

The image displays a collection of school logos for the Brownsville Independent School District. At the center is a large, circular logo with a blue border. Inside the circle, there is a red palm tree, a red book, and the letters 'BISD' in red. The text 'BROWNVILLE INDEPENDENT SCHOOL DISTRICT' is written in white on the blue border, and 'BROWNVILLE, TEXAS' is written in white on the bottom half of the border. Surrounding this central logo are numerous smaller logos for various schools and teams, including:
 

- Top Row:** Eagles, LHS, Lions, Cowboys, Raiders, Cowboys, HHS, BHS, BHS, BHS.
- Second Row:** Bulldogs, Bulldogs, Gators, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Third Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Fourth Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Fifth Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Sixth Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Seventh Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Eighth Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Ninth Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.
- Tenth Row:** Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs, Bulldogs.

District #031-901  
March 6, 2024 2:14 PM

# 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:

Increase students' knowledge of the deepest and noblest purposes of the United States and Texas;  
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  
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 15, 2023

## 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 38,000 students. 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 also 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 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 (ECHS) to Pathways in Technology Early College High Schools (P-TECH) to support programs for students identified for additional services including Gifted and Talented, Emergent Bilingual (Early Transition Program or ESL Program), Dyslexia, 504 and Special Education. There is great 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 a nationally recognized organization for the performance of its students in various Fine Arts Programs, Career and Technical Education programs, Chess, Destination Imagination, Science Fair, and more.

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. Our students are provided with health services at every campus that include periodic health screenings by the campus’s licensed nurse or registered nurse. 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. Meals are even during the summer. 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](http://www.bisd.us/about))

More information about BISD can be found on the district's webpages: [www.bisd.us](http://www.bisd.us)

TEA has put much of the district assessment and demographic data linked here:

[https://rptsvr1.tea.texas.gov/cgi/sas/  
broker?\\_service=marykay&\\_program=perfreport.perfmast.sas&\\_debug=0&lev=D&id=031901&prgopt=reports/tapr/  
performance.sas&ccyy\\_value=2022](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_program=perfreport.perfmast.sas&_debug=0&lev=D&id=031901&prgopt=reports/tapr/performance.sas&ccyy_value=2022)



# Demographics

## Demographics Summary

The 2021-2022 Texas Academic Performance Report (TAPR) provides the information that Brownsville Independent School District (BISD) has approximately 2,600 teachers and over 600 instructional aides providing instruction to our 38,412 students. 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. BISD serves almost 10,000 students through Special Education, Dyslexia, and 504 services based on individual needs. These demographics reflect increases for support service identifications compared to 2020-2021 statistics from the 2020-2021 TAPR data. Based on preliminary data for October 2023, these statics will likely show slight increases for the 2023-2024 school year except for enrollment which is expected to be about 37,000 students.

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).

## Demographics Strengths

Despite being a high poverty area, Brownsville and the school district refuses 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 then 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 2022-2023, 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.

## 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 twelve years and COVID-19 increased the rate.

**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

The Curriculum and Instruction Department provides support to campus instructional faculty and staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health as well as advanced coursework (Gifted and Talented, Honors, Advanced Placement, and Dual Enrollment). Additional curriculum related programs also provide resources and supports for Fine Arts, Special Education, Emergent Bilingual Education, Career and Technical Education, and Dyslexia/504 identified students.

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 2023.

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 rebounds in 2022. The Spring 2023 results will be updated as data becomes finalized.

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed (Curr)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
<b>All Grades All Subjects</b>												
At Approaches Grade Level or Above	2023	76%	76%	<b>78%</b>	81%	77%	78%	*	94%	67%	90%	
	2022	74%	74%	<b>75%</b>	90%	75%	80%	*	93%	67%	89%	
At Meets Grade Level or Above	2023	49%	48%	<b>50%</b>	67%	50%	54%	*	83%	42%	80%	
	2022	48%	45%	<b>46%</b>	65%	46%	53%	*	81%	50%	56%	
At Masters Grade Level	2023	20%	18%	<b>18%</b>	28%	18%	25%	*	50%	42%	40%	
	2022	23%	21%	<b>20%</b>	27%	20%	24%	*	60%	42%	33%	
<b>All Grades ELA/Reading</b>												
At Approaches Grade Level or Above	2023	77%	76%	<b>78%</b>	95%	78%	75%	*	96%	60%	*	
	2022	75%	74%	<b>74%</b>	89%	74%	77%	*	94%	50%	*	
At Meets Grade Level or Above	2023	53%	52%	<b>55%</b>	75%	55%	53%	*	85%	40%	*	
	2022	53%	50%	<b>51%</b>	84%	51%	55%	*	81%	33%	*	
At Masters Grade Level	2023	20%	19%	<b>20%</b>	25%	20%	27%	*	52%	40%	*	
	2022	25%	22%	<b>22%</b>	42%	22%	24%	*	64%	17%	*	

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Spec Ed (Current)
<b>All Grades Mathematics</b>												
At Approaches Grade Level or Above	2023	75%	76%	<b>77%</b>	79%	77%	77%	*	93%	80%	*	
	2022	72%	73%	<b>74%</b>	89%	74%	80%	*	94%	*	*	
At Meets Grade Level or Above	2023	45%	44%	<b>47%</b>	58%	46%	53%	*	79%	60%	*	
	2022	42%	40%	<b>42%</b>	63%	42%	50%	*	78%	*	*	
At Masters Grade Level	2023	19%	17%	<b>18%</b>	26%	18%	22%	*	47%	60%	*	
	2022	20%	19%	<b>20%</b>	21%	20%	24%	*	53%	*	*	
<b>All Grades Science</b>												
At Approaches Grade Level or Above	2023	77%	77%	<b>77%</b>	50%	77%	83%	*	93%	*	*	
	2022	76%	76%	<b>76%</b>	83%	76%	84%	-	90%	*	*	
At Meets Grade Level or Above	2023	47%	44%	<b>43%</b>	50%	43%	53%	*	93%	*	*	
	2022	47%	44%	<b>42%</b>	33%	42%	50%	-	90%	*	*	
At Masters Grade Level	2023	18%	15%	<b>12%</b>	13%	12%	18%	*	50%	*	*	
	2022	21%	17%	<b>15%</b>	0%	15%	14%	-	60%	*	*	
<b>All Grades Social Studies</b>												
At Approaches Grade Level or Above	2023	78%	77%	<b>77%</b>	86%	77%	87%	*	100%	*	*	
	2022	75%	75%	<b>75%</b>	100%	75%	84%	-	90%	*	*	
At Meets Grade Level or Above	2023	52%	48%	<b>49%</b>	86%	48%	65%	*	80%	*	*	
	2022	50%	45%	<b>46%</b>	40%	46%	60%	-	80%	*	*	
At Masters Grade Level	2023	27%	22%	<b>23%</b>	57%	22%	38%	*	60%	*	*	
	2022	30%	24%	<b>25%</b>	20%	25%	42%	-	70%	*	*	

The entire BISD 2021, 2022, and 2023 TAPR reports are attached as addenda to this plan for more detailed results and information.

The 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. Unfortunately, preliminary data for Spring 2023 testing under the new STAAR/EOC 2.0 assessments are not as strong; however, the district did meet or exceed preliminary performance data released for the Region and the State (refer to charts attached as an addendum).

## Student Learning Strengths

Despite the significant learning gaps that were highlighted by student performance in Spring 2022, BISD students and teachers worked diligently throughout 2022-2023 to close student learning gaps as well as continue successful student performance on TSI and other CCMR indicators. Academic strengths for the 2022-2023 school year included:

1. Frequent 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.

In 2022-2023, the option for Remote Learning continued to be offered to comply with Senate Bill 15; however, 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:** 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for 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 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. Also, HB4545 requires additional supplemental services and resources be made available.

**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 Board 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 2021 outcomes, the Class of 2020 exceeded the 2021 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. Core content trainings for the beginning of Fall 2021 focused on needed professional development supporting the implementation of ESSER III funded instructional resources and software as well as the implementation of the activities to address House Bill 4545 and Senate Bill 15 requirements.

### **District Processes & Programs Strengths**

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

The BISD Guidance and Counseling services include supports for high school students to be strong academically as well as socially and emotionally. Using ESSER 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 resulted in additional requirements for school safety and all BISD campuses are in compliance and prepared for any emergency.

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. In 2022-2023, the national organizations mostly reinstated face-to-face participation in these important opportunities for our students. 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, especially with the implementation of Schoology as the primary district Learning Management system.

**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 2023-2024 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. **Data Analysis/Root Cause:** Local, County, State and Federal guidelines and requirements as well as some continuing challenges resulting from COVID 19.

**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 2023-2024 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 since Fall 2019 and then COVID-19 severely impacted the attendance which is very slowly recovering.

**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:** 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for 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 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 twelve years and COVID-19 increased the rate.

**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 since Fall 2019 and then COVID-19 severely impacted the attendance which is very slowly recovering.

**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, especially with the implementation of Schoology as the primary district Learning Management system.

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

**Data Analysis/Root Cause 8:** Stipends and Extra-duty funds are a programmatic strength and will continue under the 2023-2024 Compensation Plan.

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

**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 increase effectiveness of supplemental services for struggling and highly able learners using appropriate services.

**Data Analysis/Root Cause 10:** Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia. Also, HB4545 requires additional supplemental services and resources be made available.

**Need Statement 10 Areas:** Student Learning

**Need Statement 11:** Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP.

**Data Analysis/Root Cause 11:** Disciplinary data continues to indicate disproportionality , especially for secondary students.

**Need Statement 11 Areas:** Perceptions

**Need Statement 12:** 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 12:** District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation.

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

**Need Statement 13:** 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 13:** Survey data and informal feedback indicate that additional resources still need to be provided to reach all students.

**Need Statement 13 Areas:** District Processes & Programs

**Need Statement 14:** Need to increase effective communication, marketing, and outreach to community stakeholders through paper, TV, social media, and other available means.

**Data Analysis/Root Cause 14:** District surveys of needs and board directives support this as a priority need.

**Need Statement 14 Areas:** Perceptions

**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 address curricular, social/emotional learning (SEL), technology, and safety/health challenges.

**Data Analysis/Root Cause 17:** Local, County, State and Federal guidelines and requirements as well as some continuing challenges resulting from COVID 19.

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

**Need Statement 18:** 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 18:** All teachers at all schools will be eligible for data capture in 2023-2024 and the plan requires data analysis for skews, training, calibration and other activities.

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

**Data Analysis/Root Cause 20:** District surveys and outreach from stakeholders continue to support this need.

**Need Statement 20 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- 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-PESS data

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

- Parent surveys and/or other feedback

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

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: May 15, 2023

**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 3 percentage points over 2023 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, matematicas, ciencias y estudios sociales en 3 puntos porcentuales sobre los resultados de 2023.

**High Priority**

**HB3 Goal**



**Evaluation Data Sources:** STAAR/EOC, TELPAS and other EOY performance for Texas Accountability



Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<b>Strategy 1:</b> Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. 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.				





<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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: District Benchmark data (Fall and Spring), State Assessment data, pass/fail rates Summative Impact: +The district will show a 3 point increase in the number of students over the 2022 passing standard on the district-developed assessments and the State assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Directors for CIA</p> <p><b>Results Driven Accountability - Equity Plan - Population:</b> All student groups - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 2, 3 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Professional extra duty and fringe - 211 Title I-A - 211-13-6118-6146 - \$133,959, Curriculum staff with fringe (about 15% of the total) - 211 Title I-A - 211-13-6119 - \$870,522, Supplemental Software and Resources - 211 Title I-A - 211-13-6299 - \$36,111, C&amp;I Curriculum Extra Duty pay/OT - 211 Title I-A - 211-21-6121 - \$12,400, C&amp;I Supplies and materials - 211 Title I-A - 211-13/21-6399 - \$389, Software for Instruction - 162 State Compensatory - 162-11-6249-62 - \$739,200, Professional support with fringe - 199 Local funds - 199-21-6119/6129 - \$224,876, Contracted Services for students - 282 ESSER III Grant Funds - 282-11-6249-62...0CG - \$650,284, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00...0CG - \$201,419, Curriculum Writing Extra Duty with fringe - 282 ESSER III Grant Funds - 282-13-6118 0CG, ECG, MCG, HCG - \$379,286</p>				
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Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs every six weeks.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Dyslexia/504</p> <p><b>Results Driven Accountability - Population:</b> Students identified for support services - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> - 199 Local funds, - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels especially for students and teachers for these students in core content areas, Bilingual, Special Education, and CTE.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks</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><b>Staff Responsible for Monitoring:</b> Directors for CIA Assistant Superintendents</p> <p><b>Results Driven Accountability - Population:</b> Struggling learners and teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> 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 - 282 ESSER III Grant Funds - 282-11-6118 MCG - \$29,275, Curriculum Writing/Revising Extra Duty pay with Fringe - 282 ESSER III Grant Funds - 282-11-6118 HCG - \$144,213, Federal Programs supplies and technology resources - 211 Title I-A - 211-21-63XX ...905 - \$2,562</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Directors for Human Resources  Director for Federal Programs</p> <p><b>Population:</b> Students Grades PK3-12 - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Supplemental staff salaries and fringe - 211 Title I-A - refer to campus budgets</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Classroom Walk-Throughs, Six Weeks' Grades Summative: improve End-of-year classroom grade averages compared to mid-year averages +5% point increase on private school standardized assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Director for Federal Programs Private School Administrators</p> <p><b>Population:</b> Eligible private school students - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> May 31, 2024</p> <p><b>Need Statements:</b> Student Learning 5 - District Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Funds for Private School Title I Activities - 211 Title I-A, Funds for Private Schools Title IV-A Activities - 289-TIV Title IV-A Student Support and Acad. Enri - TEC</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> District Program staff will conduct all activities and monitor the implementation of the BISD Strategic Support Plan of 2022-2023 including campus visits, intervention plans for struggling populations, and conducting the required self-assessments.</p> <p>El personal del programa del distrito llevara a cabo todas las actividades y supervisara la implementacion del Plan de apoyo estrategico de BISD de 2022-2023, incluidas las visitas al campus, los planes de intervencion para las poblaciones con dificultades y la realizacion de las autoevaluaciones requeridas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for CIA District Coordinator of School Improvement</p> <p><b>Results Driven Accountability - Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 2</p>	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:** 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for 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 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. Also, HB4545 requires additional supplemental services and resources be made available.

**District Processes & Programs**

**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 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 2023 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 2023.

**High Priority**

**HB3 Goal**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will support Early Childhood Education in order to increase early literacy and student school readiness. The following options for high quality 3 -year-old programs will be in place:</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Schedules for teacher/student ratios 22:1 or less, Monthly Payroll analysis, BOY and MOY assessment results</p> <p>Summative: +Improvement on early childhood performance from BOY and MOY to EOY (Tango Trends will provide the district data)</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Assistant Superintendents NINOS Head Start staff</p> <p><b>Population:</b> PK-3-year-old students as of Sept. 1st - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Hatch Ignite on iPads Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Trends Software C-PALLS SAVVAS for PK  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. Hatch Ignite en iPads, Modelo de alfabetizacion equilibrada, Rutinas/estrategias cognitivas, Modelo de Inclusion (ensenanza conjunta), Tango Trends Software, C-PALLS, SAVVAS para PK.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Improved performance on MOY assessments Improved feedback/walkthrough data for Early Childhood teachers Summative Impact: Improved performance on district and state assessments compared to BOY and MOY data  <b>Staff Responsible for Monitoring:</b> Assistant Superintendents Director for Elementary Curriculum  <b>Population:</b> PK3-Grade 2 - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 28, 2024 <b>Need Statements:</b> Student Learning 1 - District Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 2 Need Statements:

Demographics
<b>Need Statement 1:</b> Need to increase enrollment and reduce the number of students leaving the district at all grade levels. <b>Data Analysis/Root Cause:</b> District enrollment numbers have continued to decline over the past twelve years and COVID-19 increased the rate.
Student Learning
<b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. <b>Data Analysis/Root Cause:</b> 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for all content areas.



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



**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 2022-2023 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 2022-2023, 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Increased usage of latest software applications</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><b>Staff Responsible for Monitoring:</b> Director for CTE Campus Career Placement Officers</p> <p><b>Population:</b> CTE students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024 <b>Need Statements:</b> Student Learning 7</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> BISD district and campus staff will collaborate with the P-TECH TEA technical service providers and P-TECH advisory committees to implement plans for P-TECH Porter and Hanna Early College High Schools based on the P-TECH Blueprint and will begin planning year for Pace ECHS and Veterans ECHS.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) <b>Staff Responsible for Monitoring:</b> Directors for CIA Director for CTE  <b>Population:</b> ECHS staff and students - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> May 31, 2024 <b>Need Statements:</b> Student Learning 6, 7		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Need Statements:

Student Learning
<b>Need Statement 6:</b> Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. <b>Data Analysis/Root Cause:</b> Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.
<b>Need Statement 7:</b> Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. <b>Data Analysis/Root Cause:</b> Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.


**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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Implement a comprehensive Texas Success Initiative Assessment 2 (TSIA 2) prep or remediation plan beginning in the 8th grade and continuing through high school with the expectation that all BISD students will graduate college ready.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: TSIA 2 test taking and passing data by campus and grade Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Director for Secondary Curriculum</p> <p><b>Population:</b> Students grades 8 to 12 - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 5</p>				

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&amp;I Assistant Superintendent for ECHS Director for Secondary Curriculum</p> <p><b>Population:</b> all ECHS students and staff - <b>Start Date:</b> July 17, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1 - Student Learning 5</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> BECHS will implement the wall-to-wall ECHS model for students in grades 9-12 using the TEA Blueprint as its guide and ensuring all benchmarks are met annually.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas</p> <p><b>Staff Responsible for Monitoring:</b> Director for Secondary Curriculum Assistant Superintendents</p> <p><b>Population:</b> ECHS staff and students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1 - Student Learning 2</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for Advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness.  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores/passing rates over prior year <b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Fine Arts  <b>Population:</b> all K-12 students and teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024 <b>Need Statements:</b> Student Learning 2 <b>Funding Sources:</b> Dual Enrollment Course Stipends - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

#### Performance Objective 4 Need Statements:

Demographics
<b>Need Statement 1:</b> Need to increase enrollment and reduce the number of students leaving the district at all grade levels. <b>Data Analysis/Root Cause:</b> District enrollment numbers have continued to decline over the past twelve years and COVID-19 increased the rate.
Student Learning
<b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. <b>Data Analysis/Root Cause:</b> 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for all content areas. <b>Need Statement 2:</b> Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. <b>Data Analysis/Root Cause:</b> Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports).. <b>Need Statement 5:</b> Need to increase effectiveness of supplemental services for struggling and highly able learners using appropriate services. <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia. Also, HB4545 requires additional supplemental services and resources be made available.



**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 2022-2023 participation .



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 2022-2023.





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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Training documentation and evaluations  Summative Impact:  +Increase number of campus entries, district entries, Regional and State Entries.  +Increase number of students in STEM classes.</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA  Director for CTE  Specialist for STEM/STEAM</p> <p><b>Population:</b> Grades 3-12 teachers and students - <b>Start Date:</b> July 17, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> 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, 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><b>Strategy 2:</b> Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Increase vertical alignment of STEM/STEAM programs into CTE pathways and programs of study.</p> <p>Los patrocinadores y coordinadores de la feria de ciencias recibirán entrenamiento 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes and STAMP/SPACE programs.</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Director for CTE Assistant Director for STAMP/SPACE</p> <p><b>Population:</b> Grades 3-12 teachers and students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> May 31, 2024 <b>Need Statements:</b> Student Learning 6 <b>Funding Sources:</b> Co-Curricular and Extra-Curricular support funding - 199 Local funds - 199-36 and 199-51, Science refrigerated storage for supplies - 282 ESSER III Grant Funds - 282-13-6298 - \$450</p>	Formative			Summative
	Oct	Jan	Mar	May
				










Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Student's problem-solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Training agendas and flyers, PDS attendance and evaluation reports  Increased publicity for program participants and recognitions  Summative Impacts:  +Brainsville Inventions (3rd-12th) 10% increase in student participation at the district level.  +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels.  +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels.  +Poet's Convention (6th-8th) 10% increase in student participation at the district level.  +Stock Market Games(4th-12th) 10% increase in student participation at the district level.  +UIL Academics (4th-12th) 10% increase in student participation at the district and state level.</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA  Director for ARE</p> <p><b>Population:</b> Grades K-12 teachers and students (especially G/T identified students) - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 30, 2024 - <b>Revision Date:</b> January 24, 2023</p> <p><b>Need Statements:</b> Student Learning 5 - Perceptions 3</p> <p><b>Funding Sources:</b> Extra duty, Fees, travel, awards, and rentals - 199 G/T Advanced Academics - 199-36 pic 21 - \$17,575, ESC Services and supports - 199 G/T Advanced Academics - 199-21-6239 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				




Strategy 4 Details		Reviews			
<b>Strategy 4:</b> CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Documentation for Students competing at the regional, state and national levels. Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas <b>Staff Responsible for Monitoring:</b> Director for CTE Career Placement Officers  <b>Population:</b> all CTE students - <b>Start Date:</b> August 8, 2023 - <b>End Date:</b> June 10, 2024 <b>Need Statements:</b> Demographics 1 - Student Learning 7		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Elementary, Middle School and High School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. +10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level. <b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for Social Studies  <b>Population:</b> Students and Staff Grades 3-12 - <b>Start Date:</b> August 8, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Perceptions 3 <b>Funding Sources:</b> Competition support funding - 199 Local funds - 199-36		Formative			Summative
		Oct	Jan	Mar	May
					







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Teachers/sponsors will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (6th to 12th) 10% increase in student participation at the district level. +at least 4 middle school campuses will participate in Mathcounts competition in 2018-2019</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for Math</p> <p><b>Population:</b> Grades 3-12 teachers and students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> AMC fees and awards - 199 Local funds - 199-36-6497</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> BISD will host the annual District Spelling Bee for all elementary and middle school campuses to qualify students to advance to the regional Spelling Bee.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ELA</p> <p><b>Population:</b> All 3-8th grade students - <b>Start Date:</b> September 30, 2023 - <b>End Date:</b> February 29, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 4</p> <p><b>Funding Sources:</b> Fees and Awards - 199 Local funds - 199-36</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All elementary and middle school campuses will participate in in-school opportunities and after school opportunities to learn coding for Elementary and Middle School students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Increased club memberships  Increased participation in challenges and competitions  Summative Impact:  Increase EOY data for student competition participation and performance compared to prior year</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA  Specialists for ISED</p> <p><b>Population:</b> Elementary and Middle School Coding program participating students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Student Learning 6</p> <p><b>Funding Sources:</b> Girls Can Code - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6118-, Coding Stipend - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117, 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><b>Strategy 9:</b> Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Continue providing stipends for staff supporting students based on needs as noted in compensation plan.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increased enrollments, performance ratings, and community/competition performances Summative: Increased EOY performance recognitions for advanced levels of competition/performance Increased Student program enrollment increases on choice slips over prior year</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Fine Arts</p> <p><b>Population:</b> all students and staff - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1 - Student Learning 5 <b>Funding Sources:</b> See Fine Arts Dept funding - 199 Local funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments over prior year</p> <p><b>Staff Responsible for Monitoring:</b> Director for Fine Arts</p> <p><b>Population:</b> All K-12 students and teachers - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 11 Details		Reviews			
<p><b>Strategy 11:</b> To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports</p> <p><b>Staff Responsible for Monitoring:</b> Director for Athletics Assistant Director for Athletics</p> <p><b>Population:</b> All Student Athletes - <b>Start Date:</b> November 1, 2023 - <b>End Date:</b> May 24, 2024 <b>Need Statements:</b> Demographics 1 - Perceptions 3</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 12 Details		Reviews			
<p><b>Strategy 12:</b> Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One</p> <p><b>Staff Responsible for Monitoring:</b> Director for Athletics Assistant Director for Athletics</p> <p><b>Population:</b> All 5th to 12th grade students - <b>Start Date:</b> January 8, 2024 - <b>End Date:</b> May 17, 2024 <b>Need Statements:</b> Demographics 1</p>		Formative			Summative
		Oct	Jan	Mar	May
		N/A			

Strategy 13 Details		Reviews			
<b>Strategy 13:</b> Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs <b>Staff Responsible for Monitoring:</b> Director for Athletics Assistant Director for Athletics  <b>Population:</b> All secondary students and incoming 6th grade students - <b>Start Date:</b> May 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
		N/A			
Strategy 14 Details		Reviews			
<b>Strategy 14:</b> Expand the participation at the middle school level for tennis (boys and girls), cross country (boys and girls) and baseball teams (boys only) for all campuses.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. <b>Staff Responsible for Monitoring:</b> Director for Athletics Assistant Director for Athletics  <b>Population:</b> All middle school students - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 15 Details		Reviews			
<b>Strategy 15:</b> 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 diseno de asentamientos espaciales y la Academia de verano para empresarios espaciales, asi como otras actividades durante el ano escolar.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: student surveys Summative: Student participation in Space activities and surveys <b>Staff Responsible for Monitoring:</b> Curriculum Directors CTE Director  <b>Population:</b> All secondary students - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 3 - Student Learning 6, 7 <b>Funding Sources:</b> Co and Extra curricular fees, travel, awards, and related items - 199 Local funds - 199-36-various		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 5 Need Statements:

Demographics
<b>Need Statement 1:</b> Need to increase enrollment and reduce the number of students leaving the district at all grade levels. <b>Data Analysis/Root Cause:</b> District enrollment numbers have continued to decline over the past twelve years and COVID-19 increased the rate.  <b>Need Statement 3:</b> Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. <b>Data Analysis/Root Cause:</b> District surveys and outreach from stakeholders continue to support this need.
Student Learning
<b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. <b>Data Analysis/Root Cause:</b> 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for all content areas.  <b>Need Statement 4:</b> 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. <b>Data Analysis/Root Cause:</b> Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.  <b>Need Statement 5:</b> Need to increase effectiveness of supplemental services for struggling and highly able learners using appropriate services. <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia. Also, HB4545 requires additional supplemental services and resources be made available.



### 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.

### 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:** Migrant Program Student performance will increase by 5 percentage points on all accountability assessments compared to 2023 performance.

**Evaluation Data Sources:** Migrant Education program evaluation

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Implement the PFS Action Plan to address the needs of the priority for service students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student performance will improve on BOY to MOY assessments and/or between Fall and Spring District Benchmarks. Summative: Student performance will improve between MOY and EOY assessments. <b>Staff Responsible for Monitoring:</b> PFE/Migrant Director Migrant Counselor  <b>Population:</b> Migrant Students - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Refer to Migrant Plans - 212 Title I-C (Migrant)		Formative			Summative
		Oct	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

**Performance Objective 6 Need Statements:**

Student Learning
<b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. <b>Data Analysis/Root Cause:</b> 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for all content areas.
<b>Need Statement 2:</b> Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. <b>Data Analysis/Root Cause:</b> Continued gaps 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 (updated annually).







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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All district program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.  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.  DCNA: Board Goal #3 priority  <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage  <b>Staff Responsible for Monitoring:</b> District Architect Director for Maintenance  <b>Population:</b> All departments and campuses - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> District Processes & Programs 6	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district.  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.  DCNA: Board Goal #3 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data <b>Staff Responsible for Monitoring:</b> District Architect Director for Maintenance  <b>Population:</b> All departments and campuses - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024 <b>Need Statements:</b> Demographics 3 - District Processes & Programs 6		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.  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.  DCNA: Board Goal #3 priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities <b>Staff Responsible for Monitoring:</b> District Architect Director for Maintenance  <b>Population:</b> All students and staff - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 14, 2024 <b>Need Statements:</b> Demographics 1 - Student Learning 7 - District Processes & Programs 6 <b>Funding Sources:</b> Club and community contributions - No Funds Required		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> Provide middle school 4-lane tracks to promote a safe running and walking area for all P.E./ Athletics students to work on TEA TEKS fitness goals that will improve the students' cardiovascular endurance and overall fitness. Faulk, Garcia, Manzano, Oliveira, Perkins, Stillman and Stell will be done as funds are designated.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Evaluation Report of existing facilities, District and Campus budgets, Master Schedules Summative Impact: Improved Fitness Gram, Rank One Sport Information, and Completed facilities</p> <p><b>Staff Responsible for Monitoring:</b> District Architect Director for Maintenance</p> <p><b>Population:</b> All middle school students - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Demographics 2</p>		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Need Statements:

Demographics
<p><b>Need Statement 1:</b> Need to increase enrollment and reduce the number of students leaving the district at all grade levels. <b>Data Analysis/Root Cause:</b> District enrollment numbers have continued to decline over the past twelve years and COVID-19 increased the rate.</p> <p><b>Need Statement 2:</b> Need to increase supports for student and family access to physical and mental health as well as nutritional supports. <b>Data Analysis/Root Cause:</b> Additional state requirements and district student and employee data indicate continued need.</p> <p><b>Need Statement 3:</b> Need to increase community and business stakeholders in supporting district-wide access to technology and communication resources. <b>Data Analysis/Root Cause:</b> District surveys and outreach from stakeholders continue to support this need.</p>
Student Learning
<p><b>Need Statement 7:</b> Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. <b>Data Analysis/Root Cause:</b> Research and stakeholder feedback indicate that additional resources still need to be provided to reach all students.</p>

<b>District Processes &amp; Programs</b>
<b>Need Statement 6:</b> Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges. <b>Data Analysis/Root Cause:</b> Local, County, State and Federal guidelines and requirements as well as some continuing challenges resulting from COVID 19.



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

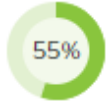





Meta 3: El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles para implementar un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

**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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the prioritized needs assessments.</p> <p>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.</p> <p>DCNA: Board Goal #3 priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director for Finance Director for Federal Programs</p> <p><b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 2, 4, 5</p> <p><b>Funding Sources:</b> Faculty and staff at campus locations - 211 Title I-A, Federal Program Leadership Salaries and fringe - 211 Title I-A - 211-21-6119+fringe - \$229,828, Federal Program Support Salaries and fringe - 211 Title I-A - 211-21-6129+fringe - \$97,995</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> BISD will use available funds, in particular the ESSER funds, to address the needs created by the COVID-19 pandemic and subsequent learning loss.  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 <b>Milestone's/Strategy's Expected Results/Impact:</b> Summative: fund reports for addressing COVID 19 <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations Chief Financial Officer  <b>Results Driven Accountability - Population:</b> BISD stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> District Processes & Programs 2 <b>Funding Sources:</b> Retention Stipends - 282 ESSER III Grant Funds		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 2:</b> Need to increase supports for student and family access to physical and mental health as well as nutritional supports. <b>Data Analysis/Root Cause:</b> Additional state requirements and district student and employee data indicate continued need.
Student Learning
<b>Need Statement 2:</b> Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. <b>Data Analysis/Root Cause:</b> Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports).. <b>Need Statement 4:</b> 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. <b>Data Analysis/Root Cause:</b> Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated. <b>Need Statement 5:</b> Need to increase effectiveness of supplemental services for struggling and highly able learners using appropriate services. <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia. Also, HB4545 requires additional supplemental services and resources be made available.
District Processes & Programs
<b>Need Statement 2:</b> Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. <b>Data Analysis/Root Cause:</b> Stipends and Extra-duty funds are a programmatic strength and will continue under the 2023-2024 Compensation Plan.



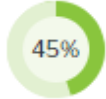

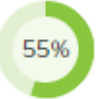
**Goal 3:** The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)









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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&amp;I and Human Resources Directors for Human Resources</p> <p><b>Population:</b> High poverty, high minority, and/or low performing schools - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Need Statements:</b> District Processes &amp; Programs 7</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Grant funded or other announcements of opportunities Summative: Increased number of GYO type program participants <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&I and Human Resources Directors for Human Resources  <b>Population:</b> Paraprofessional staff - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> District Processes & Programs 2 <b>Funding Sources:</b> GYO Grant Stipends - 279 TCLAS GYO - 279-13-6139	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> BISD will provide Core Area (high need content area) supplemental stipends and provide staff retention stipends to assist in recruiting and retaining teachers. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for CIA/HR Director for Human Resources  <b>Population:</b> Core content high need teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 - <b>Revision Date:</b> March 7, 2023 <b>Need Statements:</b> Perceptions 1 <b>Funding Sources:</b> Core area stipends for high need teaching positions (includes fringe) Campus allocation - 255 Title II, Part A (TPTR/Class Size) - 255-11-6117, Homeless Program Retention Stipends - 211 Title I-A - 211-21-6117-.49 - \$1,725, Federal Programs Retention Stipends with Fringe - 211 Title I-A - 211-21-6117.49 - \$4,544	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Need Statements:

### 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 2023-2024 Compensation Plan.

**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 2023-2024 and the plan requires data analysis for skews, training, calibration and other activities.

### 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 since Fall 2019 and then COVID-19 severely impacted the attendance which is very slowly recovering.


**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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will support campus SBDM committees in creating and participating in recognitions to improve employee and district and campus morale and climate.  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.  DCNA: Board Goal #3 priority and ESSA Plan priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates <b>Staff Responsible for Monitoring:</b> Assistant Superintendent for Human Resources Directors for Human Resources  <b>Population:</b> All BISD faculty and staff - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: improved attendance comparing prior year six weeks to current year six weeks Summative: improved annual teacher attendance and improved student performance on state assessments <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&I and Human Resources Directors for Human Resources  <b>Population:</b> Teachers at all campuses - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Need Statements:

Perceptions
<b>Need Statement 1:</b> Need to increase attendance for students and teachers and improve school climate. <b>Data Analysis/Root Cause:</b> District attendance showed a continuing decline in student and teacher attendance since Fall 2019 and then COVID-19 severely impacted the attendance which is very slowly recovering.



**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)

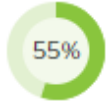







**Meta 4:** Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)

**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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues and will establish a district-wide rotation to ensure participation of all campuses. DCNA: Board Goal #4 priority  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles  <b>Staff Responsible for Monitoring:</b> Director for Public Information District Webmaster  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Departments and campuses will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events at least once per six weeks.</p> <p>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.</p> <p>DCNA: Board Goal #4 priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/ showcases</p> <p><b>Staff Responsible for Monitoring:</b> Director for Public Information Assistant Superintendents</p> <p><b>Population:</b> BISD Stakeholders - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All departments and campuses will update websites at least monthly including showcasing student and community activities.</p> <p>Todos los departamentos y campus actualizaran los sitios web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias.</p> <p>DCNA: Board Goal #4 priority</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.</p> <p>Formative: checklist of websites indicating are current</p> <p>Summative: report at end of year for monthly checklist results</p> <p><b>Staff Responsible for Monitoring:</b> Director for Public Information Assistant Superintendents</p> <p><b>Population:</b> Population: BISD Stakeholders - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




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

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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendars taking advantage of DOI flexibility <b>Staff Responsible for Monitoring:</b> Superintendent Director for Public Information  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> December 15, 2023	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: draft Academic Calendars Summative: Adopted Academic Calendar  <b>Staff Responsible for Monitoring:</b> Deputy Superintendents, DEIC Calendar subcommittee  <b>Population:</b> All BISD Stakeholders - <b>Start Date:</b> October 2, 2023 - <b>End Date:</b> February 9, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					




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

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 2022-2023 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 2022-2023.

**Evaluation Data Sources:** BAC placement data for 2020-2021, 2021-2022, and 2022-2023 PEIMS discipline report data, PowerSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year PowerSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide</p> <p><b>Staff Responsible for Monitoring:</b> Director for Pupil Services Assistant Superintendents</p> <p><b>Population:</b> All Students/parents; campus personnel - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024 <b>Need Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Campuses will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Director for Dyslexia/504 Director for Guidance and Counseling</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Special Services Director for Dyslexia/504 Assistant Superintendent over BAC</p> <p><b>Population:</b> All special education students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus.  <b>Staff Responsible for Monitoring:</b> Director for Guidance and Counseling  <b>Population:</b> All students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 7, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Need Statements:

Perceptions
<b>Need Statement 2:</b> Need to decrease disciplinary incidents, bullying, and disproportionality of students receiving supplemental program services sent to ISS, OSS, and DAEP. <b>Data Analysis/Root Cause:</b> 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 2022-2023 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 2022-2023 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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Campuses will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Director for Special Services Director for Dyslexia/504</p> <p><b>Population:</b> All Teachers - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 7, 2024</p>				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Provide training and support to classroom teachers and campus administration in discipline management and safe environments.  Brindar capacitacion y apoyo a los maestros de aula y la administracion del campus en el manejo de la disciplina y entornos seguros.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. <b>Staff Responsible for Monitoring:</b> Director for Pupil Services Director for Security Services  <b>Population:</b> All students - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 7, 2024		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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.  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DRC Discipline indicators for 2017) discipline indicator performance levels and staging will decrease <b>Staff Responsible for Monitoring:</b> Director for Pupil Services Director for Special Services Director for Dyslexia/504  <b>Population:</b> All students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Perceptions 2		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Counselors will implement a comprehensive counseling program under TAC 11.252 (a) (I) under section 33.005* with the support of community/non-profit organizations, to address current mental health, safety- related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education.</p> <p>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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development documentation Summative Impact: +Decrease in the number of students discipline incidents and other safety and mental health related challenges/ incidents compared to prior school year</p> <p><b>Staff Responsible for Monitoring:</b> Director for Guidance &amp; Counseling Director for Security Services</p> <p><b>Population:</b> All Students, Counselors, Campus staff, and parents/guardians - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 30, 2024</p> <p><b>Funding Sources:</b> Guidance programs addressing student supports for mental health - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4C</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> To comply with Section 33.005 (a), a school counselor shall work with the school faculty and staff, students, parents, and the community to plan, implement and evaluate a comprehensive school counseling program that conforms to the most recent edition of the Texas Model for Comprehensive School Counseling Programs developed by the Texas Counseling Association.</p> <p>Para cumplir con la Seccion 33.005 (a), un consejero escolar debera 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 consejeria escolar que se ajuste a la edicion mas reciente del Modelo de Texas. para los Programas Integrales de Consejeria Escolar desarrollados por la Asociacion de Consejeria de Texas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Plans and meeting records Summative: Evaluation based on the Texas Model requirements</p> <p><b>Staff Responsible for Monitoring:</b> Director for Guidance and Counseling</p> <p><b>Population:</b> all students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Need Statements:

### 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.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plans. DCNA: State requirement  Garantizar la implementacion y la revision anual de planes integrales de operaciones de emergencia del distrito y del campus. DCNA: requisito estatal <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019 <b>Staff Responsible for Monitoring:</b> Director for Security Services  <b>Population:</b> All students and staff - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 14, 2024	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Place and assign security officers throughout the year at each elementary, middle and alternative schools. Two Officers will be stationed at each comprehensive High School.  Colocar y asignar oficiales de seguridad durante todo el ano en cada escuela primaria, intermedia y alternativa. Dos oficiales estaran estacionados en cada escuela secundaria integral. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: Increase end of year assignments indicating all campuses have officer and or security officer in place <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations Director for Security Services  <b>Population:</b> All students - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Security Staff, Campus Administration, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, and Emergency Response Team (CERT).  El personal de seguridad, la administracion del campus, los consejeros y las organizaciones comunitarias/sin fines de lucro abordaran las tendencias actuales relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre: Intimidacion/acoso, Violencia entre parejas, Agresion fisica/verbal no deseada, Acoso sexual, Guardian Internet Safety, Concientizacion sobre drogas, alcohol y tabaco, y Equipo de respuesta a emergencias (CERT). <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year <b>Staff Responsible for Monitoring:</b> Director for Security Services Director for Guidance and Counseling  <b>Population:</b> All Students, staff and parents/guardians - <b>Start Date:</b> August 11, 2023 - <b>End Date:</b> June 30, 2024 <b>Funding Sources:</b> Staff Development for BISD Police for classroom Presentations - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4S		Formative			Summative
		Oct	Jan	Mar	May



Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Campuses and district programs will provide Threat Assessment Training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted all required practice drills <b>Staff Responsible for Monitoring:</b> Director for Security Services  <b>Population:</b> All students and staff - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 14, 2024 <b>Funding Sources:</b> 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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> 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.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT <b>Staff Responsible for Monitoring:</b> Director for Security Services Assistant Superintendents  <b>Population:</b> Campus faculty and staff - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 14, 2024		Formative			Summative
		Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					



**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, 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 2022-2023.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers, Parent Liaisons, and Department Staff for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:  Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits  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> <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 .</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director  Parent &amp; Family Engagement Director  State Compensatory Director  Youth Connection Project Coordinator</p> <p><b>Population:</b> Parent &amp; Family Engagement, Migrant and State Compensatory Staff - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 4</p> <p><b>Funding Sources:</b> Salary/Wages PFE staff - 211 Title I-A - 211-61-6129-00 - \$133,540, Resources for PowerSchool - 211 Title I-A - 211-61-6299 - \$2,690, Homeless Program support technology - 211 Title I-A - 211-61-6398/6395 - \$6,600, Resource for hotspot cell service staff - 211 Title I-A - 211-61-6256 - \$30,000, Homeless Salaries with fringe - 211 Title I-A - 211-61-6119 - \$87,900, Resources needed for Title I Crate - 211 Title I-A - 211-61-6249-65 - \$5,000 , PFE Custodial - 211 Title I-A - \$500, PFE Technology - 211 Title I-A - \$13,000, PFE Mileage - 211 Title I-A - \$10,000, FED Mileage - 211 Title I-A - 211-21-6411.00 - \$700</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each Title I-A, campus develops and disseminate the Parent and Family Engagement Policy and the School-Parent-Student 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 School-Parent-Student 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 a los padres de los estudiantes del Titulo I-A participantes y lo publica en el sitio web del campus en ingles y espanol. Asegura que el Pacto entre la escuela, los padres y los estudiantes describe como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el rendimiento de los estudiantes y por que medios la escuela y los padres construyan y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado. Normas.</p> <p>Las escuelas primarias llevaran a cabo una conferencia de padres y maestros para revisar el Covenio entre la Escuela-Padres-Estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement Director for Federal Programs</p> <p><b>Population:</b> Parents - <b>Start Date:</b> August 10, 2023 - <b>End Date:</b> November 30, 2023</p> <p><b>Need Statements:</b> Student Learning 4</p> <p><b>Funding Sources:</b> - 211 Title I-A - 211-61-6399</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Ensure representation of community and parent involvement in the decision-making process; DPAC, DEIC, and SBDM's. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *District Improvement Plan Asegurar la representacion de la comunidad y del involucramiento de padres en el proceso de toma de decisiones de; DPAC, LPAC y SBDM. Para que se cumplan los requisitos del programa, los padres participaran en analizar y/o revisar lo siguiente: * Politica de Participacion de Padres y Familia Convenio entre Escuela-Padre-Estudiante (S-P-S) Plan de Mejoramiento del Distrito  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members <b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement Director for Federal Programs  <b>Population:</b> Parents - <b>Start Date:</b> August 10, 2023 - <b>End Date:</b> April 12, 2024 <b>Need Statements:</b> Demographics 2 - District Processes & Programs 5 <b>Funding Sources:</b> Resources for material/supplies - 211 Title I-A - 211-61-6399, Homeless Staff Salary with Fringe - 211 Title I-A	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>-District-wide parent conferences, cluster meetings, Fairs and seminars.</p> <p>*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Capitalizar en el distrito los recursos de la comunidad mediante la asociacion y la creacion de acuerdos con agencias, organizaciones, empresas y padres voluntarios.</p> <p>*Invitar a las agencias comunitarias/organizaciones a participar y difundir informacion sobre los servicios publicos que sus agencias ofrecen con el fin de seguir construyendo asociaciones comunitarias solidas.</p> <p>-Conferencias de padres a nivel distrito, reuniones de grupos de escuelas, ferias y seminarios.</p> <p>*Proporcionar reconocimientos a los socios de la comunidad y a los padres voluntarios por sus esfuerzos en apoyar las metas del distrito/escuela para incrementar el exito de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets</p> <p>Summative impact: +Increased Partnerships and Parent Volunteers by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement Director for Public Information</p> <p><b>Population:</b> Parents and Community Stakeholders - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Student Learning 4 - District Processes &amp; Programs 4 - Perceptions 3</p> <p><b>Funding Sources:</b> PFE Extra Duty Pay for activities and events - 211 Title I-A - 211-61-6118/6121 - \$50,810, PFE Refreshments for Meetings - 211 Title I-A - 211-61-6499.53 - \$7,000, Homeless Extra Duty with Fringe - 211 Title I-A - 211-21-6121...HOM - \$3,145, Homeless in-district Travel - 211 Title I-A - \$2,500, Homeless Supplies - 211 Title I-A - \$5,000, Homeless Printing - 211 Title I-A - \$5,000, PFE Printing - 211 Title I-A - 211-61-6399.16 - \$5,000, PFE Meeting supplies and materials - 199 Local funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				







Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Meet with the Title I-A District Parent Advisory Committee three times a year to address activities and supplemental services for all eligible students from all sub-population groups in September 2023, December 2023 and February 2024. 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; septiembre del 2023, diciembre de 2023 y febrero del 2024. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions <b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement Directors for CIA  <b>Population:</b> Parents and Community Stakeholders - <b>Start Date:</b> September 29, 2023 - <b>End Date:</b> February 29, 2024 <b>Need Statements:</b> Student Learning 4 - District Processes & Programs 4, 5 - Perceptions 3 <b>Funding Sources:</b> PFE Events rental - 211 Title I-A - 211-61-6299 - \$3,000, PFE Refreshments - 211 Title I-A - 211-61-6499.53 - \$3,000		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 6 Details		Reviews			
<b>Strategy 6:</b> 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:		Formative			Summative
		Oct	Jan	Mar	May
					

<ul style="list-style-type: none"> <li>* Estrategias de Alfabetizacion en la Primera Infancia</li> <li>* Estrategias de enseñanza eficaces</li> <li>* Poblaciones Especiales (Bilingual, Dislexia, G.T., Migrante, Educacion Especial)</li> <li>* Preparacion universitaria</li> <li>* Desercion escolar y Prevencion de la Violencia</li> <li>* Educacion para la salud y el bienestar</li> <li>* Recursos de agencias y organizaciones comunitarias</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:  Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes  Summative impact:  +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p> <p><b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement  Directors for CIA</p> <p><b>Population:</b> Parents and Community Stakeholders - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 14, 2024</p> <p><b>Need Statements:</b> Student Learning 4 - District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> PFE Printing - 199 Local funds - 199-61-6399-16, PFE 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 - \$51,000, PFE Consulting (PV and others) - 211 Title I-A - 211-61-6291 - \$6,000, PFE Reading Materials - 211 Title I-A - 211-61-6325 - \$6,000, Supplies/Materials - 282 ESSER III Grant Funds - 282-61-6399, PFE Misc. Operating Costs-Refreshments - 211 Title I-A - 211-61-6499-53 - \$5,000, Transportation - 282 ESSER III Grant Funds - 282-61-6494, Homeless Meeting and Activity Refreshments - 211 Title I-A - \$500, FED Supplies and Maintenance - 211 Title I-A - 211-21-6399/6249.12 - \$5,438</p>				
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Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The Parent and Family Engagement, Migrant staff and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>El personal de Participacion Familiar, el personal de Migrantes y los padres tendran la oportunidad de asistir a capacitaciones y conferencias de desarrollo profesional local, regional y estatal para ampliar su conocimiento de las ultimas estrategias cientificas, estrategias de instruccion basadas en la investigacion para dar mas apoyo a la educacion y mejorar la comprension, proporcionando asi un apoyo adicional mas completo a los estudiantes y a las familias.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement Coordinator for Migrant Services</p> <p><b>Population:</b> Parent and Family Engagement and Migrant funded Staff and Parents - <b>Start Date:</b> July 25, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 4</p> <p><b>Funding Sources:</b> Mileage Reimbursement PD Travel - 211 Title I-A - 211-61-6411-23 - \$4,000, Non-Employee travel and subsistence - 211 Title I-A - 211-61-6419-23 - \$10,000, Activity Fees - 211 Title I-A - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
			N/A	

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved.</p> <p>Proporcionar capacitacion a los padres para establecer relaciones entre la familia, miembros de la comunidad y personal escolar que respalden el alto logro academico de los estudiantes en riesgo, mejoren las tasas de asistencia, de graduacion y finalizacion, al tiempo que reducen las tasas de retencion a traves de la confianza y la colaboracion; reconocer la variedad de necesidades familiares, asi como las diferencias de clase y culturales y fomentar la comprension y el respeto entre todos los involucrados.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement Deputy Superintendent for C&amp;I and HR</p> <p><b>Population:</b> Parents - <b>Start Date:</b> August 10, 2023 - <b>End Date:</b> May 31, 2024 <b>Need Statements:</b> Student Learning 4 - District Processes &amp; Programs 6 <b>Funding Sources:</b> PFE Miscellaneous Operating Costs--Awards - 211 Title I-A - 211-61-6499 - \$9,500, PFE Consultants - 211 Title I-A - 211-61-6291 - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> BISD Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD web page and disseminated by Parent Liaisons and Pre-kindergarten 3 and Pre-kindergarten 4 and Kinder teachers.</p> <p>El plan de BISD de Participacion Familiar en la Primera Infancia se implementara en todas las escuelas primarias. Se vinculara a la pagina web del BISD y sera difundido por los Coordinadores de Padres y los maestros de Pre-escolar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program</p> <p><b>Staff Responsible for Monitoring:</b> Curriculum Early Childhood staff Campus principals</p> <p><b>Population:</b> all Pre-kindergarten faculty, staff and parents - <b>Start Date:</b> August 10, 2023 - <b>End Date:</b> May 31, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> 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. Los padres / tutores de los estudiantes de PK-2do grado recibiran sesiones mensuales sobre como acceder a recursos para apoyar academicamente a sus hijos de manera mas efectiva, especialmente para la alfabetizacion.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate  <b>Staff Responsible for Monitoring:</b> Director for Parent and Family Engagement Directors for CIA  <b>Population:</b> Parents - <b>Start Date:</b> August 15, 2023 - <b>End Date:</b> May 31, 2024	Formative			Summative
	Oct	Jan	Mar	May

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> 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>Se proporcionara equipo electronico/Software para el contacto con los padres; visitas domiciliarias, llamadas telefonicas y/o para obtener firmas, documentar el historial de contactos con los padres a traves de eSchools con fines de asistencia y proporcionar entrenamientos para Edificar Capacidades; ejemplo, computadora, tabletas, escaner, impresora y carrito de carga</p> <p>Esfuerzos colaborativos en proporcionar un sistema de notificacion escolar para padres en todo el distrito; Mensajero Escolar.</p> <p>Los Coordinadores de Padres daran seguimiento y monitoreo a la documentacion despues de que las notificaciones sean enviadas por correo a los padres respecto a las ausencias de los estudiantes.</p> <p>Desarrollo adicional para la alineacion de documentos en eSchools para los padres y oficiales de asistencia.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results:  Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits  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> <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 .</p> <p><b>Staff Responsible for Monitoring:</b> Federal Programs Director  Parent &amp; Family Engagement Director  Special Programs Director</p> <p><b>Population:</b> Parent &amp; Family Engagement, Migrant and State Compensatory Staff - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 28, 2024 - <b>Revision Date:</b> April 24, 2023</p> <p><b>Need Statements:</b> Student Learning 4 - District Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> PFE Resources for School Messenger - 211 Title I-A - 211-61-6299-00 - \$8,500, PFE Resources for technology - 211 Title I-A - 211-61-6398-65 - \$500, PFE Resources for Title I Crate - 211 Title I-A - 211-61-6249-65</p>	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 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.

**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, especially with the implementation of Schoology as the primary district Learning Management system.

**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 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. **Data Analysis/Root Cause:** Local, County, State and Federal guidelines and requirements as well as some continuing challenges resulting from COVID 19.

**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 2022-2023.



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 2022-2023.

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



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP) 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 1 percentage point increase in the number of students who reach Meets Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Development Directors for CIA</p> <p><b>Population:</b> All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Student Learning 1 - District Processes &amp; Programs 2, 5</p> <p><b>Funding Sources:</b> Consulting Services--Region One - 211 Title I-A - 211-13-6239 - \$2,400, Supplemental Curriculum Specialists and staff with fringe - 162 State Compensatory - 162-13-6119 - \$861,979, Professional Development Travel (In District - 211 Title I-A - 211-13-6411 - \$50,684, PD Stipends with fringe - 199 Local funds - 199-13-6117 - \$85,100, Extra duty + fringe (Curric. Writing) - 199 Local funds - 199-13-6118 - \$82,225, Curriculum Specialists salary + fringe - 199 Local funds - 199-13-6119/6129 - \$455,429, Support staff salaries with fringe - 199 Local funds - 199-13-6129 - \$64,620, Professional development stipends with fringe - 282 ESSER III Grant Funds - 282-13-6117 ...000, OCG, ECG, MCG, HCG - \$22,879, Regional ESC Services - 282 ESSER III Grant Funds - 282-13-6239... ECG - \$227,061, Technology - 282 ESSER III Grant Funds - 282-13-6298.65 - \$84,141</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD administrators and teachers will be provided professional development opportunities for addressing student learning loss including intervention programs, progress monitoring software, and supplemental resources. District-wide trainings will include: * 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</p>	Formative			Summative
	Oct	Jan	Mar	May



<p>* Data Driven Instruction through Lead4ward, Tango Trends, Regional Service Center, and district program staff.</p> <p>* Kim Carlton Reading and Writing for Grade 3-5 teachers</p> <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 recibirán 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> <p>* 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;</p> <p>* Summit K-12, Imagine Learning Math and Reading, Ellevation, Lexia, Haggerty y otros programas de software Meta 1, Objetivos de Desempeño 1 y 2; y</p> <p>* Instrucción basada en datos a través de Lead4ward, Tango Trends, el Centro de servicio regional y el personal del programa del distrito.</p> <p>* Kim Carlton por maestros de grados tercer a cinco.</p> <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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: +2 percentage point improvement on 2019 State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Directors for CIA Director for Professional Development</p> <p><b>Start Date:</b> July 11, 2022 - <b>End Date:</b> June 30, 2022 - <b>Revision Date:</b> October 16, 2023</p> <p><b>Need Statements:</b> Student Learning 1, 2 - District Processes &amp; Programs 2, 5</p> <p><b>Funding Sources:</b> Professional Development Stipends - 211 Title I-A - 211-13-6117 - \$23,975, Consultants and professional services - 211 Title I-A - 211-13-6291 - \$13,000, General PD Supplies - 211 Title I-A - 211-13-6399 - \$89,047, Substitutes - 199 Local funds - 199-11-6112.18 - \$56,000, Substitutes with fringe - 199 Local funds - 199-13-6112 with fringe - \$65,550, Substitutes for Teachers with Fringe - 282 ESSER III Grant Funds - 282-11-6112.18 ECG - \$283,125, Substitutes for Teachers with Fringe - 282 ESSER III Grant Funds - 282-11-6112.18 HCG - \$23,000, Substitutes for Teachers with Fringe - 282 ESSER III Grant Funds - 282-11-6112.18 MCG - \$23,000, Consultant Services for all levels - 282 ESSER III Grant Funds - 282-13-6291 - \$273,164, General Supplies and Printing - 282 ESSER III Grant Funds - 282-13-6399 - \$1,797,331, Professional Services - 282 ESSER III Grant Funds - 282-13-6219 - \$200,000</p>				
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Assist campuses with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level--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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports</p> <p>Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALLS scores, TELPAS, NRT IOWA Test of Basic Skills</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&amp;I and HR Directors for CIA District Coordinator of School Improvement (refer to BISD SSP)</p> <p><b>Results Driven Accountability - Population:</b> All stakeholders - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Fees and dues for PD - 211 Title I-A - 211-13-6497 - \$7,565, Contracted services - 162 State Compensatory - 162-13-6249-62 - \$10,800, Contracted Services - 282 ESSER III Grant Funds - 282-13-6299 - \$63,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessments relative to the annual goals of the program.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Directors for CIA Director for ARE</p> <p><b>Population:</b> All G/T identified students and teachers providing services - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 2, 5</p> <p><b>Funding Sources:</b> Professional salary with fringe - 199 G/T Advanced Academics - 199-13-6119 pic21 - \$97,274, General supplies - 199 G/T Advanced Academics - 199-13-6399 pic 21 - \$4,298, Travel in district - 199 G/T Advanced Academics - 199-13-6411.00 - \$3,000, Support staff resources - 199 G/T Advanced Academics - 199-21-various - \$15,800, Extra duty with fringe - 199 G/T Advanced Academics - 199-21-6121 - \$7,500</p>	Formative			Summative
	Oct	Jan	Mar	May





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Increase the rigor of the district Honors and Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses and through annual 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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Assistant Superintendents  Directors for CIA  Director for ARE</p> <p><b>Population:</b> All sub-population students and teachers for these students in core content areas and CTE - <b>Start Date:</b> July 18, 2022 - <b>End Date:</b> June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May


Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, Arts, and Mathematics initiative and Middle School STEM program.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Directors for CIA Director for ARE</p> <p><b>Population:</b> STEAM Teachers for elementary and MS STEM Teachers - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Student Learning 6 - District Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> 2nd Annual ISET Conference at Veterans Memorial ECHS - 289-TIV Title IV-A Student Support and Acad. Enri - 289-13-TEC, Title IV - 289-TIV Title IV-A Student Support and Acad. Enri</p>	Formative			Summative
	Oct	Jan	Mar	May









Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, C-PALLS scores, TELPAS +A 2 percentage point increase in the number of students meeting the passing 2019 standards on state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&amp;I and HR Directors for CIA Director for Professional Development</p> <p><b>Population:</b> All teachers - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024 <b>Funding Sources:</b> Rentals - 199 Local funds - 199-13-6269, Consultants - 199 Local funds - 211-13-6291</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: +2% improvement on 2019 State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA and IOWA Test Results <b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Professional Development Director for Federal Programs</p> <p><b>Population:</b> All teachers and staff - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 28, 2024 <b>Need Statements:</b> Student Learning 1, 2 - District Processes &amp; Programs 5 <b>Funding Sources:</b> Out of district travel for C&amp;I - 211 Title I-A - 13-6411.23 - \$84,162, AVID (allocated to Porter, Lopez, Veterans) and CI 1050) - 211 Title I-A - 211-13-6411.23, Out of district travel - 199 G/T Advanced Academics - 199-13-6411 pic 21 - \$3,500, FED out of district travel - 211 Title I-A - 211-21-6411.23 - \$2,200</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 9 Details		Reviews			
<b>Strategy 9:</b> PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.  Los maestros y personal de apoyo de PK-3 recibirán capacitación de desarrollo profesional basado en la investigación, capacitación CIRCLE, actividades para estudiantes de transición de preescolar a escuela pública; Marcos alineados con las Directrices PK; Comienzos positivos para la gestión del aula, etc.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.  <b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Professional Development Director for Special Programs  <b>Population:</b> PK-3 to 4 faculty and staff - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Fine arts students and teachers will be provided professional development training annually.  Los estudiantes y maestros de bellas artes recibirán capacitación de desarrollo profesional anualmente.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions  <b>Staff Responsible for Monitoring:</b> Director for Fine Arts  <b>Population:</b> Fine Arts Teachers and Students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for At-Risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:</p> <ul style="list-style-type: none"> <li>-Identification of at-risk students via state and local criteria,</li> <li>-Graduation Rate, Completion Rate, and Graduation Cohorts,</li> <li>-Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and</li> <li>-Budget and Program Compliance</li> </ul> <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"> <li>-Identificacion de estudiantes en riesgo a traves de criterios estatales y locales,</li> <li>-indice de graduacion, indice de finalizacion y grupos de graduacion,</li> <li>-Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompanados a traves de la Ley McKinney-Vento, y</li> <li>-Presupuesto y cumplimiento del programa</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, 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><b>Staff Responsible for Monitoring:</b> Assistant Superintendents Coordinator for State Compensatory Education Director for Homeless Youth Project</p> <p><b>Population:</b> Campus faculty and staff - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Student Learning 2, 4 - District Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> See campus plans for allocation of funds - 162 State Compensatory, Homeless Staff and Counselor PD Travel - 211 Title I-A - 211-21/31-6411.23 - \$2,700</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Development Specialists for ISET</p> <p><b>Population:</b> All BISD staff - <b>Start Date:</b> July 5, 2022 - <b>End Date:</b> June 30, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> Provide supplemental targeted professional development services to administrators and teachers at BISD Priority Schools including services from the Region One Education Service Center, district program staff, and consultants.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development Evaluations and Survey feedback of impact Summative: Survey Feedback and Student EOY performance on assessments compared to BOY assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Executive Directors for Curriculum and Instruction Chief Academic Officer</p> <p><b>Population:</b> Priority School Staff (101, 102, 120) - <b>Start Date:</b> October 2, 2023 - <b>End Date:</b> May 31, 2024 - <b>Revision Date:</b> October 16, 2023</p> <p><b>Need Statements:</b> Student Learning 1, 2</p> <p><b>Funding Sources:</b> Consultant Services Region One - 282 ESSER III Grant Funds - 282-13-6239 - \$189,000, Consultant Services from Gallegos Consulting - 282 ESSER III Grant Funds - 282-13-6291 - \$37,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 1 Need Statements:

Student Learning
<p><b>Need Statement 1:</b> Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum. <b>Data Analysis/Root Cause:</b> 2023 preliminary STAAR/EOC data showed that many students did not maintain their progress above 2022 results for all content areas.</p> <p><b>Need Statement 2:</b> Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. <b>Data Analysis/Root Cause:</b> Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..</p> <p><b>Need Statement 4:</b> 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. <b>Data Analysis/Root Cause:</b> Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.</p> <p><b>Need Statement 5:</b> Need to increase effectiveness of supplemental services for struggling and highly able learners using appropriate services. <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia. Also, HB4545 requires additional supplemental services and resources be made available.</p> <p><b>Need Statement 6:</b> Need to increase STEM/STEAM-related instruction, resources, and student opportunities at all grade levels. <b>Data Analysis/Root Cause:</b> Walkthroughs and informal feedback continue to show that the programs are not fully implemented in all participating school classrooms.</p>
District Processes & Programs
<p><b>Need Statement 2:</b> Need to continue stipends and extra-duty funds for additional duties, dual enrollment, and recruiting and retaining staff in high needs areas. <b>Data Analysis/Root Cause:</b> Stipends and Extra-duty funds are a programmatic strength and will continue under the 2023-2024 Compensation Plan.</p> <p><b>Need Statement 5:</b> Need to increase availability of personalized professional learning for faculty, staff, administration and parents. <b>Data Analysis/Root Cause:</b> District staff and accessibility surveys indicate need to increase training and supports for implementation of online and blended instruction.</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 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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Summative Impact: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions.</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for High Schools Director for CTE</p> <p><b>Population:</b> CTE Faculty and Staff - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 28, 2024</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Superintendent for High Schools Director for CTE</p> <p><b>Population:</b> CTE Project Lead the Way faculty - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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 the 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 end of the 2023-2024 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 2023-2024 .

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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"> <li>*Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements.</li> <li>*Coaching for teachers of Emergent Bilingual Students,</li> <li>*funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and</li> <li>*other allowable support for attaining BIL/ESL certification.</li> </ul> <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"> <li>*Estipendios y otros gastos relacionados con la preparacion del examen de certificacion para abordar los requisitos del Capitulo 89 de TEA TEC.</li> <li>*Entrenamiento para maestros de estudiantes bilingues emergentes,</li> <li>*fondos para asistir a conferencias educativas BIL/ESL, simposios y otras actividades de capacitacion de desarrollo profesional, y</li> <li>*otro apoyo permitido para obtener la certificacion BIL/ESL.</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Director for Emergent Bilinguals</p> <p><b>Population:</b> Teachers serving BIL/ESL students - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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 especificas de EB (TABE), incluido el Simposio del Titulo III para Padres de Alumnos Aprendices del Ingles. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS Session attendance and Evaluation Reports,  Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. <b>Staff Responsible for Monitoring:</b> Director for Emergent Bilinguals  <b>Population:</b> Teachers serving BIL/ESL students - <b>Start Date:</b> October 1, 2023 - <b>End Date:</b> February 1, 2024	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide all campuses with Listening, Speaking, Reading, and Writing (LSRW /ELPS) Student Camps to improve performance on the TELPAS and STAAR assessments at all grade levels and to support stronger implementation of Emergent Bilingual supports and interventions through modeling instructional strategies with students for classroom teacher.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: all campuses scheduled for Region One TELPAS camps and campus feedback/debriefing indicates impact Summative: increased student performance on TELPAS at all served campuses <b>Staff Responsible for Monitoring:</b> Director for Bilingual Program Chief Academic Officer  <b>Population:</b> EB students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> April 30, 2024 - <b>Revision Date:</b> October 16, 2023 <b>Need Statements:</b> Student Learning 2, 5 - District Processes & Programs 5 <b>Funding Sources:</b> Bilingual Program funds allocated to campuses for Region One - 163 State Bilingual - In campus budgets	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

### Performance Objective 3 Need Statements:



### Student Learning

**Need Statement 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 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. Also, HB4545 requires additional supplemental services and resources be made available.

### 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Director for Guidance and Counseling Director for Security Services</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Director for Guidance and Counseling Director for Security Services</p> <p><b>Population:</b> All staff - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 7, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting of presentations Summative: end of year reports trainings</p> <p><b>Staff Responsible for Monitoring:</b> Director for Guidance and Counseling Director for Security Services</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 14, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Plan draft and professional development training records Summative: Reduced numbers of students needing these support and survey data indicating improved school climate</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Development Director for Guidance and Counseling</p> <p><b>Population:</b> all faculty and staff - <b>Start Date:</b> July 17, 2023 - <b>End Date:</b> June 14, 2024 <b>Funding Sources:</b> 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>				



**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 2022-2023. (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 2022-2023. (Plan de estudios, instruccion y evaluacion de Future Ready)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The District will increase the accessibility for all students in technology based instruction across all subject areas by 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ISET Director for Technology</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Funding Sources:</b> Technology Services - 289-TIV Title IV-A Student Support and Acad. Enri - 289-51-6639, Educational Technologies Activities - 289-TIV Title IV-A Student Support and Acad. Enri, Software Supplies and materials - 282 ESSER III Grant Funds - 282-13-6395.62 - \$539,849</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> The District will determine what gaps students At-Risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography).</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Coordinator for State Compensatory Education</p> <p><b>Population:</b> All Students at risk of dropping out - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ISET</p> <p><b>Population:</b> All students and staff - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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 utilizarim tecnologia y aplicaciones de software para participar en actividades de instrucción y desarrollar y compartir proyectos a productos que fomenten la creatividad, la innovación, la comunicación, la colaboración, la fluidez de la informacion y la ciudadanía digitalen ladas las areas de contenido.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports  <b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ISET Director for Technology  <b>Population:</b> All student populations - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024 <b>Need Statements:</b> District Processes & Programs 3		Formative			Summative
		Oct	Jan	Mar	May
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 1 Need Statements:

District Processes & Programs
<b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> 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)




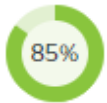




**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2022-2023, leveraging human capital in personalized 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The District will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments <b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ISET  <b>Population:</b> All students and stakeholders - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 28, 2024 <b>Funding Sources:</b> EDUCATIONAL TECHNOLOGY RESOURCES - 289-TIV Title IV-A Student Support and Acad. Enri - 289-TEC	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> 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.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data <b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ISET Director for Technology  <b>Population:</b> All students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024 <b>Funding Sources:</b> District resources--COVID 19 and ESSER funding - 282 ESSER III Grant Funds		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses <b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ISET Director for CTE  <b>Population:</b> All students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024		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 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Device purchasing reports            Device deployment reports            Summative Impact:            Progress towards successful purchasing and deployment            Survey results regarding success of deployment</p> <p><b>Staff Responsible for Monitoring:</b> Directors for CIA            Specialists for ISET            Director for Technology</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			
<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 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data.  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress  <b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Technology  <b>Population:</b> All students and programs - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The district will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies  <b>Staff Responsible for Monitoring:</b> Specialists for ISET Director for Technology  <b>Population:</b> All students and programs - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

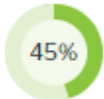

**Goal 8:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)





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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The District will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology.  El Distrito aumentara la asociacion comunitaria, centrandose en el espiritu empresarial, la innovacion y la planificacion estrategica que facilitara la tecnologia educativa.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> Directors for CIA Specialists for ISET Director for Technology  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The District will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for Business and Operations Director for CTE Director for Technology  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records <b>Staff Responsible for Monitoring:</b> Director for Professional Development Specialists for ISET Director for Technology  <b>Population:</b> All students and staff - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The District will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Records Summative Results: Software usage reports <b>Staff Responsible for Monitoring:</b> Director for Professional Development Specialists for ISET Director for Parent and Family Engagement  <b>Population:</b> All BISD Parents - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024	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 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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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.  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Survey of staff Summative Results: Survey EOY report  <b>Staff Responsible for Monitoring:</b> Assistant Superintendents Director for Technology  <b>Population:</b> Technology Integration Support staff - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 14, 2024	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The District will hold a technology conference, a teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Conference agendas and proposals Summative Results: Conference session attendance data Survey of participants</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Development Director for Technology Specialists for ISET</p> <p><b>Population:</b> all students, parents, teachers, and school/district leaders - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> October 31, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development reports Summative Results: Aggregate Professional Development Records for Certificates attained</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Development Director for Technology Specialists for ISET</p> <p><b>Population:</b> Teachers, School &amp; District Leaders - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
		N/A		

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> BISD will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas.</p> <p>BISD proporcionara recursos tecnologicos y actividades de desarrollo profesional para apoyar el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed</p> <p><b>Staff Responsible for Monitoring:</b> Director for Professional Development Directors for CIA Specialists for ISET</p> <p><b>Population:</b> Teachers, School &amp; District Leaders - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	✗	✗	✗	
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				



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







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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports</p> <p><b>Staff Responsible for Monitoring:</b> Director for Technology Directors for CIA Specialists for ISET</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD will define specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization.</p> <p>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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:  Purchase Reports  Software Usage Reports  Software Monitoring Reports  Summative Results:  Software Usage Reports  Software Monitoring Reports  ROI Analysis reports</p> <p><b>Staff Responsible for Monitoring:</b> Director for Technology  Directors for CIA  Chief Financial Officer</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results:            Selection of Change Leaders            Committee Agendas and Minutes            Summative Results:            Agendas            Presentation to stakeholders</p> <p><b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&amp;I and Human Resources            Director for Technology            Directors for CIA</p> <p><b>Population:</b> Teachers, School &amp; District Leaders - <b>Start Date:</b> August 1, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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



**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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> Campuses will address the district attendance rate goals in the Campus Improvement Plans by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates</p> <p><b>Staff Responsible for Monitoring:</b> Director for Pupil Services</p> <p><b>Population:</b> All BISD students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024</p> <p><b>Need Statements:</b> Perceptions 1</p>				

Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Director for Pupil Services Director for Parent and Family Engagement</p> <p><b>Population:</b> all BISD students PK to 12th grade - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024 <b>Need Statements:</b> Perceptions 1</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates <b>Staff Responsible for Monitoring:</b> Chief Financial Officer Director for Pupil Services Director for PEIMs</p> <p><b>Population:</b> all BISD campuses - <b>Start Date:</b> October 2, 2023 - <b>End Date:</b> May 31, 2024 <b>Need Statements:</b> Perceptions 1</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> PEIMS Training on the implementation of new requirements for Student Accounting will be provided to District and Campus staff.  PEIMS Capacitacion sobre la implementacion de nuevos requisitos para la Contabilidad Estudiantil se proporcionara al personal del Distrito y del Campus. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors <b>Staff Responsible for Monitoring:</b> Director for PEIMS  <b>Population:</b> BISD Campus staff taking attendance - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> December 22, 2023	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase <b>Staff Responsible for Monitoring:</b> Director for Pupil Services  <b>Population:</b> All students with 3 or more absences - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 1 Need Statements:



<b>Perceptions</b>
<b>Need Statement 1:</b> Need to increase attendance for students and teachers and improve school climate. <b>Data Analysis/Root Cause:</b> District attendance showed a continuing decline in student and teacher attendance since Fall 2019 and then COVID-19 severely impacted the attendance which is very slowly recovering.

**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 more than 94.1%.



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 94.1%.





**High Priority**





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



Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> 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 sistemico a traves de esfuerzos de recuperacion que incluyen: Caminata por el futuro, Reuniones de recuperacion del abandono escolar del distrito (otono) y visitas del personal del distrito al campus para mejorar el rendimiento y la asistencia de los estudiantes en riesgo, tasa de graduacion, tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion escolar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS Session Attendance and Evaluation Reports, PowerSchool At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports</p> <p>Summative Impact: increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Director for PEIMs</p> <p><b>Population:</b> grade 1-12 At-risk Students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> May 31, 2024</p> <p><b>Need Statements:</b> Demographics 1 - Perceptions 1</p> <p><b>Funding Sources:</b> - 162 State Compensatory</p>				







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide out-of-cohort students at the Brownsville Learning Academy accelerated instruction, adequate space, supplies, and staff to increase the number of middle and high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate.</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 día 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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p><b>Population:</b> Middle and High School at risk Students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Funding Sources:</b> 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><b>Strategy 3:</b> Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate, recidivism rate, and dropout rate.</p> <p>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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p><b>Population:</b> Middle and High School At-risk Students - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024 <b>Funding Sources:</b> 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><b>Strategy 4:</b> Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at all middle and high schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate.</p> <p>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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Director for Guidance and Counseling</p> <p><b>Population:</b> Middle and High School At-risk Students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 14, 2024 <b>Funding Sources:</b> See campus plans for salaries for At-Risk Counselors - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide Program Specialists to monitor and coordinate dropout intervention programs for students at all high schools in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p><b>Population:</b> High School At-risk Students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 14, 2024 <b>Funding Sources:</b> See campus plans for allocation of funds for salaries - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details		Reviews			
<p><b>Strategy 6:</b> Provide secondary campuses and Alternative Education Programs with a probation officer to work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p><b>Population:</b> High School At-risk Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 14, 2024 <b>Funding Sources:</b> See campus plans for allocation of funds and staff - 162 State Compensatory</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 7 Details		Reviews			
<p><b>Strategy 7:</b> Provide Communities in School (CIS) Site Coordinators to secondary campuses and Alternative Education Programs in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p><b>Population:</b> Secondary At-Risk Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024 <b>Funding Sources:</b> see campus plans for allocation of funds - 162 State Compensatory</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Assistant Superintendent for High Schools</p> <p><b>Population:</b> Middle and High School At-Risk; Pregnant and Parent Students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 14, 2024</p> <p><b>Funding Sources:</b> See campus plan for funding allocation - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 9 Details		Reviews			
<p><b>Strategy 9:</b> A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate</p> <p><b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education Assistant Superintendent for High Schools Coordinator for Homeless Youth Coordinator</p> <p><b>Population:</b> Elementary, Middle and High School At-risk Students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 14, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Perceptions 3</p> <p><b>Funding Sources:</b> See campus plans for allocation of any funds - 162 State Compensatory, Homeless Supplies and Materials - 211 Title I-A - 211-61-6399 HOM - \$50,430, Homeless Support Activities - 206 McKinney Vento Grant, Migrant program shoe purchase - 212 Title I-C (Migrant) - 212-61-6399 - \$1,625</p>		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 2 Need Statements:

Demographics
<p><b>Need Statement 1:</b> Need to increase enrollment and reduce the number of students leaving the district at all grade levels. <b>Data Analysis/Root Cause:</b> District enrollment numbers have continued to decline over the past twelve years and COVID-19 increased the rate.</p> <p><b>Need Statement 2:</b> Need to increase supports for student and family access to physical and mental health as well as nutritional supports. <b>Data Analysis/Root Cause:</b> Additional state requirements and district student and employee data indicate continued need.</p>
Perceptions
<p><b>Need Statement 1:</b> Need to increase attendance for students and teachers and improve school climate. <b>Data Analysis/Root Cause:</b> District attendance showed a continuing decline in student and teacher attendance since Fall 2019 and then COVID-19 severely impacted the attendance which is very slowly recovering.</p>



<b>Perceptions</b>
<b>Need Statement 3:</b> Need to increase effective communication, marketing, and outreach to community stakeholders through paper, TV, social media, and other available means. <b>Data Analysis/Root Cause:</b> District surveys of needs and board directives support this as a priority need.

**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 and the district will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR/EOC by 10 percentage points over 2023 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 puntos porcentual sobre los resultados de 2023.





**High Priority**






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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week using adopted and intervention resources.</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 usando cosas apropiadas para los estudiantes.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Director for Federal Programs Coordinator for State Compensatory Education Assistant Superintendents</p> <p><b>Population:</b> Elementary, Middle and High School at-risk Students - <b>Start Date:</b> July 17, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Student Learning 2, 5</p> <p><b>Funding Sources:</b> 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, EDEP and Accelerated Learning - 282 ESSER III Grant Funds - 282-11-6118 at campuses, STAAR/EOC Supplemental Resources - 211 Title I-A - 282-11-6299 campus funds</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Compliance Officer for State Compensatory Education Assistant Superintendent for High Schools</p> <p><b>Population:</b> Elementary, Middle and High School At-risk Students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> See campus plans for teachers and salary allocations - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Director for Secondary Curriculum Coordinator for State Compensatory Education Director of Dyslexia/504</p> <p><b>Population:</b> Elementary, Middle, and High School At-risk Students; Dyslexic Students - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Funding Sources:</b> See campus plans for allocation of staff and salaries - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Director for Secondary Curriculum Coordinator for State Compensatory Education</p> <p><b>Population:</b> all grades At-risk Students - <b>Start Date:</b> July 24, 2023 - <b>End Date:</b> June 28, 2024 <b>Need Statements:</b> District Processes &amp; Programs 3, 4 <b>Funding Sources:</b> See campus plans for allocation of funds - 162 State Compensatory</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details		Reviews			
<p><b>Strategy 5:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Homeless Youth Director to Pupil Services</p> <p><b>Results Driven Accountability - Population:</b> All At-Risk students - <b>Start Date:</b> July 17, 2023 - <b>End Date:</b> June 21, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 6 Details		Reviews			
<p><b>Strategy 6:</b> 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><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Progress reports, Report cards</p> <p>Summative Impact: Improved STAAR/EOC results for athletes</p> <p><b>Staff Responsible for Monitoring:</b> Director for Athletics</p> <p><b>Population:</b> Secondary student athletes - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 7 Details		Reviews			
<b>Strategy 7:</b> The District and Campuses will coordinate support services and resources for faculty, staff, and students, including bringing in presentations and additional support services to assist students in closing academic gaps, increase success on challenging coursework and assessments, and addressing social and emotional challenges. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session calendars and schedules of interventions and services Summative: Evaluations of impact of presentations or services <b>Staff Responsible for Monitoring:</b> Directors for CIA Director for Guidance and Counseling  <b>Population:</b> Students, faculty, and staff - <b>Start Date:</b> November 13, 2023 - <b>End Date:</b> June 28, 2024 - <b>Revision Date:</b> November 13, 2023 <b>Need Statements:</b> District Processes & Programs 6 <b>Funding Sources:</b> Consultants for secondary student presentations - 282 ESSER III Grant Funds - 282-11-6291- - \$90,000		Formative			Summative
		Oct	Jan	Mar	May
		N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

### Performance Objective 3 Need Statements:

Student Learning
<b>Need Statement 2:</b> Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all sub-populations. <b>Data Analysis/Root Cause:</b> Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports).. <b>Need Statement 3:</b> Need to increase staff in high needs areas for instruction based on programmatic requirements and performance (Class-size reduction, Special Education, grant-based, and other areas). <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia. <b>Need Statement 5:</b> Need to increase effectiveness of supplemental services for struggling and highly able learners using appropriate services. <b>Data Analysis/Root Cause:</b> Student performance gaps continue for students identified as At-Risk or for program services including Bilingual/ESL, Special Education and 504/Dyslexia. Also, HB4545 requires additional supplemental services and resources be made available.
District Processes & Programs
<b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> District staff and accessibility surveys indicate need to narrow the focus and ensure training and supports for implementation. <b>Need Statement 4:</b> Need to continue to update supplemental instructional supplies and resources to address increased demands for varied instructional models or new program requirements. <b>Data Analysis/Root Cause:</b> Survey data and informal feedback indicate that additional resources still need to be provided to reach all students. <b>Need Statement 6:</b> Need to address curricular, social/emotional learning (SEL), technology, and safety/health challenges. <b>Data Analysis/Root Cause:</b> Local, County, State and Federal guidelines and requirements as well as some continuing challenges resulting from COVID 19.

**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.



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To promote physically and emotionally healthy students, the district will utilize the</p> <ul style="list-style-type: none"> <li>-PAPA (Parenting and Paternity Awareness) curriculum</li> <li>-CATCH (Coordinated Approach to Child Health) program, and</li> <li>-SHAC (School Health Advisory Committee)</li> </ul> <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"> <li>-CCP (Concienciacion sobre la Crianza y la Paternidad),</li> <li>- el programa CATCH (Enfoque coordinado para la salud infantil), y</li> <li>-SHAC (Comite asesor de salud escolar) y</li> </ul> <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><b>Milestone's/Strategy's Expected Results/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Directors for CIA Assistant Superintendents</p> <p><b>Population:</b> All students - <b>Start Date:</b> July 17, 2023 - <b>End Date:</b> June 14, 2024</p> <p><b>Funding Sources:</b> Playground Equipment for early childhood (carry forward) - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6639-00-XXX-Y24-T4H-</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses).  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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.  <b>Staff Responsible for Monitoring:</b> Director for Health Services  <b>Population:</b> District Health Services and Campus Nurses (licensed medical professional RN and LVN). - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The UTRGV Mobile Unit will be providing clinical care services to BISD students during 2022-2023.  La Unidad Movil de UTRGV brindara servicios de atencion clinica a los estudiantes de BISD durante 2022-2023.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Monthly reports of services provided Summative impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.  <b>Staff Responsible for Monitoring:</b> Director for Health Services  <b>Population:</b> all students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
					

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The district will conduct a winter coat drive to provide needy students with warm clothing to promote better attendance at school and support student health.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Distribution list of warm clothing provided to students Summative Impact: improve attendance of At-Risk students <b>Staff Responsible for Monitoring:</b> Coordinator for State Compensatory Education  <b>Population:</b> At-Risk Students - <b>Start Date:</b> November 1, 2023 - <b>End Date:</b> December 22, 2023 <b>Funding Sources:</b> Winter Coat Drive - 162 State Compensatory - 162-61	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> The district will follow the established 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 as updated by the State and Federal guidelines.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Strong Start Plans Summative: Limitations in exposure and cases of COVID 19. <b>Staff Responsible for Monitoring:</b> Deputy Superintendent for C&I and Human Resources Deputy Superintendent for Operations  <b>Population:</b> All BISD Stakeholders - <b>Start Date:</b> July 3, 2023 - <b>End Date:</b> June 28, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# 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

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Professional Staff	211-61-6119	Parent and Family Engagement	1.0
Professional Staff	District	Homeless Youth	0.5
Support Personnel	District Staff	Parent and Family Engagement	5.0
Support Personnel	District Staff	Homeless Youth	1.0

# District Education Improvement Council 2022-2023

Committee Role	Name	Position
Administrator	Dr. Rene Gutierrez	Superintendent
Meeting Facilitator	Dr. Anyisia 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



<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Bernice Santillana	Gallegos Elementary--T2
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

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Ana Espinosa	Stillman MS--T2 (replacing Vanessa Estrella)
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 Education Improvement Council 2023-2024

Committee Role	Name	Position
Administrator	Dr. Rene Gutierrez	Superintendent
Meeting Facilitator	Beatriz Hernandez	Chief Academic Officer
Meeting Facilitator	Roni Louise Rentfro	District Coordinator of School Improvement
Community Representative	Jose Arambul	TSC 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	pending pending	pending replacement
Community Representative	Rosalinda Williams	BISD past Parent now Community
Parent	Beatriz Becerra-Burkholtz	BISD Parent
Classroom Teacher	Arturo Trevino, Jr.	Aiken Elementary--T2
Classroom Teacher	Amanda Borrayo	Benavides Elementary--T2
Classroom Teacher	Laura Zamarripa	Besteiro MS--T2
Classroom Teacher	Jose Chaires	BLA 6-12--Y1
Classroom Teacher	Blanca Novelo	Breeden Elementary--Y1
Classroom Teacher	Denise Ramirez	Brite Elementary--Y1
Non-classroom Professional	Deborah Ross	Brownsville Academic Center--Y1
Classroom Teacher	Harold Emerson, DEIC 23-24 President	Brownsville ECHS--Y1
Classroom Teacher	Maria Spano	Burns Elementary--T2
Classroom Teacher	Irma Ruiz	Canales Elementary--Y1
Classroom Teacher	Arnulfo Bermudez	Castaneda Elementary--Y1
Classroom Teacher	Alma Carrillo	Champion Elementary--T2
Classroom Teacher	Pending Pending	Cromack Elementary--Y1
Classroom Teacher	Graciela Garcia (replacing Noe Sanchez)	Del Castillo Elementary--T2
Classroom Teacher	Gila Cortina	Egly Elementary--Y1
Classroom Teacher	Denise Garcia-Day	El Jardin Elementary--T2
Non-classroom Professional	Bernardino Gonzalez	Faulk MS--O2
Classroom Teacher	Bernice Santillana	Gallegos Elementary--Y1

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Erika Casados	Garcia MS--Y1
Classroom Teacher	Melissa Jenkins	Garden Park Elementary--Y1
Classroom Teacher	Graciela Ramirez	Garza Elementary--T2
Non-classroom Professional	Julian Salinas	Gonzalez Elementary--Y1
Classroom Teacher	Rosa Covarrubias	Hanna ECHS--Y1
Non-classroom Professional	Sonia Fernandez	Hudson Elementary--O2
Non-classroom Professional	Melissa de Leon (replacing C. Gomez)	Keller Elementary--O2
Non-classroom Professional	Maria Miller	Lincoln Park High School Program--Y1
Classroom Teacher	Virginia Ramirez	Lopez ECHS--Y1
Classroom Teacher	Michael Duran	Lucio MS--Y1
Classroom Teacher	Angelica Vela	Manzano MS--T2
Classroom Teacher	Maria Concepcion Palomo	Martin Elementary--Y1
Classroom Teacher	Elizabeth Torres	Morningside Elementary--T2
Non-classroom Professional	Demina Nichols	Oliveira MS--O2
Classroom Teacher	Nadia Banda	Ortiz Elementary--Y1
Classroom Teacher	Anna Gabbert	Pace ECHS--T2
Classroom Teacher	Kelly Stuart	Palm Grove Elementary--T2
Classroom Teacher	Janet Constantino	Paredes Elementary--T2
Classroom Teacher	Citlali Gonzalez	Pena Elementary--Y1
Non-classroom Professional	Michael Moreno	Perez Elementary--Y1
Classroom Teacher	Victor Ramirez	Perkins MS--Y1
Classroom Teacher	Margaret Annen	Porter ECHS--Y1
Classroom Teacher	Glenda Rodriguez	Pullam Elementary--T2
Classroom Teacher	Michelle Hinojosa (replacing B. Cantu)	Putegnat Elementary--T2
Non-classroom Professional	Maribel Nicol	Rivera ECHS--O2
Classroom Teacher	Xavier Hernandez	Russell Elementary--Y1
Classroom Teacher	Natalie Herfinahl	Sharp Elementary--T2
Classroom Teacher	Celia Saiz-Broussard	Skinner Elementary--Y1
Classroom Teacher	Juana Castillo	Southmost Elementary--T2
Classroom Teacher	Lillian Gonzalez	Stell MS--Y1
Classroom Teacher	Frank Vasquez	Stillman MS--Y1

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Corine Castillo	Vela MS--Y1
Classroom Teacher	Brenda Maldonado	Vermillion Elementary--Y1
Classroom Teacher	Sherry Hoskins	Veterans ECHS--T2
Classroom Teacher	Juliana Parker	Villa Nueva Elementary--T2
Classroom Teacher	Martha Villanueva (replacing E. Salinas) DEIC 23-24 Secretary	Yturria Elementary--T2
Parent	Jannette Mata	Parent
District-level Professional	Jason Moody, DEIC Parliamentarian	Director for Public Relations and Community Engagement--D2
District-level Professional	Oscar Cantu, Jr., DEIC 23-24 Vice President	C&I Department AVID Specialist--D1
Community Representative	Hilda Silva	Associate Professor Department of Organization & School Leadership College of Education & P-16 Integration
Community Representative	Maribel Martinez	Retired Teacher
Parent	Yvonne Castillo	Parent
Parent	Mayra Arambul	Parent

# 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	1	Professional support with fringe	199-21-6119/6129	\$224,876.00
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	\$0.00
1	5	5	Competition support funding	199-36	\$0.00
1	5	6	AMC fees and awards	199-36-6497	\$0.00
1	5	7	Fees and Awards	199-36	\$0.00
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	\$0.00
6	1	4	PFE Meeting supplies and materials		\$0.00
6	1	6	PFE Printing	199-61-6399-16	\$0.00
7	1	1	Curriculum Specialists salary + fringe	199-13-6119/6129	\$455,429.00
7	1	1	PD Stipends with fringe	199-13-6117	\$85,100.00
7	1	1	Support staff salaries with fringe	199-13-6129	\$64,620.00
7	1	1	Extra duty + fringe (Curric. Writing)	199-13-6118	\$82,225.00
7	1	2	Substitutes with fringe	199-13-6112 with fringe	\$65,550.00
7	1	2	Substitutes	199-11-6112.18	\$56,000.00
7	1	7	Consultants	211-13-6291	\$0.00
7	1	7	Rentals	199-13-6269	\$0.00
Sub-Total					\$1,033,800.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$1,033,800.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software for Instruction	162-11-6249-62	\$739,200.00
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	\$861,979.00
7	1	3	Contracted services	162-13-6249-62	\$10,800.00
7	1	11	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 staff and salaries		\$0.00
9	3	4	See campus plans for allocation of funds		\$0.00
9	4	4	Winter Coat Drive	162-61	\$0.00
Sub-Total					\$1,611,979.00
Budgeted Fund Source Amount					\$1,611,979.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	3	3	Bilingual Program funds allocated to campuses for Region One	In campus budgets	\$0.00

163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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
1	5	3	Extra duty, Fees, travel, awards, and rentals	199-36 pic 21	\$17,575.00
1	5	3	ESC Services and supports	199-21-6239	\$3,000.00
7	1	4	Extra duty with fringe	199-21-6121	\$7,500.00
7	1	4	Support staff resources	199-21-various	\$15,800.00
7	1	4	General supplies	199-13-6399 pic 21	\$4,298.00
7	1	4	Professional salary with fringe	199-13-6119 pic21	\$97,274.00
7	1	4	Travel in district	199-13-6411.00	\$3,000.00
7	1	8	Out of district travel	199-13-6411 pic 21	\$3,500.00
Sub-Total					\$151,947.00
Budgeted Fund Source Amount					\$151,947.00
+/- Difference					\$0.00



206 McKinney Vento Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	9	Homeless Support Activities		\$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	\$12,400.00
1	1	1	C&I Supplies and materials	211-13/21-6399	\$389.00
1	1	1	Professional extra duty and fringe	211-13-6118-6146	\$133,959.00
1	1	1	Curriculum staff with fringe (about 15% of the total)	211-13-6119	\$870,522.00
1	1	1	Supplemental Software and Resources	211-13-6299	\$36,111.00
1	1	3	Federal Programs supplies and technology resources	211-21-63XX ...905	\$2,562.00
1	1	3	Curriculum Supplies and materials	211-13-6399	\$0.00
1	1	4	Supplemental staff salaries and fringe	refer to campus budgets	\$0.00
1	1	5	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	\$0.00
3	1	1	Federal Program Support Salaries and fringe	211-21-6129+fringe	\$97,995.00
3	1	1	Faculty and staff at campus locations		\$0.00
3	1	1	Federal Program Leadership Salaries and fringe	211-21-6119+fringe	\$229,828.00
3	2	3	Homeless Program Retention Stipends	211-21-6117-.49	\$1,725.00
3	2	3	Federal Programs Retention Stipends with Fringe	211-21-6117.49	\$4,544.00
6	1	1	PFE Mileage		\$10,000.00
6	1	1	PFE Technology		\$13,000.00
6	1	1	FED Mileage	211-21-6411.00	\$700.00
6	1	1	Homeless Salaries with fringe	211-61-6119	\$87,900.00
6	1	1	Resources needed for Title I Crate	211-61-6249-65	\$5,000.00
6	1	1	Salary/Wages PFE staff	211-61-6129-00	\$133,540.00
6	1	1	Resources for PowerSchool	211-61-6299	\$2,690.00
6	1	1	Homeless Program support technology	211-61-6398/6395	\$6,600.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Resource for hotspot cell service staff	211-61-6256	\$30,000.00
6	1	1	PFE Custodial		\$500.00
6	1	2		211-61-6399	\$0.00
6	1	3	Resources for material/supplies	211-61-6399	\$0.00
6	1	3	Homeless Staff Salary with Fringe		\$0.00
6	1	4	PFE Printing	211-61-6399.16	\$5,000.00
6	1	4	Homeless Supplies		\$5,000.00
6	1	4	Homeless Printing		\$5,000.00
6	1	4	PFE Extra Duty Pay for activities and events	211-61-6118/6121	\$50,810.00
6	1	4	PFE Refreshments for Meetings	211-61-6499.53	\$7,000.00
6	1	4	Homeless in-district Travel		\$2,500.00
6	1	4	Homeless Extra Duty with Fringe	211-21-6121...HOM	\$3,145.00
6	1	5	PFE Refreshments	211-61-6499.53	\$3,000.00
6	1	5	PFE Events rental	211-61-6299	\$3,000.00
6	1	6	PFE Reading Materials	211-61-6325	\$6,000.00
6	1	6	PFE Misc. Operating Costs-Refreshments	211-61-6499-53	\$5,000.00
6	1	6	PFE Equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents.	211-61-6399	\$51,000.00
6	1	6	PFE Consulting (PV and others)	211-61-6291	\$6,000.00
6	1	6	Homeless Meeting and Activity Refreshments		\$500.00
6	1	6	FED Supplies and Maintenance	211-21-6399/6249.12	\$5,438.00
6	1	7	Activity Fees		\$1,500.00
6	1	7	Mileage Reimbursement PD Travel	211-61-6411-23	\$4,000.00
6	1	7	Non-Employee travel and subsistence	211-61-6419-23	\$10,000.00
6	1	8	PFE Consultants	211-61-6291	\$4,000.00
6	1	8	PFE Miscellaneous Operating Costs--Awards	211-61-6499	\$9,500.00
6	1	11	PFE Resources for Title I Crate	211-61-6249-65	\$0.00
6	1	11	PFE Resources for School Messenger	211-61-6299-00	\$8,500.00
6	1	11	PFE Resources for technology	211-61-6398-65	\$500.00
7	1	1	Professional Development Travel (In District	211-13-6411	\$50,684.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Consulting Services--Region One	211-13-6239	\$2,400.00
7	1	2	Consultants and professional services	211-13-6291	\$13,000.00
7	1	2	General PD Supplies	211-13-6399	\$89,047.00
7	1	2	Professional Development Stipends	211-13-6117	\$23,975.00
7	1	3	Fees and dues for PD	211-13-6497	\$7,565.00
7	1	8	Out of district travel for C&I	13-6411.23	\$84,162.00
7	1	8	FED out of district travel	211-21-6411.23	\$2,200.00
7	1	8	AVID (allocated to Porter, Lopez, Veterans) and CI 1050)	211-13-6411.23	\$0.00
7	1	11	Homeless Staff and Counselor PD Travel	211-21/31-6411.23	\$2,700.00
9	2	9	Homeless Supplies and Materials	211-61-6399 HOM	\$50,430.00
9	3	1	STAAR/EOC Supplemental Resources	282-11-6299 campus funds	\$0.00
Sub-Total					\$2,202,521.00
Budgeted Fund Source Amount					\$2,202,521.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Refer to Migrant Plans		\$0.00
9	2	9	Migrant program shoe purchase	212-61-6399	\$1,625.00
Sub-Total					\$1,625.00
Budgeted Fund Source Amount					\$1,625.00
+/- Difference					\$0.00
224 Federal Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
244 Perkins Grant (Fed. CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

244 Perkins Grant (Fed. CTE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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	\$0.00
7	4	4	SEL Program Training		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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					\$0.00
+/- Difference					\$0.00
274 GEAR UP Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
276 Targeted Improvement School Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00

279 TCLAS GYO					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	GYO Grant Stipends	279-13-6139	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Curriculum Writing Extra Duty with fringe	282-13-6118 OCG, ECG, MCG, HCG	\$379,286.00
1	1	1	General Supplies	282-11-6399-00...0CG	\$201,419.00
1	1	1	Contracted Services for students	282-11-6249-62...0CG	\$650,284.00
1	1	3	Curriculum Writing/Revising Extra Duty pay with Fringe	282-11-6118 HCG	\$144,213.00
1	1	3	Curriculum Writing/Revising Extra Duty pay with Fringe	282-11-6118 MCG	\$29,275.00
1	5	2	Science refrigerated storage for supplies	282-13-6298	\$450.00
3	1	2	Retention Stipends		\$0.00
6	1	6	Supplies/Materials	282-61-6399	\$0.00
6	1	6	Transportation	282-61-6494	\$0.00
7	1	1	Technology	282-13-6298.65	\$84,141.00
7	1	1	Regional ESC Services	282-13-6239... ECG	\$227,061.00
7	1	1	Professional development stipends with fringe	282-13-6117 ...000, OCG, ECG, MCG, HCG	\$22,879.00
7	1	2	Consultant Services for all levels	282-13-6291	\$273,164.00
7	1	2	Substitutes for Teachers with Fringe	282-11-6112.18 HCG	\$23,000.00
7	1	2	Professional Services	282-13-6219	\$200,000.00
7	1	2	Substitutes for Teachers with Fringe	282-11-6112.18 MCG	\$23,000.00
7	1	2	General Supplies and Printing	282-13-6399	\$1,797,331.00
7	1	2	Substitutes for Teachers with Fringe	282-11-6112.18 ECG	\$283,125.00

282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	3	Contracted Services	282-13-6299	\$63,000.00
7	1	13	Consultant Services from Gallegos Consulting	282-13-6291	\$37,500.00
7	1	13	Consultant Services Region One	282-13-6239	\$189,000.00
8	1	1	Software Supplies and materials	282-13-6395.62	\$539,849.00
8	2	2	District resources--COVID 19 and ESSER funding		\$0.00
9	3	1	Extended Day/Week/Year Activity Funding	282-11-6399	\$0.00
9	3	1	EDEP and Accelerated Learning	282-11-6118 at campuses	\$0.00
9	3	7	Consultants for secondary student presentations	282-11-6291-	\$90,000.00
Sub-Total					\$5,257,977.00
Budgeted Fund Source Amount					\$5,257,977.00
+/- Difference					\$0.00
284 Special Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
287 Project RISE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	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

289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	8	Coding Stipend	289-11-6117	\$0.00
5	2	4	Guidance programs addressing student supports for mental health	289-T4C	\$0.00
5	3	3	Staff Development for BISD Police for classroom Presentations	289-T4S	\$0.00
5	3	4	Emergency Preparedness Guides for all campuses	289-52-6399-00-937-Y-24-T4S-Y	\$0.00
7	1	6	2nd Annual ISET Conference at Veterans Memorial ECHS	289-13-TEC	\$0.00
7	1	6	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					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
429 P-TECH Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- 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					\$0.00
+/- Difference					\$0.00
211 Title I-A Carry Forward Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

211 Title I-A Carry Forward Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
Grand Total Budgeted					\$10,259,849.00
Grand Total Spent					\$10,259,849.00
+/- Difference					\$0.00



# 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	Director for Pupil Services	11/1/2021	Roni Louise Rentfro	5/6/2023
Child Abuse and Neglect	Director for Guidance and Counseling	1/3/2023	Roni Louise Rentfro	5/6/2023
Coordinated Health Program	Curriculum Specialist for PE	1/3/2023	Roni Louise Rentfro	5/6/2023
Decision-Making and Planning Policy Evaluation	Superintendent's Designees	6/21/2022	Roni Louise Rentfro	5/6/2023
Disciplinary Alternative Education Program (DAEP)	Principal for DAEP	1/3/2023	Roni Louise Rentfro	9/29/2023
Dropout Prevention	Director over State Comp. Ed.	1/3/2023	Roni Louise Rentfro	9/29/2023
Dyslexia Treatment Program	Director for Assessment/Dyslexia/504	12/20/2021	Roni Louise Rentfro	9/29/2023
Pregnancy Related Services	Principal, Lincoln Park Schol	4/1/2005	Roni Louise Rentfro	9/29/2023
Post-Secondary Preparedness	Chief Academic Officer	1/3/2023	Roni Louise Rentfro	9/29/2023
Recruiting Teachers and Paraprofessionals	Chief Human Resources Officer	6/21/2022	Roni Louise Rentfro	9/29/2023
Student Welfare: Crisis Intervention Programs and Training	Director for Guidance and Counseling	6/21/2022	Roni Louise Rentfro	9/29/2023
Student Welfare: Discipline/Conflict/Violence Management	Director for Guidance and Counseling		Roni Louise Rentfro	9/29/2023
Technology Integration	Deputy Supt. for Business and Operations/ CAO	6/21/2022	Roni Louise Rentfro	9/29/2023
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief of Police	11/1/2021	Roni Louise Rentfro	9/29/2023
Texas Behavior Support Initiative (TBSI)	Director for Special Services	1/3/2023	Roni Louise Rentfro	9/29/2023
ESSA Program Guidelines and Requirement	Director for Federal Programs	7/10/2018	Roni Louise Rentfro	9/29/2023

# Addendums



# Brownsville Independent School District

## EARLY CHILDHOOD LITERACY (PK-3)

### HB3 BOARD GOALS

Dr. René Gutiérrez  
Superintendent of Schools

#### BOARD GOAL 1: THIRD GRADE READING English & Spanish

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 46% in 2018-2019 to 49% by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
46%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	46%	67%	44%	41%	25%	46%	46%
2021	46%	67%	44%	41%	25%	46%	46%
2022	47%	68%	45%	42%	26%	47%	47%
2023	48%	69%	46%	43%	27%	48%	48%
2024	49%	70%	47%	44%	28%	49%	49%

Minimum size criteria set to 25 or more students.

#### BOARD GOAL 2: THIRD GRADE MATH English & Spanish

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 56% in 2018-2019 to 59% by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
56%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	56%	56%	54%	53%	31%	46%	46%
2021	56%	56%	54%	53%	31%	46%	46%
2022	57%	57%	55%	54%	32%	47%	47%
2023	58%	58%	56%	55%	33%	48%	48%
2024	59%	59%	57%	56%	34%	49%	49%

Minimum size criteria set to 25 or more students.



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## COLLEGE, CAREER, AND MILITARY READY

### HB3 BOARD GOALS

#### CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 67% for the Class of 2018 to 71% by August 2024 for the Class of 2023.

#### Yearly Target Goals

2020	2021	2022	2023	2024
Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
68%	68%	69%	70%	71%

#### Closing the Gaps Student Groups Yearly Targets

		Hispanic	White	Special Ed	Eco. Disadv.	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020	69%	90%	68%	68%	56%	70%	55%
	2021	69%	90%	68%	68%	56%	70%	55%
	2022	70%	91%	69%	69%	57%	71%	56%
	2023	71%	92%	70%	70%	58%	72%	57%
	2024	72%	93%	71%	71%	59%	73%	58%

#### CCMR Progress Measure 1

The percentage of BISD graduates that meet the criteria for TSI (and for 2021 and beyond, the TSI-2\*) will increase from 45% for the Class of 2018 to 49% by 2024 for the Class of 2023.

#### Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021*)	2023 (Class of 2022)	2024 (Class of 2023)
46%	46%	47%	48%	49%

#### CCMR Progress Measure 2

The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% for the Class of 2018 to 23% by August 2024 for the Class of 2023.

#### Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
20%	20%	21%	22%	23%

#### CCMR Progress Measure 3

The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% for the Class of 2018 to 28% by August 2024 for the Class of 2023.

#### Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
25%*	25%	26%	27%	28%

\*Due to increase in available certificates and certifications qualifying students for this measure.

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

# **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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2022	76%	76%	<b>74%</b>	*	73%	72%	-	100%	-	-	42%	86%	73%	76%	72%	68%
	2021	67%	57%	<b>54%</b>	*	54%	64%	*	100%	-	*	26%	55%	54%	56%	52%	48%
At Meets Grade Level or Above	2022	51%	49%	<b>46%</b>	*	46%	44%	-	80%	-	-	20%	72%	46%	52%	44%	39%
	2021	39%	27%	<b>21%</b>	*	21%	24%	*	60%	-	*	12%	16%	21%	18%	18%	16%
At Masters Grade Level	2022	30%	26%	<b>23%</b>	*	24%	14%	-	60%	-	-	9%	28%	23%	24%	22%	19%
	2021	19%	11%	<b>7%</b>	*	7%	8%	*	20%	-	*	4%	0%	7%	9%	6%	5%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	70%	<b>69%</b>	*	68%	74%	-	100%	-	-	38%	78%	68%	71%	67%	65%
	2021	62%	45%	<b>40%</b>	*	40%	60%	*	100%	-	*	20%	42%	40%	45%	39%	35%
At Meets Grade Level or Above	2022	43%	41%	<b>40%</b>	*	40%	33%	-	100%	-	-	17%	50%	40%	38%	38%	37%
	2021	31%	17%	<b>13%</b>	*	12%	24%	*	80%	-	*	11%	11%	13%	15%	12%	10%
At Masters Grade Level	2022	21%	18%	<b>17%</b>	*	17%	12%	-	60%	-	-	8%	11%	17%	17%	15%	14%
	2021	14%	6%	<b>4%</b>	*	3%	12%	*	20%	-	*	2%	3%	3%	5%	3%	3%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2022	77%	77%	<b>80%</b>	*	80%	93%	-	100%	*	*	50%	92%	81%	76%	79%	77%
	2021	63%	56%	<b>55%</b>	*	55%	60%	-	*	-	-	24%	56%	55%	54%	53%	50%
At Meets Grade Level or Above	2022	54%	52%	<b>56%</b>	*	56%	69%	-	100%	*	*	30%	69%	56%	54%	53%	50%
	2021	36%	28%	<b>27%</b>	*	27%	33%	-	*	-	-	15%	13%	27%	24%	25%	23%
At Masters Grade Level	2022	28%	25%	<b>26%</b>	*	26%	34%	-	83%	*	*	10%	19%	26%	26%	24%	22%
	2021	17%	12%	<b>10%</b>	*	10%	7%	-	*	-	-	3%	0%	10%	9%	8%	9%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2022	70%	71%	<b>77%</b>	*	77%	79%	-	100%	*	*	49%	85%	78%	75%	76%	74%
	2021	59%	44%	<b>40%</b>	*	40%	33%	-	*	-	-	22%	56%	41%	35%	38%	38%
At Meets Grade Level or Above	2022	43%	43%	<b>50%</b>	*	50%	62%	-	100%	*	*	26%	77%	50%	49%	47%	45%
	2021	36%	22%	<b>17%</b>	*	17%	27%	-	*	-	-	13%	25%	18%	14%	15%	15%
At Masters Grade Level	2022	23%	22%	<b>26%</b>	*	25%	21%	-	83%	*	*	10%	42%	25%	26%	24%	22%
	2021	21%	10%	<b>8%</b>	*	8%	20%	-	*	-	-	4%	6%	8%	8%	7%	7%
<b>Grade 5 Reading</b>																	

Texas Education Agency  
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	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%	<b>81%</b>	*	81%	85%	-	*	-	-	53%	91%	82%	81%	80%	78%
	2021	73%	68%	<b>71%</b>	*	70%	82%	-	100%	-	-	32%	89%	72%	65%	69%	68%
At Meets Grade Level or Above	2022	58%	57%	<b>58%</b>	*	58%	60%	-	*	-	-	30%	73%	59%	54%	56%	54%
	2021	46%	39%	<b>39%</b>	*	39%	73%	-	83%	-	-	17%	56%	40%	33%	36%	35%
At Masters Grade Level	2022	36%	34%	<b>35%</b>	*	35%	35%	-	*	-	-	13%	55%	36%	32%	33%	31%
	2021	30%	23%	<b>24%</b>	*	23%	73%	-	67%	-	-	6%	56%	25%	19%	21%	20%
<b>Grade 5 Mathematics</b>																	
At Approaches Grade Level or Above	2022	77%	79%	<b>84%</b>	*	84%	90%	-	*	-	-	61%	100%	85%	79%	83%	83%
	2021	70%	58%	<b>59%</b>	*	59%	73%	-	100%	-	-	35%	89%	60%	53%	57%	56%
At Meets Grade Level or Above	2022	48%	49%	<b>55%</b>	*	55%	60%	-	*	-	-	32%	77%	56%	49%	53%	53%
	2021	44%	30%	<b>32%</b>	*	31%	64%	-	83%	-	-	15%	56%	32%	30%	30%	29%
At Masters Grade Level	2022	25%	24%	<b>26%</b>	*	26%	20%	-	*	-	-	10%	50%	27%	21%	25%	25%
	2021	25%	14%	<b>14%</b>	*	14%	27%	-	50%	-	-	6%	44%	14%	15%	13%	12%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2022	66%	68%	<b>69%</b>	*	69%	80%	-	*	-	-	42%	86%	69%	68%	67%	65%
	2021	62%	48%	<b>47%</b>	*	47%	64%	-	100%	-	-	20%	89%	48%	38%	44%	43%
At Meets Grade Level or Above	2022	38%	40%	<b>39%</b>	*	39%	35%	-	*	-	-	25%	45%	39%	35%	37%	35%
	2021	31%	19%	<b>17%</b>	*	17%	36%	-	50%	-	-	12%	11%	17%	16%	15%	14%
At Masters Grade Level	2022	18%	18%	<b>16%</b>	*	16%	20%	-	*	-	-	10%	23%	16%	16%	15%	15%
	2021	13%	6%	<b>6%</b>	*	6%	36%	-	17%	-	-	5%	0%	6%	5%	5%	4%
<b>Grade 6 Reading</b>																	
At Approaches Grade Level or Above	2022	70%	68%	<b>67%</b>	*	66%	72%	-	86%	-	-	38%	76%	69%	54%	63%	54%
	2021	62%	56%	<b>57%</b>	*	56%	69%	-	*	-	*	24%	71%	58%	45%	54%	41%
At Meets Grade Level or Above	2022	43%	40%	<b>39%</b>	*	38%	72%	-	71%	-	-	18%	48%	40%	29%	35%	25%
	2021	32%	25%	<b>25%</b>	*	25%	50%	-	*	-	*	14%	29%	27%	15%	23%	14%
At Masters Grade Level	2022	23%	20%	<b>20%</b>	*	19%	44%	-	57%	-	-	10%	24%	20%	15%	17%	10%
	2021	15%	10%	<b>10%</b>	*	9%	19%	-	*	-	*	6%	7%	10%	6%	8%	4%
<b>Grade 6 Mathematics</b>																	
At Approaches Grade Level or Above	2022	73%	69%	<b>69%</b>	*	69%	78%	-	100%	-	-	46%	81%	70%	63%	66%	60%
	2021	68%	54%	<b>56%</b>	*	56%	65%	-	*	-	*	30%	86%	57%	48%	52%	43%



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	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%	<b>30%</b>	*	29%	56%	-	71%	-	-	17%	33%	31%	22%	26%	19%
	2021	36%	20%	<b>19%</b>	*	19%	35%	-	*	-	*	13%	43%	20%	14%	16%	11%
At Masters Grade Level	2022	16%	12%	<b>10%</b>	*	10%	22%	-	43%	-	-	10%	14%	11%	6%	9%	6%
	2021	15%	6%	<b>5%</b>	*	5%	12%	-	*	-	*	5%	0%	5%	4%	4%	3%
<b>Grade 7 Reading</b>																	
At Approaches Grade Level or Above	2022	80%	79%	<b>79%</b>	*	79%	89%	*	*	-	*	47%	88%	81%	64%	77%	65%
	2021	69%	64%	<b>63%</b>	*	63%	71%	-	*	-	-	31%	67%	64%	58%	61%	46%
At Meets Grade Level or Above	2022	56%	54%	<b>52%</b>	*	52%	72%	*	*	-	*	21%	50%	54%	42%	50%	32%
	2021	45%	39%	<b>38%</b>	*	38%	43%	-	*	-	-	18%	47%	38%	38%	36%	21%
At Masters Grade Level	2022	37%	34%	<b>33%</b>	*	33%	67%	*	*	-	*	10%	29%	34%	25%	30%	16%
	2021	25%	20%	<b>19%</b>	*	19%	14%	-	*	-	-	10%	27%	19%	20%	17%	8%
<b>Grade 7 Mathematics</b>																	
At Approaches Grade Level or Above	2022	61%	61%	<b>47%</b>	*	47%	50%	*	*	-	*	26%	55%	49%	35%	46%	36%
	2021	55%	45%	<b>28%</b>	*	28%	*	-	*	-	-	19%	10%	27%	33%	28%	22%
At Meets Grade Level or Above	2022	31%	31%	<b>16%</b>	*	16%	29%	*	*	-	*	11%	18%	16%	10%	15%	9%
	2021	27%	18%	<b>6%</b>	*	6%	*	-	*	-	-	13%	10%	6%	7%	6%	4%
At Masters Grade Level	2022	13%	13%	<b>3%</b>	*	3%	21%	*	*	-	*	5%	0%	3%	2%	3%	2%
	2021	12%	7%	<b>2%</b>	*	2%	*	-	*	-	-	8%	0%	2%	2%	2%	2%
<b>Grade 8 Reading</b>																	
At Approaches Grade Level or Above	2022	83%	83%	<b>79%</b>	*	79%	78%	-	*	*	-	48%	74%	81%	65%	78%	65%
	2021	73%	68%	<b>66%</b>	*	66%	80%	-	*	-	*	25%	43%	67%	55%	63%	54%
At Meets Grade Level or Above	2022	58%	57%	<b>52%</b>	*	52%	56%	-	*	*	-	26%	43%	54%	41%	50%	32%
	2021	46%	39%	<b>36%</b>	*	36%	50%	-	*	-	*	14%	29%	38%	25%	34%	23%
At Masters Grade Level	2022	37%	36%	<b>31%</b>	*	31%	22%	-	*	*	-	14%	22%	32%	24%	29%	15%
	2021	21%	16%	<b>15%</b>	*	14%	20%	-	*	-	*	5%	0%	15%	11%	13%	7%
<b>Grade 8 Mathematics</b>																	
At Approaches Grade Level or Above	2022	71%	72%	<b>71%</b>	*	70%	83%	-	*	*	-	39%	64%	72%	64%	69%	57%
	2021	62%	42%	<b>46%</b>	*	46%	71%	-	*	-	-	21%	64%	47%	43%	43%	35%
At Meets Grade Level or Above	2022	40%	41%	<b>39%</b>	*	39%	42%	-	*	*	-	21%	27%	39%	39%	37%	23%
	2021	36%	19%	<b>20%</b>	*	20%	0%	-	*	-	-	12%	9%	20%	18%	17%	11%

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	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%
<b>Grade 8 Science</b>																	
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%
<b>Grade 8 Social Studies</b>																	
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%
<b>End of Course English I</b>																	
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%
<b>End of Course English II</b>																	
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%

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	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%
<b>End of Course Algebra I</b>																	
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%
<b>End of Course Biology</b>																	
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%
<b>End of Course U.S. History</b>																	
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%
<b>SAT/ACT All Subjects</b>																	
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%

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	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%
<b>All Grades All Subjects</b>																	
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%
<b>All Grades ELA/Reading</b>																	
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%
<b>All Grades Mathematics</b>																	
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%
<b>All Grades Science</b>																	
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%

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	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%
<b>All Grades Social Studies</b>																	
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%
<b>STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above</b>																	
<b>3rd Graders</b>																	
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%
<b>4th Graders</b>																	
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%
<b>5th Graders</b>																	
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%
<b>6th Graders</b>																	
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%
<b>7th Graders</b>																	
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%
<b>8th Graders</b>																	
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%	<b>46%</b>	*	46%	33%	-	*	*	-	21%	35%	47%	38%	43%	28%
	2021	43%	28%	<b>24%</b>	*	23%	36%	-	*	-	*	11%	25%	24%	22%	22%	15%
<b>3rd - 8th Graders</b>																	
Reading and Mathematics	2022	34%	32%	<b>31%</b>	60%	31%	38%	*	69%	*	*	17%	40%	32%	26%	29%	25%
	2021	26%	16%	<b>14%</b>	30%	14%	24%	*	44%	-	*	11%	11%	14%	13%	12%	11%
Reading and Mathematics Including EOC	2022	36%	34%	<b>33%</b>	60%	33%	37%	*	67%	*	*	17%	40%	34%	27%	31%	26%
	2021	28%	18%	<b>15%</b>	27%	15%	26%	*	48%	-	*	11%	13%	16%	13%	13%	11%
Reading Including EOC	2022	53%	52%	<b>51%</b>	80%	51%	60%	*	74%	*	*	24%	61%	52%	45%	49%	41%
	2021	41%	33%	<b>31%</b>	45%	31%	42%	*	57%	-	*	15%	26%	32%	25%	28%	22%
Math Including EOC	2022	43%	41%	<b>41%</b>	60%	41%	47%	*	85%	*	*	21%	50%	42%	35%	38%	35%
	2021	37%	23%	<b>20%</b>	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)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2022	77	85	<b>89</b>	*	88	96	-	100	-	*	78	93	89	85	89	88
	2019	61	66	<b>69</b>	92	69	61	*	*	-	*	60	63	69	68	68	68
Grade 4 Mathematics	2022	74	86	<b>91</b>	*	91	89	-	100	-	*	80	100	91	90	90	90
	2019	65	65	<b>64</b>	83	64	65	*	*	-	*	62	56	64	65	63	61
Grade 5 ELA/Reading	2022	87	91	<b>92</b>	*	92	89	-	*	-	-	82	93	91	95	91	91
	2019	81	80	<b>78</b>	*	78	70	-	*	*	-	74	83	78	81	78	78
Grade 5 Mathematics	2022	79	91	<b>94</b>	*	94	93	-	*	-	-	90	93	94	95	94	94
	2019	83	85	<b>88</b>	*	88	80	-	*	*	-	90	81	87	91	87	87
Grade 6 ELA/Reading	2022	61	66	<b>64</b>	*	63	73	-	67	-	-	60	88	64	62	62	59
	2019	42	37	<b>30</b>	*	30	38	-	50	-	*	27	24	30	32	29	27
Grade 6 Mathematics	2022	61	70	<b>67</b>	*	67	73	-	67	-	-	64	71	67	66	67	68
	2019	54	44	<b>35</b>	*	35	45	-	60	-	*	25	44	35	38	33	30
Grade 7 ELA/Reading	2022	88	91	<b>91</b>	*	91	90	-	*	-	*	80	94	92	88	91	87
	2019	77	78	<b>77</b>	*	77	81	-	*	*	-	65	82	77	78	76	74
Grade 7 Mathematics	2022	60	72	<b>63</b>	-	63	63	-	*	-	*	53	54	64	56	64	61
	2019	62	65	<b>59</b>	*	59	57	-	*	*	-	45	57	59	55	58	55
Grade 8 ELA/Reading	2022	83	88	<b>88</b>	*	88	67	-	*	-	-	85	75	88	84	88	86
	2019	77	78	<b>77</b>	*	77	70	-	*	*	-	74	85	77	77	77	75
Grade 8 Mathematics	2022	74	86	<b>85</b>	*	85	67	-	*	-	-	69	85	86	83	85	83
	2019	82	88	<b>91</b>	-	91	83	-	*	-	-	86	98	91	92	91	91
End of Course English II	2022	71	74	<b>78</b>	*	78	82	-	*	*	-	67	75	78	81	78	78
	2019	69	67	<b>68</b>	*	68	78	-	67	*	-	61	30	67	73	67	68
End of Course Algebra I	2022	67	75	<b>88</b>	-	88	100	-	*	-	-	64	100	88	87	87	84
	2019	75	79	<b>91</b>	*	91	89	-	*	*	-	73	94	91	90	90	91
All Grades Both Subjects	2022	74	81	<b>83</b>	93	83	84	-	80	*	*	74	86	83	81	83	82
	2019	69	69	<b>69</b>	79	69	68	*	74	71	*	62	68	69	71	68	66
All Grades ELA/Reading	2022	78	82	<b>83</b>	91	83	85	-	83	*	*	75	86	84	82	83	82
	2019	68	68	<b>67</b>	72	67	67	*	69	*	*	61	66	67	70	66	65
All Grades Mathematics	2022	69	80	<b>82</b>	94	82	83	-	76	-	*	72	85	82	80	82	82
	2019	70	70	<b>71</b>	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
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2022	74%	74%	<b>75%</b>	65%	65%	-	-	-	60%	58%	78%	58%	58%	66%	81%	60%	86%
	2021	67%	59%	<b>59%</b>	35%	35%	-	-	-	39%	38%	48%	38%	37%	41%	71%	37%	70%
At Meets Grade Level or Above	2022	48%	45%	<b>46%</b>	34%	34%	-	-	-	37%	25%	33%	25%	24%	36%	54%	28%	60%
	2021	41%	32%	<b>31%</b>	10%	10%	-	-	-	19%	13%	27%	13%	15%	16%	43%	12%	38%
At Masters Grade Level	2022	23%	21%	<b>20%</b>	14%	13%	-	-	-	19%	7%	12%	7%	7%	11%	26%	10%	28%
	2021	18%	12%	<b>11%</b>	3%	3%	-	-	-	8%	3%	11%	3%	4%	4%	16%	3%	14%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2022	75%	74%	<b>74%</b>	66%	66%	-	-	-	56%	53%	80%	53%	49%	65%	83%	58%	87%
	2021	68%	63%	<b>63%</b>	44%	44%	-	-	-	41%	37%	45%	37%	35%	47%	75%	40%	79%
At Meets Grade Level or Above	2022	53%	50%	<b>51%</b>	36%	36%	-	-	-	34%	25%	33%	25%	19%	33%	62%	29%	67%
	2021	45%	38%	<b>38%</b>	14%	13%	-	-	-	20%	14%	24%	14%	15%	21%	52%	14%	49%
At Masters Grade Level	2022	25%	22%	<b>22%</b>	16%	16%	-	-	-	20%	6%	12%	6%	3%	7%	29%	9%	31%
	2021	18%	13%	<b>12%</b>	5%	5%	-	-	-	9%	2%	11%	2%	1%	5%	17%	3%	19%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2022	72%	73%	<b>74%</b>	67%	67%	-	-	-	56%	60%	85%	59%	57%	64%	78%	63%	85%
	2021	66%	53%	<b>51%</b>	32%	32%	-	-	-	40%	35%	48%	35%	29%	42%	60%	34%	63%
At Meets Grade Level or Above	2022	42%	40%	<b>42%</b>	35%	35%	-	-	-	39%	26%	40%	25%	21%	41%	46%	30%	55%
	2021	37%	24%	<b>21%</b>	10%	10%	-	-	-	22%	10%	32%	10%	11%	14%	26%	10%	30%
At Masters Grade Level	2022	20%	19%	<b>20%</b>	13%	13%	-	-	-	20%	11%	17%	11%	11%	17%	22%	12%	29%
	2021	18%	9%	<b>7%</b>	4%	3%	-	-	-	11%	3%	16%	3%	5%	3%	9%	3%	11%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2022	76%	76%	<b>76%</b>	56%	56%	-	-	-	85%	65%	81%	65%	62%	69%	83%	62%	87%
	2021	71%	63%	<b>62%</b>	30%	29%	-	-	-	47%	46%	69%	46%	42%	40%	74%	40%	68%
At Meets Grade Level or Above	2022	47%	44%	<b>42%</b>	26%	26%	-	-	-	38%	24%	25%	24%	16%	33%	51%	25%	54%
	2021	44%	33%	<b>31%</b>	7%	7%	-	-	-	11%	17%	31%	17%	18%	17%	43%	13%	32%
At Masters Grade Level	2022	21%	17%	<b>15%</b>	9%	9%	-	-	-	15%	4%	6%	4%	3%	10%	19%	6%	21%
	2021	20%	11%	<b>10%</b>	1%	1%	-	-	-	0%	3%	8%	3%	4%	4%	15%	2%	11%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2022	75%	75%	<b>75%</b>	*	*	-	-	-	-	58%	30%	57%	76%	76%	82%	59%	82%
	2021	73%	67%	<b>68%</b>	-	-	-	-	-	-	40%	-	39%	48%	42%	81%	40%	56%
At Meets Grade Level or Above	2022	50%	45%	<b>46%</b>	*	*	-	-	-	-	24%	0%	22%	44%	41%	56%	24%	53%
	2021	49%	41%	<b>44%</b>	-	-	-	-	-	-	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%	<b>25%</b>	*	*	-	-	-	-	9%	0%	9%	16%	6%	34%	9%	28%
	2021	29%	20%	<b>21%</b>	-	-	-	-	-	-	6%	-	6%	7%	5%	29%	6%	11%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	81%	<b>83%</b>	90%	90%	-	-	-	77%	74%	81%	74%	69%	79%	84%	81%	85%
	2019	69%	69%	<b>69%</b>	72%	72%	-	-	-		61%	72%	61%		63%		65%	
All Grades ELA/Reading	2022	78%	82%	<b>83%</b>	88%	89%	-	-	-	82%	76%	76%	76%	73%	76%	85%	81%	86%
	2019	68%	68%	<b>67%</b>	72%	72%	-	-	-		60%	75%	60%		65%		65%	
All Grades Mathematics	2022	69%	80%	<b>82%</b>	91%	91%	-	-	-	73%	72%	86%	73%	65%	83%	83%	80%	84%
	2019	70%	70%	<b>71%</b>	72%	72%	-	-	-		61%	67%	61%		61%		66%	

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- 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)																
<b>All Tests</b>																
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%
<b>Reading</b>																
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%
<b>Mathematics</b>																
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%
<b>Science</b>																
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%
<b>Social Studies</b>																
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%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	78%	89%	*	89%	67%	-	*	-	-	82%	*	90%	76%	89%	74%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
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%
<b>Reading</b>																
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%
<b>Mathematics</b>																
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%
<b>Science</b>																
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%
<b>Social Studies</b>																
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%
<b>Accelerated Testers</b>																
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
<b>Attendance Rate</b>													
2020-21	95.0%	96.4%	<b>97.1%</b>	98.9%	97.1%	97.1%	*	99.0%	97.8%	97.5%	96.1%	96.9%	96.4%
2019-20	98.3%	98.3%	<b>98.4%</b>	96.9%	98.4%	98.5%	*	99.6%	*	*	97.8%	98.4%	98.4%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	11.1%	<b>9.2%</b>	2.2%	9.2%	10.6%	*	4.7%	0.0%	10.0%	12.9%	9.8%	11.9%
2019-20	6.7%	6.9%	<b>7.6%</b>	13.7%	7.6%	6.2%	0.0%	1.5%	0.0%	14.3%	11.7%	7.8%	7.2%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.9%	<b>0.6%</b>	0.0%	0.6%	0.0%	-	0.0%	*	*	1.3%	0.7%	0.8%
2019-20	0.5%	0.1%	<b>0.1%</b>	*	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.1%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	2.0%	<b>0.9%</b>	0.0%	0.9%	0.8%	-	0.0%	*	*	1.9%	1.0%	1.1%
2019-20	1.6%	0.9%	<b>0.4%</b>	0.0%	0.4%	0.0%	-	0.0%	*	*	0.9%	0.4%	0.2%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	92.1%	<b>94.1%</b>	*	94.1%	83.3%	-	*	*	-	86.9%	93.7%	91.6%
Received TxCHSE	0.3%	0.1%	<b>0.1%</b>	*	0.1%	0.0%	-	*	*	-	0.4%	0.1%	0.0%
Continued HS	3.9%	3.3%	<b>3.8%</b>	*	3.8%	16.7%	-	*	*	-	7.8%	3.9%	4.8%
Dropped Out	5.8%	4.5%	<b>2.0%</b>	*	2.1%	0.0%	-	*	*	-	4.9%	2.4%	3.6%
Graduates and TxCHSE	90.3%	92.2%	<b>94.1%</b>	*	94.2%	83.3%	-	*	*	-	87.3%	93.7%	91.6%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	<b>98.0%</b>	*	97.9%	100.0%	-	*	*	-	95.1%	97.6%	96.4%
<b>Class of 2020</b>													
Graduated	90.3%	92.1%	<b>93.8%</b>	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Received TxCHSE	0.4%	0.2%	<b>0.0%</b>	*	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	<b>3.4%</b>	*	3.4%	7.7%	*	*	*	-	7.9%	3.8%	6.2%
Dropped Out	5.4%	4.3%	<b>2.8%</b>	*	2.8%	0.0%	*	*	*	-	5.4%	3.1%	4.7%
Graduates and TxCHSE	90.7%	92.3%	<b>93.8%</b>	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	<b>97.2%</b>	*	97.2%	100.0%	*	*	*	-	94.6%	96.9%	95.3%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	93.8%	<b>96.4%</b>	*	96.4%	92.9%	*	*	*	-	93.9%	95.9%	94.4%
Received TxCHSE	0.5%	0.2%	<b>0.1%</b>	*	0.1%	0.0%	*	*	*	-	0.0%	0.1%	0.0%
Continued HS	1.1%	1.1%	<b>0.6%</b>	*	0.5%	7.1%	*	*	*	-	0.7%	0.6%	0.7%
Dropped Out	6.2%	4.9%	<b>2.9%</b>	*	3.0%	0.0%	*	*	*	-	5.4%	3.3%	4.8%
Graduates and TxCHSE	92.7%	94.0%	<b>96.5%</b>	*	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%	<b>97.1%</b>	*	97.0%	100.0%	*	*	*	-	94.6%	96.7%	95.2%
<b>Class of 2019</b>													
Graduated	92.0%	92.7%	<b>96.3%</b>	*	96.3%	100.0%	-	88.9%	-	-	91.7%	95.8%	93.3%
Received TxCHSE	0.5%	0.2%	<b>0.3%</b>	*	0.2%	0.0%	-	11.1%	-	-	0.0%	0.3%	0.4%
Continued HS	1.3%	1.6%	<b>0.3%</b>	*	0.3%	0.0%	-	0.0%	-	-	0.7%	0.4%	0.7%
Dropped Out	6.1%	5.6%	<b>3.1%</b>	*	3.2%	0.0%	-	0.0%	-	-	7.6%	3.5%	5.6%
Graduates and TxCHSE	92.6%	92.9%	<b>96.5%</b>	*	96.5%	100.0%	-	100.0%	-	-	91.7%	96.1%	93.8%
Graduates, TxCHSE, and Continuers	93.9%	94.4%	<b>96.9%</b>	*	96.8%	100.0%	-	100.0%	-	-	92.4%	96.5%	94.4%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	93.3%	<b>96.3%</b>	*	96.2%	100.0%	-	88.9%	-	-	91.4%	95.9%	93.1%
Received TxCHSE	0.6%	0.3%	<b>0.4%</b>	*	0.4%	0.0%	-	11.1%	-	-	0.0%	0.4%	0.9%
Continued HS	0.6%	0.7%	<b>0.4%</b>	*	0.4%	0.0%	-	0.0%	-	-	1.3%	0.3%	0.7%
Dropped Out	6.2%	5.7%	<b>3.0%</b>	*	3.0%	0.0%	-	0.0%	-	-	7.3%	3.4%	5.3%
Graduates and TxCHSE	93.2%	93.5%	<b>96.6%</b>	*	96.6%	100.0%	-	100.0%	-	-	91.4%	96.3%	94.0%
Graduates, TxCHSE, and Continuers	93.8%	94.3%	<b>97.0%</b>	*	97.0%	100.0%	-	100.0%	-	-	92.7%	96.6%	94.7%
<b>Class of 2018</b>													
Graduated	92.6%	93.6%	<b>95.5%</b>	*	95.5%	100.0%	-	100.0%	-	-	87.7%	95.7%	89.4%
Received TxCHSE	0.7%	0.4%	<b>0.5%</b>	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.4%	0.3%
Continued HS	0.6%	0.9%	<b>0.3%</b>	*	0.3%	0.0%	-	0.0%	-	-	1.7%	0.3%	0.0%
Dropped Out	6.1%	5.1%	<b>3.7%</b>	*	3.8%	0.0%	-	0.0%	-	-	10.6%	3.6%	10.4%
Graduates and TxCHSE	93.3%	94.0%	<b>96.0%</b>	*	95.9%	100.0%	-	100.0%	-	-	87.7%	96.1%	89.6%
Graduates, TxCHSE, and Continuers	93.9%	94.9%	<b>96.3%</b>	*	96.2%	100.0%	-	100.0%	-	-	89.4%	96.4%	89.6%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	92.1%	<b>93.2%</b>	*	93.2%	83.3%	-	*	*	-	79.5%	92.6%	91.2%
Class of 2020	90.3%	92.1%	<b>92.9%</b>	*	92.9%	85.7%	*	*	*	-	79.9%	92.0%	89.1%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	90.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	71.4%	*	-	*	-	-	-	-	-	-	*	*
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	1.5%	<b>0.6%</b>	*	0.6%	0.0%	-	*	*	-	2.1%	0.7%	1.5%
Class of 2020	4.3%	3.7%	<b>2.0%</b>	*	2.1%	0.0%	*	*	*	-	0.4%	2.2%	1.3%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

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%	<b>97.0%</b>	*	97.0%	93.3%	-	*	*	-	76.8%	96.5%	95.3%
Class of 2020	83.5%	90.7%	<b>94.0%</b>	*	94.1%	91.7%	*	*	*	-	71.0%	93.7%	95.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	93.6%	<b>97.6%</b>	*	97.6%	93.3%	-	*	*	-	79.0%	97.2%	96.8%
Class of 2020	87.8%	94.4%	<b>96.1%</b>	*	96.1%	91.7%	*	*	*	-	71.4%	95.9%	97.1%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	36.1%	<b>4.5%</b>	*	5.3%	*	-	-	-	-	0.0%	5.3%	-
2019-20	38.6%	29.9%	<b>8.7%</b>	-	8.7%	-	-	-	-	-	0.0%	10.5%	*
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	1.5%	<b>0.5%</b>	*	0.5%	0.0%	-	*	*	*	2.2%	0.6%	0.2%
2019-20	4.4%	3.8%	<b>1.8%</b>	*	1.9%	0.0%	-	*	*	-	0.4%	2.0%	0.8%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	91.0%	<b>96.1%</b>	*	96.1%	88.9%	-	*	*	*	67.3%	95.6%	97.0%
2019-20	81.8%	89.6%	<b>94.3%</b>	*	94.3%	88.9%	-	*	*	-	68.4%	93.9%	96.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	92.3%	<b>95.9%</b>	60.0%	96.1%	84.2%	-	*	*	*	64.8%	95.5%	97.2%
2019-20	85.8%	93.0%	<b>95.4%</b>	*	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
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	3,032	100.0%	358,842	100.0%
<b>By Ethnicity:</b>				
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%
<b>By Graduation Type:</b>				
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
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	80.5%	<b>92.8%</b>	100.0%	92.9%	84.2%	-	*	*	*	91.6%	92.7%	93.6%
2019-20	63.0%	75.9%	<b>74.4%</b>	*	74.3%	77.8%	-	*	*	-	89.9%	73.1%	54.6%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	60.2%	<b>54.7%</b>	40.0%	54.6%	68.4%	-	*	*	*	9.1%	51.2%	37.2%
2019-20	53.4%	60.9%	<b>57.3%</b>	*	57.2%	55.6%	-	*	*	-	9.0%	54.8%	40.4%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	58.0%	<b>55.3%</b>	40.0%	55.3%	63.2%	-	*	*	*	10.4%	51.0%	18.4%
2019-20	59.7%	60.8%	<b>60.3%</b>	*	60.2%	66.7%	-	*	*	-	10.1%	57.6%	17.2%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	51.2%	<b>51.3%</b>	40.0%	51.1%	73.7%	-	*	*	*	8.7%	48.0%	25.1%
2019-20	47.9%	53.0%	<b>55.9%</b>	*	55.8%	55.6%	-	*	*	-	11.2%	52.9%	24.6%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	45.0%	<b>41.9%</b>	40.0%	41.7%	63.2%	-	*	*	*	4.0%	37.8%	10.8%
2019-20	43.2%	47.2%	<b>47.9%</b>	*	47.8%	55.6%	-	*	*	-	5.8%	45.0%	11.2%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	23.2%	<b>24.7%</b>	20.0%	24.6%	36.8%	-	*	*	*	2.3%	23.5%	29.9%
2019-20	21.1%	23.4%	<b>20.9%</b>	*	20.9%	11.1%	-	*	*	-	0.0%	20.9%	35.5%
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	6.3%	<b>3.5%</b>	0.0%	3.4%	10.5%	-	*	*	*	0.0%	3.6%	0.0%
2019-20	2.1%	5.8%	<b>1.0%</b>	*	1.0%	0.0%	-	*	*	-	0.0%	1.1%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	35.1%	<b>34.0%</b>	0.0%	33.9%	47.4%	-	*	*	*	5.4%	30.4%	10.8%
2019-20	24.6%	33.3%	<b>26.6%</b>	*	26.5%	22.2%	-	*	*	-	4.3%	24.1%	3.3%
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	3.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2019-20	4.0%	2.5%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	43.1%	<b>70.5%</b>	60.0%	70.7%	47.4%	-	*	*	*	91.6%	73.0%	77.2%
2019-20	18.7%	36.4%	<b>36.5%</b>	*	36.5%	44.4%	-	*	*	-	89.9%	36.5%	23.0%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													

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%	<b>66.0%</b>	20.0%	66.2%	36.8%	-	*	*	*	45.6%	68.1%	74.7%
2019-20	13.2%	30.3%	<b>29.2%</b>	*	29.3%	22.2%	-	*	*	-	21.3%	28.7%	19.4%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	1.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2019-20	0.7%	2.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	2.5%	<b>3.0%</b>	40.0%	2.9%	10.5%	-	*	*	*	29.9%	3.2%	1.4%
2019-20	2.4%	2.4%	<b>3.0%</b>	*	3.0%	11.1%	-	*	*	-	28.9%	3.2%	1.1%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	5.5%	<b>6.4%</b>	0.0%	6.4%	0.0%	-	*	*	*	64.8%	7.0%	4.6%
2019-20	3.7%	4.4%	<b>6.7%</b>	*	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
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	44.6%	<b>51.3%</b>	40.0%	51.2%	63.2%	-	*	*	*	9.1%	46.8%	11.0%
	2019-20	30.1%	46.1%	<b>55.4%</b>	*	55.3%	66.7%	-	*	*	-	8.7%	52.3%	13.9%
Mathematics	2020-21	19.4%	36.7%	<b>45.8%</b>	20.0%	45.7%	63.2%	-	*	*	*	7.4%	42.4%	20.5%
	2019-20	21.2%	38.2%	<b>49.8%</b>	*	49.7%	55.6%	-	*	*	-	9.7%	47.1%	22.1%
Both Subjects	2020-21	14.4%	31.3%	<b>38.0%</b>	20.0%	37.8%	57.9%	-	*	*	*	3.0%	33.9%	7.4%
	2019-20	16.4%	32.1%	<b>42.0%</b>	*	41.8%	55.6%	-	*	*	-	4.3%	39.0%	9.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	10.9%	<b>3.8%</b>	0.0%	3.8%	0.0%	-	*	*	*	1.3%	3.9%	7.8%
	2019-20	7.3%	10.5%	<b>3.0%</b>	*	3.0%	0.0%	-	*	*	-	0.0%	3.3%	2.5%
Mathematics	2020-21	10.3%	13.4%	<b>5.7%</b>	20.0%	5.6%	15.8%	-	*	*	*	1.3%	5.9%	4.8%
	2019-20	9.7%	12.9%	<b>6.2%</b>	*	6.2%	0.0%	-	*	*	-	1.8%	6.0%	2.7%
Both Subjects	2020-21	4.9%	7.9%	<b>0.6%</b>	0.0%	0.6%	0.0%	-	*	*	*	0.3%	0.5%	1.4%
	2019-20	4.2%	7.5%	<b>1.4%</b>	*	1.4%	0.0%	-	*	*	-	0.0%	1.5%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	23.0%	<b>18.2%</b>	53.8%	18.0%	17.9%	-	62.5%	*	*	1.9%	15.6%	7.9%
	2020	22.0%	23.7%	<b>19.7%</b>	27.3%	19.6%	27.1%	-	41.7%	*	-	1.9%	17.7%	8.5%
English Language Arts	2021	12.1%	13.9%	<b>10.3%</b>	46.2%	10.2%	15.4%	-	37.5%	*	*	0.6%	8.6%	2.0%
	2020	12.7%	13.9%	<b>10.6%</b>	27.3%	10.5%	20.8%	-	25.0%	*	-	1.4%	9.3%	2.3%
Mathematics	2021	6.1%	5.4%	<b>2.6%</b>	7.7%	2.6%	0.0%	-	0.0%	*	*	0.2%	2.1%	0.3%
	2020	6.4%	5.4%	<b>1.9%</b>	0.0%	1.9%	2.1%	-	8.3%	*	-	0.0%	1.3%	0.2%
Science	2021	8.7%	8.7%	<b>4.3%</b>	15.4%	4.2%	2.6%	-	12.5%	*	*	0.4%	3.2%	0.6%
	2020	9.4%	8.6%	<b>4.7%</b>	9.1%	4.7%	4.2%	-	8.3%	*	-	0.3%	3.4%	0.6%
Social Studies	2021	11.6%	14.1%	<b>9.1%</b>	38.5%	8.9%	10.3%	-	50.0%	*	*	0.9%	7.4%	2.4%
	2020	12.4%	15.0%	<b>10.7%</b>	18.2%	10.6%	16.7%	-	25.0%	*	-	0.7%	9.4%	2.0%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	29.6%	<b>20.2%</b>	28.6%	20.0%	28.6%	-	40.0%	-	-	20.0%	19.2%	48.4%
	2020	59.0%	44.6%	<b>35.8%</b>	*	35.5%	46.2%	-	80.0%	-	-	28.6%	33.7%	65.2%
English Language Arts	2021	42.7%	15.3%	<b>10.7%</b>	16.7%	10.7%	0.0%	-	*	-	-	0.0%	9.2%	4.2%
	2020	50.1%	28.5%	<b>21.4%</b>	*	21.0%	20.0%	-	*	-	-	10.0%	18.4%	4.2%
Mathematics	2021	49.4%	20.1%	<b>10.7%</b>	*	10.1%	-	-	-	-	-	*	7.4%	*
	2020	56.5%	29.6%	<b>19.7%</b>	-	18.3%	*	-	*	-	-	-	15.7%	*
Science	2021	41.4%	13.0%	<b>6.8%</b>	*	6.9%	*	-	*	-	-	*	2.2%	0.0%
	2020	47.6%	22.6%	<b>15.6%</b>	*	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%	<b>9.0%</b>	0.0%	8.7%	*	-	*	-	-	0.0%	7.6%	3.4%
	2020	52.3%	24.5%	<b>18.0%</b>	*	17.3%	25.0%	-	*	-	-	20.0%	13.3%	14.3%
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	47.9%	<b>26.7%</b>	40.0%	26.6%	31.6%	-	*	*	*	5.4%	24.4%	11.3%
	2019-20	76.7%	76.2%	<b>91.7%</b>	*	91.4%	100.0%	-	*	*	-	49.5%	89.0%	81.1%
At/Above Criterion for All Examinees	2020-21	32.9%	20.8%	<b>27.7%</b>	*	27.1%	50.0%	-	*	-	-	6.3%	25.0%	4.1%
	2019-20	35.7%	20.9%	<b>20.6%</b>	60.0%	20.2%	45.5%	-	75.0%	-	-	0.0%	17.4%	1.0%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	953	<b>992</b>	*	990	1084	-	*	-	-	829	979	856
	2019-20	1019	964	<b>949</b>	1016	947	1029	-	1124	-	-	777	935	807
English Language Arts and Writing	2020-21	504	483	<b>505</b>	*	504	536	-	*	-	-	413	497	419
	2019-20	513	489	<b>481</b>	514	480	530	-	551	-	-	390	473	400
Mathematics	2020-21	498	470	<b>488</b>	*	486	548	-	*	-	-	416	481	437
	2019-20	506	475	<b>468</b>	502	467	499	-	573	-	-	387	462	407
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	18.0	<b>20.3</b>	*	20.1	*	-	*	-	-	*	20.0	15.4
	2019-20	20.2	17.9	<b>18.3</b>	18.7	18.3	21.8	-	21.4	-	-	13.1	17.9	14.6
English Language Arts	2020-21	19.6	17.4	<b>20.3</b>	*	20.1	*	-	*	-	-	*	19.7	14.1
	2019-20	19.9	17.4	<b>18.0</b>	19.8	18.0	22.2	-	21.5	-	-	11.6	17.5	13.0
Mathematics	2020-21	19.9	18.0	<b>19.4</b>	*	19.1	*	-	*	-	-	*	19.5	17.0
	2019-20	20.1	17.9	<b>18.1</b>	18.0	18.1	21.3	-	20.8	-	-	14.6	17.8	15.8
Science	2020-21	20.3	18.5	<b>20.7</b>	*	20.4	*	-	*	-	-	*	20.6	16.0
	2019-20	20.5	18.4	<b>18.7</b>	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
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	54.0%	<b>53.2%</b>	81.3%	53.1%	54.3%	-	93.3%	*	*	18.3%	50.7%	36.3%
	2019-20	46.3%	57.4%	<b>56.0%</b>	52.2%	56.0%	52.9%	-	95.5%	*	*	18.6%	54.1%	38.6%
English Language Arts	2020-21	16.3%	23.2%	<b>27.2%</b>	46.7%	27.1%	33.3%	-	66.7%	*	*	10.0%	24.7%	15.6%
	2019-20	18.2%	25.2%	<b>27.9%</b>	47.4%	27.8%	33.6%	-	50.0%	*	*	8.9%	25.7%	14.6%
Mathematics	2020-21	19.3%	25.2%	<b>28.1%</b>	50.0%	28.1%	22.0%	-	71.4%	*	*	5.6%	25.9%	13.6%
	2019-20	20.7%	26.8%	<b>31.7%</b>	25.0%	31.6%	28.6%	-	71.4%	*	*	5.8%	29.9%	17.5%
Science	2020-21	20.6%	24.0%	<b>16.1%</b>	37.5%	16.0%	15.4%	-	35.7%	*	*	4.4%	14.1%	4.5%
	2019-20	22.4%	25.7%	<b>17.3%</b>	23.5%	17.2%	17.9%	-	59.1%	*	*	4.2%	15.6%	5.6%
Social Studies	2020-21	22.8%	30.7%	<b>28.5%</b>	53.3%	28.4%	30.9%	-	80.0%	*	*	3.3%	25.0%	8.8%
	2019-20	24.6%	31.3%	<b>28.3%</b>	45.0%	28.2%	25.2%	-	72.7%	*	*	2.8%	24.9%	6.3%
<b>CTE Coherent Sequence (Annual Graduates)</b>														
	2020-21	0.0%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2019-20	58.5%	78.9%	<b>83.5%</b>	*	83.7%	44.4%	-	*	*	-	66.8%	82.9%	70.5%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	48.9%	<b>52.3%</b>	*	52.3%	66.7%	-	*	*	-	25.6%	50.2%	29.0%
	2018-19	52.6%	57.6%	<b>59.7%</b>	*	59.6%	72.2%	*	87.5%	-	*	30.8%	57.7%	41.2%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	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%
<b>Students by Grade:</b>								
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%
<b>Ethnic Distribution:</b>								
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%
<b>Sex:</b>								
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%
<b>Students by Instructional Program:</b>								
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%
<b>Students with Disabilities by Type of Primary Disability:</b>								
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%				
<b>Mobility (2020-21):</b>								
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%				
<b>Student Attrition (2020-21):</b>								
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
<b>Retention Rates by Grade:</b>				
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
<b>Data Quality:</b>				
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
<b>Elementary:</b>		
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
<b>Secondary:</b>		
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%
<b>Librarians and Counselors (Headcount):</b>				
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%
<b>Teachers by Ethnicity:</b>				
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%
<b>Teachers by Sex:</b>				
Males	838.7	31.5%	89,015.4	24.1%
Females	1,820.2	68.5%	280,680.4	75.9%
<b>Teachers by Highest Degree Held:</b>				
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%
<b>Teachers by Years of Experience:</b>				
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
<b>Experience of Campus Leadership:</b>		
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
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>		
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
<b>Average Actual Salaries (regular duties only):</b>		
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%
<b>Staff Exclusions:</b>		
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
<b>Teachers by Program (population served):</b>				
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.)

# 2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

District Number: **031901**

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

*2020 Special Education Determination Status:*

***Meets Requirements***

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

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

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

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

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

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

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

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



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

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

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

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

District Name: BROWNSVILLE ISD  
County Name: CAMERON  
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**Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Progress**

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	66	<b>69</b>	92	69	61	*	*	-	*	60	63	69	68	68	68
	2018	63	65	<b>65</b>	*	64	100	-	*	*	-	68	69	65	64	64	63
Grade 4 Mathematics	2019	65	65	<b>64</b>	83	64	65	*	*	-	*	62	56	64	65	63	61
	2018	65	67	<b>66</b>	*	66	79	-	*	*	-	62	67	66	68	65	63
Grade 5 ELA/Reading	2019	81	80	<b>78</b>	*	78	70	-	*	*	-	74	83	78	81	78	78
	2018	80	81	<b>81</b>	*	81	94	-	86	-	-	81	80	81	84	81	81
Grade 5 Mathematics	2019	83	85	<b>88</b>	*	88	80	-	*	*	-	90	81	87	91	87	87
	2018	81	84	<b>87</b>	*	87	94	-	86	-	-	89	89	87	87	87	86
Grade 6 ELA/Reading	2019	42	37	<b>30</b>	*	30	38	-	50	-	*	27	24	30	32	29	27
	2018	47	43	<b>38</b>	*	38	32	-	*	*	-	30	38	38	40	38	34
Grade 6 Mathematics	2019	54	44	<b>35</b>	*	35	45	-	60	-	*	25	44	35	38	33	30
	2018	56	51	<b>41</b>	*	41	44	-	*	*	-	41	50	41	43	41	38
Grade 7 ELA/Reading	2019	77	78	<b>77</b>	*	77	81	-	*	*	-	65	82	77	78	76	74
	2018	76	78	<b>79</b>	*	79	87	-	*	*	-	68	84	79	79	79	77
Grade 7 Mathematics	2019	62	65	<b>59</b>	*	59	57	-	*	*	-	45	57	59	55	58	55
	2018	67	70	<b>65</b>	*	65	75	-	*	*	-	55	57	65	65	65	64
Grade 8 ELA/Reading	2019	77	78	<b>77</b>	*	77	70	-	*	*	-	74	85	77	77	77	75
	2018	79	79	<b>81</b>	*	81	90	-	*	-	*	78	79	81	81	81	79
Grade 8 Mathematics	2019	82	88	<b>91</b>	-	91	83	-	*	-	-	86	98	91	92	91	91
	2018	81	89	<b>92</b>	*	92	95	-	*	-	-	85	84	92	92	92	92
End of Course English II	2019	69	67	<b>68</b>	*	68	78	-	67	*	-	61	30	67	73	67	68
	2018	67	66	<b>69</b>	90	69	53	-	79	*	-	51	50	69	68	69	64
End of Course Algebra I	2019	75	79	<b>91</b>	*	91	89	-	*	*	-	73	94	91	90	90	91
	2018	72	73	<b>85</b>	58	85	74	-	*	*	*	58	84	85	82	85	82
All Grades Both Subjects	2019	69	69	<b>69</b>	79	69	68	*	74	71	*	62	68	69	71	68	66
	2018	69	70	<b>71</b>	78	71	77	-	84	56	*	64	68	70	72	70	68
All Grades ELA/Reading	2019	68	68	<b>67</b>	72	67	67	*	69	*	*	61	66	67	70	66	65
	2018	69	69	<b>69</b>	82	69	76	-	85	*	*	63	67	69	71	69	67
All Grades Mathematics	2019	70	70	<b>71</b>	87	71	70	*	80	*	*	64	69	70	72	70	68
	2018	70	72	<b>72</b>	73	72	78	-	82	*	*	65	70	72	73	72	69

District Name: BROWNSVILLE ISD  
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Texas Education Agency  
Texas Academic Performance Report  
2019-20 District Prior Year and Student Success Initiative

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	44%	<b>48%</b>	-	48%	28%	*	*	*	-	26%	47%	43%
	2018	38%	40%	<b>44%</b>	-	44%	64%	-	*	*	-	23%	44%	40%
Mathematics	2019	45%	53%	<b>57%</b>	-	58%	23%	*	*	*	*	42%	57%	56%
	2018	47%	53%	<b>57%</b>	*	57%	72%	-	-	*	-	39%	57%	54%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	<b>84%</b>	*	84%	83%	-	*	*	-	41%	83%	72%
Students Requiring Accelerated Instruction														
	2019	22%	20%	<b>16%</b>	*	16%	17%	-	*	*	-	59%	17%	28%
STAAR Cumulative Met Standard														
	2019	86%	89%	<b>91%</b>	*	91%	94%	-	*	*	-	55%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	9%	5%	*	-	*	-	-	-	-	-	-	*	-
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	89%	<b>92%</b>	*	92%	89%	-	*	*	-	64%	92%	87%
Students Requiring Accelerated Instruction														
	2019	17%	11%	<b>8%</b>	*	8%	11%	-	*	*	-	36%	8%	13%
STAAR Cumulative Met Standard														
	2019	90%	94%	<b>96%</b>	*	96%	100%	-	*	*	-	80%	96%	95%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6	2019	24%	22%	*	-	*	-	-	-	-	-	-	*	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	<b>77%</b>	*	77%	64%	-	*	*	-	34%	75%	49%
Students Requiring Accelerated Instruction														
	2019	22%	24%	<b>23%</b>	*	23%	36%	-	*	*	-	66%	25%	51%
STAAR Cumulative Met Standard														
	2019	85%	83%	<b>84%</b>	*	85%	68%	-	*	*	-	45%	83%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	<b>95%</b>	-	95%	100%	-	-	-	-	98%	95%	94%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	13%	11%	<b>15%</b>	-	16%	*	-	-	-	-	7%	16%	13%
Retained in Grade 8	2019	38%	30%	<b>38%</b>	-	38%	-	-	-	-	-	*	38%	40%

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

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

District Name: BROWNSVILLE ISD  
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**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 District STAAR Performance**

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	<b>81%</b>	77%	77%	-	-	-	59%	37%	60%	65%	67%	67%
	2018	77%	77%	<b>78%</b>	74%	74%	-	-	-	50%	50%	100%	58%	61%	61%
At Meets Grade Level or Above	2019	50%	50%	<b>52%</b>	39%	39%	-	-	-	24%	8%	25%	32%	30%	30%
	2018	48%	47%	<b>49%</b>	35%	35%	-	-	-	16%	16%	60%	22%	25%	24%
At Masters Grade Level	2019	24%	22%	<b>23%</b>	15%	15%	-	-	-	7%	3%	7%	14%	10%	11%
	2018	22%	20%	<b>21%</b>	13%	13%	-	-	-	4%	4%	20%	8%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	74%	<b>76%</b>	76%	76%	-	-	-	45%	18%	47%	59%	58%	58%
	2018	74%	72%	<b>74%</b>	69%	69%	-	-	-	37%	37%	*	49%	51%	50%
At Meets Grade Level or Above	2019	48%	45%	<b>47%</b>	33%	33%	-	-	-	16%	4%	16%	26%	23%	23%
	2018	46%	43%	<b>44%</b>	28%	28%	-	-	-	8%	9%	*	15%	17%	17%
At Masters Grade Level	2019	21%	18%	<b>18%</b>	13%	13%	-	-	-	3%	2%	3%	10%	7%	7%
	2018	19%	16%	<b>17%</b>	10%	10%	-	-	-	1%	1%	*	4%	5%	5%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	85%	<b>86%</b>	83%	83%	-	-	-	75%	88%	75%	76%	79%	79%
	2018	81%	83%	<b>85%</b>	83%	83%	-	-	-	67%	67%	*	74%	76%	76%
At Meets Grade Level or Above	2019	52%	55%	<b>57%</b>	47%	47%	-	-	-	39%	38%	39%	42%	43%	43%
	2018	50%	52%	<b>55%</b>	45%	45%	-	-	-	25%	25%	*	34%	36%	36%
At Masters Grade Level	2019	26%	28%	<b>31%</b>	21%	21%	-	-	-	16%	23%	15%	20%	18%	19%
	2018	24%	25%	<b>28%</b>	20%	20%	-	-	-	8%	8%	*	14%	14%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	73%	<b>76%</b>	65%	65%	-	-	-	53%	50%	53%	52%	59%	59%
	2018	66%	68%	<b>71%</b>	57%	57%	-	-	-	36%	36%	-	38%	48%	47%
At Meets Grade Level or Above	2019	38%	41%	<b>44%</b>	25%	25%	-	-	-	19%	17%	19%	26%	22%	22%
	2018	41%	42%	<b>45%</b>	26%	26%	-	-	-	10%	10%	-	20%	19%	19%
At Masters Grade Level	2019	14%	15%	<b>15%</b>	4%	4%	-	-	-	4%	17%	4%	7%	4%	4%
	2018	13%	12%	<b>13%</b>	4%	4%	-	-	-	1%	1%	-	5%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	<b>84%</b>	72%	72%	-	-	-	67%	58%	68%	72%	69%	69%
	2018	80%	81%	<b>82%</b>	76%	76%	-	-	-	60%	60%	*	60%	66%	66%
At Meets Grade Level or Above	2019	54%	54%	<b>55%</b>	45%	45%	-	-	-	24%	8%	25%	40%	32%	32%
	2018	51%	50%	<b>51%</b>	36%	36%	-	-	-	19%	19%	*	16%	26%	26%
At Masters Grade Level	2019	25%	23%	<b>21%</b>	15%	15%	-	-	-	4%	0%	5%	14%	8%	9%
	2018	23%	20%	<b>19%</b>	10%	10%	-	-	-	3%	3%	*	5%	6%	6%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	81%	<b>83%</b>	-	-	-	-	-	64%	72%	63%	53%	64%	63%
	2018	78%	79%	<b>80%</b>	-	-	-	-	-	56%	56%	-	68%	56%	57%
At Meets Grade Level or Above	2019	55%	52%	<b>54%</b>	-	-	-	-	-	25%	9%	26%	13%	25%	25%
	2018	53%	50%	<b>51%</b>	-	-	-	-	-	22%	22%	-	24%	22%	22%
At Masters Grade Level	2019	33%	28%	<b>29%</b>	-	-	-	-	-	8%	0%	8%	7%	8%	8%
	2018	31%	26%	<b>26%</b>	-	-	-	-	-	6%	6%	-	8%	6%	6%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>69%</b>	72%	72%	-	-	-	61%	72%	61%	63%	65%	65%
	2018	69%	70%	<b>71%</b>	72%	72%	-	-	-	63%	63%	*	70%	67%	67%
All Grades ELA/Reading	2019	68%	68%	<b>67%</b>	72%	72%	-	-	-	60%	75%	60%	65%	65%	65%
	2018	69%	69%	<b>69%</b>	72%	72%	-	-	-	63%	63%	*	68%	67%	67%
All Grades Mathematics	2019	70%	70%	<b>71%</b>	72%	72%	-	-	-	61%	67%	61%	61%	66%	66%



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

Bilingual Education/English as a Second Language

(Current EL Students)

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		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	72%	72%	73%	73%	-	-	-	63%	63%	*	73%	67%	67%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	44%	48%	54%	54%	-	-	-	35%	*	35%	47%	43%	43%
	2018	38%	40%	44%	47%	47%	-	-	-	35%	35%	-	31%	40%	40%
Mathematics	2019	45%	53%	57%	58%	58%	-	-	-	56%	*	56%	32%	57%	56%
	2018	47%	53%	57%	62%	62%	-	-	-	49%	49%	*	52%	55%	54%

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

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

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

District Name: BROWNSVILLE ISD

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

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District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

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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)
2018-19	85.9%	92.4%	94.6%	*	94.6%	100.0%	*	100.0%	-	*	61.7%	94.2%	93.2%
2017-18	85.1%	91.1%	96.1%	*	96.2%	88.0%	-	100.0%	-	-	66.9%	96.3%	97.3%

District Name: BROWNSVILLE ISD

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District Number: 031901

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

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

# Texas Education Agency

## Texas Academic Performance Report

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

# Texas Education Agency

## Texas Academic Performance Report

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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



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Texas Education Agency  
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2019-20 District CCMR-Related Indicators

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

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

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

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

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

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

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

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

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

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

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



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

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

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

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

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

# 2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

District Number: **031901**

2019 Accountability Rating: **A**

*2019 Special Education Determination Status:*

***Meets Requirements***

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

TEXAS EDUCATION AGENCY  
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		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
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  
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District Number: 031901

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		Region		District	African		Hispanic	White	American		Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
		State	01		American				Indian	Asian					ously	Continu-	Disadv	
												Races	(Current)	(Former)	Enrolled	ously		(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 <sup>A</sup>																		
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%

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

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

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

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

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

		<b>State</b>	<b>Region 01</b>	<b>District</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Special Ed</b>	<b>Econ Disadv</b>	<b>EL (Current)</b>
STAAR Cumulative Met Standard	2019	18%	17%	<b>20%</b>	-	20%	47%	-	*	-	-	54%	21%	26%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2019	88%	89%	<b>88%</b>	-	89%	60%	-	*	-	-	65%	88%	86%
	2018	98%	98%	<b>90%</b>	-	90%	*	-	-	-	-	98%	90%	83%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9	2019	50%	58%	<b>75%</b>	-	75%	*	-	-	-	-	64%	75%	85%
Retained in Grade 8	2019	56%	72%	<b>80%</b>	-	80%	-	-	-	-	-	*	80%	88%

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

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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
Mathematics	2018	38%	40%	<b>44%</b>	47%	47%	-	-	-	35%	35%	-	31%	40%	40%
	2019	45%	53%	<b>57%</b>	58%	58%	-	-	-	56%	*	56%	32%	57%	56%
	2018	47%	53%	<b>57%</b>	62%	62%	-	-	-	49%	49%	*	52%	55%	54%

District Name: BROWNSVILLE ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District STAAR Participation

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

# TEXAS EDUCATION AGENCY

## Texas Academic Performance Report

### 2018-19 District Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.5%	<b>95.4%</b>	96.3%	95.4%	95.2%	*	97.8%	*	94.7%	94.0%	95.4%	95.5%
2016-17	95.7%	95.7%	<b>95.8%</b>	96.7%	95.8%	95.5%	*	97.7%	95.3%	*	94.4%	95.8%	96.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.2%	<b>0.5%</b>	0.0%	0.5%	0.0%	*	0.0%	*	-	0.4%	0.5%	0.4%
2016-17	0.3%	0.2%	<b>0.2%</b>	0.0%	0.2%	0.0%	*	0.0%	*	*	0.1%	0.2%	0.3%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.7%	<b>1.1%</b>	0.0%	1.1%	0.0%	*	0.0%	*	*	1.7%	1.1%	1.8%
2016-17	1.9%	1.8%	<b>1.3%</b>	0.0%	1.3%	0.0%	*	0.0%	*	*	1.5%	1.2%	2.2%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	91.2%	<b>92.8%</b>	*	92.8%	96.3%	-	100.0%	-	-	80.1%	93.0%	84.6%
Received TxCHSE	0.4%	0.2%	<b>0.3%</b>	*	0.3%	0.0%	-	0.0%	-	-	0.0%	0.3%	0.0%
Continued HS	3.8%	3.6%	<b>3.0%</b>	*	3.0%	3.7%	-	0.0%	-	-	9.4%	2.9%	5.6%
Dropped Out	5.7%	5.0%	<b>3.9%</b>	*	3.9%	0.0%	-	0.0%	-	-	10.4%	3.8%	9.8%
Graduates and TxCHSE	90.4%	91.4%	<b>93.1%</b>	*	93.1%	96.3%	-	100.0%	-	-	80.1%	93.4%	84.6%
Graduates, TxCHSE, and Continuers	94.3%	95.0%	<b>96.1%</b>	*	96.1%	100.0%	-	100.0%	-	-	89.6%	96.2%	90.2%
Class of 2017													
Graduated	89.7%	90.3%	<b>91.6%</b>	*	91.6%	94.1%	*	*	*	-	85.9%	91.6%	80.7%
Received TxCHSE	0.4%	0.2%	<b>0.2%</b>	*	0.2%	0.0%	*	*	*	-	0.0%	0.3%	0.2%
Continued HS	4.0%	4.0%	<b>4.8%</b>	*	4.8%	5.9%	*	*	*	-	7.2%	4.9%	12.0%
Dropped Out	5.9%	5.4%	<b>3.4%</b>	*	3.4%	0.0%	*	*	*	-	6.9%	3.2%	7.1%
Graduates and TxCHSE	90.1%	90.5%	<b>91.9%</b>	*	91.8%	94.1%	*	*	*	-	85.9%	91.8%	81.0%
Graduates, TxCHSE, and Continuers	94.1%	94.6%	<b>96.6%</b>	*	96.6%	100.0%	*	*	*	-	93.1%	96.8%	92.9%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	92.5%	<b>95.4%</b>	*	95.4%	94.1%	*	*	*	-	90.4%	95.5%	91.6%
Received TxCHSE	0.6%	0.3%	<b>0.3%</b>	*	0.3%	0.0%	*	*	*	-	0.3%	0.3%	0.2%
Continued HS	1.1%	1.5%	<b>0.5%</b>	*	0.5%	5.9%	*	*	*	-	2.1%	0.4%	0.5%
Dropped Out	6.3%	5.8%	<b>3.8%</b>	*	3.8%	0.0%	*	*	*	-	7.2%	3.7%	7.7%
Graduates and TxCHSE	92.6%	92.7%	<b>95.7%</b>	*	95.7%	94.1%	*	*	*	-	90.7%	95.8%	91.8%
Graduates, TxCHSE, and Continuers	93.7%	94.2%	<b>96.2%</b>	*	96.2%	100.0%	*	*	*	-	92.8%	96.3%	92.3%
Class of 2016													
Graduated	91.6%	92.1%	<b>94.7%</b>	83.3%	94.7%	88.2%	-	100.0%	*	-	88.4%	94.8%	83.6%
Received TxCHSE	0.7%	0.3%	<b>0.3%</b>	0.0%	0.3%	0.0%	-	0.0%	*	-	0.4%	0.2%	0.4%
Continued HS	1.2%	1.4%	<b>0.8%</b>	0.0%	0.8%	0.0%	-	0.0%	*	-	2.1%	0.8%	3.3%
Dropped Out	6.6%	6.2%	<b>4.3%</b>	16.7%	4.2%	11.8%	-	0.0%	*	-	9.2%	4.2%	12.6%
Graduates and TxCHSE	92.2%	92.5%	<b>94.9%</b>	83.3%	95.0%	88.2%	-	100.0%	*	-	88.7%	95.0%	84.0%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	<b>95.7%</b>	83.3%	95.8%	88.2%	-	100.0%	*	-	90.8%	95.8%	87.4%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	92.7%	<b>95.4%</b>	83.3%	95.4%	88.2%	-	100.0%	*	-	89.7%	95.5%	85.2%

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

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

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.4%	0.0%	0.3%	5.9%	-	0.0%	*	-	0.4%	0.3%	0.4%
Continued HS	0.5%	0.7%	0.1%	0.0%	0.1%	0.0%	-	0.0%	*	-	0.4%	0.1%	0.7%
Dropped Out	6.6%	6.2%	4.2%	16.7%	4.2%	5.9%	-	0.0%	*	-	9.6%	4.1%	13.7%
Graduates and TxCHSE	92.9%	93.1%	95.7%	83.3%	95.7%	94.1%	-	100.0%	*	-	90.0%	95.8%	85.6%
Graduates, TxCHSE, and Continuers	93.4%	93.8%	95.8%	83.3%	95.8%	94.1%	-	100.0%	*	-	90.4%	95.9%	86.3%
Class of 2015													
Graduated	91.8%	91.6%	95.2%	*	95.1%	95.7%	-	100.0%	-	*	92.5%	95.5%	85.6%
Received TxCHSE	1.0%	0.6%	0.3%	*	0.3%	0.0%	-	0.0%	-	*	0.3%	0.3%	0.0%
Continued HS	0.6%	0.8%	0.3%	*	0.3%	0.0%	-	0.0%	-	*	1.3%	0.4%	0.4%
Dropped Out	6.7%	7.0%	4.2%	*	4.2%	4.3%	-	0.0%	-	*	5.9%	3.8%	14.0%
Graduates and TxCHSE	92.8%	92.2%	95.5%	*	95.5%	95.7%	-	100.0%	-	*	92.8%	95.8%	85.6%
Graduates, TxCHSE, and Continuers	93.3%	93.0%	95.8%	*	95.8%	95.7%	-	100.0%	-	*	94.1%	96.2%	86.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.2%	91.9%	*	91.8%	92.9%	-	100.0%	-	-	74.6%	92.1%	84.1%
Class of 2017	89.7%	90.3%	90.5%	60.0%	90.5%	94.1%	*	*	*	-	76.9%	90.5%	80.2%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	76.2%	85.7%	-	85.7%	-	-	-	-	-	*	85.7%	100.0%
Class of 2017	88.5%	93.7%	96.3%	*	96.4%	93.8%	*	*	*	-	63.6%	96.3%	98.1%
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.3%	3.6%	*	3.7%	0.0%	-	0.0%	-	-	6.2%	3.7%	9.2%
Class of 2017	6.0%	3.3%	13.2%	-	13.2%	-	-	-	-	-	*	13.9%	7.7%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	89.0%	93.2%	*	93.2%	88.5%	-	100.0%	-	-	73.2%	93.1%	81.8%
Class of 2017	60.8%	77.3%	73.7%	-	73.7%	-	-	-	-	-	*	72.2%	84.6%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	92.1%	96.8%	*	96.8%	88.5%	-	100.0%	-	-	79.0%	96.7%	91.2%
Class of 2017	85.9%	93.1%	96.2%	*	96.3%	93.8%	*	*	*	-	63.1%	96.1%	97.9%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	60.0%	58.8%	-	58.8%	-	-	-	-	-	7.5%	59.1%	83.9%
2016-17	87.2%	92.3%	95.1%	*	95.1%	93.8%	*	*	-	-	56.8%	95.1%	97.2%
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.3%	3.6%	*	3.6%	0.0%	-	0.0%	-	-	6.0%	3.7%	7.3%
2016-17	7.2%	10.4%	24.2%	*	24.5%	*	-	-	-	-	13.3%	24.2%	23.9%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	89.0%	94.3%	*	94.4%	88.0%	-	100.0%	-	-	72.9%	94.3%	91.1%
2016-17	56.5%	65.7%	52.7%	*	52.1%	*	-	-	-	-	0.0%	52.8%	50.7%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	91.1%	96.1%	*	96.2%	88.0%	-	100.0%	-	-	66.9%	96.3%	97.3%
2016-17	84.0%	91.4%	94.1%	*	94.1%	94.1%	*	*	-	-	54.6%	94.1%	92.9%



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

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	3,253	100.0%	347,893	100.0%
By Ethnicity:				
African American	4	0.1%	43,502	12.5%
Hispanic	3,215	98.8%	173,272	49.8%
White	25	0.8%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	9	0.3%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	0	0.0%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	61	1.9%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	87	2.7%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	113	3.5%	49,432	14.2%
Foundation H.S. Program (Endorsement)	110	3.4%	16,542	4.8%
Foundation H.S. Program (DLA)	2,882	88.6%	272,526	78.3%
Special Education Graduates	286	8.8%	25,962	7.5%
Economically Disadvantaged Graduates	3,134	96.3%	166,956	48.0%
LEP Graduates	405	12.5%	21,359	6.1%
At-Risk Graduates	1,769	54.4%	144,805	41.6%

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District College, Career, and Military Readiness (CCMR)**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	73.0%	<b>67.4%</b>	*	67.1%	90.0%	-	100.0%	-	-	66.4%	67.2%	54.1%
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	52.9%	<b>51.9%</b>	*	51.5%	80.0%	-	100.0%	-	-	10.1%	51.3%	40.0%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	55.7%	<b>61.1%</b>	*	60.9%	80.0%	-	100.0%	-	-	16.8%	60.6%	24.2%
Mathematics													
2017-18	46.0%	44.3%	<b>49.9%</b>	*	49.5%	76.0%	-	100.0%	-	-	15.0%	49.5%	27.2%
Both Subjects													
2017-18	42.1%	39.3%	<b>44.9%</b>	*	44.5%	76.0%	-	100.0%	-	-	9.1%	44.3%	15.1%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	29.5%	<b>20.1%</b>	*	19.8%	36.0%	-	77.8%	-	-	3.1%	19.8%	4.2%
2016-17	19.9%	30.3%	<b>18.7%</b>	*	18.6%	23.5%	*	*	-	-	1.7%	17.8%	3.9%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	22.8%	<b>18.6%</b>	*	18.5%	24.0%	-	44.4%	-	-	0.7%	18.4%	29.6%
2016-17	20.1%	23.4%	<b>22.4%</b>	*	22.4%	17.6%	*	*	-	-	0.7%	22.1%	31.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	4.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	2.7%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.6%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	43.9%	<b>36.1%</b>	*	36.0%	40.0%	-	55.6%	-	-	65.7%	36.1%	26.2%
2016-17	13.2%	24.2%	<b>22.8%</b>	*	22.8%	20.6%	*	*	-	-	17.1%	22.6%	15.8%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	8.6%	<b>4.4%</b>	*	4.4%	0.0%	-	33.3%	-	-	2.8%	4.4%	1.5%
2016-17	2.7%	5.4%	<b>4.0%</b>	*	4.0%	0.0%	*	*	-	-	1.0%	3.9%	1.7%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.5%	<b>0.7%</b>	*	0.7%	4.0%	-	0.0%	-	-	7.7%	0.7%	0.0%
2016-17	1.0%	0.6%	<b>0.4%</b>	*	0.4%	0.0%	*	*	-	-	4.3%	0.4%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	61.9%	<b>53.1%</b>	*	53.0%	68.0%	-	77.8%	-	-	33.2%	52.9%	43.0%
2016-17	17.3%	36.4%	<b>37.2%</b>	*	37.2%	41.2%	*	*	-	-	20.3%	37.1%	27.6%

District Name: BROWNSVILLE ISD  
 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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	7.0%	<b>4.1%</b>	*	4.1%	4.0%	-	0.0%	-	-	1.0%	4.2%	3.7%
2016-17	2.2%	2.9%	<b>1.8%</b>	*	1.8%	0.0%	*	*	-	-	2.3%	1.8%	1.1%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.9%	<b>4.9%</b>	*	5.0%	0.0%	-	0.0%	-	-	55.9%	5.1%	0.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	2.7%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	3.2%	<b>0.0%</b>	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%

District Name: BROWNSVILLE ISD  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District CCMR-Related Indicators

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	46.0%	<b>54.8%</b>	*	54.7%	68.0%	-	100.0%	-	-	14.7%	54.2%	17.8%
2016-17	23.4%	37.4%	<b>53.1%</b>	*	53.0%	70.6%	*	*	-	-	10.6%	52.4%	20.8%
Mathematics													
2017-18	23.7%	36.5%	<b>44.4%</b>	*	44.1%	64.0%	-	100.0%	-	-	9.8%	43.9%	20.2%
2016-17	19.8%	32.8%	<b>45.4%</b>	*	45.4%	47.1%	*	*	-	-	5.6%	44.7%	23.4%
Both Subjects													
2017-18	18.1%	30.4%	<b>39.1%</b>	*	38.8%	56.0%	-	100.0%	-	-	7.0%	38.4%	10.4%
2016-17	12.9%	25.0%	<b>39.0%</b>	*	38.9%	47.1%	*	*	-	-	3.3%	38.2%	14.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	76.6%	<b>82.3%</b>	*	82.3%	80.0%	-	88.9%	-	-	62.2%	82.5%	68.9%
2016-17	50.5%	70.4%	<b>81.8%</b>	*	82.0%	58.8%	*	*	-	-	52.5%	81.9%	68.7%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	3.4%	<b>1.7%</b>	*	1.7%	4.0%	-	0.0%	-	-	0.7%	1.8%	5.2%
2016-17	0.8%	2.4%	<b>2.5%</b>	*	2.5%	0.0%	*	*	-	-	1.7%	2.6%	5.4%
Mathematics													
2017-18	3.9%	3.5%	<b>4.6%</b>	*	4.6%	0.0%	-	0.0%	-	-	4.5%	4.8%	9.9%
2016-17	1.4%	2.2%	<b>2.3%</b>	*	2.3%	0.0%	*	*	-	-	0.7%	2.4%	2.8%
Both Subjects													
2017-18	0.9%	0.9%	<b>0.7%</b>	*	0.7%	0.0%	-	0.0%	-	-	0.0%	0.7%	3.0%
2016-17	0.2%	0.4%	<b>0.2%</b>	*	0.2%	0.0%	*	*	-	-	0.0%	0.2%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	29.4%	<b>24.1%</b>	22.2%	24.0%	28.6%	-	70.6%	-	*	n/a	23.2%	n/a
2017	26.2%	29.9%	<b>31.9%</b>	50.0%	31.8%	40.4%	*	66.7%	*	*	n/a	31.1%	n/a
English Language Arts													
2018	15.3%	18.5%	<b>15.6%</b>	11.1%	15.5%	21.4%	-	52.9%	-	*	n/a	14.9%	n/a
2017	15.9%	19.4%	<b>23.4%</b>	50.0%	23.3%	32.7%	*	58.3%	*	*	n/a	22.6%	n/a
Mathematics													
2018	7.3%	5.9%	<b>2.0%</b>	11.1%	1.9%	3.6%	-	17.6%	-	*	n/a	1.9%	n/a
2017	7.2%	5.8%	<b>3.3%</b>	12.5%	3.3%	1.9%	*	8.3%	*	*	n/a	3.2%	n/a
Science													
2018	10.8%	12.1%	<b>5.5%</b>	0.0%	5.5%	5.4%	-	35.3%	-	*	n/a	5.0%	n/a
2017	10.9%	11.5%	<b>8.5%</b>	12.5%	8.4%	13.5%	*	33.3%	*	*	n/a	8.3%	n/a
Social Studies													
2018	14.5%	17.1%	<b>13.6%</b>	11.1%	13.5%	19.6%	-	41.2%	-	*	n/a	12.9%	n/a
2017	15.0%	17.9%	<b>22.7%</b>	50.0%	22.5%	36.5%	*	58.3%	*	*	n/a	22.0%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	34.5%	<b>27.6%</b>	*	27.5%	37.5%	-	41.7%	-	-	n/a	27.7%	n/a
2017	49.1%	33.2%	<b>23.2%</b>	*	22.8%	47.6%	-	50.0%	-	-	n/a	23.4%	n/a
English Language Arts													
2018	42.5%	16.4%	<b>14.2%</b>	*	13.9%	33.3%	-	33.3%	-	-	n/a	14.0%	n/a
2017	41.3%	14.2%	<b>8.5%</b>	*	8.0%	35.3%	-	28.6%	-	-	n/a	8.4%	n/a
Mathematics													
2018	52.8%	26.3%	<b>14.8%</b>	*	14.7%	*	-	*	-	-	n/a	14.4%	n/a

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

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District CCMR-Related Indicators

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	26.1%	8.1%	*	7.8%	*	-	*	-	-	n/a	8.8%	n/a
2018	38.0%	12.5%	7.4%	-	7.3%	*	-	0.0%	-	-	n/a	7.8%	n/a
2017 Social Studies	38.3%	14.4%	5.0%	*	4.7%	14.3%	-	*	-	-	n/a	4.9%	n/a
2018	44.6%	16.5%	11.7%	*	11.5%	27.3%	-	14.3%	-	-	n/a	11.0%	n/a
2017	41.4%	13.8%	6.9%	*	6.4%	36.8%	-	28.6%	-	-	n/a	6.9%	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	73.4%	76.9%	*	76.5%	100.0%	-	100.0%	-	?	n/a	76.4%	n/a
2016-17	73.5%	69.3%	71.0%	100.0%	71.0%	52.9%	100.0%	100.0%	-	-	n/a	70.3%	n/a
At/Above Criterion													
2017-18	37.9%	21.7%	22.5%	*	22.2%	36.0%	-	50.0%	-	*	n/a	21.5%	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	987	960	*	959	1065	-	1093	-	-	n/a	956	n/a
English Language Arts and Writing													
2017-18	521	500	489	*	488	555	-	560	-	-	n/a	487	n/a
Mathematics													
2017-18	515	487	472	*	471	510	-	533	-	-	n/a	470	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	18.1	18.1	*	18.1	19.9	-	20.0	-	*	n/a	18.0	n/a
English Language Arts													
2017-18	20.3	17.5	17.7	*	17.7	19.6	-	19.6	-	*	n/a	17.6	n/a
Mathematics													
2017-18	20.6	18.2	18.1	*	18.0	19.3	-	19.9	-	*	n/a	18.0	n/a
Science													
2017-18	20.9	18.6	18.5	*	18.4	20.4	-	20.6	-	*	n/a	18.3	n/a

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Other Postsecondary Indicators**

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	51.6%	<b>49.1%</b>	50.0%	49.1%	47.9%	-	90.0%	*	*	16.0%	49.4%	31.7%
2016-17	37.1%	44.6%	<b>47.1%</b>	50.0%	47.0%	47.1%	*	71.4%	*	*	19.4%	47.0%	32.2%
English Language Arts													
2017-18	17.3%	22.9%	<b>26.5%</b>	23.5%	26.4%	31.8%	-	60.0%	*	*	7.2%	26.4%	14.8%
2016-17	16.8%	22.2%	<b>29.4%</b>	35.3%	29.3%	33.3%	*	53.6%	*	*	15.0%	29.2%	24.7%
Mathematics													
2017-18	20.7%	24.5%	<b>24.5%</b>	20.0%	24.5%	28.0%	-	45.8%	*	*	6.1%	24.6%	14.0%
2016-17	19.5%	20.9%	<b>19.8%</b>	30.8%	19.6%	27.5%	*	42.9%	*	*	3.6%	19.6%	8.7%
Science													
2017-18	21.2%	24.9%	<b>18.3%</b>	18.8%	18.2%	21.0%	-	46.7%	*	*	5.9%	18.2%	4.5%
2016-17	5.7%	6.2%	<b>2.5%</b>	7.1%	2.5%	1.2%	*	3.7%	*	*	0.0%	2.4%	0.1%
Social Studies													
2017-18	22.8%	27.3%	<b>24.9%</b>	25.0%	24.7%	30.0%	-	69.0%	*	*	1.2%	24.1%	3.1%
2016-17	21.8%	24.7%	<b>25.3%</b>	40.0%	25.1%	34.4%	*	57.1%	*	*	1.3%	24.6%	2.6%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.7%	<b>59.3%</b>	*	59.3%	52.9%	*	*	-	-	24.6%	58.6%	42.2%
2015-16	54.7%	57.2%	<b>56.8%</b>	80.0%	56.7%	50.0%	-	86.7%	*	-	22.3%	56.1%	37.0%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	59.5%	<b>63.5%</b>	*	63.4%	62.5%	-	*	-	-	10.8%	62.6%	29.7%
2015-16	55.7%	55.0%	<b>62.5%</b>	*	62.1%	87.5%	-	92.3%	-	-	15.2%	61.3%	31.3%

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

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	44,356	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	90	0.2%	15,122	0.3%
Pre-Kindergarten	3,537	8.0%	238,810	4.4%
Kindergarten	2,624	5.9%	373,435	6.9%
Grade 1	3,007	6.8%	386,567	7.1%
Grade 2	2,946	6.6%	387,490	7.2%
Grade 3	2,874	6.5%	395,637	7.3%
Grade 4	3,063	6.9%	411,805	7.6%
Grade 5	3,250	7.3%	417,388	7.7%
Grade 6	3,002	6.8%	417,587	7.7%
Grade 7	3,128	7.1%	406,716	7.5%
Grade 8	3,202	7.2%	404,933	7.5%
Grade 9	3,649	8.2%	436,449	8.1%
Grade 10	3,373	7.6%	400,571	7.4%
Grade 11	3,373	7.6%	372,899	6.9%
Grade 12	3,238	7.3%	350,991	6.5%
Ethnic Distribution:				
African American	49	0.1%	684,349	12.6%
Hispanic	43,590	98.3%	2,847,629	52.6%
White	607	1.4%	1,484,069	27.4%
American Indian	9	0.0%	20,362	0.4%
Asian	89	0.2%	242,247	4.5%
Pacific Islander	6	0.0%	8,254	0.2%
Two or More Races	6	0.0%	129,490	2.4%
Economically Disadvantaged	39,260	88.5%	3,283,812	60.6%
Non-Educationally Disadvantaged	5,096	11.5%	2,132,588	39.4%
Section 504 Students	3,848	8.7%	354,440	6.5%
English Learners (EL)	15,352	34.6%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	476	1.0%	75,963	1.4%
Students w/ Dyslexia	2,376	5.4%	194,074	3.6%
At-Risk	29,847	67.3%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	5,364		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	2,968	55.3%	221,426	42.4%
Students with Physical Disabilities	616	11.5%	114,118	21.9%
Students with Autism	653	12.2%	71,373	13.7%
Students with Behavioral Disabilities	1,012	18.9%	107,604	20.6%
Students with Non-Categorical Early Childhood	115	2.1%	7,387	1.4%

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Student Information

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

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	46	0.2%	6,321	0.3%

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



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

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	6,615.3	100.0%	719,502.5	100.0%
Professional Staff:	3,737.3	56.5%	461,380.1	64.1%
Teachers	2,911.5	44.0%	358,450.1	49.8%
Professional Support	626.7	9.5%	72,848.5	10.1%
Campus Administration (School Leadership)	190.1	2.9%	21,812.7	3.0%
Central Administration	9.0	0.1%	8,268.8	1.1%
Educational Aides:	771.7	11.7%	74,292.4	10.3%
Auxiliary Staff:	2,106.2	31.8%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	58.0	n/a	4,414.0	n/a
Part-time	2.0	n/a	572.0	n/a
Counselors				
Full-time	149.0	n/a	12,433.0	n/a
Part-time	11.0	n/a	1,097.0	n/a
Total Minority Staff:	6,216.5	94.0%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	8.0	0.3%	37,875.6	10.6%
Hispanic	2,628.3	90.3%	99,261.7	27.7%
White	260.5	8.9%	209,288.6	58.4%
American Indian	3.0	0.1%	1,236.1	0.3%
Asian	3.0	0.1%	6,037.0	1.7%
Pacific Islander	8.8	0.3%	676.7	0.2%
Two or More Races	0.0	0.0%	4,074.5	1.1%
Males	932.6	32.0%	85,138.1	23.8%
Females	1,979.0	68.0%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	33.5	1.2%	4,932.1	1.4%
Bachelors	2,313.0	79.4%	263,991.5	73.6%
Masters	552.1	19.0%	87,059.6	24.3%
Doctorate	13.0	0.4%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	80.0	2.7%	24,953.3	7.0%
1-5 Years Experience	415.9	14.3%	103,762.4	28.9%
6-10 Years Experience	512.0	17.6%	68,136.0	19.0%
11-20 Years Experience	1,145.3	39.3%	105,158.7	29.3%
Over 20 Years Experience	758.4	26.0%	56,439.7	15.7%
Number of Students per Teacher	15.2	n/a	15.1	n/a

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 District Staff Information**

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:		
Average Years Experience of Principals	8.8	6.3
Average Years Experience of Principals with District	8.4	5.4
Average Years Experience of Assistant Principals	8.4	5.3
Average Years Experience of Assistant Principals with District	8.2	4.7
Average Years Experience of Teachers:	15.1	11.1
Average Years Experience of Teachers with District:	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$49,007	\$47,218
1-5 Years Experience	\$49,170	\$50,408
6-10 Years Experience	\$50,423	\$52,786
11-20 Years Experience	\$55,575	\$56,041
Over 20 Years Experience	\$64,161	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$55,810	\$54,122
Professional Support	\$67,073	\$64,069
Campus Administration (School Leadership)	\$84,030	\$78,947
Central Administration	\$150,128	\$103,400
Instructional Staff Percent:	58.7%	64.5%
Turnover Rate for Teachers:	7.2%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.2	411.6
Contracted Instructional Staff:	3,598.0	6,043.6

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

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 District Staff Information

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	15,112	34.1%	1,066,099	19.7%
Career & Technical Education	13,900	31.3%	1,424,391	26.3%
Gifted & Talented Education	5,341	12.0%	436,361	8.1%
Special Education	5,364	12.1%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	79.3	2.7%	23,092.5	6.4%
Career & Technical Education	161.9	5.6%	17,483.0	4.9%
Compensatory Education	24.9	0.9%	9,548.1	2.7%
Gifted & Talented Education	13.6	0.5%	7,164.0	2.0%
Regular Education	2,294.1	78.8%	255,885.2	71.4%
Special Education	331.0	11.4%	32,449.2	9.1%
Other	6.8	0.2%	12,828.0	3.6%

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

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

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

'\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

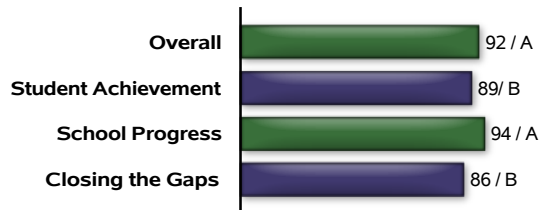
**Texas Education Agency**  
**2021-22 Preliminary District Report Card**  
**BROWNSVILLE ISD (031901)**

**Accountability Rating**

**A**

BROWNSVILLE ISD earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for BROWNSVILLE ISD. Scores are scaled from 0 to 100 to align with letter grades.



**District Information**

**District Name:** BROWNSVILLE ISD

**Total Students:** 38,412

For more information about this campus, see <https://TXschools.gov>

**Distinction Designations**

✓ Postsecondary Readiness

# BISD Preliminary STAAR/EOC Spring 2023 Performance Data with Comparisons to Region One and the State of Texas



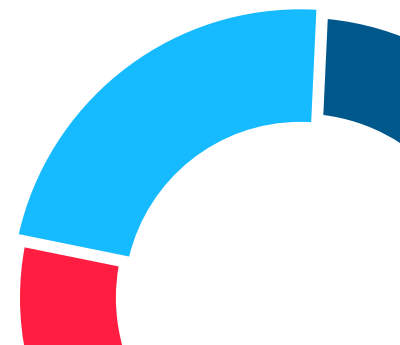
Originally presented at the September 6, 2023 Principal's Meeting by  
the BISD Assessment Department



# 2023

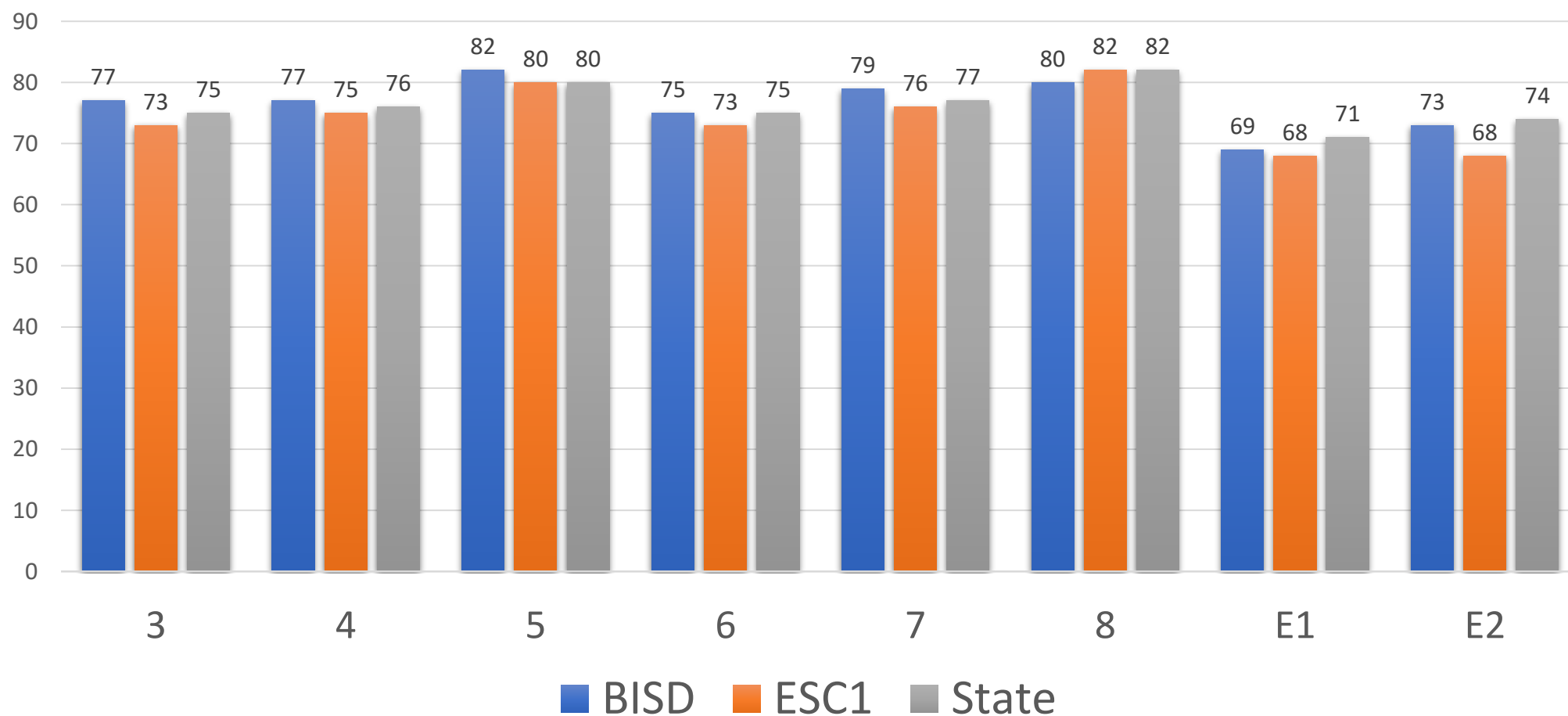
## BISD vs ESC1 vs State

### Approaches Performance Level



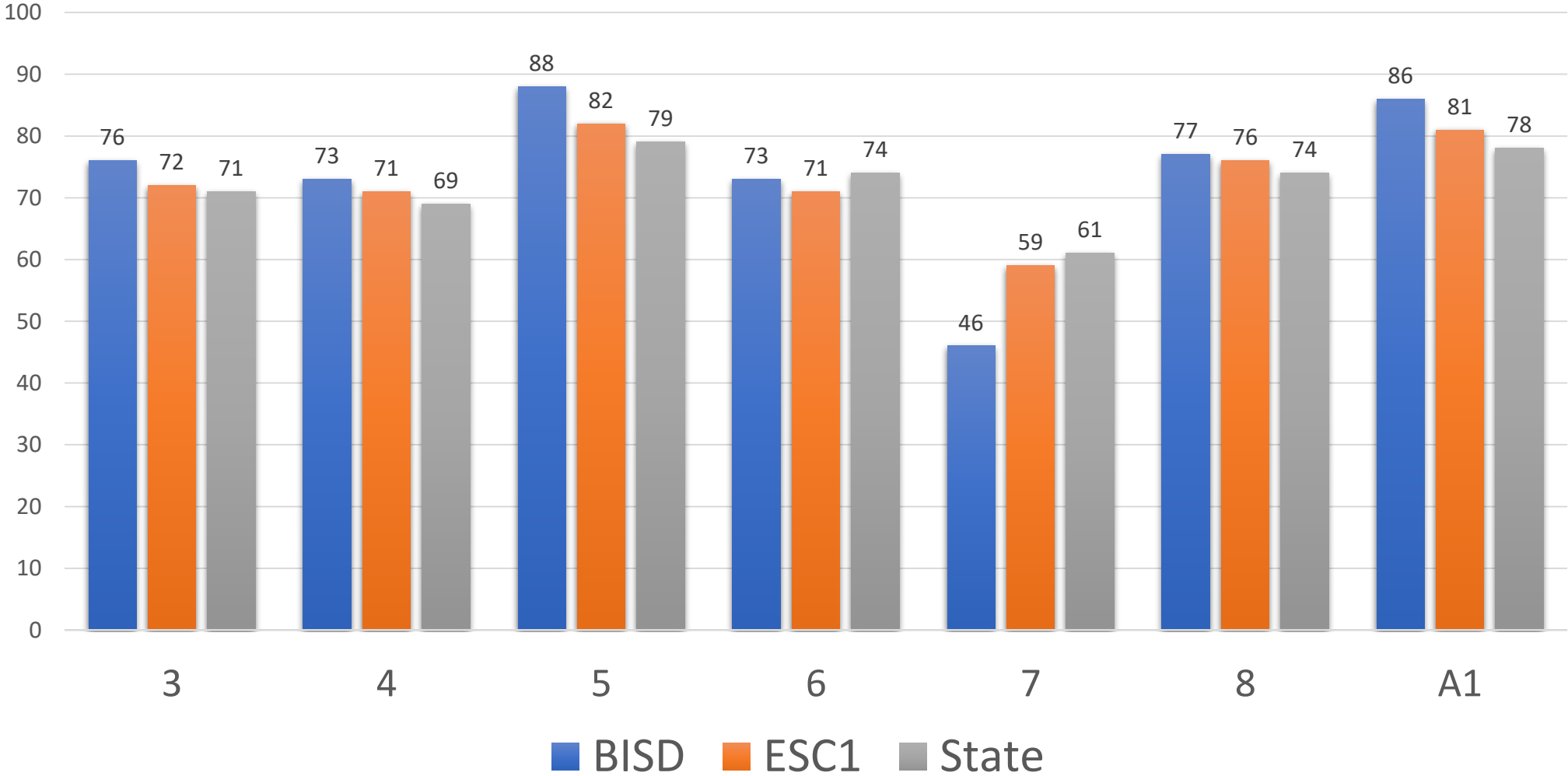
# 2023 BISD vs ESC1 vs State

## Reading Language Arts – Approaches Performance Level



# 2023 BISD vs ESC1 vs State

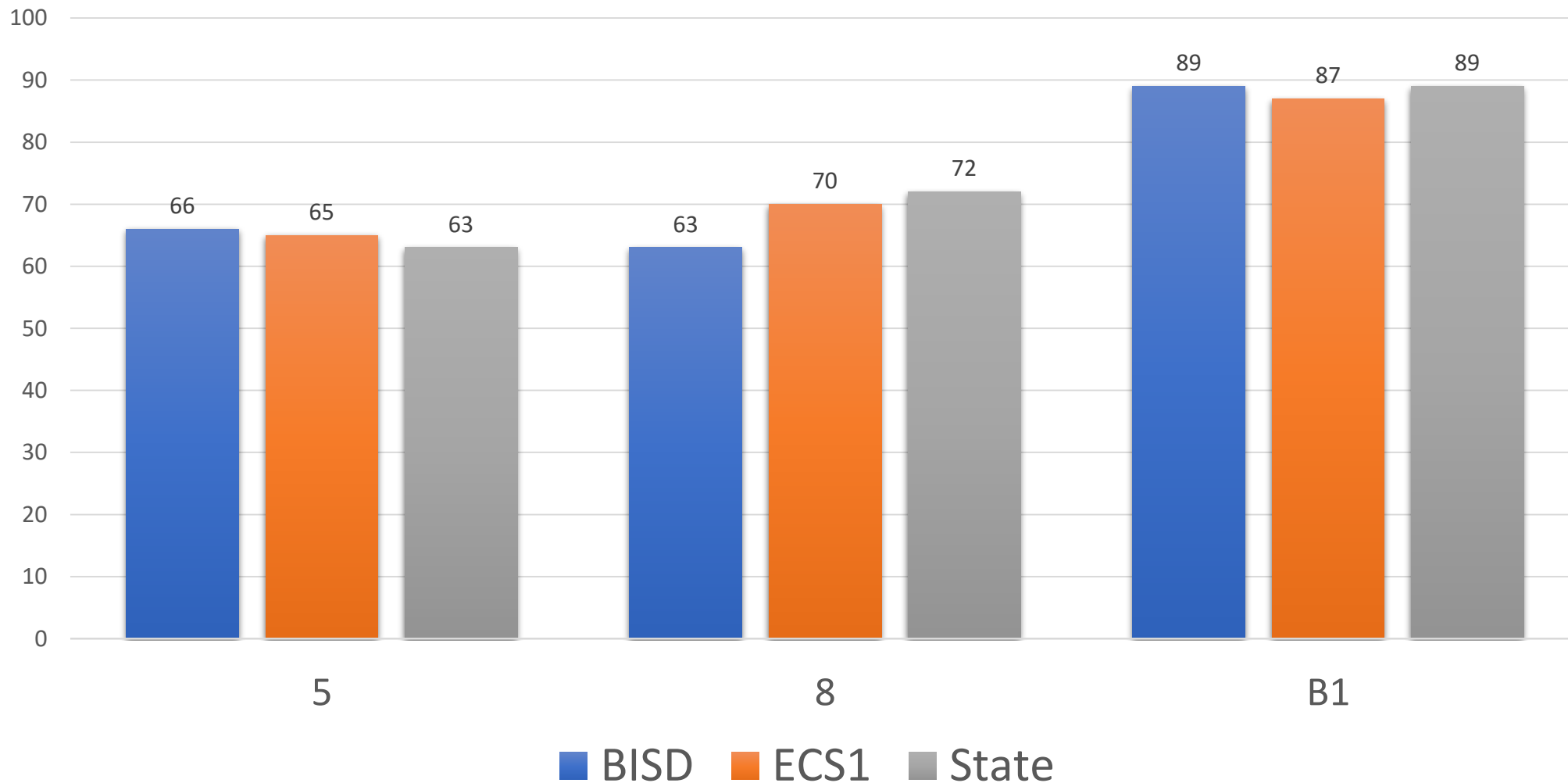
## Mathematics – Approaches Performance Level



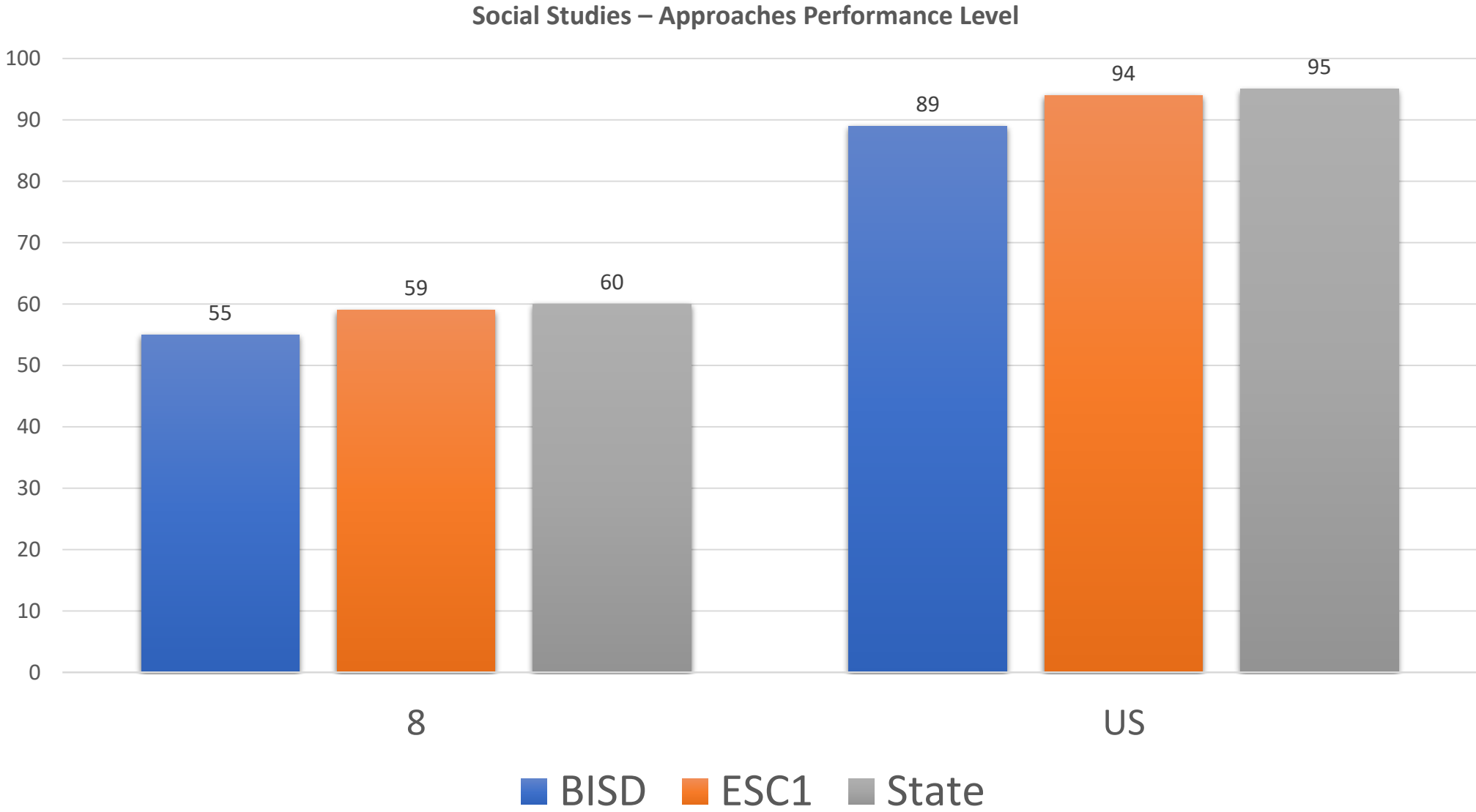


# 2023 BISD vs ESC1 vs State

## Science – Approaches Performance Level



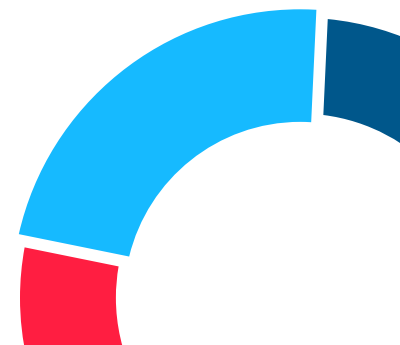
# 2023 BISD vs ESC1 vs State





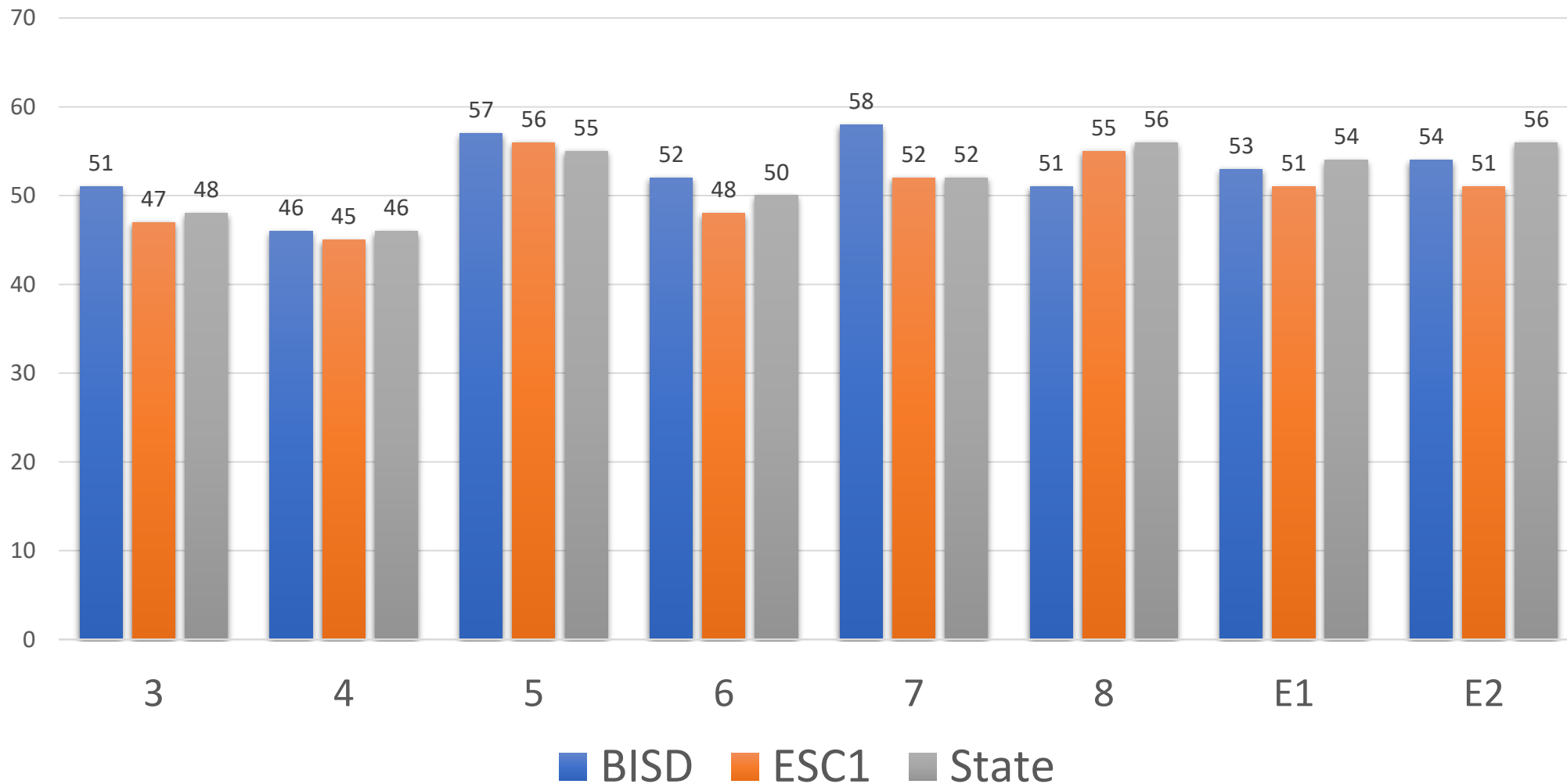
# 2023 District vs ESC1 vs State

Meets Performance Level



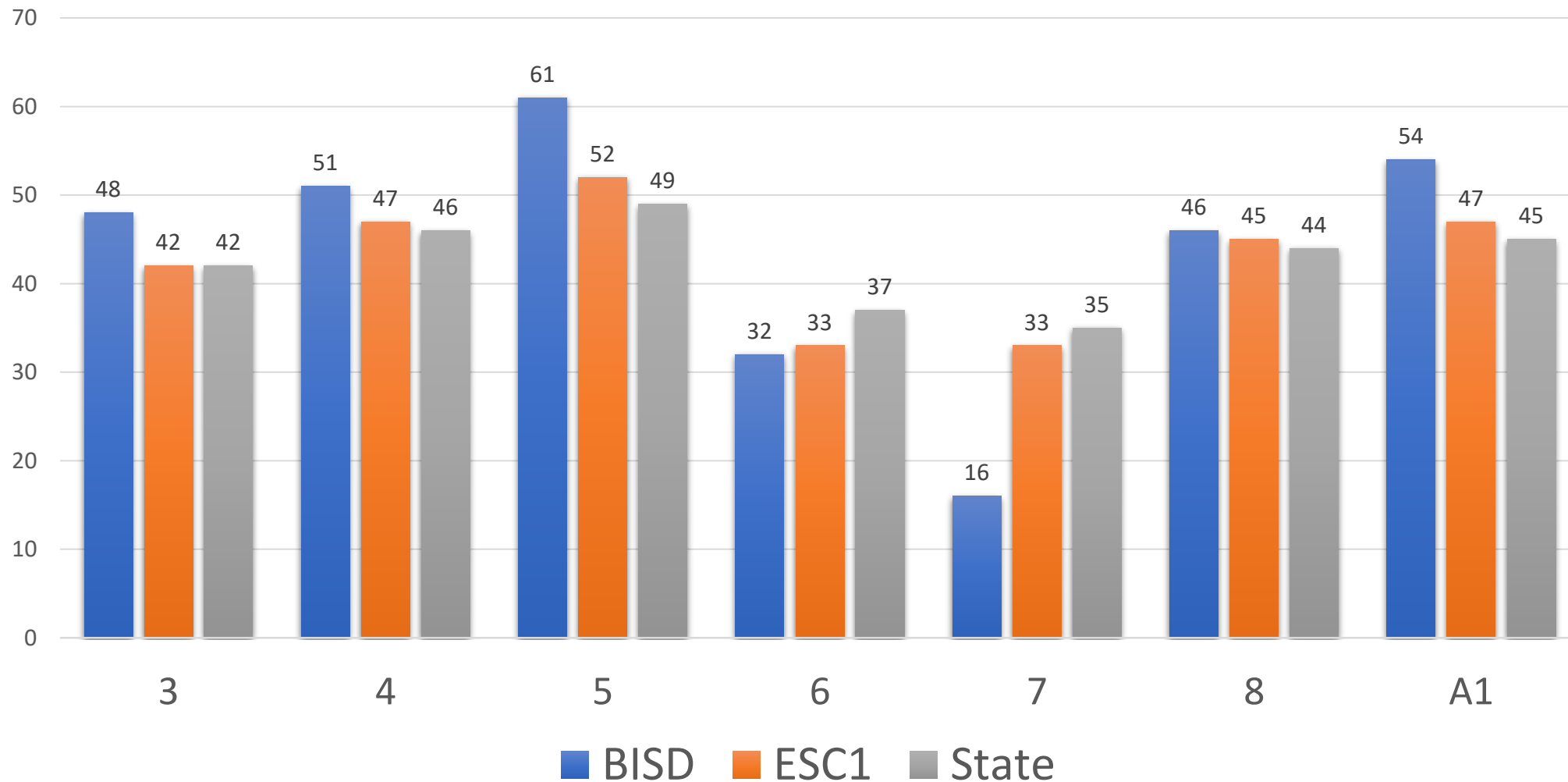
# 2023 BISD vs ESC1 vs State

## Reading Language Arts – Meets Performance Level



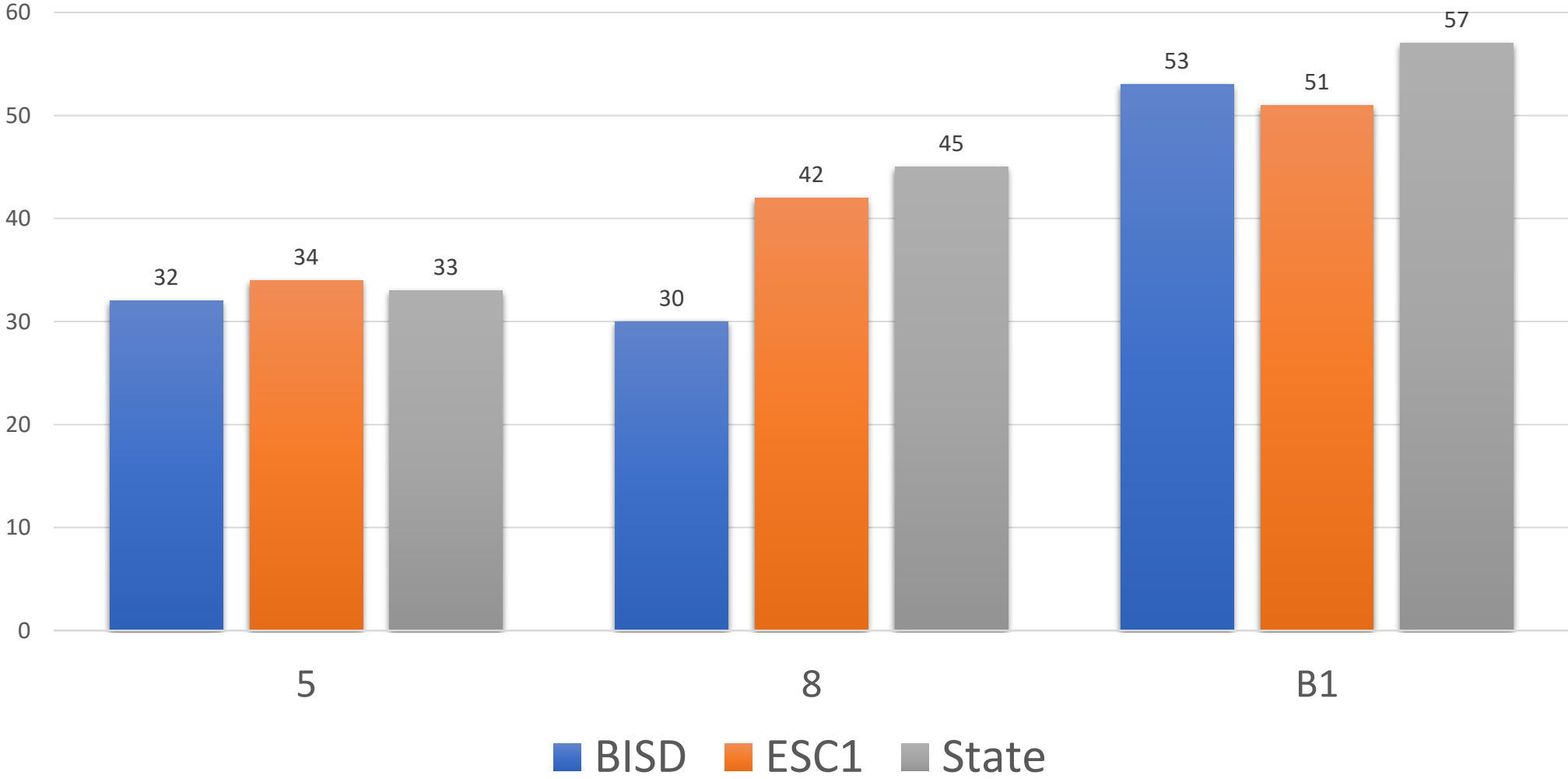
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## Mathematics – Meets Performance Level



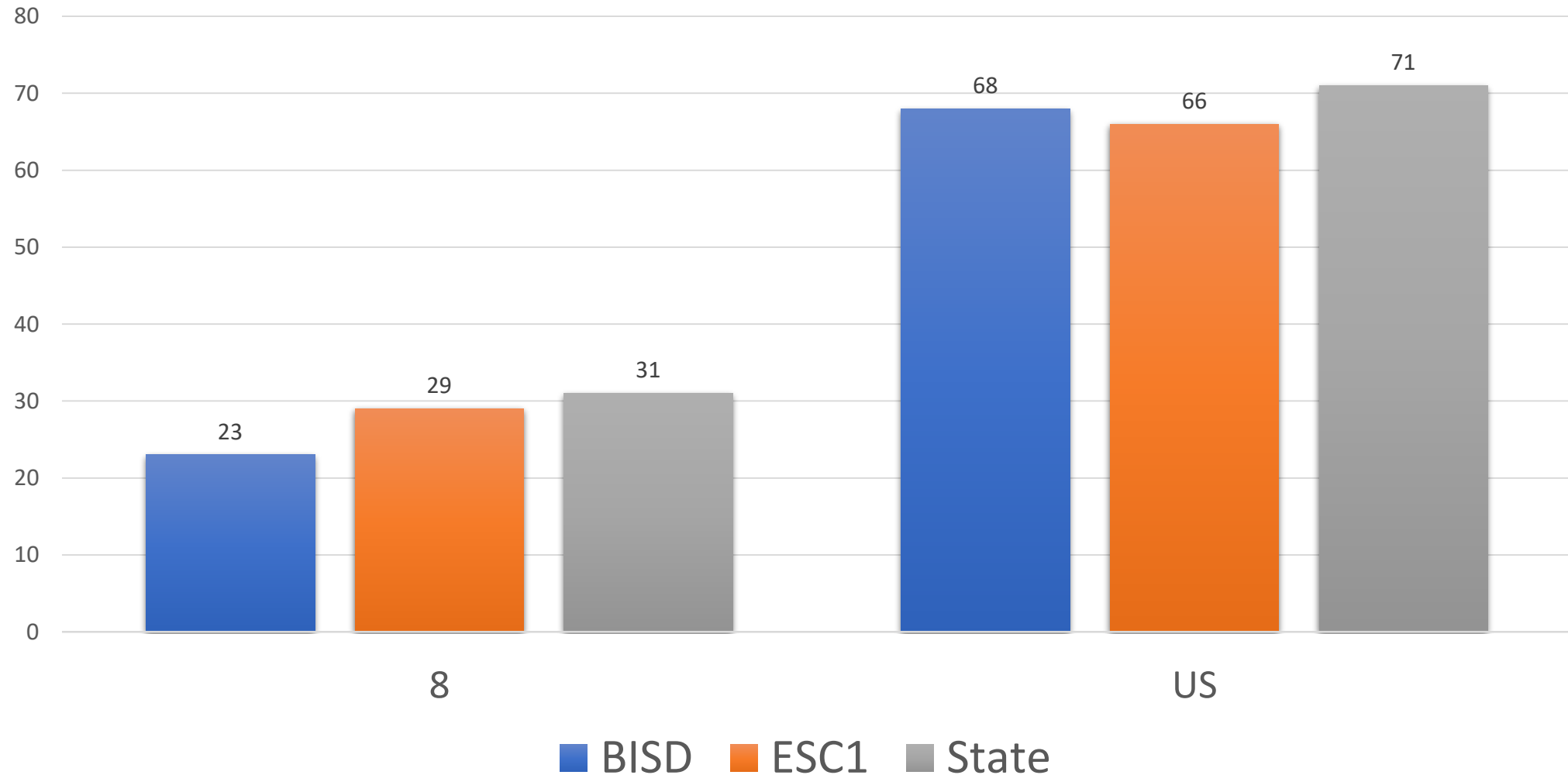
# 2023 BISD vs ESC1 vs State

## Science – Meets Performance Level



# 2023 BISD vs ESC1 vs State

## Social Studies – Meets Performance Level





# 2023

# District vs ESC1 vs State

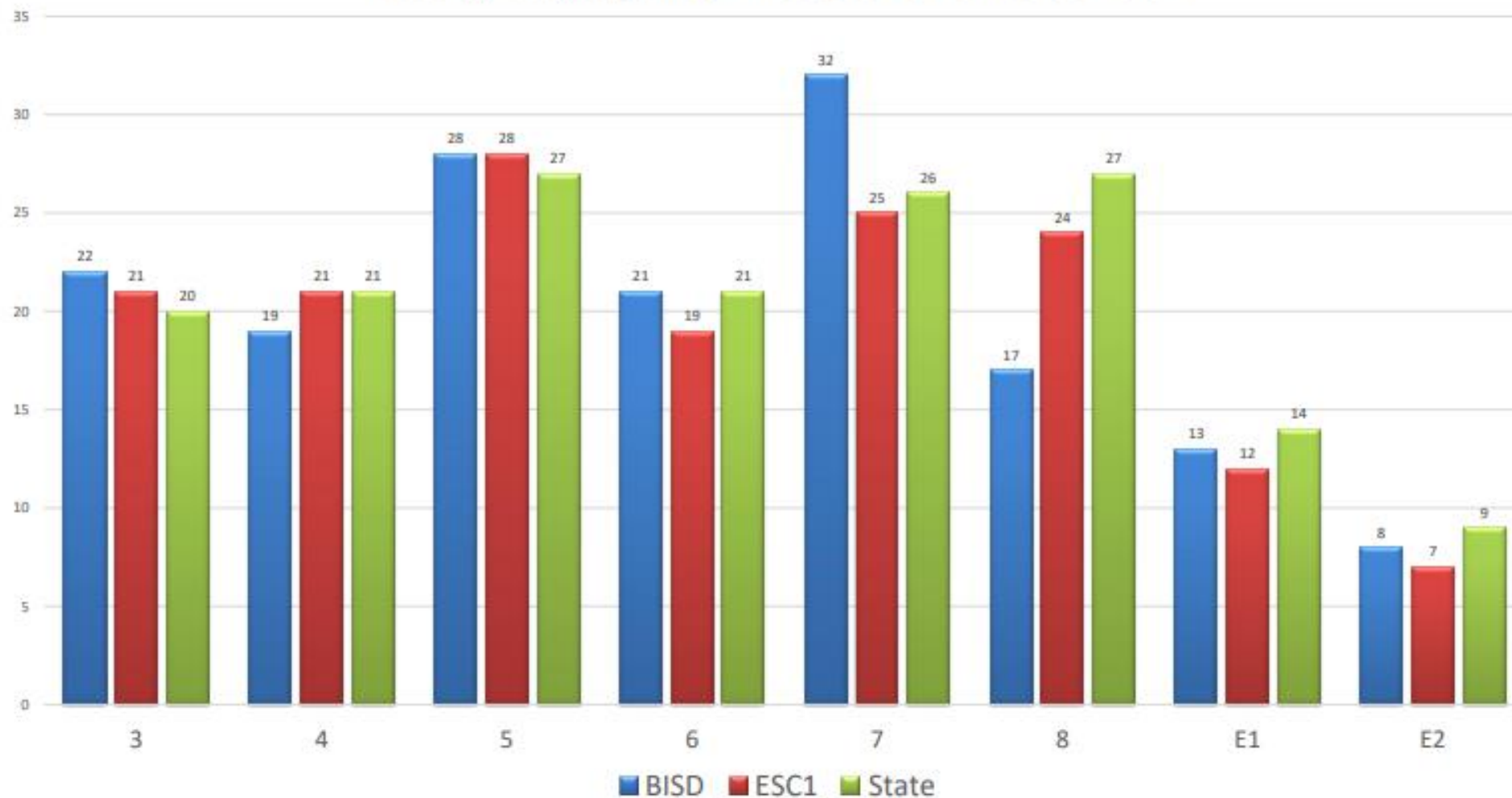
## Masters Performance Level





# 2023 BISD vs ESC1 vs State

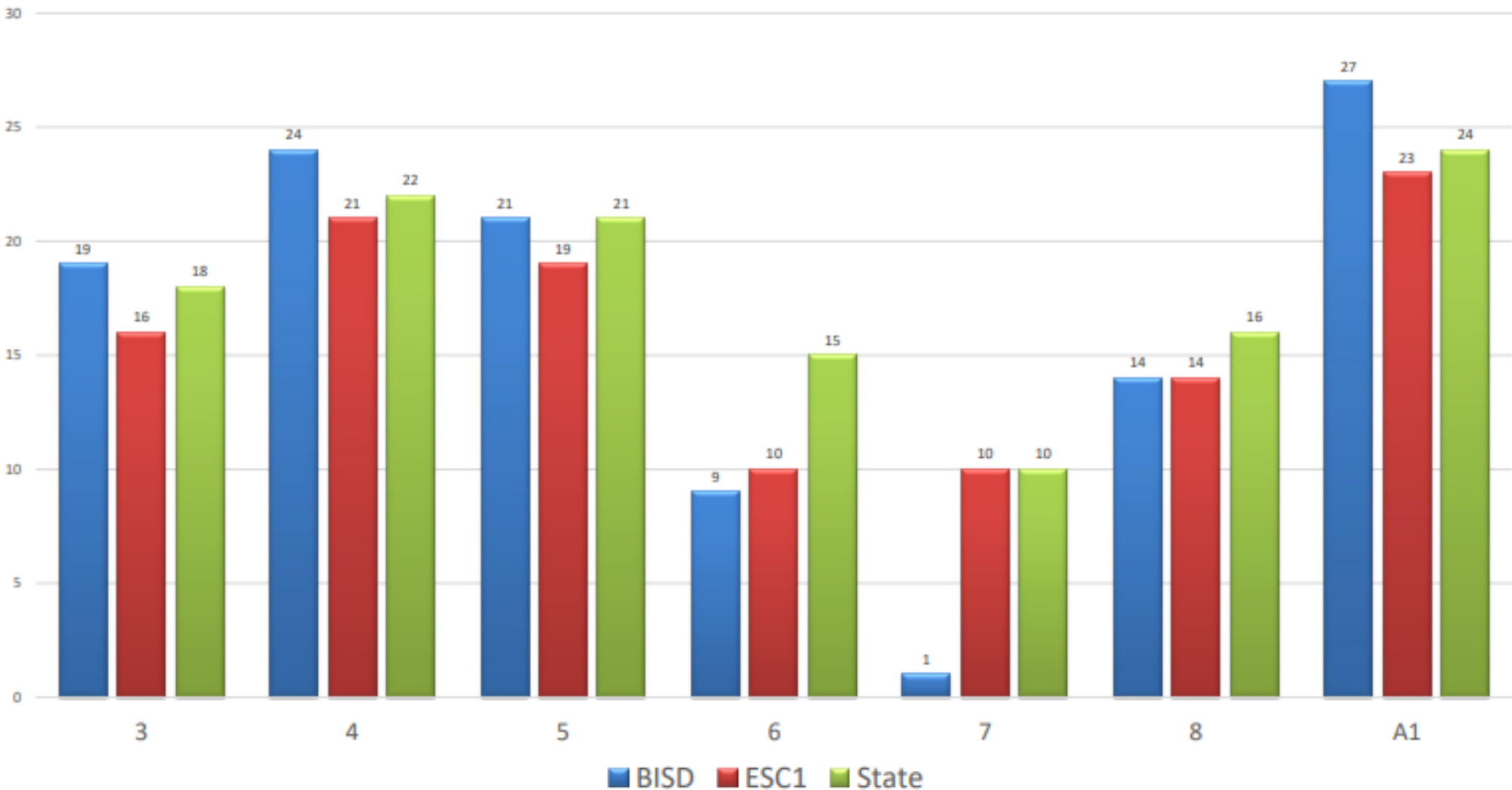
## Reading Language Arts – Masters Performance Level





# 2023 BISD vs ESC1 vs State

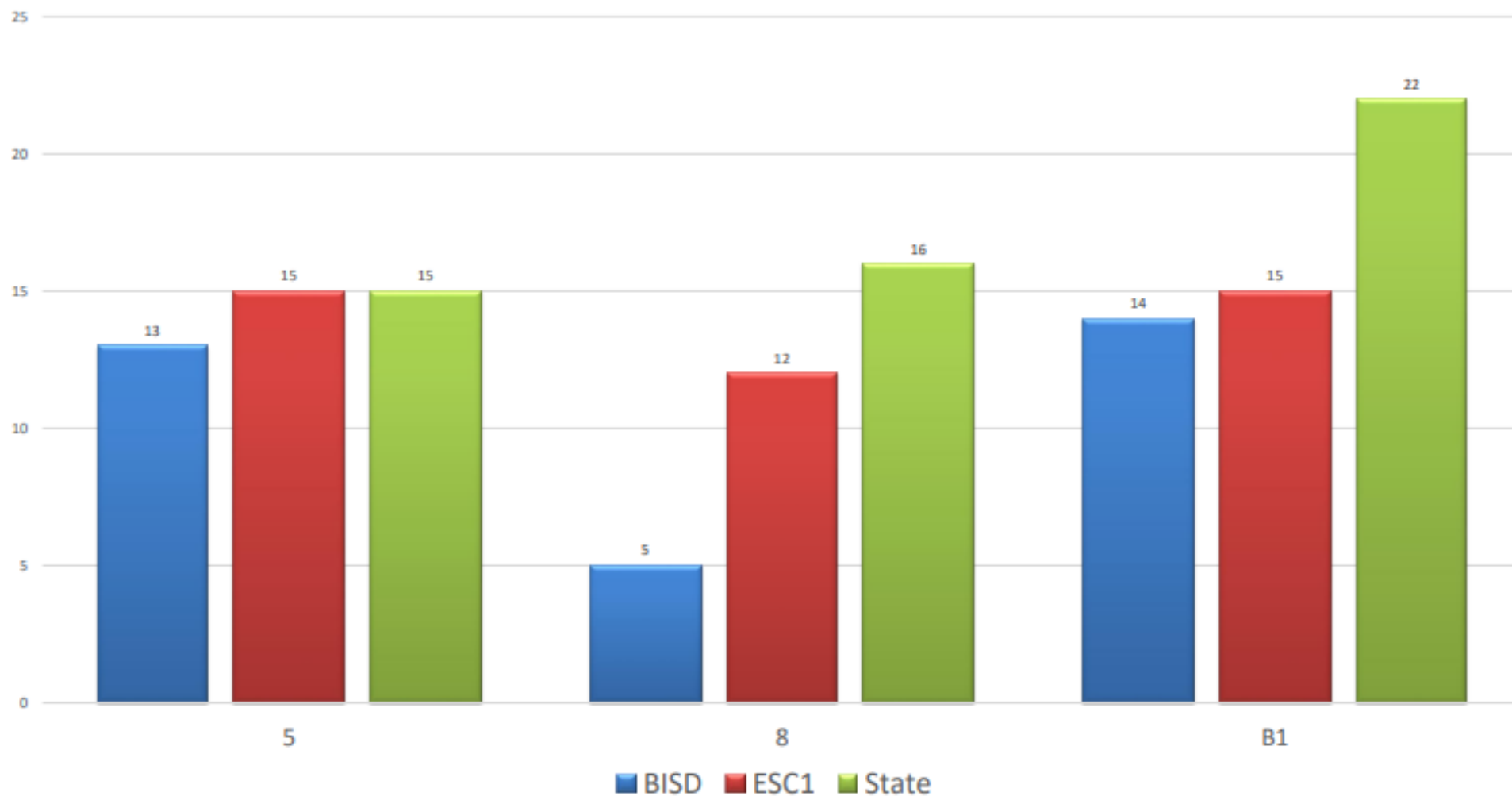
Mathematics – Masters Performance Level





# 2023 BISD vs ESC1 vs State

Science – Masters Performance Level





# 2023 BISD vs ESC1 vs State

Social Studies – Masters Performance Level

