*	0%	0%	*	2%	7%	0%	14%	3%	3%
Not Included in Accountability: Other Exclusions	2%	4%	5%	4%	5%	5%	*	3%	0%	*	3%	3%	3%	12%	5%	10%
Not Tested	1%	1%	1%	0%	1%	2%	*	0%	0%	*	2%	1%	1%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	*	0%	0%	*	1%	1%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	1%	*	0%	0%	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	99%	*	100%	*	*	99%	100%	99%	98%	99%	99%
Included in Accountability	93%	93%	95%	83%	95%	83%	*	100%	*	*	96%	92%	99%	73%	95%	93%
Not Included in Accountability: Mobile	5%	4%	3%	17%	3%	14%	*	0%	*	*	2%	8%	0%	18%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	3%	*	0%	*	*	0%	0%	0%	7%	1%	2%
Not Tested	1%	1%	1%	0%	1%	1%	*	0%	*	*	1%	0%	1%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	*	0%	*	*	1%	0%	0%	1%	1%	1%
Other	0%	1%	1%	0%	1%	1%	*	0%	*	*	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	98%	98%	99%	100%	99%	98%	-	91%	*	*	98%	98%	99%	97%	99%	99%
Included in Accountability	93%	94%	95%	86%	95%	80%	-	91%	*	*	95%	88%	98%	79%	95%	94%
Not Included in Accountability: Mobile	4%	4%	3%	14%	3%	16%	-	0%	*	*	2%	9%	0%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	2%	-	0%	*	*	1%	0%	0%	4%	1%	2%
Not Tested	2%	2%	1%	0%	1%	2%	-	9%	*	*	2%	2%	1%	3%	1%	1%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	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)
Absent	1%	1%	1%	0%	1%	0%	-	9%	*	*	2%	2%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	2%	-	0%	*	*	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	98%	99%	99%	100%	99%	100%	-	100%	*	*	98%	95%	99%	98%	99%	99%
Included in Accountability	94%	95%	96%	83%	96%	86%	-	100%	*	*	95%	84%	98%	84%	96%	94%
Not Included in Accountability: Mobile	4%	3%	2%	17%	2%	14%	-	0%	*	*	2%	11%	0%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	1%	0%	1%	0%	-	0%	*	*	1%	0%	0%	3%	1%	2%
Not Tested	2%	1%	1%	0%	1%	0%	-	0%	*	*	2%	5%	1%	2%	1%	1%
Absent	1%	1%	1%	0%	1%	0%	-	0%	*	*	2%	5%	1%	2%	1%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	78%	89%	*	89%	67%	-	*	-	-	82%	*	90%	76%	89%	74%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	74%	71%	77%	71%	72%	*	76%	45%	100%	64%	71%	71%	73%	71%	74%
Included in Accountability	83%	69%	67%	69%	67%	58%	*	73%	27%	100%	61%	68%	68%	60%	67%	67%
Not Included in Accountability: Mobile	3%	2%	1%	6%	1%	9%	*	0%	18%	0%	1%	1%	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	1%	3%	3%	2%	3%	5%	*	3%	0%	0%	3%	2%	2%	7%	3%	6%
Not Tested	12%	26%	29%	23%	29%	28%	*	24%	55%	0%	36%	29%	29%	27%	29%	26%
Absent	2%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	10%	25%	29%	23%	29%	28%	*	24%	55%	0%	35%	29%	29%	26%	29%	26%
Reading																
Assessment Participant	89%	76%	76%	74%	76%	76%	*	76%	40%	100%	69%	77%	75%	79%	75%	80%
Included in Accountability	83%	69%	68%	65%	68%	61%	*	73%	40%	100%	61%	72%	69%	60%	67%	65%
Not Included in Accountability: Mobile	3%	2%	1%	4%	1%	9%	*	0%	0%	0%	1%	0%	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	3%	6%	7%	4%	7%	7%	*	3%	0%	0%	7%	4%	5%	13%	7%	13%
Not Tested	11%	24%	24%	26%	24%	24%	*	24%	60%	0%	31%	23%	25%	21%	25%	20%
Absent	2%	1%	1%	0%	1%	0%	*	0%	0%	0%	1%	1%	1%	1%	1%	1%
Other	10%	22%	24%	26%	24%	24%	*	24%	60%	0%	30%	22%	25%	20%	24%	20%
Mathematics																
Assessment Participant	88%	71%	67%	78%	67%	71%	*	72%	*	*	62%	71%	67%	68%	67%	70%
Included in Accountability	84%	69%	65%	72%	66%	59%	*	69%	*	*	60%	71%	67%	58%	65%	68%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	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)
Not Included in Accountability: Mobile	4%	2%	1%	6%	1%	9%	*	0%	*	*	1%	1%	0%	8%	1%	1%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	2%	*	3%	*	*	0%	0%	0%	3%	1%	1%
Not Tested	12%	29%	33%	22%	33%	29%	*	28%	*	*	38%	29%	33%	32%	33%	30%
Absent	2%	1%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Other	10%	27%	33%	22%	33%	29%	*	28%	*	*	38%	29%	33%	31%	33%	30%
Science																
Assessment Participant	87%	72%	68%	71%	68%	61%	-	81%	*	*	59%	54%	68%	67%	67%	68%
Included in Accountability	84%	70%	66%	71%	66%	51%	-	75%	*	*	58%	54%	67%	61%	66%	66%
Not Included in Accountability: Mobile	3%	1%	1%	0%	1%	8%	-	0%	*	*	1%	0%	0%	5%	1%	1%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	3%	-	6%	*	*	1%	0%	0%	2%	0%	1%
Not Tested	13%	28%	32%	29%	32%	39%	-	19%	*	*	41%	46%	32%	33%	33%	32%
Absent	2%	1%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	10%	26%	32%	29%	32%	39%	-	19%	*	*	41%	46%	32%	32%	33%	32%
Social Studies																
Assessment Participant	87%	75%	73%	73%	73%	67%	-	83%	-	*	64%	58%	73%	74%	72%	70%
Included in Accountability	84%	74%	72%	64%	72%	56%	-	83%	-	*	63%	58%	73%	69%	71%	68%
Not Included in Accountability: Mobile	3%	1%	1%	9%	1%	7%	-	0%	-	*	0%	0%	0%	4%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	5%	-	0%	-	*	0%	0%	0%	1%	0%	1%
Not Tested	13%	25%	27%	27%	27%	33%	-	17%	-	*	36%	42%	27%	26%	28%	30%
Absent	3%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	10%	23%	27%	27%	27%	33%	-	17%	-	*	36%	42%	27%	26%	27%	30%
Accelerated Testers																
SAT/ACT Participant	85%	67%	45%	-	45%	31%	-	*	-	-	40%	*	46%	40%	45%	37%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.4%	97.1%	98.9%	97.1%	97.1%	*	99.0%	97.8%	97.5%	96.1%	96.9%	96.4%
2019-20	98.3%	98.3%	98.4%	96.9%	98.4%	98.5%	*	99.6%	*	*	97.8%	98.4%	98.4%
Chronic Absenteeism													
2020-21	15.0%	11.1%	9.2%	2.2%	9.2%	10.6%	*	4.7%	0.0%	10.0%	12.9%	9.8%	11.9%
2019-20	6.7%	6.9%	7.6%	13.7%	7.6%	6.2%	0.0%	1.5%	0.0%	14.3%	11.7%	7.8%	7.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.9%	0.6%	0.0%	0.6%	0.0%	-	0.0%	*	*	1.3%	0.7%	0.8%
2019-20	0.5%	0.1%	0.1%	*	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.1%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.0%	0.9%	0.0%	0.9%	0.8%	-	0.0%	*	*	1.9%	1.0%	1.1%
2019-20	1.6%	0.9%	0.4%	0.0%	0.4%	0.0%	-	0.0%	*	*	0.9%	0.4%	0.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	94.1%	*	94.1%	83.3%	-	*	*	-	86.9%	93.7%	91.6%
Received TxCHSE	0.3%	0.1%	0.1%	*	0.1%	0.0%	-	*	*	-	0.4%	0.1%	0.0%
Continued HS	3.9%	3.3%	3.8%	*	3.8%	16.7%	-	*	*	-	7.8%	3.9%	4.8%
Dropped Out	5.8%	4.5%	2.0%	*	2.1%	0.0%	-	*	*	-	4.9%	2.4%	3.6%
Graduates and TxCHSE	90.3%	92.2%	94.1%	*	94.2%	83.3%	-	*	*	-	87.3%	93.7%	91.6%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	98.0%	*	97.9%	100.0%	-	*	*	-	95.1%	97.6%	96.4%
Class of 2020													
Graduated	90.3%	92.1%	93.8%	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Received TxCHSE	0.4%	0.2%	0.0%	*	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	3.4%	*	3.4%	7.7%	*	*	*	-	7.9%	3.8%	6.2%
Dropped Out	5.4%	4.3%	2.8%	*	2.8%	0.0%	*	*	*	-	5.4%	3.1%	4.7%
Graduates and TxCHSE	90.7%	92.3%	93.8%	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	97.2%	*	97.2%	100.0%	*	*	*	-	94.6%	96.9%	95.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.8%	96.4%	*	96.4%	92.9%	*	*	*	-	93.9%	95.9%	94.4%
Received TxCHSE	0.5%	0.2%	0.1%	*	0.1%	0.0%	*	*	*	-	0.0%	0.1%	0.0%
Continued HS	1.1%	1.1%	0.6%	*	0.5%	7.1%	*	*	*	-	0.7%	0.6%	0.7%
Dropped Out	6.2%	4.9%	2.9%	*	3.0%	0.0%	*	*	*	-	5.4%	3.3%	4.8%
Graduates and TxCHSE	92.7%	94.0%	96.5%	*	96.5%	92.9%	*	*	*	-	93.9%	96.0%	94.4%

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.1%	97.1%	*	97.0%	100.0%	*	*	*	-	94.6%	96.7%	95.2%
Class of 2019													
Graduated	92.0%	92.7%	96.3%	*	96.3%	100.0%	-	88.9%	-	-	91.7%	95.8%	93.3%
Received TxCHSE	0.5%	0.2%	0.3%	*	0.2%	0.0%	-	11.1%	-	-	0.0%	0.3%	0.4%
Continued HS	1.3%	1.6%	0.3%	*	0.3%	0.0%	-	0.0%	-	-	0.7%	0.4%	0.7%
Dropped Out	6.1%	5.6%	3.1%	*	3.2%	0.0%	-	0.0%	-	-	7.6%	3.5%	5.6%
Graduates and TxCHSE	92.6%	92.9%	96.5%	*	96.5%	100.0%	-	100.0%	-	-	91.7%	96.1%	93.8%
Graduates, TxCHSE, and Continuers	93.9%	94.4%	96.9%	*	96.8%	100.0%	-	100.0%	-	-	92.4%	96.5%	94.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.3%	96.3%	*	96.2%	100.0%	-	88.9%	-	-	91.4%	95.9%	93.1%
Received TxCHSE	0.6%	0.3%	0.4%	*	0.4%	0.0%	-	11.1%	-	-	0.0%	0.4%	0.9%
Continued HS	0.6%	0.7%	0.4%	*	0.4%	0.0%	-	0.0%	-	-	1.3%	0.3%	0.7%
Dropped Out	6.2%	5.7%	3.0%	*	3.0%	0.0%	-	0.0%	-	-	7.3%	3.4%	5.3%
Graduates and TxCHSE	93.2%	93.5%	96.6%	*	96.6%	100.0%	-	100.0%	-	-	91.4%	96.3%	94.0%
Graduates, TxCHSE, and Continuers	93.8%	94.3%	97.0%	*	97.0%	100.0%	-	100.0%	-	-	92.7%	96.6%	94.7%
Class of 2018													
Graduated	92.6%	93.6%	95.5%	*	95.5%	100.0%	-	100.0%	-	-	87.7%	95.7%	89.4%
Received TxCHSE	0.7%	0.4%	0.5%	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.4%	0.3%
Continued HS	0.6%	0.9%	0.3%	*	0.3%	0.0%	-	0.0%	-	-	1.7%	0.3%	0.0%
Dropped Out	6.1%	5.1%	3.7%	*	3.8%	0.0%	-	0.0%	-	-	10.6%	3.6%	10.4%
Graduates and TxCHSE	93.3%	94.0%	96.0%	*	95.9%	100.0%	-	100.0%	-	-	87.7%	96.1%	89.6%
Graduates, TxCHSE, and Continuers	93.9%	94.9%	96.3%	*	96.2%	100.0%	-	100.0%	-	-	89.4%	96.4%	89.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	93.2%	*	93.2%	83.3%	-	*	*	-	79.5%	92.6%	91.2%
Class of 2020	90.3%	92.1%	92.9%	*	92.9%	85.7%	*	*	*	-	79.9%	92.0%	89.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	71.4%	*	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	1.5%	0.6%	*	0.6%	0.0%	-	*	*	-	2.1%	0.7%	1.5%
Class of 2020	4.3%	3.7%	2.0%	*	2.1%	0.0%	*	*	*	-	0.4%	2.2%	1.3%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	92.2%	97.0%	*	97.0%	93.3%	-	*	*	-	76.8%	96.5%	95.3%
Class of 2020	83.5%	90.7%	94.0%	*	94.1%	91.7%	*	*	*	-	71.0%	93.7%	95.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	93.6%	97.6%	*	97.6%	93.3%	-	*	*	-	79.0%	97.2%	96.8%
Class of 2020	87.8%	94.4%	96.1%	*	96.1%	91.7%	*	*	*	-	71.4%	95.9%	97.1%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	36.1%	4.5%	*	5.3%	*	-	-	-	-	0.0%	5.3%	-
2019-20	38.6%	29.9%	8.7%	-	8.7%	-	-	-	-	-	0.0%	10.5%	*
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	1.5%	0.5%	*	0.5%	0.0%	-	*	*	*	2.2%	0.6%	0.2%
2019-20	4.4%	3.8%	1.8%	*	1.9%	0.0%	-	*	*	-	0.4%	2.0%	0.8%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	91.0%	96.1%	*	96.1%	88.9%	-	*	*	*	67.3%	95.6%	97.0%
2019-20	81.8%	89.6%	94.3%	*	94.3%	88.9%	-	*	*	-	68.4%	93.9%	96.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	92.3%	95.9%	60.0%	96.1%	84.2%	-	*	*	*	64.8%	95.5%	97.2%
2019-20	85.8%	93.0%	95.4%	*	95.4%	88.9%	-	*	*	-	63.5%	95.2%	97.5%

Texas Education Agency
2021-22 Graduation Profile (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	3,032	100.0%	358,842	100.0%
By Ethnicity:				
African American	5	0.2%	44,018	12.3%
Hispanic	3,004	99.1%	183,306	51.1%
White	19	0.6%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	2	0.1%	18,030	5.0%
Pacific Islander	1	0.0%	553	0.2%
Two or More Races	1	0.0%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	21	0.7%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	1	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	102	3.4%	56,281	15.7%
Foundation H.S. Program (Endorsement)	15	0.5%	13,582	3.8%
Foundation H.S. Program (DLA)	2,893	95.4%	287,316	80.1%
Special Education Graduates	298	9.8%	31,028	8.6%
Economically Disadvantaged Graduates	2,562	84.5%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	435	14.3%	32,809	9.1%
At-Risk Graduates	1,728	57.0%	155,884	43.4%
CTE Completers	1,955	64.5%	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	80.5%	92.8%	100.0%	92.9%	84.2%	-	*	*	*	91.6%	92.7%	93.6%
2019-20	63.0%	75.9%	74.4%	*	74.3%	77.8%	-	*	*	-	89.9%	73.1%	54.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2020-21	52.7%	60.2%	54.7%	40.0%	54.6%	68.4%	-	*	*	*	9.1%	51.2%	37.2%
2019-20	53.4%	60.9%	57.3%	*	57.2%	55.6%	-	*	*	-	9.0%	54.8%	40.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	58.0%	55.3%	40.0%	55.3%	63.2%	-	*	*	*	10.4%	51.0%	18.4%
2019-20	59.7%	60.8%	60.3%	*	60.2%	66.7%	-	*	*	-	10.1%	57.6%	17.2%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	51.2%	51.3%	40.0%	51.1%	73.7%	-	*	*	*	8.7%	48.0%	25.1%
2019-20	47.9%	53.0%	55.9%	*	55.8%	55.6%	-	*	*	-	11.2%	52.9%	24.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	45.0%	41.9%	40.0%	41.7%	63.2%	-	*	*	*	4.0%	37.8%	10.8%
2019-20	43.2%	47.2%	47.9%	*	47.8%	55.6%	-	*	*	-	5.8%	45.0%	11.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	23.2%	24.7%	20.0%	24.6%	36.8%	-	*	*	*	2.3%	23.5%	29.9%
2019-20	21.1%	23.4%	20.9%	*	20.9%	11.1%	-	*	*	-	0.0%	20.9%	35.5%
Associate Degree (Annual Graduates)													
2020-21	2.6%	6.3%	3.5%	0.0%	3.4%	10.5%	-	*	*	*	0.0%	3.6%	0.0%
2019-20	2.1%	5.8%	1.0%	*	1.0%	0.0%	-	*	*	-	0.0%	1.1%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	35.1%	34.0%	0.0%	33.9%	47.4%	-	*	*	*	5.4%	30.4%	10.8%
2019-20	24.6%	33.3%	26.6%	*	26.5%	22.2%	-	*	*	-	4.3%	24.1%	3.3%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	3.3%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2019-20	4.0%	2.5%	0.0%	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	43.1%	70.5%	60.0%	70.7%	47.4%	-	*	*	*	91.6%	73.0%	77.2%
2019-20	18.7%	36.4%	36.5%	*	36.5%	44.4%	-	*	*	-	89.9%	36.5%	23.0%
Approved Industry-Based Certification (Annual Graduates)													

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	37.1%	66.0%	20.0%	66.2%	36.8%	-	*	*	*	45.6%	68.1%	74.7%
2019-20	13.2%	30.3%	29.2%	*	29.3%	22.2%	-	*	*	-	21.3%	28.7%	19.4%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.4%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2019-20	0.7%	2.4%	0.0%	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.5%	3.0%	40.0%	2.9%	10.5%	-	*	*	*	29.9%	3.2%	1.4%
2019-20	2.4%	2.4%	3.0%	*	3.0%	11.1%	-	*	*	-	28.9%	3.2%	1.1%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.5%	6.4%	0.0%	6.4%	0.0%	-	*	*	*	64.8%	7.0%	4.6%
2019-20	3.7%	4.4%	6.7%	*	6.7%	11.1%	-	*	*	-	63.5%	7.2%	3.8%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	44.6%	51.3%	40.0%	51.2%	63.2%	-	*	*	*	9.1%	46.8%	11.0%
	2019-20	30.1%	46.1%	55.4%	*	55.3%	66.7%	-	*	*	-	8.7%	52.3%	13.9%
Mathematics	2020-21	19.4%	36.7%	45.8%	20.0%	45.7%	63.2%	-	*	*	*	7.4%	42.4%	20.5%
	2019-20	21.2%	38.2%	49.8%	*	49.7%	55.6%	-	*	*	-	9.7%	47.1%	22.1%
Both Subjects	2020-21	14.4%	31.3%	38.0%	20.0%	37.8%	57.9%	-	*	*	*	3.0%	33.9%	7.4%
	2019-20	16.4%	32.1%	42.0%	*	41.8%	55.6%	-	*	*	-	4.3%	39.0%	9.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	10.9%	3.8%	0.0%	3.8%	0.0%	-	*	*	*	1.3%	3.9%	7.8%
	2019-20	7.3%	10.5%	3.0%	*	3.0%	0.0%	-	*	*	-	0.0%	3.3%	2.5%
Mathematics	2020-21	10.3%	13.4%	5.7%	20.0%	5.6%	15.8%	-	*	*	*	1.3%	5.9%	4.8%
	2019-20	9.7%	12.9%	6.2%	*	6.2%	0.0%	-	*	*	-	1.8%	6.0%	2.7%
Both Subjects	2020-21	4.9%	7.9%	0.6%	0.0%	0.6%	0.0%	-	*	*	*	0.3%	0.5%	1.4%
	2019-20	4.2%	7.5%	1.4%	*	1.4%	0.0%	-	*	*	-	0.0%	1.5%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	23.0%	18.2%	53.8%	18.0%	17.9%	-	62.5%	*	*	1.9%	15.6%	7.9%
	2020	22.0%	23.7%	19.7%	27.3%	19.6%	27.1%	-	41.7%	*	-	1.9%	17.7%	8.5%
English Language Arts	2021	12.1%	13.9%	10.3%	46.2%	10.2%	15.4%	-	37.5%	*	*	0.6%	8.6%	2.0%
	2020	12.7%	13.9%	10.6%	27.3%	10.5%	20.8%	-	25.0%	*	-	1.4%	9.3%	2.3%
Mathematics	2021	6.1%	5.4%	2.6%	7.7%	2.6%	0.0%	-	0.0%	*	*	0.2%	2.1%	0.3%
	2020	6.4%	5.4%	1.9%	0.0%	1.9%	2.1%	-	8.3%	*	-	0.0%	1.3%	0.2%
Science	2021	8.7%	8.7%	4.3%	15.4%	4.2%	2.6%	-	12.5%	*	*	0.4%	3.2%	0.6%
	2020	9.4%	8.6%	4.7%	9.1%	4.7%	4.2%	-	8.3%	*	-	0.3%	3.4%	0.6%
Social Studies	2021	11.6%	14.1%	9.1%	38.5%	8.9%	10.3%	-	50.0%	*	*	0.9%	7.4%	2.4%
	2020	12.4%	15.0%	10.7%	18.2%	10.6%	16.7%	-	25.0%	*	-	0.7%	9.4%	2.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	29.6%	20.2%	28.6%	20.0%	28.6%	-	40.0%	-	-	20.0%	19.2%	48.4%
	2020	59.0%	44.6%	35.8%	*	35.5%	46.2%	-	80.0%	-	-	28.6%	33.7%	65.2%
English Language Arts	2021	42.7%	15.3%	10.7%	16.7%	10.7%	0.0%	-	*	-	-	0.0%	9.2%	4.2%
	2020	50.1%	28.5%	21.4%	*	21.0%	20.0%	-	*	-	-	10.0%	18.4%	4.2%
Mathematics	2021	49.4%	20.1%	10.7%	*	10.1%	-	-	-	-	-	*	7.4%	*
	2020	56.5%	29.6%	19.7%	-	18.3%	*	-	*	-	-	-	15.7%	*
Science	2021	41.4%	13.0%	6.8%	*	6.9%	*	-	*	-	-	*	2.2%	0.0%
	2020	47.6%	22.6%	15.6%	*	14.8%	*	-	*	-	-	*	12.8%	16.7%

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	13.2%	9.0%	0.0%	8.7%	*	-	*	-	-	0.0%	7.6%	3.4%
	2020	52.3%	24.5%	18.0%	*	17.3%	25.0%	-	*	-	-	20.0%	13.3%	14.3%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	47.9%	26.7%	40.0%	26.6%	31.6%	-	*	*	*	5.4%	24.4%	11.3%
	2019-20	76.7%	76.2%	91.7%	*	91.4%	100.0%	-	*	*	-	49.5%	89.0%	81.1%
At/Above Criterion for All Examinees	2020-21	32.9%	20.8%	27.7%	*	27.1%	50.0%	-	*	-	-	6.3%	25.0%	4.1%
	2019-20	35.7%	20.9%	20.6%	60.0%	20.2%	45.5%	-	75.0%	-	-	0.0%	17.4%	1.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	953	992	*	990	1084	-	*	-	-	829	979	856
	2019-20	1019	964	949	1016	947	1029	-	1124	-	-	777	935	807
English Language Arts and Writing	2020-21	504	483	505	*	504	536	-	*	-	-	413	497	419
	2019-20	513	489	481	514	480	530	-	551	-	-	390	473	400
Mathematics	2020-21	498	470	488	*	486	548	-	*	-	-	416	481	437
	2019-20	506	475	468	502	467	499	-	573	-	-	387	462	407
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	18.0	20.3	*	20.1	*	-	*	-	-	*	20.0	15.4
	2019-20	20.2	17.9	18.3	18.7	18.3	21.8	-	21.4	-	-	13.1	17.9	14.6
English Language Arts	2020-21	19.6	17.4	20.3	*	20.1	*	-	*	-	-	*	19.7	14.1
	2019-20	19.9	17.4	18.0	19.8	18.0	22.2	-	21.5	-	-	11.6	17.5	13.0
Mathematics	2020-21	19.9	18.0	19.4	*	19.1	*	-	*	-	-	*	19.5	17.0
	2019-20	20.1	17.9	18.1	18.0	18.1	21.3	-	20.8	-	-	14.6	17.8	15.8
Science	2020-21	20.3	18.5	20.7	*	20.4	*	-	*	-	-	*	20.6	16.0
	2019-20	20.5	18.4	18.7	16.7	18.7	21.3	-	21.4	-	-	13.8	18.3	15.9

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	54.0%	53.2%	81.3%	53.1%	54.3%	-	93.3%	*	*	18.3%	50.7%	36.3%
	2019-20	46.3%	57.4%	56.0%	52.2%	56.0%	52.9%	-	95.5%	*	*	18.6%	54.1%	38.6%
English Language Arts	2020-21	16.3%	23.2%	27.2%	46.7%	27.1%	33.3%	-	66.7%	*	*	10.0%	24.7%	15.6%
	2019-20	18.2%	25.2%	27.9%	47.4%	27.8%	33.6%	-	50.0%	*	*	8.9%	25.7%	14.6%
Mathematics	2020-21	19.3%	25.2%	28.1%	50.0%	28.1%	22.0%	-	71.4%	*	*	5.6%	25.9%	13.6%
	2019-20	20.7%	26.8%	31.7%	25.0%	31.6%	28.6%	-	71.4%	*	*	5.8%	29.9%	17.5%
Science	2020-21	20.6%	24.0%	16.1%	37.5%	16.0%	15.4%	-	35.7%	*	*	4.4%	14.1%	4.5%
	2019-20	22.4%	25.7%	17.3%	23.5%	17.2%	17.9%	-	59.1%	*	*	4.2%	15.6%	5.6%
Social Studies	2020-21	22.8%	30.7%	28.5%	53.3%	28.4%	30.9%	-	80.0%	*	*	3.3%	25.0%	8.8%
	2019-20	24.6%	31.3%	28.3%	45.0%	28.2%	25.2%	-	72.7%	*	*	2.8%	24.9%	6.3%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2019-20	58.5%	78.9%	83.5%	*	83.7%	44.4%	-	*	*	-	66.8%	82.9%	70.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	48.9%	52.3%	*	52.3%	66.7%	-	*	*	-	25.6%	50.2%	29.0%
	2018-19	52.6%	57.6%	59.7%	*	59.6%	72.2%	*	87.5%	-	*	30.8%	57.7%	41.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency
2021-22 Student Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	38,412	100.0%	5,402,928	100.0%	38,448	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	24	0.1%	14,290	0.3%	50	0.1%	21,375	0.4%
Pre-Kindergarten	2,507	6.5%	222,767	4.1%	2,512	6.5%	223,733	4.1%
Pre-Kindergarten: 3-year Old	763	2.0%	33,969	0.6%	767	2.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	1,744	4.5%	188,798	3.5%	1,745	4.5%	189,474	3.5%
Kindergarten	2,151	5.6%	370,054	6.8%	2,153	5.6%	371,502	6.8%
Grade 1	2,563	6.7%	384,494	7.1%	2,564	6.7%	386,232	7.1%
Grade 2	2,376	6.2%	382,008	7.1%	2,376	6.2%	383,838	7.1%
Grade 3	2,517	6.6%	383,078	7.1%	2,517	6.5%	384,872	7.1%
Grade 4	2,563	6.7%	383,959	7.1%	2,564	6.7%	386,011	7.1%
Grade 5	2,706	7.0%	387,945	7.2%	2,706	7.0%	389,971	7.2%
Grade 6	2,600	6.8%	398,640	7.4%	2,600	6.8%	400,447	7.4%
Grade 7	2,846	7.4%	418,486	7.7%	2,847	7.4%	418,788	7.7%
Grade 8	2,859	7.4%	424,287	7.9%	2,859	7.4%	424,544	7.8%
Grade 9	3,513	9.1%	475,437	8.8%	3,513	9.1%	475,746	8.8%
Grade 10	2,984	7.8%	408,393	7.6%	2,984	7.8%	408,700	7.5%
Grade 11	3,088	8.0%	389,034	7.2%	3,088	8.0%	389,454	7.2%
Grade 12	3,115	8.1%	360,056	6.7%	3,115	8.1%	362,157	6.7%
Ethnic Distribution:								
African American	41	0.1%	690,999	12.8%	41	0.1%	694,302	12.8%
Hispanic	37,840	98.5%	2,850,147	52.8%	37,874	98.5%	2,860,754	52.7%
White	439	1.1%	1,420,166	26.3%	441	1.1%	1,427,241	26.3%
American Indian	6	0.0%	17,944	0.3%	6	0.0%	18,028	0.3%
Asian	70	0.2%	259,342	4.8%	70	0.2%	261,788	4.8%
Pacific Islander	8	0.0%	8,443	0.2%	8	0.0%	8,477	0.2%
Two or More Races	8	0.0%	155,887	2.9%	8	0.0%	156,780	2.9%
Sex:								
Female	18,705	48.7%	2,640,313	48.9%	18,712	48.7%	2,650,563	48.8%
Male	19,707	51.3%	2,762,615	51.1%	19,736	51.3%	2,776,807	51.2%
Economically Disadvantaged	34,379	89.5%	3,278,452	60.7%	34,407	89.5%	3,289,420	60.6%
Non-Educationally Disadvantaged	4,033	10.5%	2,124,476	39.3%	4,041	10.5%	2,137,950	39.4%
Section 504 Students	3,565	9.3%	400,729	7.4%	3,565	9.3%	401,648	7.4%
EB Students/EL	14,587	38.0%	1,171,661	21.7%	14,589	37.9%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	21	0.0%	34,054	0.6%				
Students w/ Dyslexia	2,708	7.0%	270,260	5.0%	2,708	7.0%	270,966	5.0%
Foster Care	100	0.3%	15,338	0.3%	100	0.3%	15,409	0.3%
Homeless	1,003	2.6%	61,433	1.1%	1,003	2.6%	61,687	1.1%
Immigrant	370	1.0%	108,510	2.0%	370	1.0%	108,787	2.0%
Migrant	425	1.1%	14,366	0.3%	425	1.1%	14,426	0.3%
Title I	38,387	99.9%	3,473,996	64.3%	38,421	99.9%	3,487,333	64.3%
Military Connected	220	0.6%	176,253	3.3%	220	0.6%	176,554	3.3%
At-Risk	29,227	76.1%	2,892,191	53.5%	29,232	76.0%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	14,409	37.5%	1,182,035	21.9%	14,411	37.5%	1,185,511	21.8%
Gifted and Talented Education	4,068	10.6%	434,269	8.0%	4,068	10.6%	435,356	8.0%
Special Education	5,754	15.0%	624,256	11.6%	5,783	15.0%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,754		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,261	56.7%	268,673	43.0%				
Students with Physical Disabilities	647	11.2%	129,679	20.8%				
Students with Autism	677	11.8%	91,742	14.7%				
Students with Behavioral Disabilities	1,080	18.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	89	1.5%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	4,639	12.4%	705,063	13.6%				
By Ethnicity:								
African American	11	0.0%	131,970	2.5%				
Hispanic	4,507	12.0%	342,504	6.6%				
White	109	0.3%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	5	0.0%	16,716	0.3%				
Pacific Islander	3	0.0%	1,690	0.0%				
Two or More Races	4	0.0%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	949	15.3%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	2,059	16.0%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	4,249	12.8%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	5,643	17.6%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	-Non-Special Education Rates-		-Special Education Rates-	
Student Information	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.2%	1.9%	2.4%	5.2%
Grade 1	6.9%	2.9%	6.6%	4.2%
Grade 2	3.6%	1.7%	2.5%	2.2%
Grade 3	3.0%	1.0%	0.9%	1.0%
Grade 4	1.6%	0.7%	0.7%	0.7%
Grade 5	0.8%	0.5%	0.6%	0.7%
Grade 6	2.8%	0.6%	3.0%	0.6%
Grade 7	6.3%	0.7%	6.0%	0.7%
Grade 8	4.3%	0.6%	2.5%	0.8%
Grade 9	16.3%	10.5%	26.4%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	85	0.4%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	17.5	18.7
Grade 1	16.6	18.7
Grade 2	15.2	18.6
Grade 3	15.0	18.7
Grade 4	14.0	18.8
Grade 5	15.4	20.2
Grade 6	18.1	19.2
Secondary:		
English/Language Arts	16.3	16.3
Foreign Languages	15.5	18.4
Mathematics	17.9	17.5
Science	18.0	18.5
Social Studies	17.3	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	6,123.2	100.0%	749,473.4	100.0%
Professional Staff:	3,445.3	56.3%	480,632.3	64.1%
Teachers	2,658.9	43.4%	369,695.8	49.3%
Professional Support	618.5	10.1%	80,190.4	10.7%
Campus Administration (School Leadership)	157.0	2.6%	22,091.4	2.9%
Central Administration	11.0	0.2%	8,654.8	1.2%
Educational Aides:	712.6	11.6%	82,972.4	11.1%
Auxiliary Staff:	1,965.3	32.1%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	56.0	n/a	4,194.0	n/a
Part-time Librarians	2.0	n/a	607.0	n/a
Full-time Counselors	143.0	n/a	13,550.0	n/a
Part-time Counselors	7.0	n/a	1,176.0	n/a
Total Minority Staff:	5,792.2	94.6%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	6.0	0.2%	41,286.1	11.2%
Hispanic	2,443.4	91.9%	106,866.5	28.9%
White	197.7	7.4%	208,485.4	56.4%
American Indian	2.0	0.1%	1,235.6	0.3%
Asian	3.0	0.1%	6,956.0	1.9%
Pacific Islander	6.8	0.3%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
Teachers by Sex:				
Males	838.7	31.5%	89,015.4	24.1%
Females	1,820.2	68.5%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	42.2	1.6%	5,187.9	1.4%
Bachelors	2,098.0	78.9%	268,560.2	72.6%
Masters	505.8	19.0%	93,139.5	25.2%
Doctorate	12.9	0.5%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	93.9	3.5%	29,215.8	7.9%
1-5 Years Experience	308.5	11.6%	98,764.8	26.7%
6-10 Years Experience	384.6	14.5%	76,197.2	20.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
11-20 Years Experience	1,131.8	42.6%	105,811.4	28.6%
21-30 Years Experience	599.6	22.5%	48,804.6	13.2%
Over 30 Years Experience	140.6	5.3%	10,902.0	2.9%
Number of Students per Teacher	14.4	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	10.1	6.3
Average Years Experience of Principals with District	9.3	5.4
Average Years Experience of Assistant Principals	9.8	5.5
Average Years Experience of Assistant Principals with District	9.7	4.8
Average Years Experience of Teachers:	15.5	11.1
Average Years Experience of Teachers with District:	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$56,343	\$51,054
1-5 Years Experience	\$54,759	\$54,577
6-10 Years Experience	\$56,671	\$57,746
11-20 Years Experience	\$61,043	\$61,377
21-30 Years Experience	\$67,995	\$65,949
Over 30 Years Experience	\$74,873	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$61,814	\$58,887
Professional Support	\$76,265	\$69,505
Campus Administration (School Leadership)	\$91,159	\$84,990
Central Administration	\$171,629	\$112,797
Instructional Staff Percent:	59.1%	64.9%
Turnover Rate for Teachers:	8.9%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	64.4	2.4%	22,926.8	6.2%
Career and Technical Education	157.0	5.9%	19,365.5	5.2%
Compensatory Education	10.8	0.4%	11,037.2	3.0%
Gifted and Talented Education	66.2	2.5%	6,465.0	1.7%
Regular Education	2,053.9	77.2%	261,685.1	70.8%
Special Education	301.4	11.3%	35,441.0	9.6%
Other	5.4	0.2%	12,775.1	3.5%

- 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 2020-21 Financial Actual Report](#)

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

2020-21 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

District Number: 031901

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	57%	54%	*	54%	64%	*	100%	-	*	26%	55%	54%	56%	52%	48%
	2019	76%	79%	80%	*	80%	83%	-	100%	-	-	49%	85%	80%	78%	79%	77%
At Meets Grade Level or Above	2021	39%	27%	21%	*	21%	24%	*	60%	-	*	12%	16%	21%	18%	18%	16%
	2019	45%	46%	46%	*	46%	67%	-	60%	-	-	25%	48%	46%	46%	44%	41%
At Masters Grade Level	2021	19%	11%	7%	*	7%	8%	*	20%	-	*	4%	0%	7%	9%	6%	5%
	2019	27%	27%	26%	*	26%	50%	-	40%	-	-	8%	15%	26%	23%	23%	22%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	45%	40%	*	40%	60%	*	100%	-	*	20%	42%	40%	45%	39%	35%
	2019	79%	83%	85%	*	85%	89%	-	100%	-	-	58%	93%	86%	81%	84%	85%
At Meets Grade Level or Above	2021	31%	17%	13%	*	12%	24%	*	80%	-	*	11%	11%	13%	15%	12%	10%
	2019	49%	53%	56%	*	56%	56%	-	100%	-	-	31%	56%	56%	54%	54%	53%
At Masters Grade Level	2021	14%	6%	4%	*	3%	12%	*	20%	-	*	2%	3%	3%	5%	3%	3%
	2019	25%	26%	27%	*	27%	44%	-	40%	-	-	14%	30%	28%	24%	25%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	56%	55%	*	55%	60%	-	*	-	-	24%	56%	55%	54%	53%	50%
	2019	75%	80%	83%	100%	83%	91%	*	*	-	*	51%	84%	83%	84%	82%	80%
At Meets Grade Level or Above	2021	36%	28%	27%	*	27%	33%	-	*	-	-	15%	13%	27%	24%	25%	23%
	2019	44%	47%	51%	100%	51%	74%	*	*	-	*	25%	44%	52%	49%	49%	44%
At Masters Grade Level	2021	17%	12%	10%	*	10%	7%	-	*	-	-	3%	0%	10%	9%	8%	9%
	2019	22%	23%	23%	67%	23%	35%	*	*	-	*	8%	19%	24%	20%	21%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	44%	40%	*	40%	33%	-	*	-	-	22%	56%	41%	35%	38%	38%
	2019	75%	81%	82%	100%	82%	87%	*	*	-	*	53%	75%	83%	80%	81%	78%
At Meets Grade Level or Above	2021	36%	22%	17%	*	17%	27%	-	*	-	-	13%	25%	18%	14%	15%	15%
	2019	48%	51%	53%	100%	52%	70%	*	*	-	*	28%	59%	53%	49%	50%	48%
At Masters Grade Level	2021	21%	10%	8%	*	8%	20%	-	*	-	-	4%	6%	8%	8%	7%	7%
	2019	28%	28%	30%	83%	29%	57%	*	*	-	*	14%	22%	30%	27%	28%	25%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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%	44%	42%	*	41%	57%	-	*	-	-	16%	38%	42%	39%	39%	37%
	2019	67%	74%	78%	100%	78%	91%	*	*	-	*	41%	75%	78%	75%	76%	73%
At Meets Grade Level or Above	2021	27%	20%	18%	*	18%	21%	-	*	-	-	10%	6%	18%	16%	16%	14%
	2019	35%	40%	44%	100%	44%	74%	*	*	-	*	21%	31%	45%	41%	42%	37%
At Masters Grade Level	2021	8%	5%	4%	*	4%	7%	-	*	-	-	2%	0%	4%	3%	4%	3%
	2019	11%	13%	14%	50%	14%	17%	*	*	-	*	6%	6%	14%	12%	12%	10%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	68%	71%	*	70%	82%	-	100%	-	-	32%	89%	72%	65%	69%	68%
	2019	86%	89%	91%	*	91%	94%	-	*	*	-	61%	100%	91%	89%	90%	88%
At Meets Grade Level or Above	2021	46%	39%	39%	*	39%	73%	-	83%	-	-	17%	56%	40%	33%	36%	35%
	2019	54%	54%	56%	*	56%	56%	-	*	*	-	28%	46%	56%	58%	54%	50%
At Masters Grade Level	2021	30%	23%	24%	*	23%	73%	-	67%	-	-	6%	56%	25%	19%	21%	20%
	2019	29%	27%	28%	*	28%	38%	-	*	*	-	9%	31%	28%	27%	25%	21%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	58%	59%	*	59%	73%	-	100%	-	-	35%	89%	60%	53%	57%	56%
	2019	90%	94%	96%	*	96%	100%	-	*	*	-	82%	100%	96%	94%	96%	96%
At Meets Grade Level or Above	2021	44%	30%	32%	*	31%	64%	-	83%	-	-	15%	56%	32%	30%	30%	29%
	2019	58%	64%	70%	*	70%	81%	-	*	*	-	40%	69%	71%	68%	69%	65%
At Masters Grade Level	2021	25%	14%	14%	*	14%	27%	-	50%	-	-	6%	44%	14%	15%	13%	12%
	2019	36%	39%	46%	*	46%	44%	-	*	*	-	19%	35%	46%	48%	43%	40%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	48%	47%	*	47%	64%	-	100%	-	-	20%	89%	48%	38%	44%	43%
	2019	75%	81%	84%	*	84%	88%	-	*	*	-	55%	96%	84%	82%	83%	79%
At Meets Grade Level or Above	2021	31%	19%	17%	*	17%	36%	-	50%	-	-	12%	11%	17%	16%	15%	14%
	2019	49%	56%	60%	*	60%	81%	-	*	*	-	35%	62%	60%	57%	58%	54%
At Masters Grade Level	2021	13%	6%	6%	*	6%	36%	-	17%	-	-	5%	0%	6%	5%	5%	4%
	2019	24%	27%	28%	*	28%	38%	-	*	*	-	13%	35%	28%	28%	26%	23%
Grade 6 Reading																	
At Approaches Grade Level or Above	2021	62%	56%	57%	*	56%	69%	-	*	-	*	24%	71%	58%	45%	54%	41%
	2019	68%	65%	64%	*	64%	63%	-	100%	-	*	29%	67%	65%	56%	61%	55%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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 Meets Grade Level or Above	2021	32%	25%	25%	*	25%	50%	-	*	-	*	14%	29%	27%	15%	23%	14%
	2019	37%	33%	31%	*	31%	38%	-	80%	-	*	14%	30%	32%	26%	28%	21%
At Masters Grade Level	2021	15%	10%	10%	*	9%	19%	-	*	-	*	6%	7%	10%	6%	8%	4%
	2019	18%	15%	12%	*	12%	13%	-	40%	-	*	7%	9%	13%	9%	11%	7%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2021	68%	54%	56%	*	56%	65%	-	*	-	*	30%	86%	57%	48%	52%	43%
	2019	81%	81%	81%	*	81%	79%	-	100%	-	*	48%	82%	82%	74%	79%	76%
At Meets Grade Level or Above	2021	36%	20%	19%	*	19%	35%	-	*	-	*	13%	43%	20%	14%	16%	11%
	2019	47%	44%	44%	*	43%	54%	-	100%	-	*	17%	52%	44%	41%	40%	34%
At Masters Grade Level	2021	15%	6%	5%	*	5%	12%	-	*	-	*	5%	0%	5%	4%	4%	3%
	2019	21%	17%	17%	*	16%	29%	-	60%	-	*	8%	18%	17%	15%	14%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2021	69%	64%	63%	*	63%	71%	-	*	-	-	31%	67%	64%	58%	61%	46%
	2019	76%	74%	73%	*	73%	70%	-	*	*	-	36%	74%	75%	65%	71%	63%
At Meets Grade Level or Above	2021	45%	39%	38%	*	38%	43%	-	*	-	-	18%	47%	38%	38%	36%	21%
	2019	49%	45%	46%	*	45%	50%	-	*	*	-	21%	46%	47%	37%	43%	32%
At Masters Grade Level	2021	25%	20%	19%	*	19%	14%	-	*	-	-	10%	27%	19%	20%	17%	8%
	2019	29%	25%	24%	*	24%	27%	-	*	*	-	9%	32%	25%	18%	21%	12%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2021	55%	45%	28%	*	28%	*	-	*	-	-	19%	10%	27%	33%	28%	22%
	2019	75%	77%	73%	*	73%	73%	-	*	*	-	40%	78%	74%	65%	71%	65%
At Meets Grade Level or Above	2021	27%	18%	6%	*	6%	*	-	*	-	-	13%	10%	6%	7%	6%	4%
	2019	43%	46%	40%	*	40%	40%	-	*	*	-	20%	40%	41%	35%	36%	30%
At Masters Grade Level	2021	12%	7%	2%	*	2%	*	-	*	-	-	8%	0%	2%	2%	2%	2%
	2019	17%	18%	15%	*	14%	17%	-	*	*	-	10%	18%	15%	11%	12%	8%
Grade 7 Writing																	
At Approaches Grade Level or Above	2021	63%	55%	59%	*	59%	75%	-	*	-	-	23%	69%	61%	50%	57%	40%
	2019	70%	72%	74%	*	74%	60%	-	*	*	-	33%	74%	75%	62%	72%	64%
At Meets Grade Level or Above	2021	33%	25%	27%	*	27%	63%	-	*	-	-	11%	31%	27%	26%	24%	11%
	2019	42%	42%	44%	*	44%	43%	-	*	*	-	19%	38%	45%	33%	40%	30%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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 Masters Grade Level	2021	10%	6%	7%	*	7%	13%	-	*	-	-	6%	0%	7%	5%	6%	2%
	2019	18%	17%	16%	*	16%	10%	-	*	*	-	8%	16%	16%	13%	13%	8%
Grade 8 Reading+																	
At Approaches Grade Level or Above	2021	73%	68%	66%	*	66%	80%	-	*	-	*	25%	43%	67%	55%	63%	54%
	2019	86%	84%	86%	*	86%	68%	-	*	*	-	53%	91%	88%	75%	84%	78%
At Meets Grade Level or Above	2021	46%	39%	36%	*	36%	50%	-	*	-	*	14%	29%	38%	25%	34%	23%
	2019	55%	50%	53%	*	53%	50%	-	*	*	-	27%	29%	55%	39%	49%	36%
At Masters Grade Level	2021	21%	16%	15%	*	14%	20%	-	*	-	*	5%	0%	15%	11%	13%	7%
	2019	28%	23%	23%	*	23%	36%	-	*	*	-	10%	15%	24%	17%	21%	10%
Grade 8 Mathematics+																	
At Approaches Grade Level or Above	2021	62%	42%	46%	*	46%	71%	-	*	-	-	21%	64%	47%	43%	43%	35%
	2019	88%	90%	90%	-	90%	73%	-	*	-	-	70%	92%	90%	87%	89%	90%
At Meets Grade Level or Above	2021	36%	19%	20%	*	20%	0%	-	*	-	-	12%	9%	20%	18%	17%	11%
	2019	57%	58%	51%	-	51%	33%	-	*	-	-	34%	54%	51%	50%	49%	47%
At Masters Grade Level	2021	11%	5%	5%	*	5%	0%	-	*	-	-	7%	9%	4%	5%	4%	2%
	2019	17%	16%	8%	-	8%	13%	-	*	-	-	11%	4%	8%	7%	8%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2021	68%	57%	51%	*	50%	75%	-	*	-	*	21%	63%	52%	44%	48%	37%
	2019	81%	80%	78%	*	78%	71%	-	*	*	-	44%	71%	80%	69%	76%	68%
At Meets Grade Level or Above	2021	43%	31%	25%	*	25%	63%	-	*	-	*	13%	13%	26%	19%	23%	16%
	2019	51%	49%	44%	*	43%	57%	-	*	*	-	22%	35%	45%	35%	40%	30%
At Masters Grade Level	2021	24%	14%	11%	*	11%	13%	-	*	-	*	7%	13%	11%	8%	9%	5%
	2019	25%	23%	17%	*	17%	29%	-	*	*	-	11%	18%	18%	13%	16%	9%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2021	57%	44%	34%	*	33%	44%	-	*	-	*	17%	29%	34%	29%	31%	20%
	2019	69%	69%	71%	*	71%	67%	-	*	*	-	42%	79%	72%	64%	68%	60%
At Meets Grade Level or Above	2021	28%	17%	11%	*	11%	11%	-	*	-	*	11%	14%	11%	10%	9%	5%
	2019	37%	37%	34%	*	34%	48%	-	*	*	-	23%	36%	35%	28%	31%	21%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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 Masters Grade Level	2021	14%	7%	4%	*	4%	0%	-	*	-	*	8%	14%	4%	4%	4%	2%
	2019	21%	20%	17%	*	17%	24%	-	*	*	-	13%	15%	17%	16%	15%	8%
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	63%	64%	*	64%	60%	-	*	*	-	24%	63%	65%	57%	61%	45%
	2019	68%	64%	68%	83%	68%	69%	-	*	-	-	29%	73%	69%	62%	66%	54%
At Meets Grade Level or Above	2021	50%	45%	46%	*	46%	52%	-	*	*	-	13%	47%	47%	40%	42%	23%
	2019	50%	44%	49%	67%	50%	36%	-	*	-	-	16%	51%	51%	42%	47%	31%
At Masters Grade Level	2021	12%	9%	10%	*	10%	16%	-	*	*	-	4%	3%	10%	10%	8%	2%
	2019	11%	9%	10%	17%	10%	25%	-	*	-	-	5%	5%	10%	7%	8%	3%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	67%	69%	*	69%	58%	-	*	*	*	28%	71%	71%	62%	67%	44%
	2019	68%	65%	67%	100%	67%	77%	-	100%	*	-	32%	56%	70%	58%	65%	46%
At Meets Grade Level or Above	2021	57%	51%	54%	*	54%	50%	-	*	*	*	20%	43%	57%	45%	51%	26%
	2019	49%	44%	45%	60%	45%	42%	-	86%	*	-	16%	13%	48%	35%	42%	19%
At Masters Grade Level	2021	11%	8%	9%	*	9%	15%	-	*	*	*	7%	0%	9%	8%	8%	1%
	2019	8%	5%	6%	40%	6%	4%	-	57%	*	-	4%	0%	6%	3%	5%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	64%	*	64%	80%	-	*	*	*	41%	52%	64%	62%	62%	56%
	2019	85%	89%	94%	100%	94%	92%	-	*	*	-	75%	87%	94%	92%	93%	94%
At Meets Grade Level or Above	2021	41%	29%	27%	*	27%	30%	-	*	*	*	20%	19%	27%	26%	26%	22%
	2019	61%	67%	82%	100%	82%	82%	-	*	*	-	51%	73%	83%	76%	81%	81%
At Masters Grade Level	2021	23%	14%	13%	*	13%	15%	-	*	*	*	10%	10%	13%	13%	12%	10%
	2019	37%	45%	62%	80%	62%	59%	-	*	*	-	27%	63%	62%	58%	60%	59%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	76%	77%	*	77%	86%	-	*	-	-	45%	81%	78%	72%	75%	63%
	2019	88%	87%	90%	100%	90%	83%	-	*	-	-	68%	84%	91%	86%	89%	84%
At Meets Grade Level or Above	2021	55%	43%	43%	*	43%	55%	-	*	-	-	20%	43%	45%	38%	40%	26%
	2019	62%	56%	60%	80%	60%	57%	-	*	-	-	31%	63%	63%	49%	58%	43%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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 Masters Grade Level	2021	22%	13%	12%	*	12%	9%	-	*	-	-	4%	24%	13%	10%	11%	5%
	2019	25%	18%	18%	20%	18%	20%	-	*	-	-	7%	26%	19%	13%	16%	8%
End of Course U.S. History																	
At Approaches Grade Level or Above	2021	88%	84%	85%	100%	85%	73%	-	100%	-	*	58%	100%	86%	80%	84%	66%
	2019	93%	92%	94%	100%	94%	95%	-	100%	*	-	76%	82%	95%	92%	94%	87%
At Meets Grade Level or Above	2021	69%	58%	60%	80%	60%	60%	-	100%	-	*	34%	88%	61%	56%	57%	35%
	2019	73%	67%	72%	80%	71%	80%	-	100%	*	-	43%	73%	74%	61%	70%	49%
At Masters Grade Level	2021	43%	29%	30%	40%	30%	33%	-	83%	-	*	14%	63%	30%	29%	27%	13%
	2019	45%	35%	40%	40%	40%	65%	-	63%	*	-	18%	27%	42%	31%	38%	18%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	91%	85%	-	85%	*	-	-	-	-	*	-	85%	86%	83%	74%
At Meets Grade Level or Above	2021	69%	48%	41%	-	41%	*	-	-	-	-	*	-	41%	44%	40%	30%
At Masters Grade Level	2021	14%	4%	1%	-	1%	*	-	-	-	-	*	-	1%	0%	1%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	59%	80%	59%	66%	*	88%	*	77%	28%	61%	59%	56%	56%	46%
	2019	78%	79%	81%	95%	81%	79%	*	93%	54%	60%	50%	81%	82%	75%	79%	74%
At Meets Grade Level or Above	2021	41%	32%	31%	50%	31%	40%	*	66%	*	69%	15%	28%	32%	30%	29%	19%
	2019	50%	50%	52%	83%	52%	57%	*	84%	46%	20%	26%	46%	53%	46%	49%	41%
At Masters Grade Level	2021	18%	12%	11%	20%	11%	16%	*	42%	*	15%	6%	9%	11%	11%	9%	6%
	2019	24%	22%	23%	48%	23%	31%	*	57%	31%	0%	11%	21%	24%	19%	21%	16%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	63%	87%	63%	65%	*	89%	*	83%	27%	63%	64%	57%	60%	50%
	2019	75%	74%	76%	92%	76%	75%	*	94%	60%	*	42%	79%	77%	68%	74%	68%
At Meets Grade Level or Above	2021	45%	38%	38%	60%	38%	45%	*	67%	*	67%	15%	32%	39%	34%	35%	23%
	2019	48%	45%	47%	76%	47%	50%	*	74%	40%	*	21%	40%	49%	41%	44%	35%
At Masters Grade Level	2021	18%	13%	12%	20%	12%	19%	*	48%	*	17%	5%	8%	13%	11%	11%	7%
	2019	21%	18%	18%	40%	18%	27%	*	52%	20%	*	7%	17%	19%	12%	16%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	53%	51%	62%	50%	63%	*	86%	*	*	27%	54%	51%	49%	48%	42%
	2019	82%	85%	86%	100%	86%	85%	*	95%	*	*	62%	85%	87%	82%	85%	83%

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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 Meets Grade Level or Above	2021	37%	24%	21%	38%	20%	30%	*	68%	*	*	14%	21%	21%	20%	19%	16%
	2019	52%	55%	57%	94%	57%	61%	*	95%	*	*	32%	56%	58%	55%	55%	51%
At Masters Grade Level	2021	18%	9%	7%	23%	7%	14%	*	41%	*	*	6%	8%	7%	8%	7%	6%
	2019	26%	28%	31%	78%	31%	39%	*	65%	*	*	15%	26%	31%	29%	29%	25%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	50%	51%	*	51%	64%	-	67%	-	-	20%	53%	52%	45%	49%	38%
	2019	68%	73%	76%	100%	76%	74%	*	*	*	*	38%	74%	77%	68%	74%	69%
At Meets Grade Level or Above	2021	30%	22%	23%	*	23%	36%	-	33%	-	-	11%	19%	23%	21%	21%	13%
	2019	38%	41%	44%	100%	44%	57%	*	*	*	*	20%	35%	45%	37%	41%	34%
At Masters Grade Level	2021	9%	6%	5%	*	5%	9%	-	0%	-	-	4%	0%	6%	4%	5%	2%
	2019	14%	15%	15%	57%	15%	13%	*	*	*	*	7%	12%	15%	12%	13%	9%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	63%	62%	100%	61%	78%	-	100%	-	*	30%	79%	62%	58%	59%	49%
	2019	81%	83%	84%	88%	84%	81%	-	90%	*	-	55%	82%	85%	81%	83%	77%
At Meets Grade Level or Above	2021	44%	33%	31%	80%	31%	51%	-	67%	-	*	15%	29%	31%	29%	28%	19%
	2019	54%	54%	55%	63%	55%	63%	-	90%	*	-	29%	51%	56%	47%	53%	43%
At Masters Grade Level	2021	20%	11%	10%	20%	10%	17%	-	42%	-	*	5%	16%	10%	8%	8%	5%
	2019	25%	23%	21%	13%	21%	27%	-	40%	*	-	11%	25%	22%	17%	19%	14%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	67%	68%	86%	68%	63%	-	90%	-	*	42%	67%	68%	68%	66%	45%
	2019	81%	81%	83%	100%	83%	80%	-	100%	*	-	58%	80%	83%	81%	82%	70%
At Meets Grade Level or Above	2021	49%	41%	44%	57%	44%	42%	-	80%	-	*	25%	53%	44%	45%	41%	21%
	2019	55%	52%	54%	83%	53%	63%	-	91%	*	-	32%	45%	55%	49%	51%	32%
At Masters Grade Level	2021	29%	20%	21%	29%	21%	21%	-	50%	-	*	12%	40%	21%	23%	19%	8%
	2019	33%	28%	29%	33%	29%	44%	-	64%	*	-	15%	18%	30%	25%	27%	12%

* 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)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	66	69	92	69	61	*	*	-	*	60	63	69	68	68	68
	2018	63	65	65	*	64	100	-	*	*	-	68	69	65	64	64	63
Grade 4 Mathematics	2019	65	65	64	83	64	65	*	*	-	*	62	56	64	65	63	61
	2018	65	67	66	*	66	79	-	*	*	-	62	67	66	68	65	63
Grade 5 ELA/Reading	2019	81	80	78	*	78	70	-	*	*	-	74	83	78	81	78	78
	2018	80	81	81	*	81	94	-	86	-	-	81	80	81	84	81	81
Grade 5 Mathematics	2019	83	85	88	*	88	80	-	*	*	-	90	81	87	91	87	87
	2018	81	84	87	*	87	94	-	86	-	-	89	89	87	87	87	86
Grade 6 ELA/Reading	2019	42	37	30	*	30	38	-	50	-	*	27	24	30	32	29	27
	2018	47	43	38	*	38	32	-	*	*	-	30	38	38	40	38	34
Grade 6 Mathematics	2019	54	44	35	*	35	45	-	60	-	*	25	44	35	38	33	30
	2018	56	51	41	*	41	44	-	*	*	-	41	50	41	43	41	38
Grade 7 ELA/Reading	2019	77	78	77	*	77	81	-	*	*	-	65	82	77	78	76	74
	2018	76	78	79	*	79	87	-	*	*	-	68	84	79	79	79	77
Grade 7 Mathematics	2019	62	65	59	*	59	57	-	*	*	-	45	57	59	55	58	55
	2018	67	70	65	*	65	75	-	*	*	-	55	57	65	65	65	64
Grade 8 ELA/Reading	2019	77	78	77	*	77	70	-	*	*	-	74	85	77	77	77	75
	2018	79	79	81	*	81	90	-	*	-	*	78	79	81	81	81	79
Grade 8 Mathematics	2019	82	88	91	-	91	83	-	*	-	-	86	98	91	92	91	91
	2018	81	89	92	*	92	95	-	*	-	-	85	84	92	92	92	92
End of Course English II	2019	69	67	68	*	68	78	-	67	*	-	61	30	67	73	67	68
	2018	67	66	69	90	69	53	-	79	*	-	51	50	69	68	69	64
End of Course Algebra I	2019	75	79	91	*	91	89	-	*	*	-	73	94	91	90	90	91
	2018	72	73	85	58	85	74	-	*	*	*	58	84	85	82	85	82
All Grades Both Subjects	2019	69	69	69	79	69	68	*	74	71	*	62	68	69	71	68	66
	2018	69	70	71	78	71	77	-	84	56	*	64	68	70	72	70	68
All Grades ELA/Reading	2019	68	68	67	72	67	67	*	69	*	*	61	66	67	70	66	65
	2018	69	69	69	82	69	76	-	85	*	*	63	67	69	71	69	67
All Grades Mathematics	2019	70	70	71	87	71	70	*	80	*	*	64	69	70	72	70	68
	2018	70	72	72	73	72	78	-	82	*	*	65	70	72	73	72	69

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	59%	35%	35%	-	-	-	39%	38%	48%	38%	37%	41%	71%	37%	70%
	2019	78%	79%	81%	77%	77%	-	-	-		59%	37%	60%		65%		67%	
At Meets Grade Level or Above	2021	41%	32%	31%	10%	10%	-	-	-	19%	13%	27%	13%	15%	16%	43%	12%	38%
	2019	50%	50%	52%	39%	39%	-	-	-		24%	8%	25%		32%		30%	
At Masters Grade Level	2021	18%	12%	11%	3%	3%	-	-	-	8%	3%	11%	3%	4%	4%	16%	3%	14%
	2019	24%	22%	23%	15%	15%	-	-	-		7%	3%	7%		14%		11%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	63%	44%	44%	-	-	-	41%	37%	45%	37%	35%	47%	75%	40%	79%
	2019	75%	74%	76%	76%	76%	-	-	-		45%	18%	47%		59%		58%	
At Meets Grade Level or Above	2021	45%	38%	38%	14%	13%	-	-	-	20%	14%	24%	14%	15%	21%	52%	14%	49%
	2019	48%	45%	47%	33%	33%	-	-	-		16%	4%	16%		26%		23%	
At Masters Grade Level	2021	18%	13%	12%	5%	5%	-	-	-	9%	2%	11%	2%	1%	5%	17%	3%	19%
	2019	21%	18%	18%	13%	13%	-	-	-		3%	2%	3%		10%		7%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	53%	51%	32%	32%	-	-	-	40%	35%	48%	35%	29%	42%	60%	34%	63%
	2019	82%	85%	86%	83%	83%	-	-	-		75%	88%	75%		76%		79%	
At Meets Grade Level or Above	2021	37%	24%	21%	10%	10%	-	-	-	22%	10%	32%	10%	11%	14%	26%	10%	30%
	2019	52%	55%	57%	47%	47%	-	-	-		39%	38%	39%		42%		43%	
At Masters Grade Level	2021	18%	9%	7%	4%	3%	-	-	-	11%	3%	16%	3%	5%	3%	9%	3%	11%
	2019	26%	28%	31%	21%	21%	-	-	-		16%	23%	15%		20%		19%	
All Grades Writing																		
At Approaches Grade Level or Above	2021	58%	50%	51%	23%	23%	-	-	-	26%	31%	*	32%	26%	23%	63%	27%	74%
	2019	68%	73%	76%	65%	65%	-	-	-		53%	50%	53%		52%		59%	
At Meets Grade Level or Above	2021	30%	22%	23%	6%	6%	-	-	-	16%	5%	*	6%	0%	4%	32%	6%	36%
	2019	38%	41%	44%	25%	25%	-	-	-		19%	17%	19%		26%		22%	
At Masters Grade Level	2021	9%	6%	5%	1%	1%	-	-	-	5%	1%	*	1%	0%	0%	8%	1%	9%
	2019	14%	15%	15%	4%	4%	-	-	-		4%	17%	4%		7%		4%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	63%	62%	30%	29%	-	-	-	47%	46%	69%	46%	42%	40%	74%	40%	68%
	2019	81%	83%	84%	72%	72%	-	-	-		67%	58%	68%		72%		69%	
At Meets Grade Level or Above	2021	44%	33%	31%	7%	7%	-	-	-	11%	17%	31%	17%	18%	17%	43%	13%	32%
	2019	54%	54%	55%	45%	45%	-	-	-		24%	8%	25%		40%		32%	
At Masters Grade Level	2021	20%	11%	10%	1%	1%	-	-	-	0%	3%	8%	3%	4%	4%	15%	2%	11%
	2019	25%	23%	21%	15%	15%	-	-	-		4%	0%	5%		14%		9%	
All Grades Social Studies																		

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	School Year	State	Region 01	District	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
At Approaches Grade Level or Above	2021	73%	67%	68%	-	-	-	-	-	-	40%	-	39%	48%	42%	81%	40%	56%
	2019	81%	81%	83%	-	-	-	-	-	-	64%	72%	63%		53%		63%	
At Meets Grade Level or Above	2021	49%	41%	44%	-	-	-	-	-	-	17%	-	17%	18%	26%	56%	17%	28%
	2019	55%	52%	54%	-	-	-	-	-	-	25%	9%	26%		13%		25%	
At Masters Grade Level	2021	29%	20%	21%	-	-	-	-	-	-	6%	-	6%	7%	5%	29%	6%	11%
	2019	33%	28%	29%	-	-	-	-	-	-	8%	0%	8%		7%		8%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	State	Region 01	District	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)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	74%	71%	77%	71%	72%	*	76%	45%	100%	64%	71%	71%	73%	71%	74%
Included in Accountability	83%	69%	67%	69%	67%	58%	*	73%	27%	100%	61%	68%	68%	60%	67%	67%
Not Included in Accountability: Mobile	3%	2%	1%	6%	1%	9%	*	0%	18%	0%	1%	1%	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	1%	3%	3%	2%	3%	5%	*	3%	0%	0%	3%	2%	2%	7%	3%	6%
Not Tested	12%	26%	29%	23%	29%	28%	*	24%	55%	0%	36%	29%	29%	27%	29%	26%
Absent	2%	1%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	10%	25%	29%	23%	29%	28%	*	24%	55%	0%	35%	29%	29%	26%	29%	26%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	100%	83%	99%	100%	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	93%	95%	87%	*	80%	87%	83%	96%	96%	99%	78%	95%	93%
Not Included in Accountability: Mobile	4%	3%	2%	7%	2%	7%	*	6%	13%	0%	2%	4%	0%	12%	3%	3%
Not Included in Accountability: Other Exclusions	1%	2%	2%	0%	2%	6%	*	14%	0%	0%	2%	0%	1%	10%	2%	4%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	0%	17%	1%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	0%	17%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.3%	98.4%	96.9%	98.4%	98.5%	*	99.6%	*	*	97.8%	98.4%	98.4%
2018-19	95.4%	95.5%	95.0%	95.9%	95.0%	95.1%	*	97.7%	93.0%	90.0%	93.8%	94.9%	95.3%
Chronic Absenteeism													
2019-20	6.7%	6.9%	7.6%	13.7%	7.6%	6.2%	0.0%	1.5%	0.0%	14.3%	11.7%	7.8%	7.2%
2018-19	11.4%	12.1%	13.8%	13.3%	13.8%	15.7%	25.0%	2.7%	28.6%	22.2%	19.5%	14.3%	13.1%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	0.1%	*	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.1%
2018-19	0.4%	0.2%	0.3%	*	0.3%	0.0%	*	0.0%	*	-	0.1%	0.4%	0.6%
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.9%	0.4%	0.0%	0.4%	0.0%	-	0.0%	*	*	0.9%	0.4%	0.2%
2018-19	1.9%	1.4%	0.7%	4.3%	0.7%	1.5%	*	0.0%	*	*	1.3%	0.8%	0.7%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	92.1%	93.8%	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Received TxCHSE	0.4%	0.2%	0.0%	*	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	3.4%	*	3.4%	7.7%	*	*	*	-	7.9%	3.8%	6.2%
Dropped Out	5.4%	4.3%	2.8%	*	2.8%	0.0%	*	*	*	-	5.4%	3.1%	4.7%
Graduates and TxCHSE	90.7%	92.3%	93.8%	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	97.2%	*	97.2%	100.0%	*	*	*	-	94.6%	96.9%	95.3%
Class of 2019													
Graduated	90.0%	90.7%	93.7%	*	93.7%	100.0%	-	88.9%	-	-	86.1%	93.0%	88.2%
Received TxCHSE	0.5%	0.2%	0.2%	*	0.2%	0.0%	-	11.1%	-	-	0.0%	0.2%	0.2%
Continued HS	3.7%	3.5%	3.0%	*	3.0%	0.0%	-	0.0%	-	-	7.5%	3.2%	5.7%
Dropped Out	5.9%	5.6%	3.2%	*	3.2%	0.0%	-	0.0%	-	-	6.5%	3.6%	5.9%
Graduates and TxCHSE	90.4%	90.9%	93.9%	*	93.8%	100.0%	-	100.0%	-	-	86.1%	93.2%	88.4%
Graduates, TxCHSE, and Continuers	94.1%	94.4%	96.8%	*	96.8%	100.0%	-	100.0%	-	-	93.5%	96.4%	94.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	92.7%	96.3%	*	96.3%	100.0%	-	88.9%	-	-	91.7%	95.8%	93.3%
Received TxCHSE	0.5%	0.2%	0.3%	*	0.2%	0.0%	-	11.1%	-	-	0.0%	0.3%	0.4%
Continued HS	1.3%	1.6%	0.3%	*	0.3%	0.0%	-	0.0%	-	-	0.7%	0.4%	0.7%
Dropped Out	6.1%	5.6%	3.1%	*	3.2%	0.0%	-	0.0%	-	-	7.6%	3.5%	5.6%
Graduates and TxCHSE	92.6%	92.9%	96.5%	*	96.5%	100.0%	-	100.0%	-	-	91.7%	96.1%	93.8%

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	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%	94.4%	96.9%	*	96.8%	100.0%	-	100.0%	-	-	92.4%	96.5%	94.4%
Class of 2018													
Graduated	92.2%	93.1%	95.1%	*	95.1%	96.3%	-	100.0%	-	-	86.5%	95.4%	89.1%
Received TxCHSE	0.6%	0.3%	0.5%	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.4%	0.3%
Continued HS	1.1%	1.3%	0.7%	*	0.7%	3.7%	-	0.0%	-	-	2.7%	0.5%	0.3%
Dropped Out	6.1%	5.3%	3.7%	*	3.8%	0.0%	-	0.0%	-	-	10.8%	3.6%	10.4%
Graduates and TxCHSE	92.8%	93.4%	95.6%	*	95.5%	96.3%	-	100.0%	-	-	86.5%	95.8%	89.4%
Graduates, TxCHSE, and Continuers	93.9%	94.7%	96.3%	*	96.2%	100.0%	-	100.0%	-	-	89.2%	96.4%	89.6%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	93.6%	95.5%	*	95.5%	100.0%	-	100.0%	-	-	87.7%	95.7%	89.4%
Received TxCHSE	0.7%	0.4%	0.5%	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.4%	0.3%
Continued HS	0.6%	0.9%	0.3%	*	0.3%	0.0%	-	0.0%	-	-	1.7%	0.3%	0.0%
Dropped Out	6.1%	5.1%	3.7%	*	3.8%	0.0%	-	0.0%	-	-	10.6%	3.6%	10.4%
Graduates and TxCHSE	93.3%	94.0%	96.0%	*	95.9%	100.0%	-	100.0%	-	-	87.7%	96.1%	89.6%
Graduates, TxCHSE, and Continuers	93.9%	94.9%	96.3%	*	96.2%	100.0%	-	100.0%	-	-	89.4%	96.4%	89.6%
Class of 2017													
Graduated	92.4%	93.1%	95.7%	*	95.7%	100.0%	*	*	*	-	91.5%	95.8%	92.1%
Received TxCHSE	0.7%	0.3%	0.3%	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	0.6%	0.7%	0.2%	*	0.2%	0.0%	*	*	*	-	1.0%	0.2%	0.0%
Dropped Out	6.3%	5.9%	3.8%	*	3.8%	0.0%	*	*	*	-	7.1%	3.7%	7.7%
Graduates and TxCHSE	93.2%	93.4%	96.1%	*	96.0%	100.0%	*	*	*	-	91.9%	96.1%	92.3%
Graduates, TxCHSE, and Continuers	93.7%	94.1%	96.2%	*	96.2%	100.0%	*	*	*	-	92.9%	96.3%	92.3%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.1%	92.9%	*	92.9%	85.7%	*	*	*	-	79.9%	92.0%	89.1%
Class of 2019	90.0%	90.7%	92.1%	*	92.1%	100.0%	-	88.9%	-	-	75.1%	91.4%	87.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	71.4%	*	-	*	-	-	-	-	-	-	*	*
Class of 2019	73.3%	65.0%	*	-	*	-	-	-	-	-	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	3.7%	2.0%	*	2.1%	0.0%	*	*	*	-	0.4%	2.2%	1.3%
Class of 2019	4.2%	4.6%	17.3%	*	17.4%	6.3%	-	0.0%	-	-	15.3%	17.4%	11.3%
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	90.7%	94.0%	*	94.1%	91.7%	*	*	*	-	71.0%	93.7%	95.7%
Class of 2019	83.5%	89.5%	79.9%	*	79.8%	93.8%	-	100.0%	-	-	59.2%	79.5%	84.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	94.4%	96.1%	*	96.1%	91.7%	*	*	*	-	71.4%	95.9%	97.1%
Class of 2019	87.6%	94.0%	97.2%	*	97.2%	100.0%	-	100.0%	-	-	74.1%	96.8%	96.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	29.9%	8.7%	-	8.7%	-	-	-	-	-	0.0%	10.5%	*
2018-19	32.7%	40.3%	32.3%	-	32.8%	-	-	-	-	*	0.0%	25.5%	77.8%
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	3.8%	1.8%	*	1.9%	0.0%	-	*	*	-	0.4%	2.0%	0.8%
2018-19	4.4%	4.6%	16.3%	*	16.5%	5.9%	*	0.0%	-	-	13.9%	16.4%	9.2%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	89.6%	94.3%	*	94.3%	88.9%	-	*	*	-	68.4%	93.9%	96.7%
2018-19	82.1%	88.5%	79.5%	*	79.4%	94.1%	*	100.0%	-	-	57.9%	79.0%	84.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	93.0%	95.4%	*	95.4%	88.9%	-	*	*	-	63.5%	95.2%	97.5%
2018-19	85.9%	92.4%	94.6%	*	94.6%	100.0%	*	100.0%	-	*	61.7%	94.2%	93.2%

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2019-20 Annual Graduates)				
Total Graduates	2,626	100.0%	360,220	100.0%
By Ethnicity:				
African American	2	0.1%	44,729	12.4%
Hispanic	2,610	99.4%	184,060	51.1%
White	9	0.3%	105,215	29.2%
American Indian	0	0.0%	1,226	0.3%
Asian	4	0.2%	17,126	4.8%
Pacific Islander	1	0.0%	557	0.2%
Two or More Races	0	0.0%	7,307	2.0%
By Graduation Type:				
Minimum H.S. Program	21	0.8%	1,512	0.4%
Recommended H.S. Program/Distinguished Achievement Program	2	0.1%	952	0.3%
Foundation H.S. Program (No Endorsement)	100	3.8%	49,535	13.8%
Foundation H.S. Program (Endorsement)	48	1.8%	15,689	4.4%
Foundation H.S. Program (DLA)	2,455	93.5%	292,532	81.2%
Special Education Graduates	277	10.5%	29,018	8.1%
Economically Disadvantaged Graduates	2,241	85.3%	187,187	52.0%
Emergent Bilingual (EB)/English Learner (EL) Graduates	366	13.9%	29,639	8.2%
At-Risk Graduates	1,525	58.1%	148,836	41.3%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	75.9%	74.4%	*	74.3%	77.8%	-	*	*	-	89.9%	73.1%	54.6%
2018-19	72.9%	83.4%	79.7%	*	79.7%	88.9%	*	93.8%	-	*	74.1%	78.3%	68.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	60.9%	57.3%	*	57.2%	55.6%	-	*	*	-	9.0%	54.8%	40.4%
2018-19	53.0%	58.8%	50.1%	*	49.9%	77.8%	*	87.5%	-	*	6.0%	47.0%	37.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.8%	60.3%	*	60.2%	66.7%	-	*	*	-	10.1%	57.6%	17.2%
2018-19	60.7%	61.2%	58.8%	*	58.6%	88.9%	*	75.0%	-	*	9.4%	55.1%	21.2%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	53.0%	55.9%	*	55.8%	55.6%	-	*	*	-	11.2%	52.9%	24.6%
2018-19	48.6%	50.8%	46.2%	*	46.0%	77.8%	*	87.5%	-	*	9.4%	43.4%	19.3%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	47.2%	47.9%	*	47.8%	55.6%	-	*	*	-	5.8%	45.0%	11.2%
2018-19	44.2%	45.9%	41.1%	*	40.9%	77.8%	*	62.5%	-	*	5.0%	37.7%	12.1%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	23.4%	20.9%	*	20.9%	11.1%	-	*	*	-	0.0%	20.9%	35.5%
2018-19	21.1%	24.0%	19.9%	*	19.8%	33.3%	*	37.5%	-	*	1.0%	18.6%	31.4%
Associate Degree (Annual Graduates)													
2019-20	2.1%	5.8%	1.0%	*	1.0%	0.0%	-	*	*	-	0.0%	1.1%	0.0%
2018-19	1.9%	5.0%	0.0%	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	33.3%	26.6%	*	26.5%	22.2%	-	*	*	-	4.3%	24.1%	3.3%
2018-19	23.1%	31.6%	23.7%	*	23.5%	50.0%	*	75.0%	-	*	1.7%	20.8%	6.3%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	2.5%	0.0%	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
2018-19	2.3%	1.8%	0.0%	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	36.4%	36.5%	*	36.5%	44.4%	-	*	*	-	89.9%	36.5%	23.0%
2018-19	40.4%	58.9%	61.4%	*	61.5%	50.0%	*	50.0%	-	*	74.1%	60.3%	50.8%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	30.3%	29.2%	*	29.3%	22.2%	-	*	*	-	21.3%	28.7%	19.4%

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	26.4%	25.8%	*	25.9%	16.7%	*	25.0%	-	*	14.0%	24.2%	14.3%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	2.4%	0.0%	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
2018-19	0.6%	2.1%	0.0%	*	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	2.4%	3.0%	*	3.0%	11.1%	-	*	*	-	28.9%	3.2%	1.1%
2018-19	2.3%	1.9%	1.6%	*	1.6%	5.6%	*	0.0%	-	*	17.7%	1.6%	0.6%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	4.4%	6.7%	*	6.7%	11.1%	-	*	*	-	63.5%	7.2%	3.8%
2018-19	2.7%	2.8%	4.4%	*	4.4%	5.6%	*	0.0%	-	*	48.5%	4.5%	1.9%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	46.1%	55.4%	*	55.3%	66.7%	-	*	*	-	8.7%	52.3%	13.9%
	2018-19	33.4%	49.4%	52.8%	*	52.6%	88.9%	*	62.5%	-	*	8.7%	49.3%	16.5%
Mathematics	2019-20	21.2%	38.2%	49.8%	*	49.7%	55.6%	-	*	*	-	9.7%	47.1%	22.1%
	2018-19	24.7%	39.9%	43.2%	*	43.0%	72.2%	*	87.5%	-	*	8.7%	40.3%	18.2%
Both Subjects	2019-20	16.4%	32.1%	42.0%	*	41.8%	55.6%	-	*	*	-	4.3%	39.0%	9.0%
	2018-19	18.8%	33.6%	36.6%	*	36.4%	72.2%	*	50.0%	-	*	4.7%	33.3%	10.6%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	10.5%	3.0%	*	3.0%	0.0%	-	*	*	-	0.0%	3.3%	2.5%
	2018-19	5.1%	7.7%	2.8%	*	2.8%	0.0%	*	12.5%	-	*	0.0%	3.0%	4.5%
Mathematics	2019-20	9.7%	12.9%	6.2%	*	6.2%	0.0%	-	*	*	-	1.8%	6.0%	2.7%
	2018-19	7.3%	8.6%	3.3%	*	3.3%	5.6%	*	12.5%	-	*	0.7%	3.6%	1.3%
Both Subjects	2019-20	4.2%	7.5%	1.4%	*	1.4%	0.0%	-	*	*	-	0.0%	1.5%	0.0%
	2018-19	2.6%	4.9%	0.5%	*	0.5%	0.0%	*	0.0%	-	*	0.0%	0.5%	0.4%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	23.7%	19.7%	27.3%	19.6%	27.1%	-	41.7%	*	-	1.9%	17.7%	8.5%
	2019	25.2%	29.7%	27.6%	33.3%	27.5%	28.3%	*	68.8%	*	*	1.5%	25.1%	12.3%
English Language Arts	2020	12.7%	13.9%	10.6%	27.3%	10.5%	20.8%	-	25.0%	*	-	1.4%	9.3%	2.3%
	2019	14.5%	17.8%	16.1%	22.2%	16.0%	19.6%	*	43.8%	*	*	1.1%	14.2%	1.9%
Mathematics	2020	6.4%	5.4%	1.9%	0.0%	1.9%	2.1%	-	8.3%	*	-	0.0%	1.3%	0.2%
	2019	7.4%	6.6%	3.6%	0.0%	3.6%	4.3%	*	6.3%	*	*	0.1%	3.1%	1.1%
Science	2020	9.4%	8.6%	4.7%	9.1%	4.7%	4.2%	-	8.3%	*	-	0.3%	3.4%	0.6%
	2019	10.4%	12.3%	8.1%	22.2%	8.0%	4.3%	*	25.0%	*	*	0.4%	6.5%	1.1%
Social Studies	2020	12.4%	15.0%	10.7%	18.2%	10.6%	16.7%	-	25.0%	*	-	0.7%	9.4%	2.0%
	2019	13.9%	17.7%	16.7%	22.2%	16.6%	13.0%	*	43.8%	*	*	0.8%	15.0%	3.7%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	44.6%	35.8%	*	35.5%	46.2%	-	80.0%	-	-	28.6%	33.7%	65.2%
	2019	51.0%	36.2%	23.3%	*	23.4%	23.1%	-	9.1%	*	-	9.1%	22.4%	63.4%
English Language Arts	2020	50.1%	28.5%	21.4%	*	21.0%	20.0%	-	*	-	-	10.0%	18.4%	4.2%
	2019	41.2%	14.9%	9.2%	*	9.2%	11.1%	-	14.3%	-	-	0.0%	7.3%	0.0%
Mathematics	2020	56.5%	29.6%	19.7%	-	18.3%	*	-	*	-	-	-	15.7%	*
	2019	52.2%	24.8%	6.9%	-	6.6%	*	-	*	-	-	*	5.0%	0.0%
Science	2020	47.6%	22.6%	15.6%	*	14.8%	*	-	*	-	-	*	12.8%	16.7%
	2019	40.6%	14.1%	5.1%	*	5.2%	*	-	*	-	-	*	4.0%	0.0%

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	24.5%	18.0%	*	17.3%	25.0%	-	*	-	-	20.0%	13.3%	14.3%
	2019	46.3%	17.6%	9.5%	*	9.6%	0.0%	-	14.3%	*	-	0.0%	7.8%	5.0%
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	76.2%	91.7%	*	91.4%	100.0%	-	*	*	-	49.5%	89.0%	81.1%
	2018-19	75.0%	72.5%	74.1%	*	73.8%	94.4%	*	100.0%	-	*	37.5%	71.3%	52.9%
At/Above Criterion for All Examinees	2019-20	35.7%	20.9%	20.6%	60.0%	20.2%	45.5%	-	75.0%	-	-	0.0%	17.4%	1.0%
	2018-19	36.1%	20.1%	17.5%	*	17.1%	52.9%	-	40.0%	-	-	1.8%	14.5%	1.2%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	964	949	1016	947	1029	-	1124	-	-	777	935	807
	2018-19	1027	979	943	*	941	1014	-	1107	-	-	784	928	816
English Language Arts and Writing	2019-20	513	489	481	514	480	530	-	551	-	-	390	473	400
	2018-19	517	496	478	*	478	526	-	557	-	-	392	470	400
Mathematics	2019-20	506	475	468	502	467	499	-	573	-	-	387	462	407
	2018-19	510	483	464	*	464	488	-	550	-	-	392	458	416
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20	18	18	*	18	22	-	21	-	-	13	18	15
	2018-19	21	18	18	*	18	21	-	22	-	-	14	18	14
English Language Arts	2019-20	20	17	18	*	18	22	-	22	-	-	12	18	13
	2018-19	20	17	18	*	18	22	-	21	-	-	12	17	13
Mathematics	2019-20	20	18	18	*	18	21	-	21	-	-	15	18	16
	2018-19	20	18	18	*	18	20	-	21	-	-	15	17	16
Science	2019-20	21	18	19	*	19	21	-	21	-	-	14	18	16
	2018-19	21	19	18	*	18	20	-	22	-	-	15	18	15

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	57.4%	56.0%	52.2%	56.0%	52.9%	-	95.5%	*	*	18.6%	54.1%	38.6%
	2018-19	44.6%	55.0%	53.7%	47.6%	53.7%	46.1%	*	89.3%	*	*	25.0%	52.0%	40.6%
English Language Arts	2019-20	18.2%	25.2%	27.9%	47.4%	27.8%	33.6%	-	50.0%	*	*	8.9%	25.7%	14.6%
	2018-19	17.8%	25.0%	27.5%	35.0%	27.3%	29.4%	*	74.1%	*	*	13.9%	26.1%	21.1%
Mathematics	2019-20	20.7%	26.8%	31.7%	25.0%	31.6%	28.6%	-	71.4%	*	*	5.8%	29.9%	17.5%
	2018-19	20.4%	25.3%	27.5%	15.8%	27.5%	19.8%	*	69.2%	*	*	7.7%	26.4%	17.1%
Science	2019-20	22.4%	25.7%	17.3%	23.5%	17.2%	17.9%	-	59.1%	*	*	4.2%	15.6%	5.6%
	2018-19	21.7%	25.8%	16.4%	10.5%	16.3%	19.0%	*	34.6%	*	*	5.9%	14.8%	5.8%
Social Studies	2019-20	24.6%	31.3%	28.3%	45.0%	28.2%	25.2%	-	72.7%	*	*	2.8%	24.9%	6.3%
	2018-19	23.6%	30.0%	26.0%	33.3%	25.8%	30.6%	*	80.0%	*	*	1.9%	22.9%	4.9%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	78.9%	83.5%	*	83.7%	44.4%	-	*	*	-	66.8%	82.9%	70.5%
	2018-19	59.0%	77.6%	84.3%	*	84.5%	66.7%	*	75.0%	-	*	64.5%	83.0%	74.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	57.6%	59.7%	*	59.6%	72.2%	*	87.5%	-	*	30.8%	57.7%	41.2%
	2017-18	53.4%	57.3%	58.9%	*	58.7%	68.0%	-	66.7%	-	-	25.5%	58.7%	36.4%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	44.6%	49.6%	-	49.0%	80.0%	-	*	-	-	*	45.1%	0.0%
	2017-18	60.7%	60.2%	53.6%	*	53.2%	94.1%	-	83.3%	-	-	11.0%	52.7%	19.0%

Texas Education Agency
2020-21 Student Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	40,737	100.0%	5,359,040	100.0%	40,765	100.0%	5,371,586	100.0%
Students by Grade:								
Early Childhood Education	13	0.0%	13,855	0.3%	28	0.1%	20,991	0.4%
Pre-Kindergarten	2,677	6.6%	196,560	3.7%	2,683	6.6%	197,093	3.7%
Kindergarten	2,477	6.1%	360,865	6.7%	2,479	6.1%	361,349	6.7%
Grade 1	2,569	6.3%	380,973	7.1%	2,570	6.3%	381,403	7.1%
Grade 2	2,626	6.4%	379,725	7.1%	2,626	6.4%	380,122	7.1%
Grade 3	2,685	6.6%	380,802	7.1%	2,686	6.6%	381,135	7.1%
Grade 4	2,829	6.9%	385,090	7.2%	2,829	6.9%	385,364	7.2%
Grade 5	2,804	6.9%	395,436	7.4%	2,805	6.9%	395,649	7.4%
Grade 6	2,869	7.0%	414,197	7.7%	2,870	7.0%	414,357	7.7%
Grade 7	3,003	7.4%	421,222	7.9%	3,004	7.4%	421,347	7.8%
Grade 8	2,956	7.3%	422,386	7.9%	2,956	7.3%	422,505	7.9%
Grade 9	3,363	8.3%	436,396	8.1%	3,363	8.2%	436,523	8.1%
Grade 10	3,343	8.2%	420,502	7.8%	3,343	8.2%	420,705	7.8%
Grade 11	3,404	8.4%	388,143	7.2%	3,404	8.4%	388,443	7.2%
Grade 12	3,119	7.7%	362,888	6.8%	3,119	7.7%	364,600	6.8%
Ethnic Distribution:								
African American	44	0.1%	680,285	12.7%	44	0.1%	681,401	12.7%
Hispanic	40,138	98.5%	2,835,771	52.9%	40,163	98.5%	2,840,982	52.9%
White	457	1.1%	1,418,789	26.5%	459	1.1%	1,424,251	26.5%
American Indian	5	0.0%	18,712	0.3%	5	0.0%	18,755	0.3%
Asian	70	0.2%	253,856	4.7%	71	0.2%	254,163	4.7%
Pacific Islander	8	0.0%	8,259	0.2%	8	0.0%	8,271	0.2%
Two or More Races	15	0.0%	143,368	2.7%	15	0.0%	143,763	2.7%
Sex:								
Female	19,957	49.0%	2,620,239	48.9%	19,962	49.0%	2,624,722	48.9%
Male	20,780	51.0%	2,738,801	51.1%	20,803	51.0%	2,746,864	51.1%
Economically Disadvantaged	36,351	89.2%	3,229,178	60.3%	36,369	89.2%	3,233,417	60.2%
Non-Educationally Disadvantaged	4,386	10.8%	2,129,862	39.7%	4,396	10.8%	2,138,169	39.8%
Section 504 Students	3,729	9.2%	387,490	7.2%	3,729	9.1%	387,622	7.2%
EB Students/EL	14,530	35.7%	1,108,207	20.7%	14,532	35.6%	1,108,883	20.6%
Students w/ Disciplinary Placements (2019-20)	356	0.8%	66,833	1.2%				
Students w/ Dyslexia	2,649	6.5%	241,070	4.5%	2,649	6.5%	241,197	4.5%
Foster Care	131	0.3%	17,033	0.3%	131	0.3%	17,090	0.3%

Texas Education Agency
2020-21 Student Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Homeless	595	1.5%	57,709	1.1%	595	1.5%	57,811	1.1%
Immigrant	405	1.0%	108,025	2.0%	406	1.0%	108,092	2.0%
Migrant	428	1.1%	16,657	0.3%	429	1.1%	16,733	0.3%
Title I	40,346	99.0%	3,457,855	64.5%	40,373	99.0%	3,464,887	64.5%
Military Connected	199	0.5%	144,596	2.7%	199	0.5%	144,683	2.7%
At-Risk	28,480	69.9%	2,634,284	49.2%	28,484	69.9%	2,636,849	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	14,338	35.2%	1,123,936	21.0%	14,340	35.2%	1,124,413	20.9%
Gifted and Talented Education	4,659	11.4%	443,781	8.3%	4,659	11.4%	443,849	8.3%
Special Education	5,865	14.4%	595,885	11.1%	5,891	14.5%	605,043	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,865		595,885					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,205	54.6%	253,352	42.5%				
Students with Physical Disabilities	702	12.0%	127,106	21.3%				
Students with Autism	688	11.7%	83,737	14.1%				
Students with Behavioral Disabilities	1,165	19.9%	122,624	20.6%				
Students with Non-Categorical Early Childhood	105	1.8%	9,066	1.5%				
Mobility (2019-20):								
Total Mobile Students	4,760	12.0%	726,083	13.8%				
By Ethnicity:								
African American	17	0.0%	148,832	2.8%				
Hispanic	4,645	11.7%	372,491	7.1%				
White	87	0.2%	160,748	3.1%				
American Indian	2	0.0%	2,944	0.1%				
Asian	7	0.0%	18,370	0.4%				
Pacific Islander	0	0.0%	1,484	0.0%				
Two or More Races	2	0.0%	21,214	0.4%				
Count and Percent of Special Ed Students who are Mobile	953	15.5%	102,036	16.5%				
Count and Percent of EB Students/EL who are Mobile	2,126	15.7%	137,410	13.6%				
Count and Percent of Econ Dis Students who are Mobile	4,316	12.3%	508,900	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	3,848	11.3%	700,130	16.6%				

Texas Education Agency
2020-21 Student Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

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

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	793	3.9%	6,039	0.2%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.4	17.7
Grade 1	16.3	18.0
Grade 2	18.0	18.0
Grade 3	18.7	18.2
Grade 4	20.8	18.3
Grade 5	21.1	19.8
Grade 6	23.3	19.4
Secondary:		
English/Language Arts	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)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	6,265.7	100.0%	745,316.3	100.0%
Professional Staff:	3,563.5	56.9%	479,219.1	64.3%
Teachers	2,753.7	43.9%	369,395.4	49.6%
Professional Support	621.8	9.9%	78,787.8	10.6%
Campus Administration (School Leadership)	176.0	2.8%	22,378.5	3.0%
Central Administration	12.0	0.2%	8,657.4	1.2%
Educational Aides:	745.9	11.9%	79,348.7	10.6%
Auxiliary Staff:	1,956.3	31.2%	186,748.5	25.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	58.0	n/a	4,290.0	n/a
Part-time Librarians	0.0	n/a	582.0	n/a
Full-time Counselors	148.0	n/a	13,211.0	n/a
Part-time Counselors	8.0	n/a	1,126.0	n/a
Total Minority Staff:	5,923.8	94.5%	384,122.4	51.5%
Teachers by Ethnicity:				
African American	8.0	0.3%	41,186.3	11.1%
Hispanic	2,517.1	91.4%	104,985.0	28.4%
White	216.2	7.9%	210,367.3	56.9%
American Indian	3.0	0.1%	1,261.0	0.3%
Asian	2.0	0.1%	6,656.1	1.8%
Pacific Islander	7.4	0.3%	618.8	0.2%
Two or More Races	0.0	0.0%	4,320.9	1.2%
Teachers by Sex:				
Males	856.0	31.1%	88,006.1	23.8%
Females	1,897.7	68.9%	281,389.3	76.2%
Teachers by Highest Degree Held:				
No Degree	41.1	1.5%	4,422.7	1.2%
Bachelors	2,199.5	79.9%	269,818.0	73.0%
Masters	501.5	18.2%	92,432.5	25.0%
Doctorate	11.6	0.4%	2,722.3	0.7%
Teachers by Years of Experience:				
Beginning Teachers	51.4	1.9%	24,880.4	6.7%
1-5 Years Experience	322.8	11.7%	102,753.7	27.8%
6-10 Years Experience	481.0	17.5%	74,854.8	20.3%
11-20 Years Experience	1,144.3	41.6%	107,653.1	29.1%

Texas Education Agency
2020-21 Staff Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- District -----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	604.1	21.9%	47,975.4	13.0%
Over 30 Years Experience	150.2	5.5%	11,278.0	3.1%
Number of Students per Teacher	14.8	n/a	14.5	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	10.2	6.4
Average Years Experience of Principals with District	9.6	5.5
Average Years Experience of Assistant Principals	9.9	5.5
Average Years Experience of Assistant Principals with District	9.8	4.8
Average Years Experience of Teachers:	15.5	11.2
Average Years Experience of Teachers with District:	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$50,963	\$50,849
1-5 Years Experience	\$52,972	\$53,288
6-10 Years Experience	\$54,209	\$56,282
11-20 Years Experience	\$59,076	\$59,900
21-30 Years Experience	\$66,110	\$64,637
Over 30 Years Experience	\$72,850	\$69,974
Average Actual Salaries (regular duties only):		
Teachers	\$59,653	\$57,641
Professional Support	\$74,973	\$68,030
Campus Administration (School Leadership)	\$96,265	\$83,424
Central Administration	\$171,249	\$109,662
Instructional Staff Percent:	58.9%	64.6%
Turnover Rate for Teachers:	6.8%	14.3%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,136.9
Educational Aides	0.0	194.8
Auxiliary Staff	0.0	397.5
Contracted Instructional Staff:	3,598.0	5,731.4

Texas Education Agency
2020-21 Staff Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	70.3	2.6%	22,870.6	6.2%
Career and Technical Education	160.9	5.8%	18,987.7	5.1%
Compensatory Education	16.9	0.6%	10,226.9	2.8%
Gifted and Talented Education	16.3	0.6%	6,558.4	1.8%
Regular Education	2,154.8	78.3%	262,447.1	71.0%
Special Education	329.1	12.0%	34,862.5	9.4%
Other	5.5	0.2%	13,442.2	3.6%

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

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

		Region			African		Hispanic		White		American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
		State	01	District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	ously	Enrolled	Enrolled	Disadv	(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

			Region		African			American		Pacific	Two or	Special	Special	Continu-	Non-		EL
		State	01	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Ed	ously	Continu-	Econ	(Current
	2018	18%	18%	15%	*	14%	30%	-	*	*	-	9%	10%	15%	13%	14%	& Monitored)
Grade 7 Writing																	
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

		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)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	86%	100%	86%	85%	*	95%	*	*	62%	85%	87%	82%	85%	83%
	2018	81%	83%	85%	95%	85%	88%	*	97%	*	*	58%	83%	85%	81%	84%	82%
At Meets Grade Level or Above	2019	52%	55%	57%	94%	57%	61%	*	95%	*	*	32%	56%	58%	55%	55%	51%
	2018	50%	52%	55%	71%	54%	62%	*	90%	*	*	30%	53%	56%	48%	54%	48%
At Masters Grade Level	2019	26%	28%	31%	78%	31%	39%	*	65%	*	*	15%	26%	31%	29%	29%	25%
	2018	24%	25%	28%	48%	27%	30%	*	66%	*	*	13%	27%	28%	24%	27%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	73%	76%	100%	76%	74%	*	*	*	*	38%	74%	77%	68%	74%	69%
	2018	66%	68%	71%	*	71%	71%	-	86%	*	-	32%	67%	72%	62%	70%	64%
At Meets Grade Level or Above	2019	38%	41%	44%	100%	44%	57%	*	*	*	*	20%	35%	45%	37%	41%	34%
	2018	41%	42%	45%	*	44%	63%	-	43%	*	-	21%	25%	46%	38%	44%	35%
At Masters Grade Level	2019	14%	15%	15%	57%	15%	13%	*	*	*	*	7%	12%	15%	12%	13%	9%
	2018	13%	12%	13%	*	13%	20%	-	43%	*	-	11%	2%	13%	11%	12%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	84%	88%	84%	81%	-	90%	*	-	55%	82%	85%	81%	83%	77%
	2018	80%	81%	82%	100%	82%	84%	-	100%	*	*	52%	82%	83%	76%	82%	75%
At Meets Grade Level or Above	2019	54%	54%	55%	63%	55%	63%	-	90%	*	-	29%	51%	56%	47%	53%	43%
	2018	51%	50%	51%	50%	51%	52%	-	84%	*	*	25%	51%	53%	42%	50%	39%
At Masters Grade Level	2019	25%	23%	21%	13%	21%	27%	-	40%	*	-	11%	25%	22%	17%	19%	14%
	2018	23%	20%	19%	17%	19%	22%	-	58%	*	*	9%	17%	20%	14%	18%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	83%	100%	83%	80%	-	100%	*	-	58%	80%	83%	81%	82%	70%
	2018	78%	79%	80%	86%	80%	80%	-	100%	-	-	55%	78%	81%	76%	79%	65%
At Meets Grade Level or Above	2019	55%	52%	54%	83%	53%	63%	-	91%	*	-	32%	45%	55%	49%	51%	32%
	2018	53%	50%	51%	71%	51%	57%	-	92%	-	-	31%	49%	52%	48%	50%	30%
At Masters Grade Level	2019	33%	28%	29%	33%	29%	44%	-	64%	*	-	15%	18%	30%	25%	27%	12%
	2018	31%	26%	26%	43%	26%	33%	-	62%	-	-	11%	29%	27%	23%	25%	11%

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

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

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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	Econ Disadv	EL (Current)
STAAR Cumulative Met Standard	2019	18%	17%	20%	-	20%	47%	-	*	-	-	54%	21%	26%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	89%	88%	-	89%	60%	-	*	-	-	65%	88%	86%
	2018	98%	98%	90%	-	90%	*	-	-	-	-	98%	90%	83%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	58%	75%	-	75%	*	-	-	-	-	64%	75%	85%
Retained in Grade 8	2019	56%	72%	80%	-	80%	-	-	-	-	-	*	80%	88%

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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
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	81%	77%	77%	-	-	-	59%	37%	60%	65%	67%	67%
	2018	77%	77%	78%	74%	74%	-	-	-	50%	50%	100%	58%	61%	61%
At Meets Grade Level or Above	2019	50%	50%	52%	39%	39%	-	-	-	24%	8%	25%	32%	30%	30%
	2018	48%	47%	49%	35%	35%	-	-	-	16%	16%	60%	22%	25%	24%
At Masters Grade Level	2019	24%	22%	23%	15%	15%	-	-	-	7%	3%	7%	14%	10%	11%
	2018	22%	20%	21%	13%	13%	-	-	-	4%	4%	20%	8%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	76%	76%	76%	-	-	-	45%	18%	47%	59%	58%	58%
	2018	74%	72%	74%	69%	69%	-	-	-	37%	37%	*	49%	51%	50%
At Meets Grade Level or Above	2019	48%	45%	47%	33%	33%	-	-	-	16%	4%	16%	26%	23%	23%
	2018	46%	43%	44%	28%	28%	-	-	-	8%	9%	*	15%	17%	17%
At Masters Grade Level	2019	21%	18%	18%	13%	13%	-	-	-	3%	2%	3%	10%	7%	7%
	2018	19%	16%	17%	10%	10%	-	-	-	1%	1%	*	4%	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	86%	83%	83%	-	-	-	75%	88%	75%	76%	79%	79%
	2018	81%	83%	85%	83%	83%	-	-	-	67%	67%	*	74%	76%	76%
At Meets Grade Level or Above	2019	52%	55%	57%	47%	47%	-	-	-	39%	38%	39%	42%	43%	43%
	2018	50%	52%	55%	45%	45%	-	-	-	25%	25%	*	34%	36%	36%
At Masters Grade Level	2019	26%	28%	31%	21%	21%	-	-	-	16%	23%	15%	20%	18%	19%
	2018	24%	25%	28%	20%	20%	-	-	-	8%	8%	*	14%	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	76%	65%	65%	-	-	-	53%	50%	53%	52%	59%	59%
	2018	66%	68%	71%	57%	57%	-	-	-	36%	36%	-	38%	48%	47%
At Meets Grade Level or Above	2019	38%	41%	44%	25%	25%	-	-	-	19%	17%	19%	26%	22%	22%
	2018	41%	42%	45%	26%	26%	-	-	-	10%	10%	-	20%	19%	19%
At Masters Grade Level	2019	14%	15%	15%	4%	4%	-	-	-	4%	17%	4%	7%	4%	4%
	2018	13%	12%	13%	4%	4%	-	-	-	1%	1%	-	5%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	84%	72%	72%	-	-	-	67%	58%	68%	72%	69%	69%
	2018	80%	81%	82%	76%	76%	-	-	-	60%	60%	*	60%	66%	66%
At Meets Grade Level or Above	2019	54%	54%	55%	45%	45%	-	-	-	24%	8%	25%	40%	32%	32%
	2018	51%	50%	51%	36%	36%	-	-	-	19%	19%	*	16%	26%	26%
At Masters Grade Level	2019	25%	23%	21%	15%	15%	-	-	-	4%	0%	5%	14%	8%	9%
	2018	23%	20%	19%	10%	10%	-	-	-	3%	3%	*	5%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	83%	-	-	-	-	-	64%	72%	63%	53%	64%	63%
	2018	78%	79%	80%	-	-	-	-	-	56%	56%	-	68%	56%	57%
At Meets Grade Level or Above	2019	55%	52%	54%	-	-	-	-	-	25%	9%	26%	13%	25%	25%
	2018	53%	50%	51%	-	-	-	-	-	22%	22%	-	24%	22%	22%
At Masters Grade Level	2019	33%	28%	29%	-	-	-	-	-	8%	0%	8%	7%	8%	8%
	2018	31%	26%	26%	-	-	-	-	-	6%	6%	-	8%	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	69%	72%	72%	-	-	-	61%	72%	61%	63%	65%	65%
	2018	69%	70%	71%	72%	72%	-	-	-	63%	63%	*	70%	67%	67%
All Grades ELA/Reading	2019	68%	68%	67%	72%	72%	-	-	-	60%	75%	60%	65%	65%	65%
	2018	69%	69%	69%	72%	72%	-	-	-	63%	63%	*	68%	67%	67%
All Grades Mathematics	2019	70%	70%	71%	72%	72%	-	-	-	61%	67%	61%	61%	66%	66%
	2018	70%	72%	72%	73%	73%	-	-	-	63%	63%	*	73%	67%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	44%	48%	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%	44%	47%	47%	-	-	-	35%	35%	-	31%	40%	40%
	2019	45%	53%	57%	58%	58%	-	-	-	56%	*	56%	32%	57%	56%
	2018	47%	53%	57%	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)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	100%	83%	99%	100%	100%
Included in Accountability	94%	95%	95%	93%	95%	87%	*	80%	87%	83%	96%	95%	90%
Not Included in Accountability													
Mobile	4%	3%	2%	7%	2%	7%	*	6%	13%	0%	2%	3%	3%
Other Exclusions	1%	2%	2%	0%	2%	6%	*	14%	0%	0%	2%	2%	7%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	0%	17%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	96%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	95%	95%	91%	95%	82%	57%	92%	100%	100%	95%	95%	89%
Not Included in Accountability													
Mobile	4%	3%	3%	5%	3%	10%	43%	2%	0%	0%	2%	2%	4%
Other Exclusions	1%	2%	2%	0%	2%	8%	0%	6%	0%	0%	2%	2%	7%
Not Tested	1%	0%	0%	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	4%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	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)
Attendance Rate													
2017-18	95.4%	95.5%	95.4%	96.3%	95.4%	95.2%	*	97.8%	*	94.7%	94.0%	95.4%	95.5%
2016-17	95.7%	95.7%	95.8%	96.7%	95.8%	95.5%	*	97.7%	95.3%	*	94.4%	95.8%	96.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.2%	0.5%	0.0%	0.5%	0.0%	*	0.0%	*	-	0.4%	0.5%	0.4%
2016-17	0.3%	0.2%	0.2%	0.0%	0.2%	0.0%	*	0.0%	*	*	0.1%	0.2%	0.3%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.7%	1.1%	0.0%	1.1%	0.0%	*	0.0%	*	*	1.7%	1.1%	1.8%
2016-17	1.9%	1.8%	1.3%	0.0%	1.3%	0.0%	*	0.0%	*	*	1.5%	1.2%	2.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	91.2%	92.8%	*	92.8%	96.3%	-	100.0%	-	-	80.1%	93.0%	84.6%
Received TxCHSE	0.4%	0.2%	0.3%	*	0.3%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Continued HS	3.8%	3.6%	3.0%	*	3.0%	3.7%	-	0.0%	-	-	9.4%	2.9%	5.6%
Dropped Out	5.7%	5.0%	3.9%	*	3.9%	0.0%	-	0.0%	-	-	10.4%	3.8%	9.8%
Graduates and TxCHSE	90.4%	91.4%	93.1%	*	93.1%	96.3%	-	100.0%	-	-	80.1%	93.4%	84.6%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	96.1%	*	96.1%	100.0%	-	100.0%	-	-	89.6%	96.2%	90.2%
Class of 2017													
Graduated	89.7%	90.3%	91.6%	*	91.6%	94.1%	*	*	*	-	85.9%	91.6%	80.7%
Received TxCHSE	0.4%	0.2%	0.2%	*	0.2%	0.0%	*	*	*	-	0.0%	0.3%	0.2%
Continued HS	4.0%	4.0%	4.8%	*	4.8%	5.9%	*	*	*	-	7.2%	4.9%	12.0%
Dropped Out	5.9%	5.4%	3.4%	*	3.4%	0.0%	*	*	*	-	6.9%	3.2%	7.1%
Graduates and TxCHSE	90.1%	90.5%	91.9%	*	91.8%	94.1%	*	*	*	-	85.9%	91.8%	81.0%
Graduates, TxCHSE, and Continuers	94.1%	94.6%	96.6%	*	96.6%	100.0%	*	*	*	-	93.1%	96.8%	92.9%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.5%	95.4%	*	95.4%	94.1%	*	*	*	-	90.4%	95.5%	91.6%
Received TxCHSE	0.6%	0.3%	0.3%	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	1.1%	1.5%	0.5%	*	0.5%	5.9%	*	*	*	-	2.1%	0.4%	0.5%
Dropped Out	6.3%	5.8%	3.8%	*	3.8%	0.0%	*	*	*	-	7.2%	3.7%	7.7%
Graduates and TxCHSE	92.6%	92.7%	95.7%	*	95.7%	94.1%	*	*	*	-	90.7%	95.8%	91.8%
Graduates, TxCHSE, and Continuers	93.7%	94.2%	96.2%	*	96.2%	100.0%	*	*	*	-	92.8%	96.3%	92.3%
Class of 2016													
Graduated	91.6%	92.1%	94.7%	83.3%	94.7%	88.2%	-	100.0%	*	-	88.4%	94.8%	83.6%
Received TxCHSE	0.7%	0.3%	0.3%	0.0%	0.3%	0.0%	-	0.0%	*	-	0.4%	0.2%	0.4%
Continued HS	1.2%	1.4%	0.8%	0.0%	0.8%	0.0%	-	0.0%	*	-	2.1%	0.8%	3.3%
Dropped Out	6.6%	6.2%	4.3%	16.7%	4.2%	11.8%	-	0.0%	*	-	9.2%	4.2%	12.6%
Graduates and TxCHSE	92.2%	92.5%	94.9%	83.3%	95.0%	88.2%	-	100.0%	*	-	88.7%	95.0%	84.0%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	95.7%	83.3%	95.8%	88.2%	-	100.0%	*	-	90.8%	95.8%	87.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	92.7%	95.4%	83.3%	95.4%	88.2%	-	100.0%	*	-	89.7%	95.5%	85.2%

District Name: BROWNSVILLE ISD
County Name: CAMERON
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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%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
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%
RHSP/DAP Graduates (Longitudinal Rate)													
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%
FHSP-E Graduates (Longitudinal Rate)													
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%
FHSP-DLA Graduates (Longitudinal Rate)													
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
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%
RHSP/DAP Graduates (Annual Rate)													
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%
FHSP-E Graduates (Annual Rate)													
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%
FHSP-DLA Graduates (Annual Rate)													
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%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
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
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
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
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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)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.0%	67.4%	*	67.1%	90.0%	-	100.0%	-	-	66.4%	67.2%	54.1%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	52.9%	51.9%	*	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%	61.1%	*	60.9%	80.0%	-	100.0%	-	-	16.8%	60.6%	24.2%
Mathematics													
2017-18	46.0%	44.3%	49.9%	*	49.5%	76.0%	-	100.0%	-	-	15.0%	49.5%	27.2%
Both Subjects													
2017-18	42.1%	39.3%	44.9%	*	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%	20.1%	*	19.8%	36.0%	-	77.8%	-	-	3.1%	19.8%	4.2%
2016-17	19.9%	30.3%	18.7%	*	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%	18.6%	*	18.5%	24.0%	-	44.4%	-	-	0.7%	18.4%	29.6%
2016-17	20.1%	23.4%	22.4%	*	22.4%	17.6%	*	*	-	-	0.7%	22.1%	31.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	4.6%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	2.7%	0.0%	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.6%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	43.9%	36.1%	*	36.0%	40.0%	-	55.6%	-	-	65.7%	36.1%	26.2%
2016-17	13.2%	24.2%	22.8%	*	22.8%	20.6%	*	*	-	-	17.1%	22.6%	15.8%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	8.6%	4.4%	*	4.4%	0.0%	-	33.3%	-	-	2.8%	4.4%	1.5%
2016-17	2.7%	5.4%	4.0%	*	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%	0.7%	*	0.7%	4.0%	-	0.0%	-	-	7.7%	0.7%	0.0%
2016-17	1.0%	0.6%	0.4%	*	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%	53.1%	*	53.0%	68.0%	-	77.8%	-	-	33.2%	52.9%	43.0%
2016-17	17.3%	36.4%	37.2%	*	37.2%	41.2%	*	*	-	-	20.3%	37.1%	27.6%

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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%	4.1%	*	4.1%	4.0%	-	0.0%	-	-	1.0%	4.2%	3.7%
2016-17	2.2%	2.9%	1.8%	*	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%	4.9%	*	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%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	3.2%	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
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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	46.0%	54.8%	*	54.7%	68.0%	-	100.0%	-	-	14.7%	54.2%	17.8%
2016-17	23.4%	37.4%	53.1%	*	53.0%	70.6%	*	*	-	-	10.6%	52.4%	20.8%
Mathematics													
2017-18	23.7%	36.5%	44.4%	*	44.1%	64.0%	-	100.0%	-	-	9.8%	43.9%	20.2%
2016-17	19.8%	32.8%	45.4%	*	45.4%	47.1%	*	*	-	-	5.6%	44.7%	23.4%
Both Subjects													
2017-18	18.1%	30.4%	39.1%	*	38.8%	56.0%	-	100.0%	-	-	7.0%	38.4%	10.4%
2016-17	12.9%	25.0%	39.0%	*	38.9%	47.1%	*	*	-	-	3.3%	38.2%	14.9%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	76.6%	82.3%	*	82.3%	80.0%	-	88.9%	-	-	62.2%	82.5%	68.9%
2016-17	50.5%	70.4%	81.8%	*	82.0%	58.8%	*	*	-	-	52.5%	81.9%	68.7%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	3.4%	1.7%	*	1.7%	4.0%	-	0.0%	-	-	0.7%	1.8%	5.2%
2016-17	0.8%	2.4%	2.5%	*	2.5%	0.0%	*	*	-	-	1.7%	2.6%	5.4%
Mathematics													
2017-18	3.9%	3.5%	4.6%	*	4.6%	0.0%	-	0.0%	-	-	4.5%	4.8%	9.9%
2016-17	1.4%	2.2%	2.3%	*	2.3%	0.0%	*	*	-	-	0.7%	2.4%	2.8%
Both Subjects													
2017-18	0.9%	0.9%	0.7%	*	0.7%	0.0%	-	0.0%	-	-	0.0%	0.7%	3.0%
2016-17	0.2%	0.4%	0.2%	*	0.2%	0.0%	*	*	-	-	0.0%	0.2%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	29.4%	24.1%	22.2%	24.0%	28.6%	-	70.6%	-	*	n/a	23.2%	n/a
2017	26.2%	29.9%	31.9%	50.0%	31.8%	40.4%	*	66.7%	*	*	n/a	31.1%	n/a
English Language Arts													
2018	15.3%	18.5%	15.6%	11.1%	15.5%	21.4%	-	52.9%	-	*	n/a	14.9%	n/a
2017	15.9%	19.4%	23.4%	50.0%	23.3%	32.7%	*	58.3%	*	*	n/a	22.6%	n/a
Mathematics													
2018	7.3%	5.9%	2.0%	11.1%	1.9%	3.6%	-	17.6%	-	*	n/a	1.9%	n/a
2017	7.2%	5.8%	3.3%	12.5%	3.3%	1.9%	*	8.3%	*	*	n/a	3.2%	n/a
Science													
2018	10.8%	12.1%	5.5%	0.0%	5.5%	5.4%	-	35.3%	-	*	n/a	5.0%	n/a
2017	10.9%	11.5%	8.5%	12.5%	8.4%	13.5%	*	33.3%	*	*	n/a	8.3%	n/a
Social Studies													
2018	14.5%	17.1%	13.6%	11.1%	13.5%	19.6%	-	41.2%	-	*	n/a	12.9%	n/a
2017	15.0%	17.9%	22.7%	50.0%	22.5%	36.5%	*	58.3%	*	*	n/a	22.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	34.5%	27.6%	*	27.5%	37.5%	-	41.7%	-	-	n/a	27.7%	n/a
2017	49.1%	33.2%	23.2%	*	22.8%	47.6%	-	50.0%	-	-	n/a	23.4%	n/a
English Language Arts													
2018	42.5%	16.4%	14.2%	*	13.9%	33.3%	-	33.3%	-	-	n/a	14.0%	n/a
2017	41.3%	14.2%	8.5%	*	8.0%	35.3%	-	28.6%	-	-	n/a	8.4%	n/a
Mathematics													
2018	52.8%	26.3%	14.8%	*	14.7%	*	-	*	-	-	n/a	14.4%	n/a

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)
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
SAT/ACT Results (Annual Graduates) ***													
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
Average SAT Score (Annual Graduates) ***													
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
Average ACT Score (Annual Graduates) ***													
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
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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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	51.6%	49.1%	50.0%	49.1%	47.9%	-	90.0%	*	*	16.0%	49.4%	31.7%
2016-17	37.1%	44.6%	47.1%	50.0%	47.0%	47.1%	*	71.4%	*	*	19.4%	47.0%	32.2%
English Language Arts													
2017-18	17.3%	22.9%	26.5%	23.5%	26.4%	31.8%	-	60.0%	*	*	7.2%	26.4%	14.8%
2016-17	16.8%	22.2%	29.4%	35.3%	29.3%	33.3%	*	53.6%	*	*	15.0%	29.2%	24.7%
Mathematics													
2017-18	20.7%	24.5%	24.5%	20.0%	24.5%	28.0%	-	45.8%	*	*	6.1%	24.6%	14.0%
2016-17	19.5%	20.9%	19.8%	30.8%	19.6%	27.5%	*	42.9%	*	*	3.6%	19.6%	8.7%
Science													
2017-18	21.2%	24.9%	18.3%	18.8%	18.2%	21.0%	-	46.7%	*	*	5.9%	18.2%	4.5%
2016-17	5.7%	6.2%	2.5%	7.1%	2.5%	1.2%	*	3.7%	*	*	0.0%	2.4%	0.1%
Social Studies													
2017-18	22.8%	27.3%	24.9%	25.0%	24.7%	30.0%	-	69.0%	*	*	1.2%	24.1%	3.1%
2016-17	21.8%	24.7%	25.3%	40.0%	25.1%	34.4%	*	57.1%	*	*	1.3%	24.6%	2.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.7%	59.3%	*	59.3%	52.9%	*	*	-	-	24.6%	58.6%	42.2%
2015-16	54.7%	57.2%	56.8%	80.0%	56.7%	50.0%	-	86.7%	*	-	22.3%	56.1%	37.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	59.5%	63.5%	*	63.4%	62.5%	-	*	-	-	10.8%	62.6%	29.7%
2015-16	55.7%	55.0%	62.5%	*	62.1%	87.5%	-	92.3%	-	-	15.2%	61.3%	31.3%

District Name: BROWNSVILLE ISD
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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%

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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
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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
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

Staff Information	District	State
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

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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](#)