Brownsville Independent School District

District Improvement Plan

2024-2025

Mission Statement

In collaboration with our families and community, Brownsville I. S. D. provides a safe, healthy, and nurturing learning environment. We offer specialized supports and equitable resources to implement high-quality curricula, student-centered instruction, and exemplary programs.

Vision

Brownsville I.S.D. empowers students to be life-long learners who are prepared to contribute to our community and succeed in a global society.

Core Beliefs

WE BELIEVE IN…
*Collaboration among families, community, and staff which will contribute to educational excellence.
*Providing the resources and supports to create a safe and healthy educational and working environment.
*Ensuring equitable access and opportunities so all students become life-long learners.
*Holding high expectations so all students graduate prepared for post-secondary success.

BISD 2024-2025 Strategic Plan Goals and Priorities Revised February 2024

Goal for High-quality curriculum, Instructional materials, & assessments: By 2029, 100% of Brownsville ISD graduating students will be college, career, trade, or military ready based upon their individual goals.

Strategy: Develop a district-wide system which aligns curriculum and assessment to meet the needs of students from PreK to 12th grade.

Goal for Integrated student support system: By 2029, 100% of Brownsville I.S.D. students will make significant growth in order to meet or exceed grade-level standards, closing the academic achievement gap.

Strategy: Establish a sustainable, high-quality district-wide curriculum for tier-two and tier-three instruction and increase the usability of innovative technology resources

Goal for District Culture: By 2029, 100% of Brownsville I.S.D. students will attend school daily and the district enrollment will increase from 37,000 to 39,500.

Strategy: Refine district and campus enrollment and attendance protocols.

Goal for Human Capital Systems: By 2029, 100% of Brownsville I.S.D. staff and teachers will be highly effective.

Strategy: Develop and implement a district-wide system to recruit, develop, and retain highly effective employees.

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.

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Comprehensive Needs Assessment

Revised/Approved: May 20, 2024

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)

More information about BISD can be found on the district's webpages: 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=perfrept.perfmast.sas&_debug=0&lev=D&id=031901&prgopt=reports%2Ftapr%2Fperformance.sas

Demographics

Demographics Summary

The 2022-2023 Texas Academic Performance Report (TAPR) provides the information that Brownsville Independent School District (BISD) has approximately 2,500 teachers and almost 600 instructional aides providing instruction to our 37,854 students. BISD's student population is over 98% Hispanic, 89% economically disadvantaged, almost 40% Emergent Bilinguals (almost all Spanish), and 73.5% 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 some increases for support service identifications compared to 2021-2022 statistics from the TAPR data. When compared to the State data, the district far exceeds state percentages for Emergent Bilingual, Special Education, Title I, At-Risk, and Hispanics.

Over 90% of BISD teachers are Hispanic and over 97% have at least a Bachelor's degree and are highly effective under the Every Student Succeeds Act (ESSA). Over 30% of BISD teachers have at least 20 years of experience with an average of 15 years of experience compared to the state average of 11 years. Campus administrators have an average of approximately nine years as campus leaders compared to the state average of less than six years.

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 95.4% of the students in the Class of 2022 within four years compared to the state's 89.7% and 95.6% graduated on the Foundation plan with Distinguished Levels of Achievement (at least 4 credits each of math, science, English and 3 credits of social studies as well as at least one endorsement) compared to the state's 82.2%. Over 52% of BISD High School students completed Advanced Placement or dual credit courses in 20210-2022, well exceeding the state rate of 44%. Over 50% of the Graduating class of 2021 enrolled in a Texas Institution of Higher Education (TX IHE).

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 2023-2024 review confirms this is still the case. In March of 2024, over 800 teachers were designated to receive five years of Teacher Incentive Allotment supplemental funds.

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 2023-2024, 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 13 years, although there has been a slight decline in the rate in 2023-2024.

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 2024.

BISD and Texas STAAR/EOC Data for 2019 through 2023 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 that continued into 2023 despite changes in the STAAR/EOC tests.

	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							
All Grades All Subjects												
At Approaches Grade Level or Above	2023	76%	76%	**78%**	81%	77%	78%	*	94%	67%	90%	
	2022	74%	74%	**75%**	90%	75%	80%	*	93%	67%	89%	
At Meets Grade Level or Above	2023	49%	48%	**50%**	67%	50%	54%	*	83%	42%	80%	
	2022	48%	45%	**46%**	65%	46%	53%	*	81%	50%	56%	
At Masters Grade Level	2023	20%	18%	**18%**	28%	18%	25%	*	50%	42%	40%	
	2022	23%	21%	**20%**	27%	20%	24%	*	60%	42%	33%	
All Grades ELA/Reading												
At Approaches Grade Level or Above	2023	77%	76%	**78%**	95%	78%	75%	*	96%	60%	*	
	2022	75%	74%	**74%**	89%	74%	77%	*	94%	50%	*	
At Meets Grade Level or Above	2023	53%	52%	**55%**	75%	55%	53%	*	85%	40%	*	
	2022	53%	50%	**51%**	84%	51%	55%	*	81%	33%	*	
At Masters Grade Level	2023	20%	19%	**20%**	25%	20%	27%	*	52%	40%	*	
	2022	25%	22%	**22%**	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 (Curr
All Grades Mathematics												
At Approaches Grade Level or Above	2023	75%	76%	**77%**	79%	77%	77%	*	93%	80%	*	
	2022	72%	73%	**74%**	89%	74%	80%	*	94%	*	*	
At Meets Grade Level or Above	2023	45%	44%	**47%**	58%	46%	53%	*	79%	60%	*	
	2022	42%	40%	**42%**	63%	42%	50%	*	78%	*	*	
At Masters Grade Level	2023	19%	17%	**18%**	26%	18%	22%	*	47%	60%	*	
	2022	20%	19%	**20%**	21%	20%	24%	*	53%	*	*	
All Grades Science												
At Approaches Grade Level or Above	2023	77%	77%	**77%**	50%	77%	83%	*	93%	*	*	
	2022	76%	76%	**76%**	83%	76%	84%	-	90%	*	*	
At Meets Grade Level or Above	2023	47%	44%	**43%**	50%	43%	53%	*	93%	*	*	
	2022	47%	44%	**42%**	33%	42%	50%	-	90%	*	*	
At Masters Grade Level	2023	18%	15%	**12%**	13%	12%	18%	*	50%	*	*	
	2022	21%	17%	**15%**	0%	15%	14%	-	60%	*	*	
All Grades Social Studies												
At Approaches Grade Level or Above	2023	78%	77%	**77%**	86%	77%	87%	*	100%	*	*	
	2022	75%	75%	**75%**	100%	75%	84%	-	90%	*	*	
At Meets Grade Level or Above	2023	52%	48%	**49%**	86%	48%	65%	*	80%	*	*	
	2022	50%	45%	**46%**	40%	46%	60%	-	80%	*	*	
At Masters Grade Level	2023	27%	22%	**23%**	57%	22%	38%	*	60%	*	*	
	2022	30%	24%	**25%**	20%	25%	42%	-	70%	*	*	

The entire BISD 2022, and 2023 TAPR reports are attached as addenda to this plan for more detailed results and information as well as a link provided in the overview section.

The 2022-2023 TEA Texas Academic Performance Report (TAPR) shows a 4-year Graduation Rate for the Class of 2021 of 94.1% that increased to 95.4% for the Class of 2022. The Emergent Bilingual rate of 91.6% increased to 93.4% and Special Education rate of 86.9% also increased to 93.4%. 2022 Closing the Gaps status shows ALL populations strongly exceeded the state School Quality Status for students meeting CCMR; however 2023 reports for the state are still pending release as of May 2024. 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 2024 testing under the new STAAR/EOC 2.0 assessments are not as strong as expected; however, the district did meet or exceed preliminary performance data released for the Region and the State in several content areas at several grade

levels.

Student Learning Strengths

Despite the significant learning gaps that were highlighted by student performance in Spring 2023, BISD students and teachers worked diligently throughout 2023-2024 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 (will be updated in Fall 2024 once reports are made available):

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 2023-2024, the option for Remote Learning was discontinued.

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:** 2024 preliminary STAAR/EOC data showed that the students made progress for Grades 4, 6, and English II but drops of 1-6 points for other grades and English I.

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, HB1416 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 updated Board district and campus early childhood and college/career readiness goals in Spring 2024 for the next five years. Overall the district has been making progress on the prior set of 5-year goals as updated in early 2021. 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 district then shifted half of the elementary campuses and all high school campuses to be supervised by the Executive Directors for Curriculum and Instruction. The district continues to analyze processes and the organizational chart to be as effective and efficient as possible as we begin the 2024-2025 school year, especially as we address the significant budget shortfall.

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 2024 will continue to address needed professional development supporting the implementation of new or revised instructional resources and software as well as the implementation of the activities to address intervention requirements for students who fail to make expected progress.

In 2023-2024, the district developed the 2024-2029 Strategic Plan to guide the district towards even greater student success. The Strategic Planning Committees drafted a new Vision, Mission, Beliefs, and Goals to be accomplished over the next five years.

District Processes & Programs Strengths

Brownsville ISD continues to be successful in improving its implementation of a wide-range of academic programs and providing supports through 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 2023-2024 almost all 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 2024-2025 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 and reduction in available funding continue to indicate need to narrow the number and 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 the experiences of students, family, and staff during the pandemic.

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 2024-2025 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 2023-2024. BISD's Parent Surveys for 2022-2023 had only 1487 respondents and 1595 for Spring 2024 compared to the 3,415 respondents for both Elementary and Secondary in Spring 2022. Unfortunately, many campuses are still having limited participation. Those who responded indicated about 55% have only one child in BISD.

Over 65% strongly agree that the quality of their child's instruction is good. This year only 61% strongly agree compared with 73% in 2023 strongly agreeing that their child looks forward to coming to school each day. When the student data is compared to the parents' data, about 72%% of Elementary students strongly agreed but only 21% (up from 18%) of high school and 22% (up from 19%) of middle school students strongly agreed.

Student survey data showed over 71% of middle school students (5113 respondents) felt safe but 50% agree there is a bullying problem. About 74% of high school students (4349 respondents) said they feel safe at school with about 42% agreeing that bullying is a problem at their school. Over 75% of the elementary students (4171 total respondents) agreed that they feel safe in school.

One challenge that continues to increase is the problem with vaping. Over 15% of elementary students, over 60% of middle school students, and over 67% of high school students say there is a problem, almost double the percentage of students that believe there is a problem with alcohol.

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 the 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 being involved at campuses and events.

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 including several middle school campus showcase events during which thousands of parents and students learned about opportunities for incoming sixth grade students.

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.

Need Statement 4: Need to provide the necessary resources and provisions to increase parent and family engagement in support of students learning for academic success.   **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: 2024 preliminary STAAR/EOC data showed that the students made progress for Grades 4, 6, and English II but drops of 1-6 points for other grades and English I.

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 13 years, although there has been a slight decline in the rate in 2023-2024.

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 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 5: 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 Areas: Student Learning

Need Statement 6: Need to increase availability of quality technology, software, and internet access for students, faculty, staff. and parents.

Data Analysis/Root Cause 6: District surveys, DEIC membership input, and informal feedback all support the need, especially with the implementation of Schoology as the primary district Learning Management system.

Need Statement 6 Areas: District Processes & Programs

Need Statement 7: 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 7: Stipends and Extra-duty funds are a programmatic strength and will continue under the 2024-2025 Compensation Plan.

Need Statement 7 Areas: District Processes & Programs

Need Statement 8: 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 8: Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 8 Areas: Student Learning

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

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

Need Statement 9 Areas: Demographics

Need Statement 10: Need to 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, HB1416 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 and reduction in available funding continue to indicate need to narrow the number and 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 the experiences of students, family, and staff during the pandemic.

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 2024-2025 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

Goals

Revised/Approved: May 20, 2024

Goal 1: #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. (2024-2029 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten 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 will increase by at least 3 percentage points over 2024 results.

pending: Desempeno estudiantil de BISD para todos los estudiantes, todos los grados, todas las materias para STAAR/EOC Se acerca, cumple y domina el desempeno de nivel de grado en lectura, escritura, matematicas, ciencias y estudios sociales en 3 puntos porcentuales sobre los resultados de 2024.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: Provide district-wide instructional resources and computer assisted instruction that supports implementation of the BISD Tier One curriculum and instructional content area programs based on identified needs.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Elementary: Language Enrichment (Niehaus),, The Writers' Academy, TANGO Trends software (PK-12), Sharon Wells Math (2-5), Secondary: LUCHA Program (new Emergent Bilinguals),, Edgenuity, K-12: District Adaptive Curriculum, EduSmart, Summit K-12 (Emergent Bilinguals), Lexia Core 5, and Schoology. Proporcionar recursos de instruccion RETRANSLATE **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District Benchmark data (Fall and Spring), State Assessment data, pass/fail rates Summative Impact: +The district will show a 3 point increase in the number of students over the 2024 passing standard on the district-developed assessments and the State assessments. **Staff Responsible for Monitoring:** Assistant Superintendents Executive Directors for CIA **Results Driven Accountability - Equity Plan - Population:** All student groups - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Professional extra duty and fringe - 211 Title I-A - 211-13-6118-6146, Supplemental Software and Resources - 211 Title I-A - 211-13-6299, C&I Curriculum Extra Duty pay/OT - 211 Title I-A - 211-21-6121, C&I Supplies and materials - 211 Title I-A - 211-13/21-6399, Software for Instruction - 162 State Compensatory - 162-11-6249-62				

Strategy 2 Details	Reviews			
Strategy 2: Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs every six weeks. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester. **Staff Responsible for Monitoring:** Directors for CIA Director for Dyslexia/504 **Results Driven Accountability - Population:** Students identified for support services - **Start Date:** July 1, 2024 - **End Date:** June 27, 2025 **Funding Sources:** - 199 Local funds, - 162 State Compensatory	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels especially for students and teachers for these students in core content areas, Bilingual, Special Education, and CTE. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks 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. **Staff Responsible for Monitoring:** Directors for CIA Assistant Superintendents **Results Driven Accountability - Population:** Struggling learners and teachers - **Start Date:** July 1, 2024 - **End Date:** June 27, 2025 **Need Statements:** Student Learning 1, 2 **Funding Sources:** Curriculum Supplies and materials - 211 Title I-A - 211-13-6399, Tango Software Contract - 162 State Compensatory, Curriculum Supplies and materials - 162 State Compensatory - 162-13-6395-6399, Curriculum Writing/Revising Extra Duty pay with Fringe - 211 Title I-A - 211-13-6118 - $33,200, Federal Programs supplies and technology resources - 211 Title I-A - 211-21-63XX ...905, Elementary Curriculum Writing/Revising Extra Duty w Fringe - 211 Title I-A - 211-13-6118 - $64,700, Elementary Curriculum Writing/Revising Extra Duty pay - 199 Local funds - 199-13-6118 - $13,000				

Strategy 4 Details	Reviews			
Strategy 4: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Teacher Observations, Student Grades on Progress Reports, BOY and MOY Test Results, Personnel Requisitions, Walk-Throughs Summative impact: +T-TESS summative evaluation data +2 percentage point improvement on State Assessments **Staff Responsible for Monitoring:** Directors for Human Resources Director for Federal Programs **Population:** Students Grades PK3-12 - **Start Date:** August 7, 2023 - **End Date:** June 30, 2024 **Funding Sources:** Supplemental staff salaries and fringe - 211 Title I-A - refer to campus budgets				

Strategy 5 Details	Reviews			
Strategy 5: Supplemental student support services will be provided to eligible private school students who are most in need of academic assistance. *Research-based professional development and its travel needs will be provided to teachers of eligible students. *Family and school engagement activities will increase parental involvement and will address the needs of eligible parents.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Se proporcionaran servicios de apoyo estudiantil complementarios a los estudiantes elegibles de escuelas privadas que mas necesiten asistencia academica. *El desarrollo profesional basado en la investigacion y sus necesidades de viaje se proporcionaran a los maestros de los estudiantes elegibles. *Las actividades de participacion familiar y escolar aumentaran la participacion de los padres y abordaran las necesidades de los padres elegibles. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Director for Federal Programs Private School Administrators **Population:** Eligible private school students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Funds for Private School Title I Activities - 211 Title I-A, Funds for Private Schools Title IV-A Activities - 289-TIV Title IV-A Student Support and Acad. Enri - TEC				

Strategy 6 Details	Reviews			

Strategy 6: 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.
 	
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.
    Milestone's/Strategy's Expected Results/Impact: Formative: Artifact analysis indicating progress on action steps
    Summative: District program data analysis and comparison of self-assessment performance on rubrics compared to prior year indicating progress.
    Staff Responsible for Monitoring: Deputy Superintendent for CIA
    District Coordinator of School Improvement
 	
    Results Driven Accountability - Start Date: July 8, 2024 - **End Date:** June 27, 2025
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**May**

0% No Progress   100% 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**: 2024 preliminary STAAR/EOC data showed that the students made progress for Grades 4, 6, and English II but drops of 1-6 points for other grades and English I.
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)..

Goal 1: #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. (2024-2029 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten 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 at least 3 percentage points over end-of-year 2024 results.

El rendimiento de la primera infancia (PK-2) de BISD aumentara por un promedio de por 3 puntos porcentuales comparador a los resultados de fin del ano de 2024.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
Strategy 1: BISD will support Early Childhood Education in order to increase early literacy and student school readiness. The following options for high quality 3 -year-old programs will be in place:	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 1 Details	Reviews			

Strategy 1: BISD will support Early Childhood Education in order to increase early literacy and student school readiness. The following options for high quality 3 -year-old programs will be in place:
    *Full Day with BISD open for all students
OR
    *half-day sessions with NINOS Head Start Collaborative with BISD (AM or PM) for students who qualify under the Free Lunch federal criteria as well as other criteria.
 	
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:
*Dia completo con BISD acesible para todos los estudiantes
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.
 	
(supports Board Goal #1 priority)
Milestone's/Strategy's Expected Results/Impact: Formative:
Schedules for teacher/student ratios 22:1 or less, Monthly Payroll analysis, BOY and MOY assessment results
Summative:
+Improvement on early childhood performance from BOY and MOY to EOY (Tango Trends will provide the district data)
Staff Responsible for Monitoring: Directors for CIA
Assistant Superintendents
NINOS Head Start staff
 	
Population: PK-3-year-old students as of Sept. 1st - **Start Date:** August 5, 2024 - **End Date:** May 30, 2025				

Strategy 2 Details	Reviews			
Strategy 2: Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 2: Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.
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.

Milestone's/Strategy's Expected Results/Impact: Formative Results:
Improved performance on MOY assessments
Improved feedback/walkthrough data for Early Childhood teachers
Summative Impact:
Improved performance on district and state assessments compared to BOY and MOY data

Staff Responsible for Monitoring: Assistant Superintendents
Director for Elementary Curriculum

Population: PK3-Grade 2 - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025

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

Goal 1: #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. (2024-2029 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten 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 2023-2024 including special population students, increase student participation in P-TECH programs, and increase the CCMR graduation rates by at least one percentage point over prior year rates.

La participacion de los estudiantes de Carreras y Educacion tecnica de BISD aumentara en 3 puntos porcentuales durante 2023-2024, incluidos los estudiantes de poblacion especial y los graduados de CCMR mejoraran con respecto a los graduados del ano 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			
Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Los maestros de CTE en los grados 9-12 utilizaran los fondos de CTE para complementar el plan de estudios y tecnologia actualizada que conducira a un mejor aprendizaje de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Increased usage of latest software applications Summative: Increase of at least 1 percentage point annually in the numbers and percentages of students receiving endorsements, certifications and licenses. **Staff Responsible for Monitoring:** Director for CTE Campus Career Placement Officers **Population:** CTE students - **Start Date:** August 5, 2024 - **End Date:** May 30, 2025				

Strategy 2 Details	Reviews			
Strategy 2: BISD district and campus staff will collaborate with the P-TECH TEA technical service providers and P-TECH advisory committees to implement plans for P-TECH Porter and Hanna Early College High Schools based on the P-TECH Blueprint and will begin planning year for Pace ECHS and Veterans ECHS. El personal de las escuelas y del distrito de BISD colaborara con los proveedores de servicios tecnicos de P-TECH TEA y los comites asesores de P-TECH para implementar planes para las preparatorias P-TECH Porter y Hanna Early College en base al modelo de P-TECH y comenzara a planificar el ano para Pace ECHS y Veterans Memorial ECHS.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) **Staff Responsible for Monitoring:** Directors for CIA Director for CTE **Population:** ECHS staff and students - **Start Date:** August 5, 2024 - **End Date:** June 2, 2025				

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

Goal 1: #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. (2024-2029 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten 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 School within a School early college high school model at all comprehensive and the stand-alone model at BECHS to maintain designation and improve performance as measured by the ECHS Blueprint.

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

High Priority
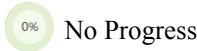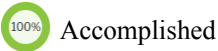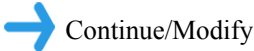
HB3 Goal

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

Strategy 1 Details			Reviews		
Strategy 1: Implement a comprehensive Texas Success Initiative Assessment 2 (TSIA 2) prep or remediation plan beginning in the 8th grade and continuing through high school with the expectation that all BISD students will graduate college ready.		**Formative**			**Summative**
	Sept	**Dec**	**Mar**		**May**
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.					
Milestone's/Strategy's Expected Results/Impact: Formative Results: TSIA 2 test taking and passing data by campus and grade Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year. **Staff Responsible for Monitoring:** Assistant Superintendents Director for Secondary Curriculum **Population:** Students grades 8 to 12 - **Start Date:** July 8, 2024 - **End Date:** May 30, 2025					

Strategy 2 Details	Reviews			
Strategy 2: Implement the school within a school early college high school model at all comprehensive high schools for cohort students using the TEA ECHS Blueprint as the guide and ensuring all Blueprint benchmarks are met.	Formative			Summative
	Sept	**Dec**	**Mar**	**May**
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 guia y asegurando que se cumplan todos los puntos de referencia del Blueprint. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas **Staff Responsible for Monitoring:** Deputy Superintendent for C&I Assistant Superintendent for ECHS Director for Secondary Curriculum **Population:** all ECHS students and staff - **Start Date:** July 15, 2024 - **End Date:** June 27, 2025				

Strategy 3 Details	Reviews			
Strategy 3: BECHS will implement the wall-to-wall ECHS model for students in grades 9-12 using the TEA Blueprint as its guide and ensuring all benchmarks are met annually.	Formative			Summative
	Sept	**Dec**	**Mar**	**May**
BECHS implementara el modelo ECHS de pared a pared para los estudiantes en los grados 9-12 utilizando el TEA Blueprint como guia y asegurando que todos los puntos de referencia se cumplan anualmente. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas **Staff Responsible for Monitoring:** Director for Secondary Curriculum Assistant Superintendents **Population:** ECHS staff and students - **Start Date:** July 8, 2024 - **End Date:** July 25, 2025				

Strategy 4 Details	Reviews			
Strategy 4: Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for Advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness. Aumentar las ofertas de cursos alineados verticalmente en los grados K-12 y todos los materiales de instruccion necesarios para garantizar el acceso equitativo de todos los estudiantes en todos los campus, para cursos de colocacion avanzada (AP) / inscripcion doble en el nivel de escuela secundaria para garantizar la universidad preparacion.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores/passing rates over prior year **Staff Responsible for Monitoring:** Directors for CIA Director for Fine Arts **Population:** all K-12 students and teachers - **Start Date:** July 15, 2024 - **End Date:** May 30, 2025 **Need Statements:** District Processes & Programs 2 **Funding Sources:** Dual Enrollment Course Stipends - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117, Adjuncts for afterschool - 199 Local funds - 199-11-6118 - $30,000				

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

Performance Objective 4 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 2024-2025 Compensation Plan.

Goal 1: #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. (2024-2029 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten 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 the identification and retention of students over 2023-2024 numbers in gifted and talented education program services: GALAXY Program/Texas Performance Standards Projects, Honors Program, and Advanced Placement Program.

High Priority

Evaluation Data Sources: Advanced Academic Program enrollment and retention data
Program Performance Assessment Data

Strategy 1 Details		Reviews			
Strategy 1: Review and revise program guidelines, assessments, and implementation to improve the identification and services of gifted and talented students. **Milestone's/Strategy's Expected Results/Impact:** Revised documents Program Evaluation **Staff Responsible for Monitoring:** District Director of School Improvement **Population:** Gifted and Talented students - **Start Date:** July 17, 2024 - **End Date:** June 27, 2025 - **Revision Date:** September 16, 2024 **Need Statements:** Student Learning 2, 5		**Formative**			**Summative**
		Sept	Dec	Mar	May

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

Performance Objective 5 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, HB1416 requires additional supplemental services and resources be made available.

Goal 1: #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. (2024-2029 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten 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: Increase number of students in co-curricular and extra-curricular programs advancing beyond the district level for Math, Science, Social Studies, ELA, Fine Arts, Physical Education, and CTE programs by 5% over 2023-2024 participation .

Aumentar la cantidad de estudiantes en programas cocurriculares y extracurriculares que avanzan en matematicas, ciencias, estudios sociales, ELA, bellas artes, educacion fisica y CTE en un 5 % sobre la participacion de 2023-2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Elementary, Middle School, and High School Teachers will be provided with training and materials to promote participation in STEM/STEAM-related activities including Car, Robotic, and similar Competitions at the campus, district, regional, and national/international level.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Los maestros de primaria, secundaria y preparatoria recibiran capacitacion y materiales para promover la participacion en actividades relacionadas con STEM/STEAM, incluiendo competencias de automoviles, robotica y similares en la escuela, el distrito, la region y el a nivel nacional/internacional.				
Milestone's/Strategy's Expected Results/Impact: Formative Results: Training documentation and evaluations Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes. **Staff Responsible for Monitoring:** Directors for CIA Director for CTE Specialist for STEM/STEAM **Population:** Grades 3-12 teachers and students - **Start Date:** July 15, 2024 - **End Date:** June 27, 2025 **Funding Sources:** STEAM Pilot Resources - 211 Title I-A, Tech Prep Summer Program - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6299, STEM Program supports - 211 Title I-A - 211-11-6498, Co-curricular and Extra-Curricular - 199 Local funds - 199-36-6412+6497+6498+6499				

Strategy 2 Details	Reviews			

Strategy 2: Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Increase vertical alignment of STEM/STEAM programs into CTE pathways and programs of study.
 	
Los patrocinadores y coordinadores de la feria de ciencias recibiran entranamiento y materiales para promover la participacion a nivel, de escuela, distrito, regional, estatal e internacional al aumentar la conciencia de los estudiantes sobre los conceptos de Ciencia, Tecnologia, Ingenieria y Matematicas, creando un camino para STEM y la universidad / preparacion para la carrera. Aumentar la alineacion vertical de los programas STEM/STEAM en los caminos y programas del estudio de CTE.
  Milestone's/Strategy's Expected Results/Impact: Formative Results:
  Training agendas and flyers, PDS attendance and evaluation reports
  Summative Impact:
  +Increase number of campus entries, district entries, Regional and State Entries.
  +Increase number of students in STEM classes and STAMP/SPACE programs.
  Staff Responsible for Monitoring: Directors for CIA
  Director for CTE
  Assistant Director for STAMP/SPACE
 	
  Population: Grades 3-12 teachers and students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025
  Need Statements: Student Learning 6, 7
  Funding Sources: Co-Curricular and Extra-Curricular support funding - 199 Local funds - 199-36 and 199-51 - $4,000, Co-Curricular and Extra-Curricular support funding Elem - 199 Local funds - 199-36-6399 - $500, Co-Curricular and Extra-Curricular Fees Elem - 199 Local funds - 199-36-6497 - $5,000, Staff Extra duty pay w/ fringe - 211 Title I-A - 211-21-6121 - $2,000, Custodial Staff Extra duty pay w/ fringe - 199 Local funds - 199-51-6121 - $1,000
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Student's problem-solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, UIL Academic programs, UIL One Act Play, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 3: Student's problem-solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, UIL Academic programs, UIL One Act Play, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.

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.

Milestone's/Strategy's Expected Results/Impact: Formative Results:
Training agendas and flyers, PDS attendance and evaluation reports
Increased publicity for program participants and recognitions
Summative Impacts:
+Brainsville Inventions (3rd-12th) 10% increase in student participation at the district level.
+Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels.
+Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels.
+Poet's Convention (6th-8th) 10% increase in student participation at the district level.
+Stock Market Games(4th-12th) 10% increase in student participation at the district level.
+UIL Academics (4th-12th) 10% increase in student participation at the district and state level.

Staff Responsible for Monitoring: Directors for CIA
Director for ARE

Population: Grades K-12 teachers and students (especially G/T identified students) - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025
Funding Sources: Extra duty, Fees, travel, awards, and rentals - 199 G/T Advanced Academics - 199-36 pic 21, ESC Services and supports - 199 G/T Advanced Academics - 199-21-6239

Strategy 4 Details	Reviews			
Strategy 4: CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed.	Formative			Summative
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Documentation for Students competing at the regional, state and national levels. Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas **Staff Responsible for Monitoring:** Director for CTE Career Placement Officers **Population:** all CTE students - **Start Date:** August 5, 2024 - **End Date:** June 2, 2025 **Need Statements:** Student Learning 6, 7 **Funding Sources:** Overtime for activities - 211 Title I-A - 211-6121-08 - $2,000				

Strategy 5 Details	Reviews			
Strategy 5: Elementary, Middle School and High School teachers will be provided with materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with supports throughout the year in order to increase participation in competition at the district, regional, state and national level.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Los maestros de primaria, secundaria y preparatoria recibiran 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. +10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level. **Staff Responsible for Monitoring:** Directors for CIA Specialists for Social Studies **Population:** Students and Staff Grades 3-12 - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025 **Need Statements:** Student Learning 7 **Funding Sources:** Competition support funding - 199 Local funds - 199-36 - $2,000, Co-Curricular and Extra-Curricular support funding Elem - 199 Local funds - 199-36-6399 - $500, Co-Curricular and Extra-Curricular Fees Elem - 199 Local funds - 199-36-6497 - $2,000, Staff Extra duty w/ fring - 211 Title I-A - 211-21-6121 - $1,000, Custodial Staff Extra duty pay w/ fringe - 199 Local funds - 199-51-6121 - $274				

Strategy 6 Details	Reviews			
Strategy 6: Teachers/sponsors will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Los maestros/patrocinadores recibiran capacitacion y materiales para promover la participacion en la Competencia Americana de Matematicas (AMC) y Mathcounts a nivel de campus, distrito y region. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (6th to 12th) 10% increase in student participation at the district level. +at least 4 middle school campuses will participate in Mathcounts competition in 2018-2019 **Staff Responsible for Monitoring:** Directors for CIA Specialists for Math **Population:** Grades 3-12 teachers and students - **Start Date:** August 5, 2024 - **End Date:** March 28, 2025 **Funding Sources:** AMC fees and awards - 199 Local funds - 199-36-6497				

Strategy 7 Details	Reviews			
Strategy 7: BISD will host the annual District Spelling Bee for all elementary and middle school campuses to qualify students to advance to the regional Spelling Bee.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
BISD organizara el Concurso de Ortografia del Distrito anual para todos los campus de las escuelas primarias y secundarias para calificar a los estudiantes para avanzar al Concurso de Ortografia regional. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels **Staff Responsible for Monitoring:** Directors for CIA Specialists for ELA **Population:** All 3-8th grade students - **Start Date:** September 16, 2024 - **End Date:** February 28, 2025 **Need Statements:** Student Learning 7 **Funding Sources:** Overtime for events - 199 Local funds - 199-36 - $1,000, Co-Curricular and Extra-Curricular support funding Elem - 199 Local funds - 199-36-6399 - $500, Co-Curricular and Extra-Curricular Fees Elem - 199 Local funds - 199-36-6497 - $1,000, Co-Curricular and Extra-Curricular Extra Duty funding Elem - 211 Title I-A - 211-21-6121 - $990, Custodial Staff Extra duty pay w/ fringe - 199 Local funds - 199-51-6121 - $200				
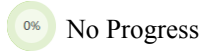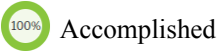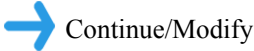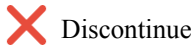
Strategy 8 Details	Reviews			
Strategy 8: All elementary and middle school campuses will participate in in-school opportunities and after school opportunities to learn coding for Elementary and Middle School students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Increased club memberships Increased participation in challenges and competitions Summative Impact: Increase EOY data for student competition participation and performance compared to prior year **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISED **Population:** Elementary and Middle School Coding program participating students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Girls Can Code - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6118-, Coding Stipend - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6117, Robots to use with coding - 289-TIV Title IV-A Student Support and Acad. Enri	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 9 Details	Reviews			
Strategy 9: Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Continue providing stipends for staff supporting students based on needs as noted in compensation plan. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased enrollments, performance ratings, and community/competition performances Summative: Increased EOY performance recognitions for advanced levels of competition/performance Increased Student program enrollment increases on choice slips over prior year **Staff Responsible for Monitoring:** Directors for CIA Director for Fine Arts **Population:** all students and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** See Fine Arts Dept funding - 199 Local funds	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 10 Details	Reviews			
Strategy 10: Increase enrollment in fine arts programs by conducting recruitment concerts and visits Aumentar la inscripcion en los programas de bellas artes mediante la realizacion de visitas y conciertos de reclutamiento. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments over prior year **Staff Responsible for Monitoring:** Director for Fine Arts **Population:** All K-12 students and teachers - **Start Date:** July 8, 2024 - **End Date:** April 25, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 11 Details	Reviews			
Strategy 11: To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports **Staff Responsible for Monitoring:** Director for Athletics Assistant Director for Athletics **Population:** All Student Athletes - **Start Date:** November 1, 2024 - **End Date:** May 23, 2025				

Strategy 12 Details	Reviews			
Strategy 12: Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One **Staff Responsible for Monitoring:** Director for Athletics Assistant Director for Athletics **Population:** All 5th to 12th grade students - **Start Date:** January 6, 2025 - **End Date:** May 23, 2025				

Strategy 13 Details		Reviews			
Strategy 13: Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Llevar a cabo campamentos deportivos en cada nivel y una prueba de sexto grado al final del ano para aumentar la participacion en los programas deportivos. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs **Staff Responsible for Monitoring:** Director for Athletics Assistant Director for Athletics **Population:** All secondary students and incoming 6th grade students - **Start Date:** May 27, 2025 - **End Date:** June 27, 2025					

Strategy 14 Details		Reviews			
Strategy 14: Expand the participation at the middle school level for tennis (boys and girls), cross country (boys and girls) and baseball teams (boys only) for all campuses.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Ampliar la participacion a nivel de secundaria para equipos de tenis (ninos y ninas), campo traviesa (ninos y ninas) y beisbol (solo ninos) para todos los campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year. **Staff Responsible for Monitoring:** Director for Athletics Assistant Director for Athletics **Population:** All middle school students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025					

Strategy 15 Details	Reviews			
Strategy 15: Increase Space-related STEM/STEAM opportunities for BISD students including SpaceX site visits, Space Settlement Design Tournament and Space Entrepreneur Summer Academy as well as other activities during the school year.	Formative			Summative
	Sept	Dec	Mar	May
Aumentar las oportunidades STEM/STEAM relacionadas con el espacio para los estudiantes de BISD, incluiendo 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: student surveys Summative: Student participation in Space activities and surveys **Staff Responsible for Monitoring:** Curriculum Directors CTE Director **Population:** All secondary students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Need Statements:** Student Learning 6, 7 **Funding Sources:** Co and Extra curricular fees, travel, awards, and related items - 199 Local funds - 199-36-various				

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

Performance Objective 6 Need Statements:

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.

Goal 1: #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. (2024-2029 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Meta 1: Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten 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 7: Migrant Program Student performance will increase by 5 percentage points on all accountability assessments compared to 2024 performance.

    Evaluation Data Sources: Migrant Education program evaluation

Strategy 1 Details		Reviews			
Strategy 1: Implement the PFS Action Plan to address the needs of the priority for service students.		**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** PFE/Migrant Director Migrant Counselor **Population:** Migrant Students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Refer to Migrant Plans - 212 Title I-C (Migrant)		**Sept**	**Dec**	**Mar**	**May**

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

Goal 2: Certified and classified instructional staff will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (2024-2025 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) and Human Capital) (TEA Ch. 4 Obj. 9) (prior yrs. Goal 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 2023-2024.

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 2023-2024.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP) or (Content-based Language Instruction (CBLI), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. In addition, the district will support administrators and teachers with professional development for preparing students for the STAAR 2.0 assessments.

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.

Milestone's/Strategy's Expected Results/Impact: Formative Results:
BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings.

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.

Staff Responsible for Monitoring: Director for Professional Development
Directors for CIA

Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025

Need Statements: Student Learning 1, 2 - District Processes & Programs 5

Funding Sources: Rentals - 162 State Compensatory - 162-13-6269 - $10,000, Supplemental Curriculum Specialists and staff with fringe - 162 State Compensatory - 162-13-6119, PD Stipends with fringe - 162 State Compensatory - 162-13-6117 - $40,000, Extra duty + fringe (Curric. Writing) - 162 State Compensatory - 211-13-6118 - $110,000, Curriculum Specialists salary + fringe - 199 Local funds - 199-13-6119/6129, Support staff salaries with fringe - 199 Local funds - 199-13-6129, Elementary C&I Specialists' resources - 211 Title I-A - 211-13-6399-65 ED0/1 - $5,000, Elementary C&I Specialists' equipment under 5000 - 211 Title I-A - 211-6398-65 (000) - $2,000, Elementary C&I Specialists ' Software - 211 Title I-A - 211-13-6395-65 (000) - $2,000, Elementary C&I Specialists' Contracted services - 211 Title I-A - 211-13-6299-65 (000) - $5,000, Elementary C&I Supplies - 199 Local funds - 199-13-6399-00/65/45 - $5,257

Strategy 2 Details	Reviews			
Strategy 2: 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:	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 2: 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
* Data Driven Instruction through Lead4ward, Tango Trends, Regional Service Center, and district program staff.
*   Kim Carlton Reading and Writing for Grade 3-5 teachers
On-going training will be provided based on needs determined by program usage data, walkthrough data, student progress data, and campus/program specific data.

Los administradores y maestros de BISD recibiran oportunidades de capacitacion desarrollo profesional para abordar la perdida de aprendizaje de los estudiantes, incluidos programas de intervencion, software de seguimiento del progreso y recursos complementarios. Las capacitaciones en todo el distrito incluiran:
* Sharon Wells Math (grados 2-5), Neuhaus, Valley Speech y otros programas de instruccion enumerados en la Meta 1, Objetivos de desempeno 1 y 2;
* Summit K-12, Imagine Learning Math and Reading, Ellevation, Lexia, Haggerty y otros programas de software Meta 1, Objetivos de Desempeno 1 y 2; y\e
* Instruccion basada en datos a traves de Lead4ward, Tango Trends, el Centro de servicio regional y el personal del programa del distrito.
* Kim Carlton por maestros de grados tercer a cinco.
Se proporcionara capacitacion continua en funcion de las necesidades determinadas por los datos de uso del programa, los datos de recorrido, los datos de progreso del estudiante y los datos especificos del campus/programa.

Milestone's/Strategy's Expected Results/Impact: Formative:
Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations
Summative:
+2 percentage point improvement on 2019 State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results
Staff Responsible for Monitoring: Assistant Superintendents
Directors for CIA
Director for Professional Development

Start Date: July 8, 2024 - **End Date:** June 27, 2025
Need Statements: Student Learning 2 - District Processes & Programs 5
Funding Sources: C&I Elementary Professional Development Stipends - 211 Title I-A - 211-13-6117 (ED0 to ED3) - $13,500, C&I Consultant Services (MS and HS) - 211 Title I-A - 211-13-6291 - $30,000, C&I Secondary General PD Supplies (MS or HS) - 211 Title I-A - 211-13-6399 - $11,000, Rentals - 199 Local funds - 199-13-6269 - $3,500, Substitutes with fringe - 199 Local funds - 199-13-6112 with fringe, C&I Consultant Services (Elem) - 211 Title I-A - 211-13-6291 - $7,000, C&I Elementary General PD Supplies - 211 Title I-A - 211-13-6399-00 - $5,830, C&I Consultant Services (Secondary) - 162 State Compensatory - 162-13-6191 - $40,000, C&I Secondary General PD Supplies (MS or HS) - 162 State Compensatory - 162-13-6399-00 - $40,000, C&I Elementary Stipends - 199 Local funds - 199-13-6117 - $13,000, C&I Elementary Subs - 199 Local funds - 199-11-6112-18 - $6,000, C&I Elementary copies - 199 Local funds - 199-13-6399-16 - $1,500, C&I Elementary refreshments - 199 Local funds - 199-13-6497-53 - $2,500

Strategy 3 Details	Reviews			
Strategy 3: 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).	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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).

Milestone's/Strategy's Expected Results/Impact: Formative Results:
PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD
Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports
Summative Impact:
Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALLS scores, TELPAS, NRT IOWA Test of Basic Skills

Staff Responsible for Monitoring: Deputy Superintendent for C&I and HR
Directors for CIA
District Coordinator of School Improvement
(refer to BISD SSP)

Results Driven Accountability - Population: All stakeholders - **Start Date:** July 10, 2023 - **End Date:** June 28, 2024

Need Statements: Student Learning 1, 2 - District Processes & Programs 5

Funding Sources: C&I Secondary Rentals - 211 Title I-A - 211-13-6269 - $10,000, Contracted services - 162 State Compensatory - 162-13-6249-62, C&I Secondary Campus Travel - 211 Title I-A - 211-13-6411.00 - $15,000, C&I Secondary Printing - 211 Title I-A - 211-13-6399.16 - $2,500, C&I Secondary PD Supplies - 211 Title I-A - 211-13-6399.65 - $3,000, C&I Elementary Campus Travel - 211 Title I-A - 211-13-6411-00 - $9,270, C&I Secondary Campus Travel - 162 State Compensatory - 162-13-6411-00 - $20,000, C&I Elementary Campus Travel for staff and admin - 199 Local funds - 199-13/21-6411-00 - $12,500

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points. **Staff Responsible for Monitoring:** Assistant Superintendents Directors for CIA Director for ARE **Population:** All G/T identified students and teachers providing services - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Need Statements:** Student Learning 2, 5 **Funding Sources:** Professional salary with fringe - 199 G/T Advanced Academics - 199-13-6119 pic21, General supplies - 199 G/T Advanced Academics - 199-13-6399 pic 21, Travel in district - 199 G/T Advanced Academics - 199-13-6411.00, Support staff resources - 199 G/T Advanced Academics - 199-21-various, Extra duty with fringe - 199 G/T Advanced Academics - 199-21-6121, G/T Program duplication of resources for training and classrooms - 199 G/T Advanced Academics - 199-21-6399.16 (PIC 21) - $4,000				

Strategy 5 Details	Reviews			
Strategy 5: 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..	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Honors and AP Student Applications, Honors and AP Commitment/Contract Training agendas and evaluations Summative Impact: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points. **Staff Responsible for Monitoring:** Assistant Superintendents Directors for CIA Director for ARE **Population:** All sub-population students and teachers for these students in core content areas and CTE - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses. **Staff Responsible for Monitoring:** Assistant Superintendents Directors for CIA Director for ARE **Population:** STEAM Teachers for elementary and MS STEM Teachers - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** 2nd Annual ISET Conference at Veterans Memorial ECHS - 289-TIV Title IV-A Student Support and Acad. Enri - 289-13-TEC, Title IV - 289-TIV Title IV-A Student Support and Acad. Enri				

Strategy 7 Details	Reviews			
Strategy 7: 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. 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 resumenes de entrega de la informacion durante los dias de capacitacion del personal del distrito.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, C-PALLS scores, TELPAS +A 2 percentage point increase in the number of students meeting the passing 2019 standards on state assessments **Staff Responsible for Monitoring:** Deputy Superintendent for C&I and HR Directors for CIA Director for Professional Development **Population:** All teachers - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Rentals - 199 Local funds - 199-13-6269, Consultants - 199 Local funds - 211-13-6291, C&I Secondary Supplies - 211 Title I-A - 211-13-6399-00 - $11,000				

Strategy 8 Details	Reviews			
Strategy 8: 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. El distrito, el personal del campus y las partes interesadas asistiran a las oportunidades en las conferencias nacionales, estatales, regionales y del distrito para participar en oportunidades de capacitacion de desarrollo profesional basadas en la investigacion que respaldaran las estrategias de reforma transformadora efectivas, las mejores practicas y el aprendizaje de los estudiantes.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports,Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: +2% improvement on 2019 State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA and IOWA Test Results **Staff Responsible for Monitoring:** Directors for CIA Director for Professional Development Director for Federal Programs **Population:** All teachers and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Need Statements:** Student Learning 2 - District Processes & Programs 5 **Funding Sources:** C&I Secondary out of district travel - 211 Title I-A - 211-13-6411.23 - $17,500, 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, 211 Homeless Counselor out of district travel - 211 Title I-A - 211-31-6411.23 - $2,200, C&I Elementary out of district travel - 211 Title I-A - 211-13-6411.23 - $25,700, C&I Elementary Fees and Dues - 211 Title I-A - 211-13-6497-00 - $4,000, C&I Elementary out of district travel for admin - 211 Title I-A - 211-23-6411-23 - $2,000, C&I Support staff Extra duty and fringe (elementary) - 199 Local funds - 199-13-6121 - $10,503, C&I Elementary out of district travel - 199 Local funds - 199-13-6411-23 - $6,500				

Strategy 9 Details	Reviews			
Strategy 9: 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 recibiran capacitacion de desarrollo profesional basado en la investigacion, capacitacion CIRCLE, actividades para estudiantes de transicion de preescolar a escuela publica; Marcos alineados con las Directrices PK; Comienzos positivos para la gestion del aula, etc.	Formative			Summative
	Sept	Dec	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities. **Staff Responsible for Monitoring:** Directors for CIA Director for Professional Development Director for Special Programs **Population:** PK-3 to 4 faculty and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 10 Details	Reviews			
Strategy 10: Fine arts students and teachers will be provided professional development training annually. Los estudiantes y maestros de bellas artes recibiran capacitacion de desarrollo profesional anualmente.	Formative			Summative
	Sept	Dec	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions **Staff Responsible for Monitoring:** Director for Fine Arts **Population:** Fine Arts Teachers and Students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 11 Details	Reviews			
Strategy 11: Professional development opportunities will be provided to campus and district personnel to enhance the	**Formative**			**Summative**
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:	**Sept**	**Dec**	**Mar**	**May**

Strategy 11: Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for At-Risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include:

-Identification of at-risk students via state and local criteria,
-Graduation Rate, Completion Rate, and Graduation Cohorts,
-Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and
-Budget and Program Compliance

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.
Las oportunidades de capacitacion desarrollo profesional incluyen:
-Identificacion de estudiantes en riesgo a traves de criterios estatales y locales,
-indice de graduacion, indice de finalizacion y grupos de graduacion,
-Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompanados a traves de la Ley McKinney-Vento, y
-Presupuesto y cumplimiento del programa

    Milestone's/Strategy's Expected Results/Impact: Formative Results:
    PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, Special Programs Report, At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports
    Summative Impact:
    increased STAAR/EOC and At-Risk Retention

    Staff Responsible for Monitoring: Assistant Superintendents
    Coordinator for State Compensatory Education
    Director for Homeless Youth Project

    Population: Campus faculty and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025
    Funding Sources: 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

Strategy 12 Details	Reviews			
	Formative			**Summative**
Strategy 12: Teachers, school leaders, and district leaders will participate in a minimum of 6 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro- credentials annually to better	**Sept**	**Dec**	**Mar**	**May**
prepare and assist with the integration of technology. *Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology

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. . *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.

    Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed

    Staff Responsible for Monitoring: Director for Professional Development Specialists for ISET

    Population: All BISD staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 | | | | |

Strategy 13 Details	Reviews			
	Formative			**Summative**
Strategy 13: 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.	**Sept**	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Evaluations and Survey feedback of impact Summative: Survey Feedback and Student EOY performance on assessments compared to BOY assessments.

    Staff Responsible for Monitoring: Executive Directors for Curriculum and Instruction Chief Academic Officer

    Population: Priority School Staff (101, 102, 120) - **Start Date:** July 8, 2024 - **End Date:** May 30, 2025
    Need Statements: Student Learning 2
    Funding Sources: Consultant Services Region One - 199 Local funds - 199-13-6239 - $3,000 | | | | |

0% No Progress   100% 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**: 2024 preliminary STAAR/EOC data showed that the students made progress for Grades 4, 6, and English II but drops of 1-6 points for other grades and English I.
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, HB1416 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 2: Certified and classified instructional staff will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (2024-2025 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) and Human Capital) (TEA Ch. 4 Obj. 9) (prior yrs. Goal 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			
Strategy 1: The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Summative Impact: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions. **Staff Responsible for Monitoring:** Assistant Superintendent for High Schools Director for CTE **Population:** CTE Faculty and Staff - **Start Date:** July 1, 2024 - **End Date:** June 27, 2025				

Strategy 2 Details	Reviews			
Strategy 2: Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways **Staff Responsible for Monitoring:** Assistant Superintendent for High Schools Director for CTE **Population:** CTE Project Lead the Way faculty - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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

Goal 2: Certified and classified instructional staff will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (2024-2025 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) and Human Capital) (TEA Ch. 4 Obj. 9) (prior yrs. Goal 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: Decrease by 10% the number of teachers lacking certifications Bilingual / ESL certifications assigned to instruct students identified for Bilingual services and all secondary English Language Arts teachers 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			
Strategy 1: Provide teachers who service Emergent Bilingual students and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include:	**Formative**			**Summative**
*Stipends and other expenses related to certification test preparation to address TEA TEC Chapter 89 requirements. *Coaching for teachers of Emergent Bilingual Students, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification. 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: *Estipendios y otros gastos relacionados con la preparacion del examen de certificacion para abordar los requisitos del Capitulo 89 de TEA TEC. *Entrenamiento para maestros de estudiantes bilingues emergentes, *fondos para asistir a conferencias educativas BIL/ESL, simposios y otras actividades de capacitacion de desarrollo profesional, y *otro apoyo permitido para obtener la certificacion BIL/ESL. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports, Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. **Staff Responsible for Monitoring:** Director for Emergent Bilinguals **Population:** Teachers serving BIL/ESL students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025	**Sept**	**Dec**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Support teachers to participate in EB specific district, regional, and state conferences (TABE) including Title III symposium. Apoyar a los maestros para que participen en conferencias del distrito, regionales y estatales especificas de EB (TABE), incluido el Simposio del Titulo III para Padres de Alumnos Aprendices del Ingles. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PDS Session attendance and Evaluation Reports, Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans. **Staff Responsible for Monitoring:** Director for Emergent Bilinguals **Population:** Teachers serving BIL/ESL students - **Start Date:** July 8, 2024 - **End Date:** March 28, 2025	Formative			Summative
	Sept	Dec	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: 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. **Milestone's/Strategy's Expected Results/Impact:** 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 **Staff Responsible for Monitoring:** Director for Bilingual Program Chief Academic Officer **Population:** EB students - **Start Date:** August 19, 2024 - **End Date:** April 25, 2025 **Funding Sources:** Bilingual Program funds allocated to campuses for Region One - 163 State Bilingual - In campus budgets	Formative			Summative
	Sept	Dec	Mar	May

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

Goal 2: Certified and classified instructional staff will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (2024-2025 Strategic Plan High Quality Curriculum, Instructional Materials and Assessments) and Human Capital) (TEA Ch. 4 Obj. 9) (prior yrs. Goal 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: By the end of September, all district and campus staff will complete 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			
Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) Todos los maestros, directores y consejeros completaran 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)				**Formative**			**Summative**
				Sept	**Dec**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff Summative: end of year reports
    Staff Responsible for Monitoring: Director for Guidance and Counseling Director for Security Services
 	
    Population: All faculty and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025							

Strategy 2 Details	Reviews			

Strategy 2: Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multi-hazard emergency operations plan. (Policy FFB)
 	
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)
    Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff
    Summative: end of year reports
    Staff Responsible for Monitoring: Director for Guidance and Counseling
    Director for Security Services
 	
    Population: All staff - **Start Date:** August 7, 2023 - **End Date:** June 7, 2024
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**May**

Strategy 3 Details	Reviews			

Strategy 3: Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)
 	
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)
    Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations
    Summative: end of year reports trainings
    Staff Responsible for Monitoring: Director for Guidance and Counseling
    Director for Security Services
 	
    Population: All faculty and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Faculty and staff will be trained on the selected interventions and software applications to support the implementation of the BISD MTSS plan including strategies to improve school climate, the social and emotional domains, behavioral and mental health and supports wellness, learning and safety that meets the requirements of TEC Section 37.115(b)(3), This will include required DFPS Trauma Informed Care, Safe and Supportive Schools, and ASK+ (Suicide Prevention Gate-Keeper training). La facultad y el personal recibiran capacitacion sobre las intervenciones seleccionadas y las aplicaciones de software para respaldar la implementacion 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 Seccion 37.115(b)(3) del TEC, Esto incluira el Cuidado Informado de Trauma requerido por el DFPS, Escuelas Seguras y de Apoyo, y ASK+ (Capacitacion para la Prevencion del Suicidio). **Milestone's/Strategy's Expected Results/Impact:** Formative: Plan draft and professional development training records Summative: Reduced numbers of students needing these support and survey data indicating improved school climate **Staff Responsible for Monitoring:** Director for Professional Development Director for Guidance and Counseling **Population:** all faculty and staff - **Start Date:** July 22, 2024 - **End Date:** June 13, 2025 **Funding Sources:** SEL Program Training - 255 Title II, Part A (TPTR/Class Size)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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

Goal 3: Through enhanced interventions and integrated support services, all students will remain in school until they obtain at least a Foundation high school diploma with a distinguished level of achievement. (2024-2025 Strategic Plan Integrated Student Support Systems) (TEA Ch. 4 Obj. 3) (prior yrs Goal 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 High School 6-year Extended Longitudinal Rate to at least 97.1% for the Class of 2023, increase the High School Graduation Rate for the Class of 2025 to more than 95.9%, and decrease the Middle School Dropout Rate to less than 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			
Strategy 1: Monitor and recover students classified as dropouts/No-Shows on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. 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.			**Formative**			**Summative**
			Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Attendance and Evaluation Reports, PowerSchool At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Director for PEIMs **Population:** grade 1-12 At-risk Students - **Start Date:** August 5, 2024 - **End Date:** May 30, 2025 **Funding Sources:** - 162 State Compensatory						

Strategy 2 Details	Reviews			
Strategy 2: Provide out-of-cohort students at the Brownsville Learning Academy accelerated instruction, adequate space, supplies, and staff to increase the number of middle and high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. Proporcionar a los estudiantes fuera de la cohorte en la Academia de Aprendizaje de Brownsville instruccion acelerada, espacio adecuado, suministros y personal para aumentar la cantidad de estudiantes de secundaria y preparatoria atendidos y ofrecerles servicios de dia extendido para mejorar el rendimiento de los estudiantes, la asistencia, las tasas de graduacion y las tasas de finalizacion, y disminuir la tasa de retencion y la tasa de desercion escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Assistant Superintendent for High Schools **Population:** Middle and High School at risk Students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** refer to BLA campus improvement plan for allocation of funds and staffing - 162 State Compensatory	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate, recidivism rate, and dropout rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Assistant Superintendent for High Schools **Population:** Middle and High School At-risk Students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** See BAC Campus Improvement Plan for allocation of funds and staffing - 162 State Compensatory				

Strategy 4 Details		Reviews			
Strategy 4: Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at all middle and high schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool At-Risk Progress Report, PowerSchool Dropout Monitor Report, PowerSchool Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate +Increased Dual enrollment credits earned **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Director for Guidance and Counseling **Population:** Middle and High School At-risk Students - **Start Date:** July 8, 2024 - **End Date:** June 13, 2025 **Funding Sources:** See campus plans for salaries for At-Risk Counselors - 162 State Compensatory		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**

Strategy 5 Details		Reviews			
Strategy 5: Provide Program Specialists to monitor and coordinate dropout intervention programs for students at all high schools in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool At-Risk Progress Report , Dropout Monitor Report, and Special Programs Report, Student Logs, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Assistant Superintendent for High Schools **Population:** High School At-risk Students - **Start Date:** August 5, 2024 - **End Date:** June 13, 2025 **Funding Sources:** See campus plans for allocation of funds for salaries - 162 State Compensatory		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**

Strategy 6 Details	Reviews			
Strategy 6: Provide secondary campuses and Alternative Education Programs with a probation officer to work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Assistant Superintendent for High Schools **Population:** High School At-risk Students - **Start Date:** August 12, 2024 - **End Date:** June 27, 2025 **Funding Sources:** See campus plans for allocation of funds and staff - 162 State Compensatory				

Strategy 7 Details	Reviews			
Strategy 7: Provide Communities in School (CIS) Site Coordinators to secondary campuses and Alternative Education Programs in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Assistant Superintendent for High Schools **Population:** Secondary At-Risk Students - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025 **Funding Sources:** see campus plans for allocation of funds - 162 State Compensatory				

Strategy 8 Details	Reviews			
Strategy 8: Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Coordinator for State Compensatory Education Assistant Superintendent for High Schools **Population:** Middle and High School At-Risk; Pregnant and Parent Students - **Start Date:** August 5, 2024 - **End Date:** June 20, 2025 **Funding Sources:** See campus plan for funding allocation - 162 State Compensatory	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 9 Details	Reviews			
Strategy 9: A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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 acompanados, 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.				

Milestone's/Strategy's Expected Results/Impact: Formative Results:
Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports
Summative Impact:
+Increased At-risk Retention, Graduation, and Completion Rates
+Decreased dropout rate
Staff Responsible for Monitoring: Coordinator for State Compensatory Education
Assistant Superintendent for High Schools
Coordinator for Homeless Youth Coordinator

Population: Elementary, Middle and High School At-risk Students - **Start Date:** August 5, 2024 - **End Date:** June 13, 2025
Need Statements: Demographics 2 - District Processes & Programs 6 - Perceptions 3
Funding Sources: See campus plans for allocation of any funds - 162 State Compensatory, 211 Homeless Supplies and Materials - 211 Title I-A - 211-61-6399 HOM - $50,000, Homeless Support Activities - 206 McKinney Vento Grant, Migrant program shoe purchase - 212 Title I-C (Migrant) - 212-61-6399, 211 Extra-duty w/ fringe for Homeless Youth activities - 211 Title I-A - 211-21-6121 plus - $3,670, 211 Homless Employee mileage - 211 Title I-A - 211-21-6411.00 - $2,500, 211 Homeless Supplies and Materials printing - 211 Title I-A - 211-61-6399.16 - $5,000, 211 Homeless department supplies - 211 Title I-A - 211-61-6399.65 - $5,000, 211 Homeless miscellaneous - 211 Title I-A - 211-61-6498.00 - $5,630

0% No Progress   100% 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.

District Processes & Programs
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 the experiences of students, family, and staff during the pandemic.

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 3: Through enhanced interventions and integrated support services, all students will remain in school until they obtain at least a Foundation high school diploma with a distinguished level of achievement. (2024-2025 Strategic Plan Integrated Student Support Systems) (TEA Ch. 4 Obj. 3) (prior yrs Goal 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: The district will support all campuses to implement prevention and intervention strategies that increase At-Risk student achievement on STAAR/EOC by 5 percentage points over 2024 results.

Todos los campus desarrollaran estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR/EOC en un 5 de puntos porcentual sobre los resultados de 2024.

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week using adopted and intervention resources. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. 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 appropriadad para los estudiantes. *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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative Results:
PowerSchool generated Tutorial Schedule, Tutorial Attendance Report,
Tutorial Lesson Plans, Tutorial Classroom Observations, PowerSchool At-Risk Progress Report, Progress Monitoring Assessment Scores,
Student Progress Reports
Summative Impact:
Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students

Staff Responsible for Monitoring: Director for Federal Programs
Coordinator for State Compensatory Education
Assistant Superintendents

Population: Elementary, Middle and High School at-risk Students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025

Funding Sources: Summer School Title IV Activities - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-699, Extended Day/Week/Year Activity Funding - 282 ESSER III Grant Funds - 282-11-6399, 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

Strategy 2 Details	Reviews			
Strategy 2: Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Proporcionar a los planteles Maestros de areas basicas adicionales que ofreceran 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Compliance Officer for State Compensatory Education Assistant Superintendent for High Schools **Population:** Elementary, Middle and High School At-risk Students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025 **Funding Sources:** See campus plans for teachers and salary allocations - 162 State Compensatory				

Strategy 3 Details	Reviews			
Strategy 3: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year **Staff Responsible for Monitoring:** Director for Secondary Curriculum Coordinator for State Compensatory Education Director of Dyslexia/504 **Population:** Elementary, Middle, and High School At-risk Students; Dyslexic Students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025 **Funding Sources:** See campus plans for allocation of staff and salaries - 162 State Compensatory				

Strategy 4 Details	Reviews			
Strategy 4: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate **Staff Responsible for Monitoring:** Director for Secondary Curriculum Coordinator for State Compensatory Education **Population:** all grades At-risk Students - **Start Date:** July 22, 2024 - **End Date:** June 27, 2025 **Need Statements:** Student Learning 2 **Funding Sources:** See campus plans for allocation of funds - 162 State Compensatory, iready for Reading and Math - 162 State Compensatory - 162-11-6299.62 - $692,514, iReady for Math and Reading - 211 Title I-A - 211-11-6299.62 - $219,045				

Strategy 5 Details		Reviews			
Strategy 5: The district and campus staff will increase the awareness and provision of supplemental services for students identified as Homeless, Foster Care, and Military Connected. *Regular/extended tutorial programs will assist to improve other special populations student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. El personal del distrito y del campus aumentara la concientizacion y la provision de servicios complementarios para los estudiantes identificados como sin hogar, cuidado de crianza y conectados con militares. *Los programas de tutoria regulares/extendidos ayudaran a mejorar el rendimiento de los estudiantes de otras poblaciones especiales, la tasa de graduacion, la tasa de finalizacion y disminuiran la tasa de retencion y la tasa de desercion escolar.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: PowerSchool generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, PowerSchool At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students **Staff Responsible for Monitoring:** Directors for CIA Director for Homeless Youth Director to Pupil Services **Results Driven Accountability - Population:** All At-Risk students - **Start Date:** July 15, 2024 - **End Date:** June 27, 2025					

Strategy 6 Details		Reviews			
Strategy 6: 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. 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.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Progress reports, Report cards Summative Impact: Improved STAAR/EOC results for athletes **Staff Responsible for Monitoring:** Director for Athletics **Population:** Secondary student athletes - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025					

Strategy 7 Details	Reviews			
Strategy 7: The District and Campuses will coordinate support services and resources for faculty, staff, and students, including weekly Social and Emotional Learning programs, district and campus 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Session calendars and schedules of interventions and services Summative: Evaluations of impact of presentations or services **Staff Responsible for Monitoring:** Directors for CIA Director for Guidance and Counseling **Population:** Students, faculty, and staff - **Start Date:** November 13, 2023 - **End Date:** June 28, 2024 - **Revision Date:** November 13, 2023 **Need Statements:** District Processes & Programs 6 **Funding Sources:** Quaver and Navigate360 software - 410 IMRA (TEA Allotment funds) - 410-11-6299 - $152,400				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 2 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)..
District Processes & Programs
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 the experiences of students, family, and staff during the pandemic.

Goal 3: Through enhanced interventions and integrated support services, all students will remain in school until they obtain at least a Foundation high school diploma with a distinguished level of achievement. (2024-2025 Strategic Plan Integrated Student Support Systems) (TEA Ch. 4 Obj. 3) (prior yrs Goal 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: 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			
Strategy 1: To promote physically and emotionally healthy students, the district will utilize the	**Formative**			**Summative**
-PAPA (Parenting and Paternity Awareness) curriculum	**Sept**	**Dec**	**Mar**	**May**
-CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) and appropriate equipment and facilities to address areas including Prevention of Dating Violence and sexual abuse of children. Para promover la salud física y emocional de los estudiantes, el distrito utilizara el plan de estudios -CCP (Concienciacion sobre la Crianza y la Paternidad), - el programa CATCH (Enfoque coordinado para la salud infantil), y -SHAC (Comite asesor de salud escolar) y equipos e instalaciones apropiados para abordar las areas incluida la prevencion de la violencia en el noviazgo y el abuso sexual de ninos. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation **Staff Responsible for Monitoring:** Directors for CIA Assistant Superintendents **Population:** All students - **Start Date:** July 15, 2024 - **End Date:** June 20, 2025 **Funding Sources:** Playground Equipment for early childhood (carry forward) - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6639-00-XXX-Y24-T4H-				

Strategy 2 Details	Reviews			

Strategy 2: Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses).
 	
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.
    Milestone's/Strategy's Expected Results/Impact: Formative Results:
Monthly reports
Summative Impact:
+Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.
    Staff Responsible for Monitoring: Director for Health Services
 	
    Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**May**

| Strategy 3 Details	Reviews			

Strategy 3: The district will conduct a winter coat drive to provide needy students with warm clothing to promote better attendance at school and support student health.
 	
El distrito llevara acabo una colecta de abrigos de invierno para proporcionar a los estudiantes con un abrigo para promover una mejor asistencia a la escuela y apoyar la salud de los estudiantes.
    Milestone's/Strategy's Expected Results/Impact: Formative Results:
Distribution list of warm clothing provided to students
Summative Impact:
improve attendance of At-Risk students
    Staff Responsible for Monitoring: Coordinator for State Compensatory Education
 	
    Population: At-Risk Students - **Start Date:** October 28, 2024 - **End Date:** December 20, 2024
    Funding Sources: Winter Coat Drive - 162 State Compensatory - 162-61
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: The district will follow the established protocols for the safe operation of the district during any health or safety emergencies, 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 emergencias, 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Strong Start Plans Summative: Limitations in exposure and cases of COVID 19. **Staff Responsible for Monitoring:** Deputy Superintendent for C&I and Human Resources Deputy Superintendent for Operations **Population:** All BISD Stakeholders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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 2023-2024. (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 2023-2024. (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			
Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by updating software and platforms including Schoology, Microsoft, Google and Apple, and hardware at the campuses. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET Director for Technology **Population:** All students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Technology Services - 289-TIV Title IV-A Student Support and Acad. Enri - 289-51-6639, Educational Technologies Activities - 289-TIV Title IV-A Student Support and Acad. Enri, Software Supplies and materials - 282 ESSER III Grant Funds - 282-13-6395.62				

Strategy 2 Details	Reviews			
Strategy 2: The District will determine what gaps students At-Risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography). 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)	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Directors for CIA Coordinator for State Compensatory Education **Population:** All Students at risk of dropping out - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 3 Details	Reviews			
Strategy 3: The District will determine what skills students, educators, and parents need to participate successfully in personalized learning using survey instruments, usage reports, and Learning Management/Classroom Management System software. The information will be used to plan and provide technology training to support students and educators. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET **Population:** All students and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 4 Details	Reviews			
Strategy 4: Students will utilize technology and software applications to engage in instructional activities and to develop and share projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Los estudiantes utilizarim tecnologia y aplicaciones de software para participar en actividades de instrucci6n y desarrollar y compartir proyectos a productos que fomenten Ia creatividad, Ia innovaci6n, Ia comunicaci6n, Ia colaboraci6n, Ia fluidez de Ia informacion y Ia ciudadania digitalen Iadas las areas de contenido. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET Director for Technology **Population:** All student populations - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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 2023-2024, 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 2023-2024, 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		
Strategy 1: The District will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET **Population:** All students and stakeholders - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025 **Funding Sources:** EDUCATIONAL TECHNOLOGY RESOURCES - 289-TIV Title IV-A Student Support and Acad. Enri - 289-TEC				

Strategy 2 Details	Reviews			
Strategy 2: The District will maintain and upgrade digital devices for students to continue 1:1 availability and the opportunity to take a device home to extend learning beyond the classroom. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET Director for Technology **Population:** All students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** District resources--COVID 19 and ESSER funding - 282 ESSER III Grant Funds				

Strategy 3 Details	Reviews			
Strategy 3: The District will provide internship opportunities in the areas of aerospace engineering, entrepreneurship, robotics, drones, and coding through foundational skills such as computational thinking, systems thinking, and design thinking. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET Director for CTE **Population:** All students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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: Continue to 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			
Strategy 1: The district will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET Director for Technology **Population:** All students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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			
Strategy 1: The district will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress **Staff Responsible for Monitoring:** Directors for CIA Director for Technology **Population:** All students and programs - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 2 Details	Reviews			

Strategy 2: The district will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.
 	
El distrito revisara y actualizara las politicas y los procedimientos para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad.
    Milestone's/Strategy's Expected Results/Impact: Formative Results:
Focus groups reports
Proposed policy and guideline revisions
Survey reports
Summative Results:
Security reports
Updated Policies
    Staff Responsible for Monitoring: Specialists for ISET
Director for Technology
 	
Population: All students and programs - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025
	Formative			**Summative**

	Sept	**Dec**	**Mar**	**May**

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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		
Strategy 1: The District will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
El Distrito aumentara la asociacion comunitaria, centrandose en el espiritu empresarial, la innovacion y la planificacion estrategica que facilitara la tecnologia educativa. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Directors for CIA Specialists for ISET Director for Technology **Population:** BISD Stakeholders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025					

Strategy 2 Details	Reviews			
Strategy 2: The District will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
El Distrito colaborara con la camara de comercio local para establecer contactos con empresas locales para brindarles a los estudiantes presentaciones sobre el espiritu empresarial y las habilidades blandas/avanzadas necesarias en la fuerza laboral. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Committee agendas and reports Summative Results: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Deputy Superintendent for Business and Operations Director for CTE Director for Technology **Population:** BISD Stakeholders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 3 Details	Reviews			
Strategy 3: The District will maintain a database of leaders with expertise in technology integration to provide classroom level partnerships. This database will include the Microsoft (MIE), Google, and Apple certified teachers as well as Nearpod, SeeSaw, and Schoology Ambassadors.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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 incluira a los maestros certificados de Microsoft (MIE), Google y Apple, asi como a los embajadores de Nearpod, SeeSaw, y Schoology. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Professional development sessions Summative Impact: Database of leaders Professional Development records **Staff Responsible for Monitoring:** Director for Professional Development Specialists for ISET Director for Technology **Population:** All students and staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 4 Details	Reviews			
Strategy 4: The District will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. El distrito capacitara a los padres sobre el uso del Sistema de gestion del aprendizaje del distrito y los Sistemas de gestion del salon de clases para monitorear el uso educativo de software y dispositivos educativos. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Records Summative Results: Software usage reports **Staff Responsible for Monitoring:** Director for Professional Development Specialists for ISET Director for Parent and Family Engagement **Population:** All BISD Parents - **Start Date:** July 10, 2023 - **End Date:** June 28, 2024	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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, Instructional Coaches, 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			
Strategy 1: Campuses will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time weekly to support their campus in the integration of technology into instruction.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
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.					
Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey of staff Summative Results: Survey EOY report					
Staff Responsible for Monitoring: Assistant Superintendents Director for Technology					
Population: Technology Integration Support staff - **Start Date:** August 5, 2024 - **End Date:** June 13, 2025					

Strategy 2 Details	Reviews			
Strategy 2: The District will hold a technology conference, a teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation.	Formative			Summative
	Sept	Dec	Mar	May
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Conference agendas and proposals Summative Results: Conference session attendance data Survey of participants **Staff Responsible for Monitoring:** Director for Professional Development Director for Technology Specialists for ISET **Population:** all students, parents, teachers, and school/district leaders - **Start Date:** July 8, 2024 - **End Date:** November 22, 2024				

Strategy 3 Details	Reviews			
Strategy 3: The district will continue a Microsoft Innovative Educator (MIE) partnership with Microsoft, a Apple Certified/ Distinguished teacher program, and a Google Certified Teacher/Trainer/Innovator program. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers, and all school members.	Formative			Summative
	Sept	Dec	Mar	May
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development reports Summative Results: Aggregate Professional Development Records for Certificates attained **Staff Responsible for Monitoring:** Director for Professional Development Director for Technology Specialists for ISET **Population:** Teachers, School & District Leaders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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			
Strategy 1: The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Schoology, Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and/or PAPERBASKET to analyze the return of investment for all software purchased by campuses and the district, Curriculum and IT staff will analyze student usage, academic impact, student performance, etc. 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.		**Formative**			**Summative**	
		Sept	**Dec**	**Mar**	**May**	
Milestone's/Strategy's Expected Results/Impact: Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports **Staff Responsible for Monitoring:** Director for Technology Directors for CIA Specialists for ISET **Population:** All students - **Start Date:** July 8, 2024 - **End Date:** June 13, 2025						

Strategy 2 Details	Reviews			
Strategy 2: BISD will define specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Purchase Reports Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports ROI Analysis reports **Staff Responsible for Monitoring:** Director for Technology Directors for CIA Chief Financial Officer **Population:** All students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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

Goal 4: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (supporting 2024-2029 Strategic Plan Integrated Student Support Systems 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			
Strategy 1: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders **Staff Responsible for Monitoring:** Deputy Superintendent for C&I and Human Resources Director for Technology Directors for CIA **Population:** Teachers, School & District Leaders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

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

Goal 5: District departments and campuses will ensure a positive culture that provides a safe and disciplined learning and working environment to support retention of faculty, staff, and students. (2024-2029 Strategic Plan District Culture) (TEA Ch. 4, Obj. 8, prior yrs Goal 5)
Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

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			
Strategy 1: Campuses will address the district attendance rate goals in the Campus Improvement Plans by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Director for Pupil Services **Population:** All BISD students - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: School Messenger Notification System Reports, PowerSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates **Staff Responsible for Monitoring:** Director for Pupil Services Director for Parent and Family Engagement **Population:** all BISD students PK to 12th grade - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates **Staff Responsible for Monitoring:** Chief Financial Officer Director for Pupil Services Director for PEIMs **Population:** all BISD campuses - **Start Date:** October 7, 2024 - **End Date:** May 30, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 4 Details		Reviews			
Strategy 4: PEIMS Training on the implementation of new requirements for Student Accounting will be provided to District and Campus staff. PEIMS Capacitacion sobre la implementacion de nuevos requisitos para la Contabilidad Estudiantil se proporcionara al personal del Distrito y del Campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors **Staff Responsible for Monitoring:** Director for PEIMs **Population:** BISD Campus staff taking attendance - **Start Date:** August 5, 2024 - **End Date:** December 20, 2024		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**

Strategy 5 Details		Reviews			
Strategy 5: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Para reducir el ausentismo de los estudiantes, el personal del campus sera proactivo al monitorear la asistencia de los estudiantes y despues de la tercera ausencia del estudiante, comenzara las Medidas preventivas de ausentismo (MPA), que incluye emitir un "Plan de asistencia del estudiante" para el padre y el estudiante durante las conferencias de padres que se llevan a cabo en la escuela para evitar mas ausencias de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase **Staff Responsible for Monitoring:** Director for Pupil Services **Population:** All students with 3 or more absences - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**

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

Goal 5: District departments and campuses will ensure a positive culture that provides a safe and disciplined learning and working environment to support retention of faculty, staff, and students. (2024-2029 Strategic Plan District Culture) (TEA Ch. 4, Obj. 8, prior yrs Goal 5)
Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 2: Discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5% compared to 2023-2024 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 2023-2024.

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			
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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.				

Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year
Summative Impact: end of year PowerSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide
    Staff Responsible for Monitoring: Director for Pupil Services
Assistant Superintendents
 	
    Population: All Students/parents; campus personnel - **Start Date:** August 12, 2024 - **End Date:** June 6, 2025				

Strategy 2 Details	Reviews			
Strategy 2: Campuses will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: RTI documentation, Discipline reports, Counselor meeting logs, Summative Impact: +PowerSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC. **Staff Responsible for Monitoring:** Director for Dyslexia/504 Director for Guidance and Counseling **Population:** All students - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education and 504 students will be done by Special Services/504 departments and BAC administration. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC. **Staff Responsible for Monitoring:** Director for Special Services Director for Dyslexia/504 Assistant Superintendent over BAC **Population:** All special education students - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 4 Details	Reviews			
Strategy 4: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. Reducir las asignaciones de colocacion a un entorno DAEP al proporcionar estrategias de intervencion temprana del comportamiento y tecnicas de desescalada a traves de la implementacion del programa de Orientacion y Consejeria segun el Modelo de Orientacion y Consejeria de Desarrollo Integral de Texas en cada campus. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus. **Staff Responsible for Monitoring:** Director for Guidance and Counseling **Population:** All students - **Start Date:** August 12, 2024 - **End Date:** June 6, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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

Goal 5: District departments and campuses will ensure a positive culture that provides a safe and disciplined learning and working environment to support retention of faculty, staff, and students. (2024-2029 Strategic Plan District Culture) (TEA Ch. 4, Obj. 8, prior yrs Goal 5)
Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 3: Disciplinary placements for In-school suspension (ISS) and Out-of-school suspensions (OSS) will decrease by 5% from 2023-2024 placements 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 2023-20234 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			
Strategy 1: Campuses will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PowerSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** Director for Special Services Director for Dyslexia/504 **Population:** All Teachers - **Start Date:** July 8, 2024 - **End Date:** June 13, 2025				

Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Brindar capacitacion y apoyo a los maestros de aula y la administracion del campus en el manejo de la disciplina y entornos seguros. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Director for Pupil Services Director for Security Services **Population:** All students - **Start Date:** August 5, 2024 - **End Date:** June 6, 2025				

Strategy 3 Details	Reviews			
Strategy 3: The BISD Multi-tiered System of Supports (MTSS) will include Positive Behavior Interventions and Supports (PBIS), the behavioral RtI tiering, and Restorative Justice supports will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
El Sistema de Apoyos de Multiples Niveles (MTSS) de BISD incluira 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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DRC Discipline indicators for 2017) discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** Director for Pupil Services Director for Special Services Director for Dyslexia/504 **Population:** All students - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 4 Details	Reviews			
Strategy 4: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 (a) (I) under section 33.005* with the support of community/non-profit organizations, to address current mental health, safety- related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 4: Campus Counselors will implement a comprehensive counseling program under TAC 11.252 (a) (I) under section 33.005* with the support of community/non-profit organizations, to address current mental health, safety- related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education.

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.

    Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development documentation
Summative Impact:
+Decrease in the number of students discipline incidents and other safety and mental health related challenges/ incidents compared to prior school year
    Staff Responsible for Monitoring: Director for Guidance & Counseling
Director for Security Services

    Population: All Students, Counselors, Campus staff, and parents/guardians - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025
    Funding Sources: Guidance programs addressing student supports for mental health - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4C

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

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

Para cumplir con la 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.

    Milestone's/Strategy's Expected Results/Impact: Formative: Plans and meeting records
Summative: Evaluation based on the Texas Model requirements
    Staff Responsible for Monitoring: Director for Guidance and Counseling

    Population: all students - **Start Date:** August 12, 2024 - **End Date:** June 27, 2025

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

Goal 5: District departments and campuses will ensure a positive culture that provides a safe and disciplined learning and working environment to support retention of faculty, staff, and students. (2024-2029 Strategic Plan District Culture) (TEA Ch. 4, Obj. 8, prior yrs Goal 5)
Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 4: 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			
Strategy 1: 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	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019 **Staff Responsible for Monitoring:** Director for Security Services **Population:** All students and staff - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025				

Strategy 2 Details	Reviews			
Strategy 2: Place and assign security officers throughout the year at each elementary, middle and alternative schools. Two Officers will be stationed at each comprehensive High School.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: Increase end of year assignments indicating all campuses have officer and or security officer in place **Staff Responsible for Monitoring:** Deputy Superintendent for Business and Operations Director for Security Services **Population:** All students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025				

Strategy 3 Details	Reviews			
Strategy 3: Security Staff, Campus Administration, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on:	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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). **Milestone's/Strategy's Expected Results/Impact:** Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year **Staff Responsible for Monitoring:** Director for Security Services Director for Guidance and Counseling **Population:** All Students, staff and parents/guardians - **Start Date:** August 12, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Staff Development for BISD Police for classroom Presentations - 289-TIV Title IV-A Student Support and Acad. Enri - 289-T4S				

Strategy 4 Details	Reviews			

Strategy 4: Campuses and district programs will provide Threat Assessment Training and conduct safety drills including evacuation, lock-down, soft lock-down, and shelter-in-place per the district plan.

	Formative			Summative
	Sept	**Dec**	**Mar**	**May**

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.

Milestone's/Strategy's Expected Results/Impact: Formative Results:
Practice drill reports
Summative Impact:
100% of campuses have conducted all required practice drills

Staff Responsible for Monitoring: Director for Security Services

Population: All students and staff - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025
Funding Sources: Emergency Preparedness Guides for all campuses - 289-TIV Title IV-A Student Support and Acad. Enri - 289-52-6399-00-937-Y-24-T4S-Y

Strategy 5 Details	Reviews			

Strategy 5: BISD will train campus trainers to ensure campus faculty and staff are prepared to implement appropriate procedures for all hazards beginning with high schools and middle schools then continuing with elementary campuses with turn around of training within one month of TOT during 2022-2023.

	Formative			Summative
	Sept	**Dec**	**Mar**	**May**

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.

Milestone's/Strategy's Expected Results/Impact: Formative results:
PDS train the trainer session agendas, sign-in documentation, session evaluations
Summative impact:
PDS documentation of turn around of training at campuses within one month of TOT

Staff Responsible for Monitoring: Director for Security Services
Assistant Superintendents

Population: Campus faculty and staff - **Start Date:** August 5, 2024 - **End Date:** June 13, 2025

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

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. (2024-2029 Strategic Plan District Culture) (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 and guardians involved in campus/district parental involvement activities compared to the prior school year.

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

Strategy 1 Details	Reviews			
Strategy 1: 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. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Liaisons will monitor and follow-up on documentation after parent notifications in regards to student attendance. Parent Liaisons will set up a parent station with an easily identifiable canopy obtain parent signatures on district forms or parent conferences related to parent and family engagement and attendance. Further development for document alignment on PowerSchool for Parent and Attendance Liaisons. Summative Impact: Training Session Evaluations average scores Increase attendance % rate Parent Participation Rates will increase by 10% Increase 3% participation in PAC Meetings. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program Title I Crate: Title I-A Requirements documentation will be uploaded and stored . **Staff Responsible for Monitoring:** Federal Programs Director Parent & Family Engagement Director State Compensatory Director Youth Connection Project Coordinator **Population:** Parent & Family Engagement, Migrant and State Compensatory Staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Salary/Wages PFE staff - 211 Title I-A - 211-61-6129-00, Resources for PowerSchool - 211 Title I-A - 211-61-6299, Homeless Program support technology - 211 Title I-A - 211-61-6398/6395, Resource for hotspot cell service staff - 211 Title I-A - 211-61-6256, Homeless Salaries with fringe - 211 Title I-A - 211-61-6119, Resources needed for Title I Crate - 211 Title I-A - 211-61-6249-65, PFE Custodial - 211 Title I-A, PFE Technology - 211 Title I-A, PFE Mileage - 211 Title I-A, FED Mileage - 211 Title I-A - 211-21-6411.00				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 2 Details
Elementary campuses will conduct a parent/teacher conference to review the School-Parent-Student Compact. 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 construiran y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado. Normas. Las escuelas primarias llevaran a cabo una conferencia de padres y maestros para revisar el Covenio entre la Escuela-Padres-Estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations **Staff Responsible for Monitoring:** Director for Parent and Family Engagement/Migrant Program Director for Federal Programs **Population:** Parents - **Start Date:** August 12, 2024 - **End Date:** November 29, 2024 **Funding Sources:** - 211 Title I-A - 211-61-6399

Strategy 3 Details		Reviews			
Strategy 3: Ensure representation of community and parent involvement in the decision-making process; DPAC, DEIC, and SBDM's. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *District Improvement Plan Asegurar la representacion de la comunidad y del involucramiento de padres en el proceso de toma de decisiones de; DPAC, LPAC y SBDM. Para que se cumplan los requisitos del programa, los padres participaran en analizar y/o revisar lo siguiente: * Politica de Participacion de Padres y Familia Convenio entre Escuela-Padre-Estudiante (S-P-S) Plan de Mejoramiento del Distrito	**Formative**			**Summative**	
	Sept	**Dec**	**Mar**	**May**	
Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members **Staff Responsible for Monitoring:** Director for Parent and Family Engagement/Migrant Programs Director for Federal Programs **Population:** Parents - **Start Date:** August 12, 2024 - **End Date:** April 25, 2025 **Need Statements:** Student Learning 4 - Perceptions 3 **Funding Sources:** Resources for material/supplies - 211 Title I-A - 211-61-6399 - $27,230, Homeless Staff Salary with Fringe - 211 Title I-A					

Strategy 4 Details	Reviews			
Strategy 4: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 4: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.
*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.
-District-wide parent conferences, cluster meetings, Fairs and seminars.
*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.
Capitalizar en el distrito los recursos de la comunidad mediante la asociacion y la creacion de   acuerdos con agencias, organizaciones, empresas y padres voluntarios.
*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.
-Conferencias de padres a nivel distrito, reuniones de grupos de escuelas, ferias y seminarios.
*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.

Milestone's/Strategy's Expected Results/Impact: Formative results:
MOU's/Agreements,Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets
Summative impact:
+Increased Partnerships and Parent Volunteers by 5%

Staff Responsible for Monitoring: Director for Parent and Family Engagement
Director for Public Information

Population: Parents and Community Stakeholders - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025

Need Statements: Student Learning 4 - Perceptions 3

Funding Sources: PFE Extra Duty Pay for activities and events - 211 Title I-A - 211-61-6118/6121 - $8,000, PFE Refreshments for Meetings - 211 Title I-A - 211-61-6499.53 - $10,000, Homeless Extra Duty with Fringe - 211 Title I-A - 211-21-6121...HOM, Homeless in-district Travel - 211 Title I-A, Homeless Supplies - 211 Title I-A, Homeless Printing - 211 Title I-A, PFE Printing - 211 Title I-A - 211-61-6399.16, PFE Meeting supplies and materials - 199 Local funds

Strategy 5 Details	Reviews			
Strategy 5: Meet with the Title I-A District Parent Advisory Committee three times a year to address activities and supplemental services for all eligible students from all sub-population groups in September 2024, December 2024 and February 2025.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Reunirse con el Comite Asesor de Padres del Distrito de Titulo I-A tres veces al ano para abordar actividades y servicios suplementarios para todos los estudiantes de los grupos minoritarios elegibles; septiembre del 2024, diciembre de 2024y febrero del 2025. **Milestone's/Strategy's Expected Results/Impact:** Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions **Staff Responsible for Monitoring:** Director for Parent and Family Engagement Directors for CIA **Population:** Parents and Community Stakeholders - **Start Date:** September 27, 2024 - **End Date:** February 28, 2025 **Need Statements:** Student Learning 4 - Perceptions 3 **Funding Sources:** PFE Events rental - 211 Title I-A - 211-61-6299 - $270, PFE Refreshments - 211 Title I-A - 211-61-6499.53 - $10,000				

Strategy 6 Details	Reviews			
Strategy 6: Provide flexible meeting times/days for Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
-Early Childhood Literacy Strategies -Effective teaching strategies -Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students -College Readiness -Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life -Drop-out, Bullying, and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. -Building Capacity through training using appropriate equipment and materials for parent and community access to resources -CCMR-Saturday Family Academy Positive Behavior Interventions and Supports Parenting Skills Proporcionar horarios de reunion flexibles para las oportunidades de educacion a los padres a traves de conferencias de padres, reuniones de grupos de apoyo del distrito y sesiones de capacitacion para padres en cada Centro de Padres de la escuela, asi como en el Centro Familiar de Servicios Especiales y el centro de transicion designado para difundir informacion, servicios y/o referencias a agencias que abordan las necesidades y preocupaciones en las siguientes areas:				

* Estrategias de Alfabetizacion en la Primera Infancia
* Estrategias de ensenanza eficaces
* Poblaciones Especiales (Bilingual, Dislexia, G.T., Migrante, Educacion Especial)
* Preparacion universitaria
* Desercion escolar y Prevencion de la Violencia
* Educacion para la salud y el bienestar
* Recursos de agencias y organizaciones comunitarias

Milestone's/Strategy's Expected Results/Impact: Formative results:
Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes
Summative impact:
+Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool
Staff Responsible for Monitoring: Director for Parent and Family Engagement
Directors for CIA

Population: Parents and Community Stakeholders - **Start Date:** July 8, 2024 - **End Date:** June 13, 2025
Need Statements: Student Learning 4 - Perceptions 3
Funding Sources: 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 - $1,000, PFE Consulting (PV and others) - 211 Title I-A - 211-61-6291 - $10,000, PFE Reading Materials - 211 Title I-A - 211-61-6325, Supplies/Materials - 282 ESSER III Grant Funds - 282-61-6399, PFE Misc. Operating Costs-Refreshments - 211 Title I-A - 211-61-6499-53 - $10,000, Transportation - 282 ESSER III Grant Funds - 282-61-6494 , Homeless Meeting and Activity Refreshments - 211 Title I-A - 211-61-6499.53 - $1,000, FED Supplies and Maintenance - 211 Title I-A - 211-21-6399/6249.12, PFE in-district travel - 211 Title I-A - 211-61-6411.00 - $4,500

Strategy 7 Details	Reviews			
Strategy 7: The Parent and Family Engagement, Migrant staff and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments **Staff Responsible for Monitoring:** Director for Parent and Family Engagement Coordinator for Migrant Services **Population:** Parent and Family Engagement and Migrant funded Staff and Parents - **Start Date:** July 22, 2024 - **End Date:** June 6, 2025 **Funding Sources:** Mileage Reimbursement PD Travel - 211 Title I-A - 211-61-6411-23, Non-Employee travel and subsistence - 211 Title I-A - 211-61-6419-23, Activity Fees - 211 Title I-A	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Strategy 8 Details	Reviews			
Strategy 8: Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative results:
Session Evaluations, Meeting Minutes, MOUs,
Summative impact:
+EOY Parental Survey Results,
+Student Attendance Rates on Final Yearly Report
+Increased Graduation Rates and
State Assessment Scores
+Increased parental participation +Increased Promotion Rates and EOY Grades
+Decreased Discipline Referrals

Staff Responsible for Monitoring: Director for Parent and Family Engagement
Deputy Superintendent for C&I and HR

Population: Parents - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025
Need Statements: Student Learning 4 - Perceptions 3
Funding Sources: PFE Miscellaneous Operating Costs--Awards - 211 Title I-A - 211-61-6499 - $10,000, PFE Consultants - 211 Title I-A - 211-61-6291 - $10,000

Strategy 9 Details	Reviews			
Strategy 9: BISD Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD web page and disseminated by Parent Liaisons and Pre-kindergarten 3 and Pre-kindergarten 4 and Kinder teachers. 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation
Summative impact: improved implementation and engagement of parents with BISD Pre-K program

Staff Responsible for Monitoring: Curriculum Early Childhood staff
Campus principals

Population: all Pre-kindergarten faculty, staff and parents - **Start Date:** August 12, 2024 - **End Date:** May 30, 2025

Strategy 10 Details	Reviews			
Strategy 10: Parents/Guardians of PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate **Staff Responsible for Monitoring:** Director for Parent and Family Engagement Directors for CIA **Population:** Parents - **Start Date:** August 12, 2024 - **End Date:** May 16, 2025	Formative			Summative
	Sept	**Dec**	**Mar**	**May**

Strategy 11 Details	Reviews			
	Formative			**Summative**
Strategy 11: 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. 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 Esfuerzos colaborativos en proporcionar un sistema de notificacion escolar para padres en todo el distrito; Mensajero Escolar. 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. Desarrollo adicional para la alineacion de documentos en eSchools para los padres y oficiales de asistencia.	**Sept**	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits Liaisons will monitor and follow-up on documentation after parent notifications in regards to student attendance. Parent Liaisons will set up a parent station with an easily identifiable canopy obtain parent signatures on district forms or parent conferences related to parent and family engagement and attendance. Further development for document alignment on PowerSchool for Parent and Attendance Liaisons. Summative Impact: Training Session Evaluations average scores Increase attendance % rate Parent Participation Rates will increase by 10% Increase 3% participation in PAC Meetings. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program Title I Crate: Title I-A Requirements documentation will be uploaded and stored . **Staff Responsible for Monitoring:** Federal Programs Director Parent & Family Engagement Director Special Programs Director **Population:** Parent & Family Engagement, Migrant and State Compensatory Staff - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025 **Need Statements:** Perceptions 3 **Funding Sources:** PFE Resources for School Messenger - 211 Title I-A - 211-61-6299-00 - $270, PFE Resources for technology - 211 Title I-A - 211-61-6398-65 - $33,000, PFE Resources for Title I Crate - 211 Title I-A - 211-61-6249-65 - $31,000				

Performance Objective 1 Need Statements:

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.

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: 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. (2024-2025 Strategic Plan Goal District Culture, prior Board Goal 4, prior yrs 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 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			
Strategy 1: The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues and will establish a district-wide rotation to ensure participation of all campuses. DCNA: Board Goal #4 priority 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.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles **Staff Responsible for Monitoring:** Director for Public Information District Webmaster **Population:** BISD Stakeholders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 2 Details	Reviews			
Strategy 2: Departments and campuses will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events at least once per six weeks.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
los departamentos y las escuelas designaran un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes/padres/personal actuales y anteriores, actividades cocurriculares/extracurriculares y eventos para padres/ comunidad al menos una vez cada seis semanas. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases **Staff Responsible for Monitoring:** Director for Public Information Assistant Superintendents **Population:** BISD Stakeholders - **Start Date:** July 22, 2024 - **End Date:** June 27, 2025				

Strategy 3 Details	Reviews			
Strategy 3: All departments and campuses will update websites at least monthly including showcasing student and community activities.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Todos los departamentos y campus actualizaran los sitios web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results **Staff Responsible for Monitoring:** Director for Public Information Assistant Superintendents **Population:** Population: BISD Stakeholders - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025				

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

Goal 7: 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. (2024-2025 Strategic Plan Goal District Culture, prior Board Goal 4, prior yrs 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			
Strategy 1: The District will provide information through various media on the District of Innovation Plan.	**Formative**			**Summative**
El Distrito proporcionara informacion a traves de varios medios sobre el Plan del Distrito de Innovacion.	**Sept**	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendars taking advantage of DOI flexibility **Staff Responsible for Monitoring:** Superintendent Director for Public Information **Population:** BISD Stakeholders - **Start Date:** July 8, 2024 - **End Date:** December 27, 2024				

Strategy 2 Details	Reviews			
Strategy 2: The DEIC Calendar committee will provide multiple options to be voted on by district personnel to submit to the BISD Board of Trustees for approval.	Formative			Summative
	Sept	Dec	Mar	May
El comite del Calendario DEIC proporcionara multiples opciones para que el personal del distrito las vote y las presente a la Junta Directiva de BISD para su aprobacion **Milestone's/Strategy's Expected Results/Impact:** Formative: draft Academic Calendars Summative: Adopted Academic Calendar **Staff Responsible for Monitoring:** Deputy Superintendents, DEIC Calendar subcommittee **Population:** All BISD Stakeholders - **Start Date:** September 9, 2024 - **End Date:** March 7, 2025				

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

Goal 8: 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. (supporting 2024-2025 Strategic Plan Human Capital), prior Board Goal 3) (TEA Ch. 4, Obj. 6)

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			
Strategy 1: The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the prioritized needs assessments. El Distrito apoyara programas y planteles en el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles en base a las evaluaciones de necesidades.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Federal... Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Chief Financial Officer Director for Finance Director for Federal Programs **Population:** BISD Stakeholders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** Faculty and staff at campus locations - 211 Title I-A, Federal Program Leadership Salaries and fringe - 211 Title I-A - 211-21-6119+fringe, Federal Program Support Salaries and fringe - 211 Title I-A - 211-21-6129+fringe, C&I Elementary supplies - 199 Local funds - 199-21-6399-00 - $3,500, C&I Elementary miscellaneous - 199 Local funds - 199-13-6498-00 - $1,000					

Strategy 2 Details	Reviews			
Strategy 2: BISD will use available funds, in particular the ESSER funds, to address the needs created by the COVID-19 pandemic and subsequent learning loss.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

BISD utilizara los fondos disponibles, en particular los fondos ESSER, para abordar las necesidades creadas por la pandemia de COVID-19 y la posterior perdida de aprendizaje.
 	
DCNA: COVID 19
 	
  Milestone's/Strategy's Expected Results/Impact: Summative: fund reports for addressing COVID 19
  Staff Responsible for Monitoring: Deputy Superintendent for Business and Operations
Chief Financial Officer
 	
  Results Driven Accountability - Population: BISD stakeholders - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025
  Funding Sources: Retention Stipends - 282 ESSER III Grant Funds				

0% No Progress 100% Accomplished Continue/Modify Discontinue				

Goal 8: 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. (supporting 2024-2025 Strategic Plan Human Capital), prior Board Goal 3) (TEA Ch. 4, Obj. 6)

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 and staff.

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			
Strategy 1: The district will provide additional supports to increase number of teachers attaining the Recognized, Exemplary, or Master level designation in the Teacher Incentive Allotment.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
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. **Milestone's/Strategy's Expected Results/Impact:** Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan **Staff Responsible for Monitoring:** Deputy Superintendent for C&I and Human Resources Directors for Human Resources **Population:** High poverty, high minority, and/or low performing schools - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 2 Details	Reviews			
Strategy 2: The district will continue to support opportunities for classified staff, paraprofessionals, and faculty to pursue advanced professional or education degrees or certifications.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
El distrito continuara apoyando las oportunidades para que el personal clasificado, los paraprofesionales y la facultad obtengan titulos o certificaciones profesionales o de educacion avanzados. **Milestone's/Strategy's Expected Results/Impact:** Formative: Grant funded or other announcements of opportunities Summative: Increased number of GYO type program participants **Staff Responsible for Monitoring:** Deputy Superintendent for C&I and Human Resources Directors for Human Resources **Population:** Paraprofessional staff - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 **Funding Sources:** GYO Grant Stipends - 279 TCLAS GYO - 279-13-6139				

Strategy 3 Details	Reviews			
Strategy 3: BISD will provide Core Area (high need content area) supplemental stipends and provide staff retention stipends to assist in recruiting and retaining teachers.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Compensation plan will reflect stipends available for teachers at high need positions in core area content. Formative: approved compensation plan with revised stipends Summative: retention data shows increase in teachers staying employed with BISD that receive these stipends. **Staff Responsible for Monitoring:** Deputy Superintendent for CIA/HR Director for Human Resources **Population:** Core content high need teachers - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025 - **Revision Date:** March 7, 2023 **Funding Sources:** Core area stipends for high need teaching positions (includes fringe) Campus allocation - 255 Title II, Part A (TPTR/Class Size) - 255-11-6117, Homeless Program Retention Stipends - 211 Title I-A - 211-21-6117-.49 , Federal Programs Retention Stipends with Fringe - 211 Title I-A - 211-21-6117.49				

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

Goal 8: 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. (supporting 2024-2025 Strategic Plan Human Capital), prior Board Goal 3) (TEA Ch. 4, Obj. 6)

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			
Strategy 1: The district will support campus SBDM committees in creating and participating in recognitions to improve employee and district and campus morale and climate.	**Formative**			**Summative**
	Sept	Dec	Mar	May

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
    Milestone's/Strategy's Expected Results/Impact: Formative result:
    Campus CNA survey and district/campus climate survey data related to support and retention
    Summative impact:
    PEIMS and TAPR report showing increased years of experience and decreased turn over rates
    Staff Responsible for Monitoring: Assistant Superintendent for Human Resources
    Directors for Human Resources
 	
    Population: All BISD faculty and staff - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025				

Strategy 2 Details	Reviews			
Strategy 2: Develop incentives for teachers from business and community resources to improve attendance and performance.	Formative			Summative
	Sept	**Dec**	**Mar**	**May**
Desarrollar incentivos para maestros a partir de recursos comerciales y comunitarios para mejorar la asistencia y el desempeno. DCNA: Board Goal #4 priority **Milestone's/Strategy's Expected Results/Impact:** Formative: improved attendance comparing prior year six weeks to current year six weeks Summative: improved annual teacher attendance and improved student performance on state assessments **Staff Responsible for Monitoring:** Deputy Superintendent for C&I and Human Resources Directors for Human Resources **Population:** Teachers at all campuses - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025				

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

Goal 9: 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. (supporting 2024-2025 Strategic Plan Goals, prior Board Goal 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 2)

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			
Strategy 1: All district program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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
   Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.
   Formative: Monthly comparison of energy usage
   Summative: Annual comparison of energy usage
   Staff Responsible for Monitoring: District Architect
   Director for Maintenance
 	
   Population: All departments and campuses - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025				

Strategy 2 Details		Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
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 **Milestone's/Strategy's Expected Results/Impact:** Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Staff Responsible for Monitoring:** District Architect Director for Maintenance **Population:** All departments and campuses - **Start Date:** July 8, 2024 - **End Date:** June 27, 2025					

Strategy 3 Details		Reviews			
Strategy 3: Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students.		**Formative**			**Summative**
		Sept	**Dec**	**Mar**	**May**
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 **Milestone's/Strategy's Expected Results/Impact:** Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities **Staff Responsible for Monitoring:** District Architect Director for Maintenance **Population:** All students and staff - **Start Date:** August 5, 2024 - **End Date:** June 20, 2025 **Funding Sources:** Club and community contributions - No Funds Required					

Strategy 4 Details	Reviews			
Strategy 4: Provide middle school 4-lane tracks to promote a safe running and walking area for all P.E./ Athletics students to work on TEA TEKS fitness goals that will improve the students' cardiovascular endurance and overall fitness. Faulk, Garcia, Manzano, Oliveira, Perkins, Stillman and Stell will be done as funds are designated. 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. DCNA: Board Goal #3 priority **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Evaluation Report of existing facilities, District and Campus budgets, Master Schedules Summative Impact: Improved Fitness Gram, Rank One Sport Information, and Completed facilities **Staff Responsible for Monitoring:** District Architect Director for Maintenance **Population:** All middle school students - **Start Date:** August 5, 2024 - **End Date:** June 27, 2025	**Formative**			**Summative**
	Sept	**Dec**	**Mar**	**May**

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

District Education Improvement Council 2024-2025

Committee Role	Name	Position
Administrator	Dr. Jesus Chavez	Superintendent
Meeting Facilitator	Beatriz Hernandez	Chief Academic Officer
District-level Professional	Oscar Cantu, Jr., DEIC 23-24 Vice President	C&I Department AVID Specialist--23-25
District-level Professional	District Elected Representative	Vacancy 24-26
Classroom Teacher	Martha? Villanueva (replacing E. Salinas) DEIC 23-24 Secretary	Yturria Elementary--24-26
Classroom Teacher	Juliana? Parker	Villa Nueva Elementary--24-26
Classroom Teacher	Sherry? Hoskins	Veterans ECHS--24-26
Classroom Teacher	Brenda Maldonado	Vermillion Elementary--23-25
Classroom Teacher	Corine Castillo	Vela MS--23-25
Classroom Teacher	Frank Vasquez	Stillman MS--23-25
Classroom Teacher	Lillian Gonzalez	Stell MS--Y23-25
Non-classroom Professional	Pending Pending	Southmost Elementary--24-26
Classroom Teacher	Celia Saiz-Broussard	Skinner Elementary--23-25
Non-classroom Professional	Pending Pending	Sharp Elementary--24-26
Classroom Teacher	Sandra Diaz (replacing X. Hernandez for 2023-2025)	Russell Elementary--23-25
Non-classroom Professional	Beatriz? Soto	Rivera ECHS--24-26
Classroom Teacher	Michelle? Hinojosa (replacing B. Cantu)	Putegnat Elementary--24-26
Classroom Teacher	Glenda? Rodriguez	Pullam Elementary--24-26
Classroom Teacher	Margaret Annen	Porter ECHS--23-25
Classroom Teacher	Victor Ramirez	Perkins MS--23-25
Non-classroom Professional	Michael Moreno	Perez Elementary--23-25
Classroom Teacher	Citlali Gonzalez	Pena Elementary--23-25
Classroom Teacher	Janet? Constantino	Paredes Elementary--24-26
Classroom Teacher	Kelly? Stuart	Palm Grove Elementary--24-26
Classroom Teacher	Anna? Gabbert	Pace ECHS--24-26
Classroom Teacher	Nadia Banda	Ortiz Elementary--23-25
Classroom Teacher	pending Pending	Oliveira MS--24-26

Committee Role	Name	Position
Classroom Teacher	Maria Concepcion Palomo	Martin Elementary--23-25
Classroom Teacher	Angelica? Vela	Manzano MS--24-26
Classroom Teacher	Michael Duran	Lucio MS--23-25
Classroom Teacher	Virginia Ramirez	Lopez ECHS--23-25
Non-classroom Professional	Maria Miller	Lincoln Park High School Program--23-25
Classroom Teacher	Pending Pending	Keller Elementary--24-26
Classroom Teacher	Pending Pending	Hudson Elementary--24-26
Classroom Teacher	Rosa Covarrubias	Hanna ECHS--23-25
Non-classroom Professional	Julian Salinas	Gonzalez Elementary--23-25
Classroom Teacher	Melissa Jenkins	Garden Park Elementary--23-25
Classroom Teacher	Erika Casados Blanco	Garcia MS-23-25
Classroom Teacher	Bernice Santillana	Gallegos Elementary--23-25
Non-classroom Professional	Bernardino? Gonzalez	Faulk MS--24-26
Non-classroom Professional	Pending Pending	El Jardin Elementary--24-26
Classroom Teacher	Gila Cortina	Egly Elementary--23-25
Classroom Teacher	Elizabeth Torres? Priscilla Alanis?	Del Castillo-Morningside Elementary--24-26
Classroom Teacher	Arnulfo Bermudez? Elida Lozano?	Cromack-Castaneda Elementary--23-25
Classroom Teacher	Alma? Carrillo	Champion Elementary--24-26
Classroom Teacher	Irma Ruiz	Canales Elementary--23-25
Classroom Teacher	Maria? Spano	Burns Elementary--24-26
Classroom Teacher	Harold Emerson, DEIC 23-24 President	Brownsville ECHS--23-25
Non-classroom Professional	Deborah Ross	Brownsville Academic Center--23-25
Classroom Teacher	Denise Ramirez	Brite Elementary--23-25
Classroom Teacher	Blanca Novelo	Breeden Elementary--23-25
Classroom Teacher	Laura? Zamarripa	Besteiro MS--24-26
Classroom Teacher	Amanda? Borrayo	Benavides Elementary--24-26
Classroom Teacher	Anel? Lozano	Aiken Elementary--24-26
Business Representative	Christine Chizek	Market Director of Clinical Professional Development
Business Representative	pending pending	pending replacement
Community Representative	Jose Arambul	TSC Executive Director of High School Programs and Services Office of the President

Committee Role	Name	Position
Community Representative	Norma Lopez	Retired BISD Educator
Community Representative	Hilda Silva	Associate Professor Department of Organization & School Leadership College of Education & P-16 Integration
Community Representative	Rosalinda Williams	BISD past Parent now Community
Parent	Mayra Arambul	BISD Parent
Parent	Beatriz Becerra-Burkholtz	BISD Parent
Meeting Facilitator	Roni Louise Rentfro	District Director of School Improvement

District Leadership Team 2024-2025

Committee Role	Name	Position
DLT Chair	Roni Louise Rentfro	District Director of School Improvement
Administrator	Beatriz Hernandez	Chief Academic Officer
Administrator	Dr. Norma Ibarra-Cantu	Executive Director for Secondary C&I
Administrator	Dolores Emerson	Executive Director for Elementary C&I
Administrator	Carlos Olvera	Director for BIL/ESL
Administrator	Diana Clough	Coordinator for Homeless Youth Project
Administrator	Adriana Lippa	Director for Special Programs
Parent	Vacancy Vacancy	Special Education Parent
Classroom Teacher	Vacancy Vacancy	Special Education Teacher
Administrator	Julie Salinas	Director for ARE/G/T/504
Administrator	Sergio Saenz	Director for PEIMS
Administrator	Benita Villarreal	Director for CTE
Administrator	Alejandra Aldrete	Director for Parent and Family Engagement/Migrant
Elementary Principal	Vacancy Vacancy	Principal
Secondary Principal	Principal Secondary	Secondary Principal

2024-2029 Strategic Planning Committee

Committee Role	Name	Position
District-level Professional	Maricela Zarate Puente	Director for HR/Policy and Employee Benefits (District Culture)
District-level Professional	Jason Moody	Director for Public Relations and Comm. Engagement (District Culture)
District-level Professional	Dolores Emerson	Executive Director for Elementary C&I (District Culture)
Community Representative	Daniella Lopez Valdez	BISD Board Member (District Culture)
District-level Professional	Corpus Zorola	Supervisor Env. Health/Safety (District Culture)
District-level Professional	Alonso Guerrero	Health and Operations (District Culture)
District-level Professional	Alejandra Aldrete	Director of Parent and Family Engagement/Migrant (District Culture)
District-level Professional	Dr. Nereida Cantu	Chief Operations Officer (District Culture)
District-level Professional	Beatriz Hernandez	Chief Academic Officer (HQIM)
District-level Professional	Roni Louise Rentfro	District Coordinator of School Improvement (Facilitator)
Administrator	Dr. Jesus H. Chavez	Superintendent (Human Capital)

District Funding Summary

<table>
<tr><th colspan="6">No Funds Required</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>9</td><td>1</td><td>3</td><td>Club and community contributions</td><td></td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Sub-Total</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">Budgeted Fund Source Amount</td><td>$0.00</td></tr>
<tr><td colspan="5" align="right">+/- Difference</td><td>$0.00</td></tr>
<tr><th colspan="6">199 Local funds</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td></td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>Elementary Curriculum Writing/Revising Extra Duty pay</td><td>199-13-6118</td><td>$13,000.00</td></tr>
<tr><td>1</td><td>4</td><td>4</td><td>Adjuncts for afterschool</td><td>199-11-6118</td><td>$30,000.00</td></tr>
<tr><td>1</td><td>6</td><td>1</td><td>Co-curricular and Extra-Curricular</td><td>199-36-6412+6497+6498+6499</td><td>$0.00</td></tr>
<tr><td>1</td><td>6</td><td>2</td><td>Co-Curricular and Extra-Curricular support funding Elem</td><td>199-36-6399</td><td>$500.00</td></tr>
<tr><td>1</td><td>6</td><td>2</td><td>Co-Curricular and Extra-Curricular Fees Elem</td><td>199-36-6497</td><td>$5,000.00</td></tr>
<tr><td>1</td><td>6</td><td>2</td><td>Custodial Staff Extra duty pay w/ fringe</td><td>199-51-6121</td><td>$1,000.00</td></tr>
<tr><td>1</td><td>6</td><td>2</td><td>Co-Curricular and Extra-Curricular support funding</td><td>199-36 and 199-51</td><td>$4,000.00</td></tr>
<tr><td>1</td><td>6</td><td>5</td><td>Competition support funding</td><td>199-36</td><td>$2,000.00</td></tr>
<tr><td>1</td><td>6</td><td>5</td><td>Co-Curricular and Extra-Curricular support funding Elem</td><td>199-36-6399</td><td>$500.00</td></tr>
<tr><td>1</td><td>6</td><td>5</td><td>Co-Curricular and Extra-Curricular Fees Elem</td><td>199-36-6497</td><td>$2,000.00</td></tr>
<tr><td>1</td><td>6</td><td>5</td><td>Custodial Staff Extra duty pay w/ fringe</td><td>199-51-6121</td><td>$274.00</td></tr>
<tr><td>1</td><td>6</td><td>6</td><td>AMC fees and awards</td><td>199-36-6497</td><td>$0.00</td></tr>
<tr><td>1</td><td>6</td><td>7</td><td>Custodial Staff Extra duty pay w/ fringe</td><td>199-51-6121</td><td>$200.00</td></tr>
<tr><td>1</td><td>6</td><td>7</td><td>Co-Curricular and Extra-Curricular support funding Elem</td><td>199-36-6399</td><td>$500.00</td></tr>
<tr><td>1</td><td>6</td><td>7</td><td>Co-Curricular and Extra-Curricular Fees Elem</td><td>199-36-6497</td><td>$1,000.00</td></tr>
<tr><td>1</td><td>6</td><td>7</td><td>Overtime for events</td><td>199-36</td><td>$1,000.00</td></tr>
<tr><td>1</td><td>6</td><td>9</td><td>See Fine Arts Dept funding</td><td></td><td>$0.00</td></tr>
<tr><td>1</td><td>6</td><td>15</td><td>Co and Extra curricular fees, travel, awards, and related items</td><td>199-36-various</td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>1</td><td>Curriculum Specialists salary + fringe</td><td>199-13-6119/6129</td><td>$0.00</td></tr>
</table>

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Support staff salaries with fringe	199-13-6129	$0.00
2	1	1	Elementary C&I Supplies	199-13-6399-00/65/45	$5,257.00
2	1	2	Substitutes with fringe	199-13-6112 with fringe	$0.00
2	1	2	C&I Elementary copies	199-13-6399-16	$1,500.00
2	1	2	C&I Elementary refreshments	199-13-6497-53	$2,500.00
2	1	2	Rentals	199-13-6269	$3,500.00
2	1	2	C&I Elementary Subs	199-11-6112-18	$6,000.00
2	1	2	C&I Elementary Stipends	199-13-6117	$13,000.00
2	1	3	C&I Elementary Campus Travel for staff and admin	199-13/21-6411-00	$12,500.00
2	1	7	Consultants	211-13-6291	$0.00
2	1	7	Rentals	199-13-6269	$0.00
2	1	8	C&I Support staff Extra duty and fringe (elementary)	199-13-6121	$10,503.00
2	1	8	C&I Elementary out of district travel	199-13-6411-23	$6,500.00
2	1	13	Consultant Services Region One	199-13-6239	$3,000.00
6	1	4	PFE Meeting supplies and materials		$0.00
6	1	6	PFE Printing	199-61-6399-16	$0.00
8	1	1	C&I Elementary supplies	199-21-6399-00	$3,500.00
8	1	1	C&I Elementary miscellaneous	199-13-6498-00	$1,000.00
				Sub-Total	$129,734.00
				Budgeted Fund Source Amount	$129,734.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Software for Instruction	162-11-6249-62	$0.00
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
2	1	1	PD Stipends with fringe	162-13-6117	$40,000.00
2	1	1	Rentals	162-13-6269	$10,000.00
2	1	1	Supplemental Curriculum Specialists and staff with fringe	162-13-6119	$0.00

			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Extra duty + fringe (Curric. Writing)	211-13-6118	$110,000.00
2	1	2	C&I Consultant Services (Secondary)	162-13-6191	$40,000.00
2	1	2	C&I Secondary General PD Supplies (MS or HS)	162-13-6399-00	$40,000.00
2	1	3	Contracted services	162-13-6249-62	$0.00
2	1	3	C&I Secondary Campus Travel	162-13-6411-00	$20,000.00
2	1	11	See campus plans for allocation of funds		$0.00
3	1	1			$0.00
3	1	2	refer to BLA campus improvement plan for allocation of funds and staffing		$0.00
3	1	3	See BAC Campus Improvement Plan for allocation of funds and staffing		$0.00
3	1	4	See campus plans for salaries for At-Risk Counselors		$0.00
3	1	5	See campus plans for allocation of funds for salaries		$0.00
3	1	6	See campus plans for allocation of funds and staff		$0.00
3	1	7	see campus plans for allocation of funds		$0.00
3	1	8	See campus plan for funding allocation		$0.00
3	1	9	See campus plans for allocation of any funds		$0.00
3	2	2	See campus plans for teachers and salary allocations		$0.00
3	2	3	See campus plans for allocation of staff and salaries		$0.00
3	2	4	See campus plans for allocation of funds		$0.00
3	2	4	iready for Reading and Math	162-11-6299.62	$692,514.00
3	3	3	Winter Coat Drive	162-61	$0.00
				Sub-Total	$952,514.00
				Budgeted Fund Source Amount	$952,514.00
				+/- Difference	$0.00

			163 State Bilingual		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	3	3	Bilingual Program funds allocated to campuses for Region One	In campus budgets	$0.00
				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

199 G/T Advanced Academics

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Extra duty, Fees, travel, awards, and rentals	199-36 pic 21	$0.00
1	6	3	ESC Services and supports	199-21-6239	$0.00
2	1	4	G/T Program duplication of resources for training and classrooms	199-21-6399.16 (PIC 21)	$4,000.00
2	1	4	Extra duty with fringe	199-21-6121	$0.00
2	1	4	Support staff resources	199-21-various	$0.00
2	1	4	General supplies	199-13-6399 pic 21	$0.00
2	1	4	Professional salary with fringe	199-13-6119 pic21	$0.00
2	1	4	Travel in district	199-13-6411.00	$0.00
2	1	8	Out of district travel	199-13-6411 pic 21	$0.00
				Sub-Total	$4,000.00
				Budgeted Fund Source Amount	$4,000.00
				+/- Difference	$0.00

206 McKinney Vento Grant

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	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	$0.00
1	1	1	C&I Supplies and materials	211-13/21-6399	$0.00
1	1	1	Professional extra duty and fringe	211-13-6118-6146	$0.00
1	1	1	Supplemental Software and Resources	211-13-6299	$0.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Federal Programs supplies and technology resources	211-21-63XX ...905	$0.00
1	1	3	Curriculum Supplies and materials	211-13-6399	$0.00
1	1	3	Curriculum Writing/Revising Extra Duty pay with Fringe	211-13-6118	$33,200.00
1	1	3	Elementary Curriculum Writing/Revising Extra Duty w Fringe	211-13-6118	$64,700.00
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	6	1	STEAM Pilot Resources		$0.00
1	6	1	STEM Program supports	211-11-6498	$0.00
1	6	2	Staff Extra duty pay w/ fringe	211-21-6121	$2,000.00
1	6	4	Overtime for activities	211-6121-08	$2,000.00
1	6	5	Staff Extra duty w/ fring	211-21-6121	$1,000.00
1	6	7	Co-Curricular and Extra-Curricular Extra Duty funding Elem	211-21-6121	$990.00
2	1	1	Elementary C&I Specialists' resources	211-13-6399-65 ED0/1	$5,000.00
2	1	1	Elementary C&I Specialists' equipment under 5000	211-6398-65 (000)	$2,000.00
2	1	1	Elementary C&I Specialists' Contracted services	211-13-6299-65 (000)	$5,000.00
2	1	1	Elementary C&I Specialists ' Software	211-13-6395-65 (000)	$2,000.00
2	1	2	C&I Consultant Services (MS and HS)	211-13-6291	$30,000.00
2	1	2	C&I Secondary General PD Supplies (MS or HS)	211-13-6399	$11,000.00
2	1	2	C&I Elementary General PD Supplies	211-13-6399-00	$5,830.00
2	1	2	C&I Elementary Professional Development Stipends	211-13-6117 (ED0 to ED3)	$13,500.00
2	1	2	C&I Consultant Services (Elem)	211-13-6291	$7,000.00
2	1	3	C&I Secondary PD Supplies	211-13-6399.65	$3,000.00
2	1	3	C&I Secondary Printing	211-13-6399.16	$2,500.00
2	1	3	C&I Secondary Rentals	211-13-6269	$10,000.00
2	1	3	C&I Secondary Campus Travel	211-13-6411.00	$15,000.00
2	1	3	C&I Elementary Campus Travel	211-13-6411-00	$9,270.00
2	1	7	C&I Secondary Supplies	211-13-6399-00	$11,000.00
2	1	8	C&I Elementary out of district travel for admin	211-23-6411-23	$2,000.00
2	1	8	C&I Secondary out of district travel	211-13-6411.23	$17,500.00
2	1	8	211 Homeless Counselor out of district travel	211-31-6411.23	$2,200.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	8	C&I Elementary out of district travel	211-13-6411.23	$25,700.00
2	1	8	C&I Elementary Fees and Dues	211-13-6497-00	$4,000.00
2	1	8	AVID (allocated to Porter, Lopez, Veterans) and CI 1050)	211-13-6411.23	$0.00
2	1	11	Homeless Staff and Counselor PD Travel	211-21/31-6411.23	$0.00
3	1	9	211 Homeless miscellaneous	211-61-6498.00	$5,630.00
3	1	9	211 Homeless Supplies and Materials	211-61-6399 HOM	$50,000.00
3	1	9	211 Homeless department supplies	211-61-6399.65	$5,000.00
3	1	9	211 Homeless Supplies and Materials printing	211-61-6399.16	$5,000.00
3	1	9	211 Homless Employee mileage	211-21-6411.00	$2,500.00
3	1	9	211 Extra-duty w/ fringe for Homeless Youth activities	211-21-6121 plus	$3,670.00
3	2	1	STAAR/EOC Supplemental Resources	282-11-6299 campus funds	$0.00
3	2	4	iReady for Math and Reading	211-11-6299.62	$219,045.00
6	1	1	PFE Mileage		$0.00
6	1	1	PFE Technology		$0.00
6	1	1	FED Mileage	211-21-6411.00	$0.00
6	1	1	Homeless Salaries with fringe	211-61-6119	$0.00
6	1	1	Resources needed for Title I Crate	211-61-6249-65	$0.00
6	1	1	Salary/Wages PFE staff	211-61-6129-00	$0.00
6	1	1	Resources for PowerSchool	211-61-6299	$0.00
6	1	1	Homeless Program support technology	211-61-6398/6395	$0.00
6	1	1	Resource for hotspot cell service staff	211-61-6256	$0.00
6	1	1	PFE Custodial		$0.00
6	1	2		211-61-6399	$0.00
6	1	3	Resources for material/supplies	211-61-6399	$27,230.00
6	1	3	Homeless Staff Salary with Fringe		$0.00
6	1	4	PFE Printing	211-61-6399.16	$0.00
6	1	4	Homeless Supplies		$0.00
6	1	4	Homeless Printing		$0.00
6	1	4	PFE Extra Duty Pay for activities and events	211-61-6118/6121	$8,000.00
6	1	4	PFE Refreshments for Meetings	211-61-6499.53	$10,000.00

			211 Title I-A		
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	4	Homeless in-district Travel		$0.00
6	1	4	Homeless Extra Duty with Fringe	211-21-6121...HOM	$0.00
6	1	5	PFE Refreshments	211-61-6499.53	$10,000.00
6	1	5	PFE Events rental	211-61-6299	$270.00
6	1	6	PFE Reading Materials	211-61-6325	$0.00
6	1	6	PFE Misc. Operating Costs-Refreshments	211-61-6499-53	$10,000.00
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	$1,000.00
6	1	6	PFE Consulting (PV and others)	211-61-6291	$10,000.00
6	1	6	PFE in-district travel	211-61-6411.00	$4,500.00
6	1	6	Homeless Meeting and Activity Refreshments	211-61-6499.53	$1,000.00
6	1	6	FED Supplies and Maintenance	211-21-6399/6249.12	$0.00
6	1	7	Activity Fees		$0.00
6	1	7	Mileage Reimbursement PD Travel	211-61-6411-23	$0.00
6	1	7	Non-Employee travel and subsistence	211-61-6419-23	$0.00
6	1	8	PFE Consultants	211-61-6291	$10,000.00
6	1	8	PFE Miscellaneous Operating Costs--Awards	211-61-6499	$10,000.00
6	1	11	PFE Resources for Title I Crate	211-61-6249-65	$31,000.00
6	1	11	PFE Resources for School Messenger	211-61-6299-00	$270.00
6	1	11	PFE Resources for technology	211-61-6398-65	$33,000.00
8	1	1	Federal Program Support Salaries and fringe	211-21-6129+fringe	$0.00
8	1	1	Faculty and staff at campus locations		$0.00
8	1	1	Federal Program Leadership Salaries and fringe	211-21-6119+fringe	$0.00
8	2	3	Homeless Program Retention Stipends	211-21-6117-.49	$0.00
8	2	3	Federal Programs Retention Stipends with Fringe	211-21-6117.49	$0.00
				Sub-Total	$744,505.00
				Budgeted Fund Source Amount	$744,505.00
				+/- Difference	$0.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	1	Refer to Migrant Plans		$0.00
3	1	9	Migrant program shoe purchase	212-61-6399	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- 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
				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**
2	4	4	SEL Program Training		$0.00
8	2	3	Core area stipends for high need teaching positions (includes fringe) Campus allocation	255-11-6117	$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

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- 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	6	1	Tech Prep Summer Program	289-11-6299	$0.00
1	6	8	Robots to use with coding		$0.00
1	6	8	Girls Can Code	289-11-6118-	$0.00
1	6	8	Coding Stipend	289-11-6117	$0.00
2	1	6	2nd Annual ISET Conference at Veterans Memorial ECHS	289-13-TEC	$0.00
2	1	6	Title IV		$0.00
3	2	1	Summer School Title IV Activities	289-11-699	$0.00
3	3	1	Playground Equipment for early childhood (carry forward)	289-11-6639-00-XXX-Y24-T4H-	$0.00
4	1	1	Technology Services	289-51-6639	$0.00
4	1	1	Educational Technologies Activities		$0.00
4	2	1	EDUCATIONAL TECHNOLOGY RESOURCES	289-TEC	$0.00
5	3	4	Guidance programs addressing student supports for mental health	289-T4C	$0.00
5	4	3	Staff Development for BISD Police for classroom Presentations	289-T4S	$0.00
5	4	4	Emergency Preparedness Guides for all campuses	289-52-6399-00-937-Y-24-T4S-Y	$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

410 IMRA (TEA Allotment funds)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	7	Quaver and Navigate360 software	410-11-6299	$152,400.00
				Sub-Total	$152,400.00
				Budgeted Fund Source Amount	$152,400.00
				+/- Difference	$0.00
				Grand Total Budgeted	$1,983,153.00
				Grand Total Spent	$1,983,153.00
				+/- 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	5/16/2023	Roni Louise Rentfro	7/12/2024

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.

Brownsville Independent School District
COLLEGE, CAREER, AND MILITARY READY
HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

CCMR Board Outcome Goal

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

CCMR Progress Measure 1

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

Yearly Target Goals

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

CCMR Progress Measure 2

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

Yearly Target Goals

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

CCMR Progress Measure 3

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

Yearly Target Goals

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

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

2022-23 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

District Number: 031901

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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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	75%	**79%**	*	78%	84%	-	100%	*	*	47%	92%	80%	71%	77%	75%
	2022	76%	76%	**74%**	*	73%	72%	-	100%	-	-	42%	86%	73%	76%	72%	68%
At Meets Grade Level or Above	2023	50%	50%	**53%**	*	53%	55%	-	71%	*	*	23%	69%	54%	44%	50%	48%
	2022	51%	49%	**46%**	*	46%	44%	-	80%	-	-	20%	72%	46%	52%	44%	39%
At Masters Grade Level	2023	20%	21%	**23%**	*	23%	32%	-	57%	*	*	5%	33%	23%	20%	20%	19%
	2022	30%	26%	**23%**	*	24%	14%	-	60%	-	-	9%	28%	23%	24%	22%	19%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	**78%**	*	78%	74%	-	86%	*	*	52%	85%	79%	72%	76%	76%
	2022	71%	70%	**69%**	*	68%	74%	-	100%	-	-	38%	78%	68%	71%	67%	65%
At Meets Grade Level or Above	2023	45%	44%	**50%**	*	50%	47%	-	71%	*	*	26%	58%	51%	42%	48%	47%
	2022	43%	41%	**40%**	*	40%	33%	-	100%	-	-	17%	50%	40%	38%	38%	37%
At Masters Grade Level	2023	19%	17%	**20%**	*	20%	16%	-	57%	*	*	9%	25%	21%	16%	18%	17%
	2022	21%	18%	**17%**	*	17%	12%	-	60%	-	-	8%	11%	17%	17%	15%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	77%	**79%**	*	79%	76%	-	*	*	-	50%	88%	79%	76%	77%	75%
	2022	77%	77%	**80%**	*	80%	93%	-	100%	*	*	50%	92%	81%	76%	79%	77%
At Meets Grade Level or Above	2023	48%	48%	**47%**	*	47%	41%	-	*	*	-	20%	56%	47%	46%	44%	42%
	2022	54%	52%	**56%**	*	56%	69%	-	100%	*	*	30%	69%	56%	54%	53%	50%
At Masters Grade Level	2023	22%	22%	**19%**	*	19%	26%	-	*	*	-	7%	32%	19%	20%	18%	16%
	2022	28%	25%	**26%**	*	26%	34%	-	83%	*	*	10%	19%	26%	26%	24%	22%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	73%	**74%**	*	74%	74%	-	*	*	-	45%	95%	74%	73%	72%	70%
	2022	70%	71%	**77%**	*	77%	79%	-	100%	*	*	49%	85%	78%	75%	76%	74%
At Meets Grade Level or Above	2023	48%	49%	**53%**	*	53%	50%	-	*	*	-	26%	78%	55%	45%	51%	49%
	2022	43%	43%	**50%**	*	50%	62%	-	100%	*	*	26%	77%	50%	49%	47%	45%
At Masters Grade Level	2023	22%	21%	**24%**	*	24%	26%	-	*	*	-	9%	29%	25%	23%	23%	20%
	2022	23%	22%	**26%**	*	25%	21%	-	83%	*	*	10%	42%	25%	26%	24%	22%
Grade 5 Reading																	

	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	2023	81%	81%	**84%**	*	84%	85%	-	100%	*	*	54%	96%	84%	79%	83%	81%
	2022	81%	81%	**81%**	*	81%	85%	-	*	-	-	53%	91%	82%	81%	80%	78%
At Meets Grade Level or Above	2023	57%	57%	**59%**	*	59%	65%	-	100%	*	*	27%	75%	60%	53%	57%	53%
	2022	58%	57%	**58%**	*	58%	60%	-	*	-	-	30%	73%	59%	54%	56%	54%
At Masters Grade Level	2023	28%	29%	**29%**	*	29%	25%	-	63%	*	*	9%	36%	30%	21%	27%	25%
	2022	36%	34%	**35%**	*	35%	35%	-	*	-	-	13%	55%	36%	32%	33%	31%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	83%	**90%**	*	90%	85%	-	100%	*	*	76%	96%	91%	83%	89%	88%
	2022	77%	79%	**84%**	*	84%	90%	-	*	-	-	61%	100%	85%	79%	83%	83%
At Meets Grade Level or Above	2023	51%	54%	**63%**	*	63%	60%	-	100%	*	*	38%	82%	65%	50%	61%	59%
	2022	48%	49%	**55%**	*	55%	60%	-	*	-	-	32%	77%	56%	49%	53%	53%
At Masters Grade Level	2023	21%	20%	**22%**	*	22%	30%	-	88%	*	*	8%	25%	23%	16%	21%	18%
	2022	25%	24%	**26%**	*	26%	20%	-	*	-	-	10%	50%	27%	21%	25%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	67%	**68%**	*	67%	68%	-	100%	*	*	43%	82%	69%	60%	66%	62%
	2022	66%	68%	**69%**	*	69%	80%	-	*	-	-	42%	86%	69%	68%	67%	65%
At Meets Grade Level or Above	2023	36%	36%	**35%**	*	34%	42%	-	100%	*	*	20%	50%	35%	31%	33%	28%
	2022	38%	40%	**39%**	*	39%	35%	-	*	-	-	25%	45%	39%	35%	37%	35%
At Masters Grade Level	2023	16%	16%	**14%**	*	14%	26%	-	50%	*	*	7%	21%	14%	11%	13%	12%
	2022	18%	18%	**16%**	*	16%	20%	-	*	-	-	10%	23%	16%	16%	15%	15%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	75%	**77%**	*	77%	76%	-	100%	-	-	45%	86%	78%	72%	75%	68%
	2022	70%	68%	**67%**	*	66%	72%	-	86%	-	-	38%	76%	69%	54%	63%	54%
At Meets Grade Level or Above	2023	52%	50%	**54%**	*	54%	52%	-	67%	-	-	25%	67%	55%	48%	52%	41%
	2022	43%	40%	**39%**	*	38%	72%	-	71%	-	-	18%	48%	40%	29%	35%	25%
At Masters Grade Level	2023	22%	20%	**23%**	*	23%	24%	-	67%	-	-	11%	19%	24%	18%	21%	15%
	2022	23%	20%	**20%**	*	19%	44%	-	57%	-	-	10%	24%	20%	15%	17%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	73%	**74%**	*	74%	76%	-	83%	-	-	52%	86%	75%	71%	73%	68%
	2022	73%	69%	**69%**	*	69%	78%	-	100%	-	-	46%	81%	70%	63%	66%	60%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2023	40%	35%	**34%**	*	34%	48%	-	50%	-	-	21%	44%	35%	30%	32%	25%
	2022	39%	33%	**30%**	*	29%	56%	-	71%	-	-	17%	33%	31%	22%	26%	19%
At Masters Grade Level	2023	16%	12%	**11%**	*	11%	10%	-	50%	-	-	11%	19%	12%	7%	10%	7%
	2022	16%	12%	**10%**	*	10%	22%	-	43%	-	-	10%	14%	11%	6%	9%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	78%	**82%**	*	82%	81%	-	100%	-	-	51%	90%	83%	72%	80%	74%
	2022	80%	79%	**79%**	*	79%	89%	*	*	-	*	47%	88%	81%	64%	77%	65%
At Meets Grade Level or Above	2023	55%	54%	**61%**	*	60%	67%	-	100%	-	-	29%	60%	62%	51%	58%	47%
	2022	56%	54%	**52%**	*	52%	72%	*	*	-	*	21%	50%	54%	42%	50%	32%
At Masters Grade Level	2023	27%	27%	**34%**	*	33%	57%	-	71%	-	-	13%	40%	35%	27%	30%	20%
	2022	37%	34%	**33%**	*	33%	67%	*	*	-	*	10%	29%	34%	25%	30%	16%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	**49%**	-	49%	54%	-	*	-	-	33%	56%	49%	49%	48%	42%
	2022	61%	61%	**47%**	*	47%	50%	*	*	-	*	26%	55%	49%	35%	46%	36%
At Meets Grade Level or Above	2023	37%	35%	**19%**	-	19%	15%	-	*	-	-	17%	31%	19%	18%	18%	13%
	2022	31%	31%	**16%**	*	16%	29%	*	*	-	*	11%	18%	16%	10%	15%	9%
At Masters Grade Level	2023	11%	11%	**3%**	-	3%	0%	-	*	-	-	8%	0%	3%	4%	3%	2%
	2022	13%	13%	**3%**	*	3%	21%	*	*	-	*	5%	0%	3%	2%	3%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	84%	**81%**	*	81%	75%	*	*	-	*	52%	90%	83%	72%	81%	73%
	2022	83%	83%	**79%**	*	79%	78%	-	*	*	-	48%	74%	81%	65%	78%	65%
At Meets Grade Level or Above	2023	58%	57%	**53%**	*	53%	58%	*	*	-	*	24%	38%	56%	40%	51%	38%
	2022	58%	57%	**52%**	*	52%	56%	-	*	*	-	26%	43%	54%	41%	50%	32%
At Masters Grade Level	2023	28%	25%	**18%**	*	18%	25%	*	*	-	*	7%	10%	19%	15%	17%	9%
	2022	37%	36%	**31%**	*	31%	22%	-	*	*	-	14%	22%	32%	24%	29%	15%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	78%	**78%**	*	78%	71%	*	80%	-	*	47%	79%	79%	71%	77%	71%
	2022	71%	72%	**71%**	*	70%	83%	-	*	*	-	39%	64%	72%	64%	69%	57%
At Meets Grade Level or Above	2023	46%	47%	**48%**	*	48%	62%	*	80%	-	*	21%	57%	50%	39%	46%	37%
	2022	40%	41%	**39%**	*	39%	42%	-	*	*	-	21%	27%	39%	39%	37%	23%

	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	2023	17%	15%	**15%**	*	15%	24%	*	20%	-	*	9%	14%	16%	10%	14%	9%
	2022	14%	15%	**14%**	*	13%	25%	-	*	*	-	12%	5%	14%	12%	12%	5%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	72%	**65%**	*	65%	67%	*	*	-	*	38%	55%	66%	61%	64%	55%
	2022	74%	75%	**72%**	*	72%	78%	-	*	*	-	39%	75%	73%	67%	71%	58%
At Meets Grade Level or Above	2023	47%	44%	**32%**	*	31%	33%	*	*	-	*	18%	27%	33%	26%	30%	21%
	2022	45%	44%	**36%**	*	36%	22%	-	*	*	-	18%	42%	37%	29%	33%	22%
At Masters Grade Level	2023	17%	14%	**6%**	*	6%	0%	*	*	-	*	6%	9%	6%	5%	5%	3%
	2022	24%	22%	**14%**	*	14%	22%	-	*	*	-	10%	8%	14%	10%	12%	7%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	61%	**57%**	80%	57%	72%	*	*	-	*	28%	68%	59%	46%	55%	43%
	2022	61%	60%	**56%**	*	56%	44%	-	*	*	-	31%	54%	56%	49%	53%	36%
At Meets Grade Level or Above	2023	33%	31%	**25%**	80%	24%	39%	*	*	-	*	13%	25%	26%	18%	23%	12%
	2022	31%	27%	**22%**	*	22%	22%	-	*	*	-	17%	27%	22%	19%	19%	9%
At Masters Grade Level	2023	16%	15%	**10%**	40%	10%	22%	*	*	-	*	7%	7%	10%	7%	9%	3%
	2022	18%	15%	**12%**	*	12%	0%	-	*	*	-	10%	12%	12%	9%	10%	5%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	72%	**75%**	*	75%	63%	-	86%	*	-	41%	79%	76%	70%	73%	59%
	2022	65%	64%	**68%**	*	68%	66%	-	100%	*	*	27%	82%	69%	59%	66%	50%
At Meets Grade Level or Above	2023	52%	50%	**56%**	*	56%	51%	-	86%	*	-	22%	67%	58%	48%	53%	34%
	2022	47%	44%	**47%**	*	47%	39%	-	100%	*	*	13%	39%	50%	37%	45%	25%
At Masters Grade Level	2023	13%	11%	**14%**	*	14%	23%	-	29%	*	-	9%	15%	15%	13%	12%	4%
	2022	11%	9%	**11%**	*	11%	5%	-	80%	*	*	5%	0%	12%	9%	10%	2%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	72%	**75%**	*	75%	67%	-	100%	*	*	40%	91%	77%	68%	73%	57%
	2022	72%	70%	**72%**	*	72%	75%	-	*	*	*	36%	79%	75%	61%	71%	53%
At Meets Grade Level or Above	2023	54%	50%	**55%**	*	55%	47%	-	100%	*	*	22%	41%	58%	44%	52%	31%
	2022	55%	51%	**54%**	*	54%	55%	-	*	*	*	22%	63%	57%	42%	51%	30%

	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	2023	9%	7%	**9%**	*	9%	14%	-	50%	*	*	8%	0%	10%	8%	8%	2%
	2022	9%	7%	**9%**	*	9%	13%	-	*	*	*	8%	17%	10%	6%	7%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	83%	**87%**	*	87%	90%	-	100%	*	-	71%	75%	87%	86%	86%	83%
	2022	76%	80%	**89%**	*	89%	96%	-	*	-	-	66%	91%	89%	85%	88%	85%
At Meets Grade Level or Above	2023	43%	46%	**56%**	*	56%	67%	-	80%	*	-	35%	54%	56%	55%	54%	46%
	2022	43%	44%	**58%**	*	58%	72%	-	*	-	-	33%	65%	59%	50%	57%	51%
At Masters Grade Level	2023	23%	22%	**29%**	*	29%	43%	-	80%	*	-	16%	33%	29%	28%	27%	20%
	2022	27%	26%	**38%**	*	38%	56%	-	*	-	-	21%	47%	39%	31%	36%	30%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	87%	**90%**	*	90%	95%	-	100%	-	-	70%	100%	90%	88%	89%	84%
	2022	83%	82%	**84%**	*	84%	88%	-	*	*	*	57%	83%	86%	76%	83%	72%
At Meets Grade Level or Above	2023	56%	50%	**55%**	*	55%	63%	-	100%	-	-	31%	68%	57%	47%	52%	36%
	2022	55%	48%	**49%**	*	49%	63%	-	*	*	*	23%	47%	51%	36%	46%	30%
At Masters Grade Level	2023	21%	16%	**15%**	*	15%	18%	-	60%	-	-	8%	14%	16%	12%	14%	7%
	2022	21%	15%	**14%**	*	14%	10%	-	*	*	*	7%	7%	16%	9%	13%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	**95%**	*	95%	94%	-	*	*	-	82%	85%	95%	94%	94%	91%
	2022	89%	88%	**90%**	*	90%	94%	-	100%	*	*	69%	100%	92%	85%	90%	81%
At Meets Grade Level or Above	2023	70%	65%	**70%**	*	70%	79%	-	*	*	-	44%	62%	71%	65%	67%	51%
	2022	68%	61%	**65%**	*	65%	71%	-	100%	*	*	37%	91%	66%	59%	62%	42%
At Masters Grade Level	2023	38%	30%	**34%**	*	34%	47%	-	*	*	-	21%	38%	36%	29%	32%	17%
	2022	42%	33%	**36%**	*	36%	53%	-	100%	*	*	21%	45%	36%	33%	33%	16%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	86%	**78%**	*	78%	100%	-	100%	*	-	55%	*	80%	66%	77%	67%
	2022	92%	86%	**75%**	*	75%	*	-	*	-	-	79%	*	76%	67%	75%	47%
At Meets Grade Level or Above	2023	61%	38%	**29%**	*	29%	88%	-	80%	*	-	27%	*	30%	17%	25%	18%
	2022	64%	39%	**27%**	*	27%	*	-	*	-	-	36%	*	28%	20%	26%	13%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	12%	3%	**1%**	*	1%	13%	-	0%	*	-	0%	*	1%	0%	0%	0%
	2022	13%	4%	**1%**	*	1%	*	-	*	-	-	0%	*	0%	3%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	76%	**78%**	81%	77%	78%	*	94%	67%	90%	51%	85%	78%	73%	76%	70%
	2022	74%	74%	**75%**	90%	75%	80%	*	93%	67%	89%	45%	81%	76%	68%	73%	66%
At Meets Grade Level or Above	2023	49%	48%	**50%**	67%	50%	54%	*	83%	42%	80%	25%	58%	51%	43%	47%	38%
	2022	48%	45%	**46%**	65%	46%	53%	*	81%	50%	56%	23%	52%	47%	40%	44%	35%
At Masters Grade Level	2023	20%	18%	**18%**	28%	18%	25%	*	50%	42%	40%	9%	22%	19%	15%	17%	12%
	2022	23%	21%	**20%**	27%	20%	24%	*	60%	42%	33%	11%	22%	21%	17%	19%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	76%	**78%**	95%	78%	75%	*	96%	60%	*	47%	89%	80%	72%	77%	70%
	2022	75%	74%	**74%**	89%	74%	77%	*	94%	50%	*	42%	84%	76%	65%	73%	64%
At Meets Grade Level or Above	2023	53%	52%	**55%**	75%	55%	53%	*	85%	40%	*	24%	61%	57%	46%	52%	41%
	2022	53%	50%	**51%**	84%	51%	55%	*	81%	33%	*	22%	57%	52%	42%	48%	37%
At Masters Grade Level	2023	20%	19%	**20%**	25%	20%	27%	*	52%	40%	*	9%	24%	21%	16%	18%	13%
	2022	25%	22%	**22%**	42%	22%	24%	*	64%	17%	*	10%	23%	23%	16%	20%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	76%	**77%**	79%	77%	77%	*	93%	80%	*	55%	85%	78%	73%	76%	72%
	2022	72%	73%	**74%**	89%	74%	80%	*	94%	*	*	48%	79%	75%	69%	72%	68%
At Meets Grade Level or Above	2023	45%	44%	**47%**	58%	46%	53%	*	79%	60%	*	27%	60%	47%	41%	44%	41%
	2022	42%	40%	**42%**	63%	42%	50%	*	78%	*	*	23%	51%	43%	38%	40%	37%
At Masters Grade Level	2023	19%	17%	**18%**	26%	18%	22%	*	47%	60%	*	10%	23%	18%	15%	16%	14%
	2022	20%	19%	**20%**	21%	20%	24%	*	53%	*	*	11%	25%	20%	18%	18%	17%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	**77%**	50%	77%	83%	*	93%	*	*	50%	81%	77%	75%	75%	69%
	2022	76%	76%	**76%**	83%	76%	84%	-	90%	*	*	46%	82%	77%	72%	75%	66%
At Meets Grade Level or Above	2023	47%	44%	**43%**	50%	43%	53%	*	93%	*	*	23%	50%	44%	38%	40%	29%
	2022	47%	44%	**42%**	33%	42%	50%	-	90%	*	*	22%	45%	44%	34%	40%	30%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2023	18%	15%	**12%**	13%	12%	18%	*	50%	*	*	7%	15%	13%	10%	11%	8%
	2022	21%	17%	**15%**	0%	15%	14%	-	60%	*	*	9%	12%	15%	10%	13%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	77%	**77%**	86%	77%	87%	*	100%	*	*	51%	73%	77%	76%	75%	66%
	2022	75%	75%	**75%**	100%	75%	84%	-	90%	*	*	50%	68%	75%	74%	74%	61%
At Meets Grade Level or Above	2023	52%	48%	**49%**	86%	48%	65%	*	80%	*	*	26%	37%	49%	47%	46%	31%
	2022	50%	45%	**46%**	40%	46%	60%	-	80%	*	*	27%	46%	46%	47%	43%	27%
At Masters Grade Level	2023	27%	22%	**23%**	57%	22%	38%	*	60%	*	*	13%	17%	23%	20%	21%	10%
	2022	30%	24%	**25%**	20%	25%	42%	-	70%	*	*	16%	22%	25%	26%	23%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	36%	**41%**	*	41%	45%	-	71%	*	*	19%	52%	42%	33%	38%	37%
	2022	36%	33%	**32%**	*	32%	26%	-	80%	-	-	13%	44%	31%	34%	30%	27%
Reading and Mathematics Including EOC	2023	37%	36%	**41%**	*	41%	45%	-	71%	*	*	19%	52%	42%	33%	38%	37%
	2022	36%	33%	**32%**	*	32%	26%	-	80%	-	-	13%	44%	31%	34%	30%	27%
Reading Including EOC	2023	50%	50%	**53%**	*	53%	55%	-	71%	*	*	23%	69%	54%	44%	50%	48%
	2022	51%	49%	**46%**	*	46%	44%	-	80%	-	-	20%	72%	46%	52%	44%	39%
Math Including EOC	2023	45%	44%	**50%**	*	50%	47%	-	71%	*	*	26%	58%	51%	42%	48%	47%
	2022	43%	41%	**40%**	*	40%	33%	-	100%	-	-	17%	50%	40%	38%	38%	37%
4th Graders																	
Reading and Mathematics	2023	38%	38%	**40%**	*	39%	38%	-	*	*	-	17%	51%	40%	34%	37%	35%
	2022	36%	35%	**41%**	*	41%	48%	-	100%	*	*	20%	62%	41%	41%	38%	35%
Reading and Mathematics Including EOC	2023	38%	38%	**40%**	*	39%	38%	-	*	*	-	17%	51%	40%	34%	37%	35%
	2022	36%	35%	**41%**	*	41%	48%	-	100%	*	*	20%	62%	41%	41%	38%	35%
Reading Including EOC	2023	48%	48%	**47%**	*	47%	41%	-	*	*	-	20%	56%	47%	46%	44%	42%
	2022	54%	52%	**56%**	*	55%	69%	-	100%	*	*	29%	69%	56%	54%	53%	50%
Math Including EOC	2023	48%	49%	**53%**	*	53%	50%	-	*	*	-	26%	78%	55%	45%	51%	49%
	2022	43%	43%	**50%**	*	50%	62%	-	100%	*	*	26%	77%	50%	49%	47%	44%
5th Graders																	
Reading and Mathematics	2023	43%	44%	**50%**	*	50%	60%	-	100%	*	*	23%	75%	52%	40%	47%	45%
	2022	41%	41%	**44%**	*	44%	40%	-	*	-	-	23%	59%	45%	36%	42%	40%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2023	43%	44%	**50%**	*	50%	60%	-	100%	*	*	23%	75%	52%	40%	47%	45%
	2022	41%	41%	**44%**	*	44%	40%	-	*	-	-	23%	59%	45%	36%	42%	40%
Reading Including EOC	2023	57%	57%	**59%**	*	59%	65%	-	100%	*	*	27%	75%	60%	53%	57%	53%
	2022	58%	57%	**58%**	*	58%	60%	-	*	-	-	31%	73%	59%	54%	56%	54%
Math Including EOC	2023	51%	54%	**63%**	*	63%	60%	-	100%	*	*	38%	82%	65%	50%	61%	59%
	2022	48%	49%	**55%**	*	55%	60%	-	*	-	-	32%	77%	56%	49%	53%	53%
6th Graders																	
Reading and Mathematics	2023	35%	31%	**31%**	*	30%	43%	-	50%	-	-	19%	42%	31%	25%	28%	21%
	2022	31%	26%	**22%**	*	22%	56%	-	57%	-	-	14%	35%	24%	15%	19%	12%
Reading and Mathematics Including EOC	2023	35%	31%	**31%**	*	30%	43%	-	50%	-	-	19%	42%	31%	25%	28%	21%
	2022	31%	26%	**22%**	*	22%	56%	-	57%	-	-	14%	35%	24%	15%	19%	12%
Reading Including EOC	2023	52%	50%	**54%**	*	54%	52%	-	67%	-	-	25%	67%	55%	48%	52%	41%
	2022	43%	40%	**39%**	*	38%	72%	-	71%	-	-	18%	45%	40%	29%	35%	25%
Math Including EOC	2023	40%	36%	**34%**	*	34%	48%	-	50%	-	-	21%	44%	35%	30%	32%	25%
	2022	40%	33%	**30%**	*	29%	56%	-	71%	-	-	17%	35%	31%	22%	26%	19%
7th Graders																	
Reading and Mathematics	2023	37%	33%	**33%**	*	32%	48%	-	86%	-	-	18%	45%	34%	25%	30%	21%
	2022	32%	28%	**23%**	*	22%	33%	*	*	-	*	11%	17%	24%	15%	20%	10%
Reading and Mathematics Including EOC	2023	38%	34%	**33%**	*	32%	48%	-	86%	-	-	18%	45%	34%	25%	30%	21%
	2022	33%	29%	**23%**	*	22%	33%	*	*	-	*	11%	17%	24%	15%	20%	10%
Reading Including EOC	2023	55%	54%	**61%**	*	60%	67%	-	100%	-	-	29%	60%	62%	51%	58%	47%
	2022	56%	54%	**52%**	*	52%	72%	*	*	-	*	21%	50%	54%	42%	49%	32%
Math Including EOC	2023	43%	38%	**35%**	*	35%	48%	-	86%	-	-	19%	45%	36%	27%	32%	23%
	2022	37%	33%	**25%**	*	25%	39%	*	*	-	*	12%	25%	26%	18%	22%	12%
8th Graders																	
Reading and Mathematics	2023	31%	34%	**26%**	*	26%	10%	*	*	-	*	14%	21%	27%	22%	25%	17%
	2022	27%	30%	**22%**	*	22%	25%	-	*	*	-	17%	16%	22%	21%	22%	11%
Reading and Mathematics Including EOC	2023	44%	44%	**42%**	80%	42%	50%	*	*	-	*	15%	41%	44%	30%	39%	25%
	2022	41%	41%	**37%**	*	37%	22%	-	*	*	-	17%	23%	38%	28%	35%	18%
Reading Including EOC	2023	58%	59%	**62%**	80%	62%	72%	*	*	-	*	25%	50%	65%	45%	60%	43%
	2022	58%	58%	**56%**	*	56%	56%	-	*	*	-	26%	50%	58%	44%	54%	34%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Math Including EOC	2023	51%	52%	**48%**	80%	48%	56%	*	*	-	*	21%	56%	49%	38%	45%	33%
	2022	48%	50%	**46%**	*	46%	33%	-	*	*	-	21%	35%	47%	38%	43%	28%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	36%	**37%**	50%	37%	43%	*	76%	*	*	18%	49%	38%	30%	35%	31%
	2022	34%	32%	**31%**	60%	31%	38%	*	69%	*	*	17%	40%	32%	26%	29%	25%
Reading and Mathematics Including EOC	2023	39%	38%	**40%**	56%	39%	46%	*	76%	*	*	18%	51%	41%	31%	37%	31%
	2022	36%	34%	**33%**	60%	33%	37%	*	67%	*	*	17%	40%	34%	27%	31%	26%
Reading Including EOC	2023	53%	53%	**56%**	69%	56%	57%	*	82%	*	*	25%	63%	58%	48%	54%	46%
	2022	53%	52%	**51%**	80%	51%	60%	*	74%	*	*	24%	61%	52%	45%	49%	41%
Math Including EOC	2023	47%	45%	**47%**	69%	47%	51%	*	79%	*	*	26%	62%	49%	38%	45%	41%
	2022	43%	41%	**41%**	60%	41%	47%	*	85%	*	*	21%	50%	42%	35%	38%	35%

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

- Indicates there are no students in the group.

	School Year	State	Region01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	58%	**59%**	*	59%	58%	-	*	*	-	47%	59%	59%	61%	59%	58%
Grade 4 Mathematics	2023	63%	66%	**71%**	*	71%	69%	-	*	*	-	61%	90%	71%	71%	70%	68%
Grade 5 ELA/Reading	2023	65%	68%	**67%**	*	67%	56%	-	63%	*	*	48%	61%	67%	67%	66%	64%
Grade 5 Mathematics	2023	71%	73%	**77%**	*	77%	83%	-	100%	*	*	78%	71%	77%	77%	77%	76%
Grade 6 ELA/Reading	2023	51%	49%	**53%**	*	53%	45%	-	*	-	-	37%	46%	53%	52%	52%	48%
Grade 6 Mathematics	2023	54%	48%	**40%**	*	40%	45%	-	*	-	-	47%	42%	40%	44%	39%	37%
Grade 7 ELA/Reading	2023	71%	74%	**81%**	*	81%	83%	-	100%	-	-	59%	92%	82%	76%	80%	76%
Grade 7 Mathematics	2023	56%	56%	**46%**	-	46%	64%	-	*	-	-	41%	63%	46%	45%	45%	42%
Grade 8 ELA/Reading	2023	63%	67%	**70%**	*	70%	50%	-	*	-	*	51%	74%	71%	64%	69%	65%
Grade 8 Mathematics	2023	74%	80%	**80%**	*	80%	78%	-	60%	-	*	65%	86%	80%	78%	79%	75%
End of Course English I	2023	57%	52%	**55%**	*	55%	42%	-	100%	*	-	46%	52%	54%	57%	53%	47%
End of Course English II	2023	74%	72%	**74%**	*	74%	68%	-	67%	-	*	53%	74%	76%	65%	73%	66%
End of Course Algebra I	2023	76%	76%	**83%**	*	83%	87%	-	*	*	-	82%	80%	83%	87%	83%	82%
All Grades Both Subjects	2023	64%	64%	**66%**	74%	66%	64%	-	80%	83%	80%	55%	67%	66%	65%	65%	62%
All Grades ELA/Reading	2023	63%	63%	**65%**	72%	65%	59%	-	77%	*	*	48%	62%	66%	63%	64%	61%
All Grades Mathematics	2023	66%	66%	**67%**	77%	67%	70%	-	83%	*	*	63%	72%	67%	68%	66%	64%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	35%	**37%**	-	37%	44%	-	-	-	-	25%	*	37%	38%	37%	36%
Grade 4 Mathematics	2023	27%	33%	**33%**	-	33%	25%	-	-	-	-	21%	80%	32%	37%	33%	29%
Grade 5 ELA/Reading	2023	37%	40%	**39%**	-	39%	*	-	-	*	-	26%	*	40%	35%	39%	40%
Grade 5 Mathematics	2023	48%	56%	**65%**	*	65%	78%	-	-	*	-	59%	*	66%	62%	66%	66%
Grade 6 ELA/Reading	2023	26%	25%	**24%**	*	25%	*	-	-	-	-	14%	*	25%	20%	24%	24%
Grade 6 Mathematics	2023	35%	33%	**32%**	-	32%	*	-	-	-	-	22%	*	30%	38%	31%	29%
Grade 7 ELA/Reading	2023	39%	43%	**48%**	-	48%	50%	-	*	-	-	26%	*	50%	41%	48%	47%
Grade 7 Mathematics	2023	22%	23%	**21%**	-	21%	17%	-	-	-	-	11%	20%	22%	19%	21%	19%
Grade 8 ELA/Reading	2023	39%	45%	**47%**	*	47%	*	-	*	-	-	26%	67%	47%	45%	47%	45%
Grade 8 Mathematics	2023	49%	58%	**58%**	*	59%	50%	-	*	-	*	33%	54%	59%	53%	57%	53%
End of Course English I	2023	26%	23%	**29%**	-	30%	0%	-	-	-	-	17%	43%	29%	29%	28%	23%
End of Course English II	2023	41%	38%	**43%**	-	44%	33%	-	-	-	-	26%	*	49%	31%	43%	39%
End of Course Algebra I	2023	58%	64%	**74%**	-	74%	67%	-	-	-	-	66%	71%	72%	79%	73%	71%
All Grades Both Subjects	2023	38%	41%	**44%**	*	44%	39%	-	*	*	*	29%	57%	45%	41%	44%	41%
All Grades ELA/Reading	2023	35%	36%	**39%**	*	40%	33%	-	*	*	-	23%	56%	41%	35%	39%	37%
All Grades Mathematics	2023	40%	45%	**49%**	*	49%	46%	-	*	*	*	36%	59%	49%	50%	49%	45%

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

- Indicates there are no students in the group.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2023	76%	76%	**78%**	69%	69%	*	-	-	65%	65%	88%	65%	65%	70%	83%	66%	89%
	2022	74%	74%	**75%**	65%	65%	-	-	-	60%	58%	78%	58%	58%	66%	81%	60%	86%
At Meets Grade Level or Above	2023	49%	48%	**50%**	36%	36%	*	-	-	32%	30%	52%	30%	29%	36%	58%	32%	68%
	2022	48%	45%	**46%**	34%	34%	-	-	-	37%	25%	33%	25%	24%	36%	54%	28%	60%
At Masters Grade Level	2023	20%	18%	**18%**	11%	11%	*	-	-	11%	7%	20%	6%	7%	12%	23%	8%	29%
	2022	23%	21%	**20%**	14%	13%	-	-	-	19%	7%	12%	7%	7%	11%	26%	10%	28%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	76%	**78%**	70%	70%	*	-	-	63%	63%	88%	64%	47%	74%	85%	65%	91%
	2022	75%	74%	**74%**	66%	66%	-	-	-	56%	53%	80%	53%	49%	65%	83%	58%	87%
At Meets Grade Level or Above	2023	53%	52%	**55%**	37%	37%	*	-	-	30%	33%	50%	34%	23%	46%	66%	35%	77%
	2022	53%	50%	**51%**	36%	36%	-	-	-	34%	25%	33%	25%	19%	33%	62%	29%	67%
At Masters Grade Level	2023	20%	19%	**20%**	12%	12%	*	-	-	13%	6%	15%	6%	3%	14%	26%	8%	33%
	2022	25%	22%	**22%**	16%	16%	-	-	-	20%	6%	12%	6%	3%	7%	29%	9%	31%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	76%	**77%**	73%	73%	*	-	-	67%	65%	94%	65%	62%	66%	81%	68%	87%
	2022	72%	73%	**74%**	67%	67%	-	-	-	56%	60%	85%	59%	57%	64%	78%	63%	85%
At Meets Grade Level or Above	2023	45%	44%	**47%**	42%	42%	*	-	-	39%	27%	64%	27%	23%	32%	52%	33%	63%
	2022	42%	40%	**42%**	35%	35%	-	-	-	39%	26%	40%	25%	21%	41%	46%	30%	55%
At Masters Grade Level	2023	19%	17%	**18%**	12%	12%	*	-	-	9%	7%	24%	7%	8%	12%	21%	9%	28%
	2022	20%	19%	**20%**	13%	13%	-	-	-	20%	11%	17%	11%	11%	17%	22%	12%	29%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	**77%**	54%	54%	-	-	-	66%	71%	75%	70%	84%	74%	82%	66%	89%
	2022	76%	76%	**76%**	56%	56%	-	-	-	85%	65%	81%	65%	62%	69%	83%	62%	87%
At Meets Grade Level or Above	2023	47%	44%	**43%**	20%	20%	-	-	-	21%	28%	31%	28%	23%	26%	53%	25%	60%
	2022	47%	44%	**42%**	26%	26%	-	-	-	38%	24%	25%	24%	16%	33%	51%	25%	54%
At Masters Grade Level	2023	18%	15%	**12%**	7%	6%	-	-	-	10%	4%	25%	4%	4%	6%	16%	5%	20%
	2022	21%	17%	**15%**	9%	9%	-	-	-	15%	4%	6%	4%	3%	10%	19%	6%	21%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	77%	**77%**	-	-	-	-	-	-	65%	-	61%	93%	59%	82%	64%	85%
	2022	75%	75%	**75%**	*	*	-	-	-	-	58%	30%	57%	76%	76%	82%	59%	82%
At Meets Grade Level or Above	2023	52%	48%	**49%**	-	-	-	-	-	-	29%	-	26%	53%	22%	58%	28%	59%
	2022	50%	45%	**46%**	*	*	-	-	-	-	24%	0%	22%	44%	41%	56%	24%	53%
At Masters Grade Level	2023	27%	22%	**23%**	-	-	-	-	-	-	8%	-	7%	17%	7%	29%	8%	30%
	2022	30%	24%	**25%**	*	*	-	-	-	-	9%	0%	9%	16%	6%	34%	9%	28%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	**66%**	63%	63%	*	-	-	54%	58%	70%	58%	55%	63%	69%	59%	73%
All Grades ELA/Reading	2023	63%	63%	**65%**	56%	56%	*	-	-	45%	58%	60%	59%	48%	63%	68%	58%	73%

	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
All Grades Mathematics	2023	66%	66%	**67%**	70%	70%	*	-	-	64%	57%	80%	56%	67%	63%	71%	61%	73%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	41%	**44%**	41%	41%	*	-	-	41%	40%	80%	41%	33%	41%	48%	41%	55%
All Grades ELA/Reading	2023	35%	36%	**39%**	36%	36%	*	-	-	23%	37%	*	38%	24%	44%	43%	37%	51%
All Grades Mathematics	2023	40%	45%	**49%**	46%	45%	*	-	-	53%	45%	*	45%	46%	39%	53%	45%	58%

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

\- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	98%	99%	99%	100%	98%	100%	100%	99%	99%	99%	98%	99%	99%
Included in Accountability	93%	93%	**93%**	95%	93%	85%	67%	92%	100%	71%	94%	94%	97%	79%	93%	90%
Not Included in Accountability: Mobile	4%	3%	**3%**	4%	3%	9%	33%	4%	0%	29%	2%	5%	1%	11%	2%	3%
Not Included in Accountability: Other Exclusions	2%	3%	**3%**	0%	3%	4%	0%	3%	0%	0%	2%	0%	2%	8%	3%	6%
Not Tested	1%	1%	**1%**	2%	1%	1%	0%	2%	0%	0%	1%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	0%	0%	0%	0%	1%	1%	1%	1%	1%	1%
Other	0%	0%	**0%**	2%	0%	1%	0%	2%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	100%	*	100%	100%	100%	99%	99%	99%	99%	99%	100%
Included in Accountability	92%	91%	**91%**	95%	91%	84%	*	90%	100%	80%	93%	93%	95%	76%	91%	86%
Not Included in Accountability: Mobile	4%	3%	**3%**	5%	3%	9%	*	6%	0%	20%	2%	5%	1%	11%	2%	3%
Not Included in Accountability: Other Exclusions	3%	5%	**6%**	0%	6%	6%	*	4%	0%	0%	4%	1%	4%	11%	6%	11%
Not Tested	1%	1%	**1%**	0%	1%	0%	*	0%	0%	0%	1%	1%	1%	1%	1%	0%
Absent	1%	1%	**1%**	0%	1%	0%	*	0%	0%	0%	1%	1%	1%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	95%	99%	100%	*	100%	100%	*	99%	99%	99%	98%	99%	99%
Included in Accountability	94%	95%	**95%**	90%	95%	86%	*	96%	100%	*	96%	94%	98%	79%	95%	94%
Not Included in Accountability: Mobile	5%	3%	**3%**	5%	3%	10%	*	2%	0%	*	2%	5%	1%	13%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	3%	*	2%	0%	*	0%	0%	0%	6%	1%	2%
Not Tested	1%	1%	**1%**	5%	1%	0%	*	0%	0%	*	1%	1%	1%	2%	1%	1%
Absent	1%	0%	**1%**	0%	1%	0%	*	0%	0%	*	1%	0%	1%	1%	1%	1%
Other	0%	0%	**1%**	5%	1%	0%	*	0%	0%	*	0%	0%	1%	0%	1%	0%
Science																
Assessment Participant	99%	99%	**99%**	100%	99%	94%	*	88%	*	*	98%	100%	99%	98%	99%	99%
Included in Accountability	93%	95%	**95%**	100%	95%	81%	*	82%	*	*	95%	96%	98%	83%	96%	95%
Not Included in Accountability: Mobile	4%	3%	**2%**	0%	2%	10%	*	6%	*	*	3%	4%	1%	10%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	2%	*	0%	*	*	1%	0%	0%	4%	1%	2%
Not Tested	1%	1%	**1%**	0%	1%	6%	*	12%	*	*	2%	0%	1%	2%	1%	1%

	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%	2%	*	0%	*	*	1%	0%	1%	1%	1%	1%
Other	0%	0%	**1%**	0%	1%	4%	*	12%	*	*	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	99%	99%	**98%**	100%	98%	100%	*	100%	*	*	98%	98%	98%	98%	98%	98%
Included in Accountability	94%	95%	**95%**	100%	95%	90%	*	100%	*	*	96%	91%	98%	84%	95%	93%
Not Included in Accountability: Mobile	4%	3%	**3%**	0%	2%	9%	*	0%	*	*	2%	7%	1%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	2%	*	0%	*	*	0%	0%	0%	3%	1%	2%
Not Tested	1%	1%	**2%**	0%	2%	0%	*	0%	*	*	2%	2%	2%	2%	2%	2%
Absent	1%	1%	**2%**	0%	2%	0%	*	0%	*	*	2%	2%	2%	2%	2%	2%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	90%	**84%**	*	84%	67%	-	71%	*	-	85%	*	85%	74%	84%	73%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	99%	100%	100%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	92%	**93%**	82%	94%	82%	*	98%	100%	100%	95%	90%	97%	75%	93%	90%
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	3%	13%	*	0%	0%	0%	2%	8%	0%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	2%	3%	3%	*	1%	0%	0%	1%	1%	1%	8%	3%	6%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	1%	0%	0%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	1%	0%	0%	1%	1%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	100%	*	98%	99%	99%	98%	99%	99%
Included in Accountability	92%	91%	**91%**	79%	91%	81%	*	97%	100%	*	94%	90%	96%	72%	91%	86%
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	3%	12%	*	0%	0%	*	2%	7%	0%	14%	3%	3%
Not Included in Accountability: Other Exclusions	2%	4%	**5%**	4%	5%	5%	*	3%	0%	*	3%	3%	3%	12%	5%	10%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	0%	*	2%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	0%	*	1%	1%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	0%	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	*	99%	100%	99%	98%	99%	99%
Included in Accountability	93%	93%	**95%**	83%	95%	83%	*	100%	*	*	96%	92%	99%	73%	95%	93%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	3%	14%	*	0%	*	*	2%	8%	0%	18%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	3%	*	0%	*	*	0%	0%	0%	7%	1%	2%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	*	1%	0%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	0%	*	*	1%	0%	0%	1%	1%	1%
Other	0%	1%	**1%**	0%	1%	1%	*	0%	*	*	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	98%	98%	**99%**	100%	99%	98%	-	91%	*	*	98%	98%	99%	97%	99%	99%
Included in Accountability	93%	94%	**95%**	86%	95%	80%	-	91%	*	*	95%	88%	98%	79%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	14%	3%	16%	-	0%	*	*	2%	9%	0%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	2%	-	0%	*	*	1%	0%	0%	4%	1%	2%
Not Tested	2%	2%	**1%**	0%	1%	2%	-	9%	*	*	2%	2%	1%	3%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	-	9%	*	*	2%	2%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	2%	-	0%	*	*	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	99%	100%	-	100%	*	*	98%	95%	99%	98%	99%	99%
Included in Accountability	94%	95%	**96%**	83%	96%	86%	-	100%	*	*	95%	84%	98%	84%	96%	94%
Not Included in Accountability: Mobile	4%	3%	**2%**	17%	2%	14%	-	0%	*	*	2%	11%	0%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	*	*	1%	0%	0%	3%	1%	2%
Not Tested	2%	1%	**1%**	0%	1%	0%	-	0%	*	*	2%	5%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	*	*	2%	5%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	78%	**89%**	*	89%	67%	-	*	-	-	82%	*	90%	76%	89%	74%

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

- Indicates there are no students in the group.

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2021-22	92.2%	90.7%	**89.9%**	94.6%	89.9%	91.4%	95.5%	96.4%	86.4%	93.6%	87.7%	89.5%	89.4%
2020-21	95.0%	96.4%	**97.1%**	98.9%	97.1%	97.1%	*	99.0%	97.8%	97.5%	96.1%	96.9%	96.4%
Chronic Absenteeism													
2021-22	25.7%	34.7%	**37.3%**	13.5%	37.5%	29.3%	28.6%	11.9%	71.4%	30.0%	46.7%	39.2%	40.5%
2020-21	15.0%	11.1%	**9.2%**	2.2%	9.2%	10.6%	*	4.7%	0.0%	10.0%	12.9%	9.8%	11.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.3%	**0.5%**	0.0%	0.5%	0.0%	*	0.0%	*	*	0.5%	0.6%	0.9%
2020-21	0.9%	0.9%	**0.6%**	0.0%	0.6%	0.0%	-	0.0%	*	*	1.3%	0.7%	0.8%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	1.3%	**0.7%**	0.0%	0.7%	0.0%	-	0.0%	*	*	1.4%	0.8%	0.9%
2020-21	2.4%	2.0%	**0.9%**	0.0%	0.9%	0.8%	-	0.0%	*	*	1.9%	1.0%	1.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	92.9%	**95.4%**	100.0%	95.5%	70.6%	-	100.0%	-	-	93.4%	95.0%	93.4%
Received TxCHSE	0.3%	0.1%	**0.1%**	0.0%	0.1%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	3.2%	**2.5%**	0.0%	2.4%	23.5%	-	0.0%	-	-	2.4%	2.6%	4.2%
Dropped Out	6.4%	3.9%	**2.1%**	0.0%	2.1%	5.9%	-	0.0%	-	-	4.2%	2.3%	2.4%
Graduates and TxCHSE	90.0%	93.0%	**95.4%**	100.0%	95.5%	70.6%	-	100.0%	-	-	93.4%	95.1%	93.4%
Graduates, TxCHSE, and Continuers	93.6%	96.1%	**97.9%**	100.0%	97.9%	94.1%	-	100.0%	-	-	95.8%	97.7%	97.6%
Class of 2021													
Graduated	90.0%	92.1%	**94.1%**	*	94.1%	83.3%	-	*	*	-	86.9%	93.7%	91.6%
Received TxCHSE	0.3%	0.1%	**0.1%**	*	0.1%	0.0%	-	*	*	-	0.4%	0.1%	0.0%
Continued HS	3.9%	3.3%	**3.8%**	*	3.8%	16.7%	-	*	*	-	7.8%	3.9%	4.8%
Dropped Out	5.8%	4.5%	**2.0%**	*	2.1%	0.0%	-	*	*	-	4.9%	2.4%	3.6%
Graduates and TxCHSE	90.3%	92.2%	**94.1%**	*	94.2%	83.3%	-	*	*	-	87.3%	93.7%	91.6%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	**98.0%**	*	97.9%	100.0%	-	*	*	-	95.1%	97.6%	96.4%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	94.1%	**97.4%**	*	97.4%	100.0%	-	*	*	-	94.1%	96.9%	95.7%
Received TxCHSE	0.4%	0.1%	**0.1%**	*	0.1%	0.0%	-	*	*	-	0.4%	0.1%	0.0%
Continued HS	1.0%	1.0%	**0.3%**	*	0.3%	0.0%	-	*	*	-	1.1%	0.3%	0.5%
Dropped Out	6.3%	4.7%	**2.3%**	*	2.3%	0.0%	-	*	*	-	4.5%	2.6%	3.9%
Graduates and TxCHSE	92.7%	94.3%	**97.5%**	*	97.5%	100.0%	-	*	*	-	94.4%	97.0%	95.7%

	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	93.7%	95.3%	**97.7%**	*	97.7%	100.0%	-	*	*	-	95.5%	97.4%	96.1%
Class of 2020													
Graduated	92.2%	93.8%	**96.4%**	*	96.4%	92.9%	*	*	*	-	93.9%	95.9%	94.4%
Received TxCHSE	0.5%	0.2%	**0.1%**	*	0.1%	0.0%	*	*	*	-	0.0%	0.1%	0.0%
Continued HS	1.1%	1.1%	**0.6%**	*	0.5%	7.1%	*	*	*	-	0.7%	0.6%	0.7%
Dropped Out	6.2%	4.9%	**2.9%**	*	3.0%	0.0%	*	*	*	-	5.4%	3.3%	4.8%
Graduates and TxCHSE	92.7%	94.0%	**96.5%**	*	96.5%	92.9%	*	*	*	-	93.9%	96.0%	94.4%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**97.1%**	*	97.0%	100.0%	*	*	*	-	94.6%	96.7%	95.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	94.2%	**96.8%**	*	96.8%	100.0%	*	*	*	-	94.4%	96.3%	94.7%
Received TxCHSE	0.5%	0.2%	**0.1%**	*	0.1%	0.0%	*	*	*	-	0.0%	0.2%	0.0%
Continued HS	0.5%	0.7%	**0.2%**	*	0.2%	0.0%	*	*	*	-	0.3%	0.3%	0.5%
Dropped Out	6.2%	4.9%	**2.9%**	*	2.9%	0.0%	*	*	*	-	5.2%	3.2%	4.8%
Graduates and TxCHSE	93.2%	94.4%	**96.9%**	*	96.9%	100.0%	*	*	*	-	94.4%	96.5%	94.7%
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**97.1%**	*	97.1%	100.0%	*	*	*	-	94.8%	96.8%	95.2%
Class of 2019													
Graduated	92.6%	93.3%	**96.3%**	*	96.2%	100.0%	-	88.9%	-	-	91.4%	95.9%	93.1%
Received TxCHSE	0.6%	0.3%	**0.4%**	*	0.4%	0.0%	-	11.1%	-	-	0.0%	0.4%	0.9%
Continued HS	0.6%	0.7%	**0.4%**	*	0.4%	0.0%	-	0.0%	-	-	1.3%	0.3%	0.7%
Dropped Out	6.2%	5.7%	**3.0%**	*	3.0%	0.0%	-	0.0%	-	-	7.3%	3.4%	5.3%
Graduates and TxCHSE	93.2%	93.5%	**96.6%**	*	96.6%	100.0%	-	100.0%	-	-	91.4%	96.3%	94.0%
Graduates, TxCHSE, and Continuers	93.8%	94.3%	**97.0%**	*	97.0%	100.0%	-	100.0%	-	-	92.7%	96.6%	94.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	92.9%	**94.2%**	100.0%	94.4%	66.7%	-	100.0%	-	-	85.1%	93.9%	92.9%
Class of 2021	90.0%	92.1%	**93.2%**	*	93.2%	83.3%	-	*	*	-	79.5%	92.6%	91.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	60.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	90.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	2.0%	**0.3%**	0.0%	0.3%	0.0%	-	0.0%	-	-	2.3%	0.3%	0.3%
Class of 2021	3.8%	1.5%	**0.6%**	*	0.6%	0.0%	-	*	*	-	2.1%	0.7%	1.5%
FHSP-DLA Graduates (Longitudinal Rate)													

	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 2022	84.3%	92.0%	**97.2%**	100.0%	97.2%	91.7%	-	100.0%	-	-	75.9%	97.0%	96.8%
Class of 2021	81.9%	92.2%	**97.0%**	*	97.0%	93.3%	-	*	*	-	76.8%	96.5%	95.3%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	94.0%	**97.5%**	100.0%	97.5%	91.7%	-	100.0%	-	-	78.1%	97.2%	97.1%
Class of 2021	85.7%	93.6%	**97.6%**	*	97.6%	93.3%	-	*	*	-	79.0%	97.2%	96.8%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	57.1%	**-**	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	36.1%	**4.5%**	*	5.3%	*	-	-	-	-	0.0%	5.3%	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	2.3%	**0.3%**	0.0%	0.3%	0.0%	-	0.0%	-	-	1.9%	0.3%	0.6%
2020-21	3.8%	1.5%	**0.5%**	*	0.5%	0.0%	-	*	*	*	2.2%	0.6%	0.2%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	90.3%	**95.6%**	100.0%	95.7%	73.7%	-	100.0%	-	-	66.8%	95.5%	95.9%
2020-21	80.4%	91.0%	**96.1%**	*	96.1%	88.9%	-	*	*	*	67.3%	95.6%	97.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	92.5%	**95.9%**	100.0%	96.0%	73.7%	-	100.0%	-	-	68.6%	95.8%	96.5%
2020-21	84.1%	92.3%	**95.9%**	60.0%	96.1%	84.2%	-	*	*	*	64.8%	95.5%	97.2%

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	3,211	100.0%	368,686	100.0%
By Ethnicity:				
African American	7	0.2%	45,227	12.3%
Hispanic	3,179	99.0%	191,125	51.8%
White	19	0.6%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	6	0.2%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	0	0.0%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	132	4.1%	51,023	13.8%
Foundation H.S. Program (Endorsement)	10	0.3%	14,179	3.8%
Foundation H.S. Program (DLA)	3,069	95.6%	302,917	82.2%
Special Education Graduates	370	11.5%	32,447	8.8%
Economically Disadvantaged Graduates	2,797	87.1%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	637	19.8%	40,398	11.0%
At-Risk Graduates	1,904	59.3%	159,689	43.3%

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	88.5%	**98.4%**	100.0%	98.5%	89.5%	-	100.0%	-	-	95.1%	98.4%	97.5%
2020-21	65.2%	80.5%	**92.8%**	100.0%	92.9%	84.2%	-	*	*	*	91.6%	92.7%	93.6%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	59.1%	**52.0%**	57.1%	52.0%	42.1%	-	100.0%	-	-	9.7%	49.1%	31.2%
2020-21	52.7%	60.2%	**54.7%**	40.0%	54.6%	68.4%	-	*	*	*	9.1%	51.2%	37.2%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	58.3%	**53.4%**	71.4%	53.4%	26.3%	-	100.0%	-	-	10.8%	50.6%	17.4%
2020-21	56.1%	58.0%	**55.3%**	40.0%	55.3%	63.2%	-	*	*	*	10.4%	51.0%	18.4%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	53.2%	**49.7%**	42.9%	49.8%	21.1%	-	100.0%	-	-	15.4%	46.9%	25.9%
2020-21	45.7%	51.2%	**51.3%**	40.0%	51.1%	73.7%	-	*	*	*	8.7%	48.0%	25.1%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	46.8%	**41.2%**	42.9%	41.2%	21.1%	-	100.0%	-	-	7.6%	37.9%	11.8%
2020-21	40.4%	45.0%	**41.9%**	40.0%	41.7%	63.2%	-	*	*	*	4.0%	37.8%	10.8%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	21.6%	**19.6%**	28.6%	19.4%	26.3%	-	83.3%	-	-	1.6%	18.4%	19.0%
2020-21	21.3%	23.2%	**24.7%**	20.0%	24.6%	36.8%	-	*	*	*	2.3%	23.5%	29.9%
Associate Degree (Annual Graduates)													
2021-22	2.4%	5.4%	**8.0%**	28.6%	8.0%	0.0%	-	16.7%	-	-	0.8%	7.9%	0.6%
2020-21	2.6%	6.3%	**3.5%**	0.0%	3.4%	10.5%	-	*	*	*	0.0%	3.6%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	30.3%	**35.6%**	28.6%	35.5%	26.3%	-	100.0%	-	-	3.8%	32.7%	13.5%
2020-21	25.9%	35.1%	**34.0%**	0.0%	33.9%	47.4%	-	*	*	*	5.4%	30.4%	10.8%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	3.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	3.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	62.4%	**88.8%**	85.7%	89.0%	84.2%	-	16.7%	-	-	94.9%	89.7%	93.4%
2020-21	24.2%	43.1%	**70.5%**	60.0%	70.7%	47.4%	-	*	*	*	91.6%	73.0%	77.2%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	57.7%	**86.0%**	85.7%	86.2%	73.7%	-	16.7%	-	-	71.1%	86.8%	92.8%

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	37.1%	**66.0%**	20.0%	66.2%	36.8%	-	*	*	*	45.6%	68.1%	74.7%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2020-21	0.7%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.6%	**3.8%**	0.0%	3.7%	21.1%	-	0.0%	-	-	32.2%	4.0%	1.7%
2020-21	2.4%	2.5%	**3.0%**	40.0%	2.9%	10.5%	-	*	*	*	29.9%	3.2%	1.4%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.0%	**7.9%**	14.3%	7.9%	5.3%	-	0.0%	-	-	68.6%	8.2%	8.2%
2020-21	4.4%	5.5%	**6.4%**	0.0%	6.4%	0.0%	-	*	*	*	64.8%	7.0%	4.6%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	43.8%	**47.0%**	42.9%	47.0%	26.3%	-	100.0%	-	-	8.6%	43.6%	11.9%
	2020-21	25.9%	44.6%	**51.3%**	40.0%	51.2%	63.2%	-	*	*	*	9.1%	46.8%	11.0%
Mathematics	2021-22	18.7%	37.2%	**44.3%**	42.9%	44.3%	21.1%	-	100.0%	-	-	10.3%	41.1%	20.6%
	2020-21	19.4%	36.7%	**45.8%**	20.0%	45.7%	63.2%	-	*	*	*	7.4%	42.4%	20.5%
Both Subjects	2021-22	12.6%	31.6%	**36.6%**	28.6%	36.6%	21.1%	-	100.0%	-	-	5.9%	33.1%	8.6%
	2020-21	14.4%	31.3%	**38.0%**	20.0%	37.8%	57.9%	-	*	*	*	3.0%	33.9%	7.4%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	13.7%	**5.7%**	28.6%	5.7%	0.0%	-	0.0%	-	-	2.2%	5.9%	4.9%
	2020-21	8.6%	10.9%	**3.8%**	0.0%	3.8%	0.0%	-	*	*	*	1.3%	3.9%	7.8%
Mathematics	2021-22	14.0%	16.6%	**5.8%**	0.0%	5.8%	0.0%	-	0.0%	-	-	5.4%	6.0%	5.8%
	2020-21	10.3%	13.4%	**5.7%**	20.0%	5.6%	15.8%	-	*	*	*	1.3%	5.9%	4.8%
Both Subjects	2021-22	7.5%	10.5%	**1.9%**	0.0%	1.9%	0.0%	-	0.0%	-	-	1.1%	2.0%	1.4%
	2020-21	4.9%	7.9%	**0.6%**	0.0%	0.6%	0.0%	-	*	*	*	0.3%	0.5%	1.4%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	28.1%	**21.9%**	66.7%	21.6%	27.5%	-	100.0%	*	*	2.3%	20.0%	10.8%
	2021	21.1%	23.0%	**18.2%**	53.8%	18.0%	17.9%	-	62.5%	*	*	1.9%	15.6%	7.9%
English Language Arts	2022	13.2%	17.7%	**11.5%**	44.4%	11.4%	17.6%	-	58.3%	*	*	0.9%	10.2%	4.2%
	2021	12.1%	13.9%	**10.3%**	46.2%	10.2%	15.4%	-	37.5%	*	*	0.6%	8.6%	2.0%
Mathematics	2022	6.9%	7.6%	**3.6%**	22.2%	3.4%	7.8%	-	41.7%	*	*	0.6%	3.1%	0.7%
	2021	6.1%	5.4%	**2.6%**	7.7%	2.6%	0.0%	-	0.0%	*	*	0.2%	2.1%	0.3%
Science	2022	9.6%	11.1%	**7.7%**	33.3%	7.4%	15.7%	-	66.7%	*	*	0.7%	6.6%	1.7%
	2021	8.7%	8.7%	**4.3%**	15.4%	4.2%	2.6%	-	12.5%	*	*	0.4%	3.2%	0.6%
Social Studies	2022	12.5%	16.8%	**11.8%**	55.6%	11.6%	19.6%	-	66.7%	*	*	1.3%	10.8%	4.2%
	2021	11.6%	14.1%	**9.1%**	38.5%	8.9%	10.3%	-	50.0%	*	*	0.9%	7.4%	2.4%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	35.1%	**24.2%**	33.3%	23.7%	57.1%	-	41.7%	*	*	21.1%	22.4%	37.8%
	2021	48.6%	29.6%	**20.2%**	28.6%	20.0%	28.6%	-	40.0%	-	-	20.0%	19.2%	48.4%
English Language Arts	2022	53.2%	23.6%	**24.1%**	*	23.5%	44.4%	-	42.9%	-	-	14.3%	20.5%	8.3%
	2021	42.7%	15.3%	**10.7%**	16.7%	10.7%	0.0%	-	*	-	-	0.0%	9.2%	4.2%
Mathematics	2022	50.4%	20.6%	**13.0%**	*	13.3%	*	-	20.0%	*	-	20.0%	8.1%	0.0%
	2021	49.4%	20.1%	**10.7%**	*	10.1%	-	-	-	-	-	*	7.4%	*
Science	2022	44.7%	15.8%	**9.2%**	*	8.3%	25.0%	-	37.5%	*	*	0.0%	5.1%	0.0%
	2021	41.4%	13.0%	**6.8%**	*	6.9%	*	-	*	-	-	*	2.2%	0.0%

	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	2022	41.9%	13.3%	**9.2%**	0.0%	8.7%	50.0%	-	12.5%	-	-	18.2%	6.5%	4.9%
	2021	42.2%	13.2%	**9.0%**	0.0%	8.7%	*	-	*	-	-	0.0%	7.6%	3.4%
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	49.6%	**57.8%**	71.4%	57.7%	42.1%	-	100.0%	-	?	23.5%	55.9%	37.3%
	2020-21	70.8%	47.9%	**26.7%**	40.0%	26.6%	31.6%	-	*	*	*	5.4%	24.4%	11.3%
At/Above Criterion for All Examinees	2021-22	32.1%	20.7%	**15.7%**	40.0%	15.5%	12.5%	-	66.7%	-	*	5.7%	14.1%	3.0%
	2020-21	32.9%	20.8%	**27.7%**	*	27.1%	50.0%	-	*	-	-	6.3%	25.0%	4.1%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	969	**939**	986	939	984	-	1082	-	*	805	929	828
	2020-21	1002	953	**992**	1250	990	1084	-	1230	-	-	829	979	856
English Language Arts and Writing	2021-22	506	495	**483**	514	482	500	-	568	-	*	405	476	413
	2020-21	504	483	**505**	645	504	536	-	620	-	-	413	497	419
Mathematics	2021-22	496	474	**457**	472	456	484	-	513	-	*	400	452	415
	2020-21	498	470	**488**	605	486	548	-	610	-	-	416	481	437
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	18.2	**17.6**	*	17.5	*	-	*	-	-	14.5	17.5	14.1
	2020-21	20.0	18.0	**20.3**	26.0	20.1	22.3	-	28.0	-	-	14.0	20.0	15.4
English Language Arts	2021-22	19.2	18.0	**17.4**	*	17.3	*	-	*	-	-	13.8	17.3	12.7
	2020-21	19.6	17.4	**20.3**	26.0	20.1	20.5	-	27.8	-	-	13.0	19.7	14.1
Mathematics	2021-22	19.3	17.8	**17.0**	*	16.9	*	-	*	-	-	14.7	17.0	15.1
	2020-21	19.9	18.0	**19.4**	28.0	19.1	23.3	-	29.0	-	-	13.3	19.5	17.0
Science	2021-22	19.8	18.7	**18.0**	*	18.0	*	-	*	-	-	15.5	18.0	15.1
	2020-21	20.3	18.5	**20.7**	24.0	20.4	25.0	-	27.0	-	-	14.7	20.6	16.0

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	53.6%	**52.5%**	92.3%	52.5%	42.1%	-	95.5%	*	*	21.8%	50.8%	35.9%
	2020-21	42.5%	54.0%	**53.2%**	81.3%	53.1%	54.3%	-	93.3%	*	*	18.3%	50.7%	36.3%
English Language Arts	2021-22	16.6%	22.8%	**27.6%**	53.8%	27.5%	27.3%	-	77.3%	*	*	8.7%	25.7%	16.9%
	2020-21	16.3%	23.2%	**27.2%**	46.7%	27.1%	33.3%	-	66.7%	*	*	10.0%	24.7%	15.6%
Mathematics	2021-22	19.9%	23.6%	**27.1%**	50.0%	27.1%	21.0%	-	63.2%	*	*	8.6%	25.8%	14.5%
	2020-21	19.3%	25.2%	**28.1%**	50.0%	28.1%	22.0%	-	71.4%	*	*	5.6%	25.9%	13.6%
Science	2021-22	21.1%	24.4%	**18.2%**	58.3%	18.1%	17.3%	-	60.0%	*	*	5.7%	16.8%	6.5%
	2020-21	20.6%	24.0%	**16.1%**	37.5%	16.0%	15.4%	-	35.7%	*	*	4.4%	14.1%	4.5%
Social Studies	2021-22	22.8%	30.6%	**27.0%**	53.8%	26.9%	22.7%	-	81.8%	*	*	3.1%	24.3%	7.7%
	2020-21	22.8%	30.7%	**28.5%**	53.3%	28.4%	30.9%	-	80.0%	*	*	3.3%	25.0%	8.8%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	51.3%	**50.7%**	20.0%	50.7%	63.2%	-	*	*	*	20.8%	47.4%	28.7%
	2019-20	46.1%	48.9%	**52.3%**	*	52.3%	66.7%	-	*	*	-	25.6%	50.2%	29.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	**-**	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	**-**	-	-	-	-	-	-	-	-	-	-

| | ----------- Membership ----------- | | | | ------------ Enrollment ------------ | | | |
| | ---- District ---- | | -------- State -------- | | ---- District ---- | | -------- State -------- | |
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	37,854	100.0%	5,504,150	100.0%	37,898	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	26	0.1%	17,201	0.3%	69	0.2%	25,110	0.5%
Pre-Kindergarten	2,878	7.6%	243,493	4.4%	2,878	7.6%	244,284	4.4%
Pre-Kindergarten: 3-year Old	1,010	2.7%	40,199	0.7%	1,010	2.7%	40,535	0.7%
Pre-Kindergarten: 4-year Old	1,868	4.9%	203,294	3.7%	1,868	4.9%	203,749	3.7%
Kindergarten	2,155	5.7%	367,180	6.7%	2,155	5.7%	367,633	6.7%
Grade 1	2,500	6.6%	399,048	7.2%	2,501	6.6%	399,419	7.2%
Grade 2	2,497	6.6%	395,639	7.2%	2,497	6.6%	395,969	7.2%
Grade 3	2,342	6.2%	393,583	7.2%	2,342	6.2%	393,871	7.1%
Grade 4	2,480	6.6%	393,765	7.2%	2,480	6.5%	394,020	7.1%
Grade 5	2,568	6.8%	395,111	7.2%	2,568	6.8%	395,384	7.2%
Grade 6	2,592	6.8%	399,341	7.3%	2,592	6.8%	399,557	7.2%
Grade 7	2,465	6.5%	409,362	7.4%	2,465	6.5%	409,566	7.4%
Grade 8	2,883	7.6%	425,589	7.7%	2,883	7.6%	425,758	7.7%
Grade 9	3,664	9.7%	477,875	8.7%	3,664	9.7%	478,101	8.7%
Grade 10	2,975	7.9%	436,752	7.9%	2,975	7.9%	437,002	7.9%
Grade 11	2,983	7.9%	385,894	7.0%	2,983	7.9%	386,246	7.0%
Grade 12	2,846	7.5%	364,317	6.6%	2,846	7.5%	366,512	6.6%
Ethnic Distribution:								
African American	42	0.1%	705,310	12.8%	42	0.1%	706,775	12.8%
Hispanic	37,223	98.3%	2,915,219	53.0%	37,267	98.3%	2,921,416	52.9%
White	486	1.3%	1,410,571	25.6%	486	1.3%	1,416,240	25.7%
American Indian	6	0.0%	17,920	0.3%	6	0.0%	17,976	0.3%
Asian	77	0.2%	280,306	5.1%	77	0.2%	280,742	5.1%
Pacific Islander	9	0.0%	8,696	0.2%	9	0.0%	8,718	0.2%
Two or More Races	11	0.0%	166,128	3.0%	11	0.0%	166,565	3.0%
Sex:								
Female	18,503	48.9%	2,688,496	48.8%	18,519	48.9%	2,693,780	48.8%
Male	19,351	51.1%	2,815,654	51.2%	19,379	51.1%	2,824,652	51.2%
Economically Disadvantaged	33,745	89.1%	3,415,987	62.1%	33,785	89.1%	3,421,217	62.0%
Non-Educationally Disadvantaged	4,109	10.9%	2,088,163	37.9%	4,113	10.9%	2,097,215	38.0%
Section 504 Students	3,647	9.6%	407,619	7.4%	3,647	9.6%	407,904	7.4%
EB Students/EL	15,120	39.9%	1,269,408	23.1%	15,120	39.9%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	314	0.8%	87,162	1.5%				

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Dyslexia	2,834	7.5%	302,409	5.5%	2,834	7.5%	302,615	5.5%
Foster Care	80	0.2%	13,415	0.2%	80	0.2%	13,453	0.2%
Homeless	1,240	3.3%	72,534	1.3%	1,240	3.3%	72,654	1.3%
Immigrant	309	0.8%	122,390	2.2%	309	0.8%	122,504	2.2%
Migrant	338	0.9%	13,769	0.3%	339	0.9%	13,810	0.3%
Title I	37,575	99.3%	3,555,650	64.6%	37,612	99.2%	3,563,890	64.6%
Military Connected	285	0.8%	199,203	3.6%	285	0.8%	199,325	3.6%
At-Risk	27,824	73.5%	2,935,164	53.3%	27,827	73.4%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	14,935	39.5%	1,278,846	23.2%	14,935	39.4%	1,279,697	23.2%
Career and Technical Education	11,105	29.3%	1,459,380	26.5%				
Career and Technical Education (9-12 grades only)	10,447	83.8%	1,203,083	72.3%				
Gifted and Talented Education	3,911	10.3%	453,585	8.2%	3,911	10.3%	453,689	8.2%
Special Education	6,098	16.1%	693,061	12.6%	6,122	16.2%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	6,098		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,536	58.0%	305,800	44.1%				
Students with Physical Disabilities	645	10.6%	138,820	20.0%				
Students with Autism	725	11.9%	107,586	15.5%				
Students with Behavioral Disabilities	1,054	17.3%	130,018	18.8%				
Students with Non-Categorical Early Childhood	138	2.3%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	6,888	18.8%	893,031	16.8%				
By Ethnicity:								
African American	8	0.0%	176,665	3.3%				
Hispanic	6,742	18.4%	462,284	8.7%				
White	121	0.3%	180,620	3.4%				
American Indian	1	0.0%	3,221	0.1%				
Asian	9	0.0%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	7	0.0%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	1,317	20.9%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	3,108	22.5%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	6,267	19.2%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	4,663	15.6%	751,495	18.1%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.7%	1.5%	1.7%	4.5%
Grade 1	8.0%	2.5%	4.3%	3.6%
Grade 2	4.0%	1.6%	3.7%	2.0%
Grade 3	2.4%	0.8%	1.8%	0.9%
Grade 4	0.8%	0.5%	0.3%	0.5%
Grade 5	0.4%	0.3%	0.3%	0.4%
Grade 6	1.0%	0.3%	1.0%	0.4%
Grade 7	1.2%	0.4%	0.6%	0.5%
Grade 8	1.2%	0.4%	0.2%	0.5%
Grade 9	13.0%	8.7%	25.2%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	91	0.5%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	18.3	18.7
Grade 1	16.5	19.1
Grade 2	15.1	19.1
Grade 3	14.2	19.3
Grade 4	13.9	19.4
Grade 5	14.8	20.8
Grade 6	14.8	19.2
Secondary:		
English/Language Arts	12.8	16.2
Foreign Languages	17.9	18.8
Mathematics	14.3	17.5
Science	14.2	18.5
Social Studies	14.5	18.9

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	5,935.8	100.0%	763,729.4	100.0%
Professional Staff:	3,312.7	55.8%	489,326.8	64.1%
Teachers	2,575.9	43.4%	371,646.7	48.7%
Professional Support	592.3	10.0%	82,878.8	10.9%
Campus Administration (School Leadership)	135.5	2.3%	25,300.5	3.3%
Central Administration	9.0	0.2%	9,500.8	1.2%
Educational Aides:	728.3	12.3%	86,185.9	11.3%
Auxiliary Staff:	1,894.8	31.9%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	56.0	n/a	4,258.0	n/a
Part-time Librarians	2.0	n/a	646.0	n/a
Full-time Counselors	133.0	n/a	13,815.0	n/a
Part-time Counselors	15.0	n/a	1,240.0	n/a
Total Minority Staff:	5,560.5	93.7%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	3.9	0.1%	44,033.4	11.8%
Hispanic	2,383.3	92.5%	110,015.9	29.6%
White	179.2	7.0%	203,967.5	54.9%
American Indian	2.0	0.1%	1,274.2	0.3%
Asian	2.0	0.1%	7,310.0	2.0%
Pacific Islander	5.6	0.2%	514.6	0.1%
Two or More Races	0.0	0.0%	4,531.1	1.2%
Teachers by Sex:				
Males	800.9	31.1%	90,752.5	24.4%
Females	1,774.9	68.9%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	69.1	2.7%	7,591.2	2.0%
Bachelors	2,017.8	78.3%	268,238.6	72.2%
Masters	477.4	18.5%	92,878.9	25.0%
Doctorate	11.7	0.5%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	121.0	4.7%	36,179.6	9.7%
1-5 Years Experience	337.8	13.1%	97,667.0	26.3%
6-10 Years Experience	361.5	14.0%	76,209.5	20.5%
11-20 Years Experience	1,000.3	38.8%	101,173.2	27.2%

	----- District -----		------- State -------	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	621.5	24.1%	49,550.0	13.3%
Over 30 Years Experience	133.7	5.2%	10,867.4	2.9%
Number of Students per Teacher	14.7	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	9.6	6.1
Average Years Experience of Principals with District	8.8	5.3
Average Years Experience of Assistant Principals	10.0	5.2
Average Years Experience of Assistant Principals with District	9.9	4.4
Average Years Experience of Teachers:	15.5	11.0
Average Years Experience of Teachers with District:	14.8	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$56,933	$53,300
1-5 Years Experience	$57,165	$56,516
6-10 Years Experience	$59,308	$59,732
11-20 Years Experience	$62,788	$63,389
21-30 Years Experience	$68,862	$67,876
Over 30 Years Experience	$75,181	$72,560
Average Actual Salaries (regular duties only):		
Teachers	$63,396	$60,717
Professional Support	$78,501	$72,022
Campus Administration (School Leadership)	$92,930	$85,167
Central Administration	$176,622	$112,702
Instructional Staff Percent:	58.3%	65.1%
Turnover Rate for Teachers:	10.0%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

| Designation | ------ District ----- | | ------- State ------- | |
	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	*	*	5,474	$5,974
Exemplary	22	$15,994	4,862	$11,898
Master	11	$29,046	2,224	$21,920

| Program Information | ------ District ----- | | ------- State ------- | |
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	62.3	2.4%	22,050.2	5.9%
Career and Technical Education	154.6	6.0%	19,907.7	5.4%
Compensatory Education	11.1	0.4%	11,928.5	3.2%
Gifted and Talented Education	111.7	4.3%	6,181.8	1.7%
Regular Education	1,922.1	74.6%	262,398.5	70.6%
Special Education	309.5	12.0%	36,110.2	9.7%
Other	4.5	0.2%	13,069.7	3.5%

-   Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

**   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.

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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	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	76%	**74%**	*	73%	72%	-	100%	-	-	42%	86%	73%	76%	72%	68%
	2021	67%	57%	**54%**	*	54%	64%	*	100%	-	*	26%	55%	54%	56%	52%	48%
At Meets Grade Level or Above	2022	51%	49%	**46%**	*	46%	44%	-	80%	-	-	20%	72%	46%	52%	44%	39%
	2021	39%	27%	**21%**	*	21%	24%	*	60%	-	*	12%	16%	21%	18%	18%	16%
At Masters Grade Level	2022	30%	26%	**23%**	*	24%	14%	-	60%	-	-	9%	28%	23%	24%	22%	19%
	2021	19%	11%	**7%**	*	7%	8%	*	20%	-	*	4%	0%	7%	9%	6%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	70%	**69%**	*	68%	74%	-	100%	-	-	38%	78%	68%	71%	67%	65%
	2021	62%	45%	**40%**	*	40%	60%	*	100%	-	*	20%	42%	40%	45%	39%	35%
At Meets Grade Level or Above	2022	43%	41%	**40%**	*	40%	33%	-	100%	-	-	17%	50%	40%	38%	38%	37%
	2021	31%	17%	**13%**	*	12%	24%	*	80%	-	*	11%	11%	13%	15%	12%	10%
At Masters Grade Level	2022	21%	18%	**17%**	*	17%	12%	-	60%	-	-	8%	11%	17%	17%	15%	14%
	2021	14%	6%	**4%**	*	3%	12%	*	20%	-	*	2%	3%	3%	5%	3%	3%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	77%	**80%**	*	80%	93%	-	100%	*	*	50%	92%	81%	76%	79%	77%
	2021	63%	56%	**55%**	*	55%	60%	-	*	-	-	24%	56%	55%	54%	53%	50%
At Meets Grade Level or Above	2022	54%	52%	**56%**	*	56%	69%	-	100%	*	*	30%	69%	56%	54%	53%	50%
	2021	36%	28%	**27%**	*	27%	33%	-	*	-	-	15%	13%	27%	24%	25%	23%
At Masters Grade Level	2022	28%	25%	**26%**	*	26%	34%	-	83%	*	*	10%	19%	26%	26%	24%	22%
	2021	17%	12%	**10%**	*	10%	7%	-	*	-	-	3%	0%	10%	9%	8%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	71%	**77%**	*	77%	79%	-	100%	*	*	49%	85%	78%	75%	76%	74%
	2021	59%	44%	**40%**	*	40%	33%	-	*	-	-	22%	56%	41%	35%	38%	38%
At Meets Grade Level or Above	2022	43%	43%	**50%**	*	50%	62%	-	100%	*	*	26%	77%	50%	49%	47%	45%
	2021	36%	22%	**17%**	*	17%	27%	-	*	-	-	13%	25%	18%	14%	15%	15%
At Masters Grade Level	2022	23%	22%	**26%**	*	25%	21%	-	83%	*	*	10%	42%	25%	26%	24%	22%
	2021	21%	10%	**8%**	*	8%	20%	-	*	-	-	4%	6%	8%	8%	7%	7%
Grade 5 Reading																	

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	**81%**	*	81%	85%	-	*	-	-	53%	91%	82%	81%	80%	78%
	2021	73%	68%	**71%**	*	70%	82%	-	100%	-	-	32%	89%	72%	65%	69%	68%
At Meets Grade Level or Above	2022	58%	57%	**58%**	*	58%	60%	-	*	-	-	30%	73%	59%	54%	56%	54%
	2021	46%	39%	**39%**	*	39%	73%	-	83%	-	-	17%	56%	40%	33%	36%	35%
At Masters Grade Level	2022	36%	34%	**35%**	*	35%	35%	-	*	-	-	13%	55%	36%	32%	33%	31%
	2021	30%	23%	**24%**	*	23%	73%	-	67%	-	-	6%	56%	25%	19%	21%	20%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	79%	**84%**	*	84%	90%	-	*	-	-	61%	100%	85%	79%	83%	83%
	2021	70%	58%	**59%**	*	59%	73%	-	100%	-	-	35%	89%	60%	53%	57%	56%
At Meets Grade Level or Above	2022	48%	49%	**55%**	*	55%	60%	-	*	-	-	32%	77%	56%	49%	53%	53%
	2021	44%	30%	**32%**	*	31%	64%	-	83%	-	-	15%	56%	32%	30%	30%	29%
At Masters Grade Level	2022	25%	24%	**26%**	*	26%	20%	-	*	-	-	10%	50%	27%	21%	25%	25%
	2021	25%	14%	**14%**	*	14%	27%	-	50%	-	-	6%	44%	14%	15%	13%	12%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	68%	**69%**	*	69%	80%	-	*	-	-	42%	86%	69%	68%	67%	65%
	2021	62%	48%	**47%**	*	47%	64%	-	100%	-	-	20%	89%	48%	38%	44%	43%
At Meets Grade Level or Above	2022	38%	40%	**39%**	*	39%	35%	-	*	-	-	25%	45%	39%	35%	37%	35%
	2021	31%	19%	**17%**	*	17%	36%	-	50%	-	-	12%	11%	17%	16%	15%	14%
At Masters Grade Level	2022	18%	18%	**16%**	*	16%	20%	-	*	-	-	10%	23%	16%	16%	15%	15%
	2021	13%	6%	**6%**	*	6%	36%	-	17%	-	-	5%	0%	6%	5%	5%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	68%	**67%**	*	66%	72%	-	86%	-	-	38%	76%	69%	54%	63%	54%
	2021	62%	56%	**57%**	*	56%	69%	-	*	-	*	24%	71%	58%	45%	54%	41%
At Meets Grade Level or Above	2022	43%	40%	**39%**	*	38%	72%	-	71%	-	-	18%	48%	40%	29%	35%	25%
	2021	32%	25%	**25%**	*	25%	50%	-	*	-	*	14%	29%	27%	15%	23%	14%
At Masters Grade Level	2022	23%	20%	**20%**	*	19%	44%	-	57%	-	-	10%	24%	20%	15%	17%	10%
	2021	15%	10%	**10%**	*	9%	19%	-	*	-	*	6%	7%	10%	6%	8%	4%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	69%	**69%**	*	69%	78%	-	100%	-	-	46%	81%	70%	63%	66%	60%
	2021	68%	54%	**56%**	*	56%	65%	-	*	-	*	30%	86%	57%	48%	52%	43%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	33%	**30%**	*	29%	56%	-	71%	-	-	17%	33%	31%	22%	26%	19%
	2021	36%	20%	**19%**	*	19%	35%	-	*	-	*	13%	43%	20%	14%	16%	11%
At Masters Grade Level	2022	16%	12%	**10%**	*	10%	22%	-	43%	-	-	10%	14%	11%	6%	9%	6%
	2021	15%	6%	**5%**	*	5%	12%	-	*	-	*	5%	0%	5%	4%	4%	3%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	79%	**79%**	*	79%	89%	*	*	-	*	47%	88%	81%	64%	77%	65%
	2021	69%	64%	**63%**	*	63%	71%	-	*	-	-	31%	67%	64%	58%	61%	46%
At Meets Grade Level or Above	2022	56%	54%	**52%**	*	52%	72%	*	*	-	*	21%	50%	54%	42%	50%	32%
	2021	45%	39%	**38%**	*	38%	43%	-	*	-	-	18%	47%	38%	38%	36%	21%
At Masters Grade Level	2022	37%	34%	**33%**	*	33%	67%	*	*	-	*	10%	29%	34%	25%	30%	16%
	2021	25%	20%	**19%**	*	19%	14%	-	*	-	-	10%	27%	19%	20%	17%	8%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	61%	**47%**	*	47%	50%	*	*	-	*	26%	55%	49%	35%	46%	36%
	2021	55%	45%	**28%**	*	28%	*	-	*	-	-	19%	10%	27%	33%	28%	22%
At Meets Grade Level or Above	2022	31%	31%	**16%**	*	16%	29%	*	*	-	*	11%	18%	16%	10%	15%	9%
	2021	27%	18%	**6%**	*	6%	*	-	*	-	-	13%	10%	6%	7%	6%	4%
At Masters Grade Level	2022	13%	13%	**3%**	*	3%	21%	*	*	-	*	5%	0%	3%	2%	3%	2%
	2021	12%	7%	**2%**	*	2%	*	-	*	-	-	8%	0%	2%	2%	2%	2%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	83%	**79%**	*	79%	78%	-	*	*	-	48%	74%	81%	65%	78%	65%
	2021	73%	68%	**66%**	*	66%	80%	-	*	-	*	25%	43%	67%	55%	63%	54%
At Meets Grade Level or Above	2022	58%	57%	**52%**	*	52%	56%	-	*	*	-	26%	43%	54%	41%	50%	32%
	2021	46%	39%	**36%**	*	36%	50%	-	*	-	*	14%	29%	38%	25%	34%	23%
At Masters Grade Level	2022	37%	36%	**31%**	*	31%	22%	-	*	*	-	14%	22%	32%	24%	29%	15%
	2021	21%	16%	**15%**	*	14%	20%	-	*	-	*	5%	0%	15%	11%	13%	7%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	**71%**	*	70%	83%	-	*	*	-	39%	64%	72%	64%	69%	57%
	2021	62%	42%	**46%**	*	46%	71%	-	*	-	-	21%	64%	47%	43%	43%	35%
At Meets Grade Level or Above	2022	40%	41%	**39%**	*	39%	42%	-	*	*	-	21%	27%	39%	39%	37%	23%
	2021	36%	19%	**20%**	*	20%	0%	-	*	-	-	12%	9%	20%	18%	17%	11%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2022	14%	15%	**14%**	*	13%	25%	-	*	*	-	12%	5%	14%	12%	12%	5%
	2021	11%	5%	**5%**	*	5%	0%	-	*	-	-	7%	9%	4%	5%	4%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	75%	**72%**	*	72%	78%	-	*	*	-	39%	75%	73%	67%	71%	58%
	2021	68%	57%	**51%**	*	50%	75%	-	*	-	*	21%	63%	52%	44%	48%	37%
At Meets Grade Level or Above	2022	45%	44%	**36%**	*	36%	22%	-	*	*	-	18%	42%	37%	29%	33%	22%
	2021	43%	31%	**25%**	*	25%	63%	-	*	-	*	13%	13%	26%	19%	23%	16%
At Masters Grade Level	2022	24%	22%	**14%**	*	14%	22%	-	*	*	-	10%	8%	14%	10%	12%	7%
	2021	24%	14%	**11%**	*	11%	13%	-	*	-	*	7%	13%	11%	8%	9%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	60%	**56%**	*	56%	44%	-	*	*	-	31%	54%	56%	49%	53%	36%
	2021	57%	44%	**34%**	*	33%	44%	-	*	-	*	17%	29%	34%	29%	31%	20%
At Meets Grade Level or Above	2022	31%	27%	**22%**	*	22%	22%	-	*	*	-	17%	27%	22%	19%	19%	9%
	2021	28%	17%	**11%**	*	11%	11%	-	*	-	*	11%	14%	11%	10%	9%	5%
At Masters Grade Level	2022	18%	15%	**12%**	*	12%	0%	-	*	*	-	10%	12%	12%	9%	10%	5%
	2021	14%	7%	**4%**	*	4%	0%	-	*	-	*	8%	14%	4%	4%	4%	2%
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	64%	**68%**	*	68%	66%	-	100%	*	*	27%	82%	69%	59%	66%	50%
	2021	67%	63%	**64%**	*	64%	60%	-	*	*	-	24%	63%	65%	57%	61%	45%
At Meets Grade Level or Above	2022	47%	44%	**47%**	*	47%	39%	-	100%	*	*	13%	39%	50%	37%	45%	25%
	2021	50%	45%	**46%**	*	46%	52%	-	*	*	-	13%	47%	47%	40%	42%	23%
At Masters Grade Level	2022	11%	9%	**11%**	*	11%	5%	-	80%	*	*	5%	0%	12%	9%	10%	2%
	2021	12%	9%	**10%**	*	10%	16%	-	*	*	-	4%	3%	10%	10%	8%	2%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	70%	**72%**	*	72%	75%	-	*	*	*	36%	79%	75%	61%	71%	53%
	2021	71%	67%	**69%**	*	69%	58%	-	*	*	*	28%	71%	71%	62%	67%	44%
At Meets Grade Level or Above	2022	55%	51%	**54%**	*	54%	55%	-	*	*	*	22%	63%	57%	42%	51%	30%
	2021	57%	51%	**54%**	*	54%	50%	-	*	*	*	20%	43%	57%	45%	51%	26%

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At Masters Grade Level	2022	9%	7%	**9%**	*	9%	13%	-	*	*	*	8%	17%	10%	6%	7%	2%
	2021	11%	8%	**9%**	*	9%	15%	-	*	*	*	7%	0%	9%	8%	8%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	80%	**89%**	*	89%	96%	-	*	-	-	66%	91%	89%	85%	88%	85%
	2021	73%	64%	**64%**	*	64%	80%	-	*	*	*	41%	52%	64%	62%	62%	56%
At Meets Grade Level or Above	2022	43%	44%	**58%**	*	58%	72%	-	*	-	-	33%	65%	59%	50%	57%	51%
	2021	41%	29%	**27%**	*	27%	30%	-	*	*	*	20%	19%	27%	26%	26%	22%
At Masters Grade Level	2022	27%	26%	**38%**	*	38%	56%	-	*	-	-	21%	47%	39%	31%	36%	30%
	2021	23%	14%	**13%**	*	13%	15%	-	*	*	*	10%	10%	13%	13%	12%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	82%	**84%**	*	84%	88%	-	*	*	*	57%	83%	86%	76%	83%	72%
	2021	82%	76%	**77%**	*	77%	86%	-	*	-	-	45%	81%	78%	72%	75%	63%
At Meets Grade Level or Above	2022	55%	48%	**49%**	*	49%	63%	-	*	*	*	23%	47%	51%	36%	46%	30%
	2021	55%	43%	**43%**	*	43%	55%	-	*	-	-	20%	43%	45%	38%	40%	26%
At Masters Grade Level	2022	21%	15%	**14%**	*	14%	10%	-	*	*	*	7%	7%	16%	9%	13%	5%
	2021	22%	13%	**12%**	*	12%	9%	-	*	-	-	4%	24%	13%	10%	11%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	88%	**90%**	*	90%	94%	-	100%	*	*	69%	100%	92%	85%	90%	81%
	2021	88%	84%	**85%**	100%	85%	73%	-	100%	-	*	58%	100%	86%	80%	84%	66%
At Meets Grade Level or Above	2022	68%	61%	**65%**	*	65%	71%	-	100%	*	*	37%	91%	66%	59%	62%	42%
	2021	69%	58%	**60%**	80%	60%	60%	-	100%	-	*	34%	88%	61%	56%	57%	35%
At Masters Grade Level	2022	42%	33%	**36%**	*	36%	53%	-	100%	*	*	21%	45%	36%	33%	33%	16%
	2021	43%	29%	**30%**	40%	30%	33%	-	83%	-	*	14%	63%	30%	29%	27%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	86%	**75%**	*	75%	*	-	*	-	-	79%	*	76%	67%	75%	47%
	2021	95%	91%	**85%**	-	85%	*	-	-	-	-	*	-	85%	86%	83%	74%
At Meets Grade Level or Above	2022	64%	39%	**27%**	*	27%	*	-	*	-	-	36%	*	28%	20%	26%	13%
	2021	69%	48%	**41%**	-	41%	*	-	-	-	-	*	-	41%	44%	40%	30%

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At Masters Grade Level	2022	13%	4%	**1%**	*	1%	*	-	*	-	-	0%	*	0%	3%	0%	0%
	2021	14%	4%	**1%**	-	1%	*	-	-	-	-	*	-	1%	0%	1%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	74%	**75%**	90%	75%	80%	*	93%	67%	89%	45%	81%	76%	68%	73%	66%
	2021	67%	59%	**59%**	80%	59%	66%	*	88%	*	77%	28%	61%	59%	56%	56%	46%
At Meets Grade Level or Above	2022	48%	45%	**46%**	65%	46%	53%	*	81%	50%	56%	23%	52%	47%	40%	44%	35%
	2021	41%	32%	**31%**	50%	31%	40%	*	66%	*	69%	15%	28%	32%	30%	29%	19%
At Masters Grade Level	2022	23%	21%	**20%**	27%	20%	24%	*	60%	42%	33%	11%	22%	21%	17%	19%	14%
	2021	18%	12%	**11%**	20%	11%	16%	*	42%	*	15%	6%	9%	11%	11%	9%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	**74%**	89%	74%	77%	*	94%	50%	*	42%	84%	76%	65%	73%	64%
	2021	68%	63%	**63%**	87%	63%	65%	*	89%	*	83%	27%	63%	64%	57%	60%	50%
At Meets Grade Level or Above	2022	53%	50%	**51%**	84%	51%	55%	*	81%	33%	*	22%	57%	52%	42%	48%	37%
	2021	45%	38%	**38%**	60%	38%	45%	*	67%	*	67%	15%	32%	39%	34%	35%	23%
At Masters Grade Level	2022	25%	22%	**22%**	42%	22%	24%	*	64%	17%	*	10%	23%	23%	16%	20%	15%
	2021	18%	13%	**12%**	20%	12%	19%	*	48%	*	17%	5%	8%	13%	11%	11%	7%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	**74%**	89%	74%	80%	*	94%	*	*	48%	79%	75%	69%	72%	68%
	2021	66%	53%	**51%**	62%	50%	63%	*	86%	*	*	27%	54%	51%	49%	48%	42%
At Meets Grade Level or Above	2022	42%	40%	**42%**	63%	42%	50%	*	78%	*	*	23%	51%	43%	38%	40%	37%
	2021	37%	24%	**21%**	38%	20%	30%	*	68%	*	*	14%	21%	21%	20%	19%	16%
At Masters Grade Level	2022	20%	19%	**20%**	21%	20%	24%	*	53%	*	*	11%	25%	20%	18%	18%	17%
	2021	18%	9%	**7%**	23%	7%	14%	*	41%	*	*	6%	8%	7%	8%	7%	6%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	**76%**	83%	76%	84%	-	90%	*	*	46%	82%	77%	72%	75%	66%
	2021	71%	63%	**62%**	100%	61%	78%	-	100%	-	*	30%	79%	62%	58%	59%	49%
At Meets Grade Level or Above	2022	47%	44%	**42%**	33%	42%	50%	-	90%	*	*	22%	45%	44%	34%	40%	30%
	2021	44%	33%	**31%**	80%	31%	51%	-	67%	-	*	15%	29%	31%	29%	28%	19%

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At Masters Grade Level	2022	21%	17%	**15%**	0%	15%	14%	-	60%	*	*	9%	12%	15%	10%	13%	10%
	2021	20%	11%	**10%**	20%	10%	17%	-	42%	-	*	5%	16%	10%	8%	8%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	75%	**75%**	100%	75%	84%	-	90%	*	*	50%	68%	75%	74%	74%	61%
	2021	73%	67%	**68%**	86%	68%	63%	-	90%	-	*	42%	67%	68%	68%	66%	45%
At Meets Grade Level or Above	2022	50%	45%	**46%**	40%	46%	60%	-	80%	*	*	27%	46%	46%	47%	43%	27%
	2021	49%	41%	**44%**	57%	44%	42%	-	80%	-	*	25%	53%	44%	45%	41%	21%
At Masters Grade Level	2022	30%	24%	**25%**	20%	25%	42%	-	70%	*	*	16%	22%	25%	26%	23%	11%
	2021	29%	20%	**21%**	29%	21%	21%	-	50%	-	*	12%	40%	21%	23%	19%	8%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	33%	**32%**	*	32%	26%	-	80%	-	-	13%	44%	31%	34%	30%	27%
	2021	24%	13%	**10%**	*	9%	16%	*	40%	-	*	9%	3%	10%	11%	8%	7%
Reading and Mathematics Including EOC	2022	36%	33%	**32%**	*	32%	26%	-	80%	-	-	13%	44%	31%	34%	30%	27%
	2021	24%	13%	**10%**	*	9%	16%	*	40%	-	*	9%	3%	10%	11%	8%	7%
Reading Including EOC	2022	51%	49%	**46%**	*	46%	44%	-	80%	-	-	20%	72%	46%	52%	44%	39%
	2021	38%	27%	**21%**	*	21%	24%	*	60%	-	*	12%	16%	21%	18%	18%	16%
Math Including EOC	2022	43%	41%	**40%**	*	40%	33%	-	100%	-	-	17%	50%	40%	38%	38%	37%
	2021	31%	17%	**13%**	*	12%	24%	*	80%	-	*	11%	11%	13%	15%	12%	10%
4th Graders																	
Reading and Mathematics	2022	36%	35%	**41%**	*	41%	48%	-	100%	*	*	20%	62%	41%	41%	38%	35%
	2021	26%	16%	**13%**	*	13%	20%	-	*	-	-	11%	13%	13%	9%	11%	11%
Reading and Mathematics Including EOC	2022	36%	35%	**41%**	*	41%	48%	-	100%	*	*	20%	62%	41%	41%	38%	35%
	2021	26%	16%	**13%**	*	13%	20%	-	*	-	-	11%	13%	13%	9%	11%	11%
Reading Including EOC	2022	54%	52%	**56%**	*	55%	69%	-	100%	*	*	29%	69%	56%	54%	53%	50%
	2021	36%	28%	**27%**	*	27%	33%	-	*	-	-	15%	13%	27%	24%	25%	23%
Math Including EOC	2022	43%	43%	**50%**	*	50%	62%	-	100%	*	*	26%	77%	50%	49%	47%	44%
	2021	36%	21%	**17%**	*	17%	27%	-	*	-	-	13%	25%	18%	14%	15%	15%
5th Graders																	
Reading and Mathematics	2022	41%	41%	**44%**	*	44%	40%	-	*	-	-	23%	59%	45%	36%	42%	40%
	2021	34%	23%	**24%**	*	23%	64%	-	67%	-	-	13%	33%	24%	23%	21%	20%

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Reading and Mathematics Including EOC	2022	41%	41%	**44%**	*	44%	40%	-	*	-	-	23%	59%	45%	36%	42%	40%
	2021	34%	23%	**24%**	*	23%	64%	-	67%	-	-	13%	33%	24%	23%	21%	20%
Reading Including EOC	2022	58%	57%	**58%**	*	58%	60%	-	*	-	-	31%	73%	59%	54%	56%	54%
	2021	46%	39%	**39%**	*	39%	73%	-	83%	-	-	17%	56%	40%	33%	36%	35%
Math Including EOC	2022	48%	49%	**55%**	*	55%	60%	-	*	-	-	32%	77%	56%	49%	53%	53%
	2021	44%	30%	**32%**	*	31%	64%	-	83%	-	-	15%	56%	32%	30%	30%	29%
6th Graders																	
Reading and Mathematics	2022	31%	26%	**22%**	*	22%	56%	-	57%	-	-	14%	35%	24%	15%	19%	12%
	2021	24%	14%	**14%**	*	14%	31%	-	*	-	*	12%	21%	15%	9%	11%	7%
Reading and Mathematics Including EOC	2022	31%	26%	**22%**	*	22%	56%	-	57%	-	-	14%	35%	24%	15%	19%	12%
	2021	24%	14%	**14%**	*	14%	31%	-	*	-	*	12%	21%	15%	9%	11%	7%
Reading Including EOC	2022	43%	40%	**39%**	*	38%	72%	-	71%	-	-	18%	45%	40%	29%	35%	25%
	2021	32%	25%	**25%**	*	25%	50%	-	*	-	*	14%	29%	27%	15%	22%	14%
Math Including EOC	2022	40%	33%	**30%**	*	29%	56%	-	71%	-	-	17%	35%	31%	22%	26%	19%
	2021	36%	21%	**19%**	*	19%	35%	-	*	-	*	13%	43%	19%	14%	16%	11%
7th Graders																	
Reading and Mathematics	2022	32%	28%	**23%**	*	22%	33%	*	*	-	*	11%	17%	24%	15%	20%	10%
	2021	26%	17%	**14%**	*	14%	0%	-	*	-	-	13%	13%	14%	13%	12%	7%
Reading and Mathematics Including EOC	2022	33%	29%	**23%**	*	22%	33%	*	*	-	*	11%	17%	24%	15%	20%	10%
	2021	27%	18%	**14%**	*	14%	0%	-	*	-	-	13%	13%	14%	13%	12%	7%
Reading Including EOC	2022	56%	54%	**52%**	*	52%	72%	*	*	-	*	21%	50%	54%	42%	49%	32%
	2021	45%	39%	**38%**	*	38%	43%	-	*	-	-	18%	47%	38%	37%	36%	21%
Math Including EOC	2022	37%	33%	**25%**	*	25%	39%	*	*	-	*	12%	25%	26%	18%	22%	12%
	2021	32%	21%	**15%**	*	15%	0%	-	*	-	-	14%	13%	16%	13%	13%	7%
8th Graders																	
Reading and Mathematics	2022	27%	30%	**22%**	*	22%	25%	-	*	*	-	17%	16%	22%	21%	22%	11%
	2021	21%	11%	**9%**	*	9%	*	-	-	-	-	12%	0%	9%	11%	9%	6%
Reading and Mathematics Including EOC	2022	41%	41%	**37%**	*	37%	22%	-	*	*	-	17%	23%	38%	28%	35%	18%
	2021	33%	22%	**18%**	*	18%	30%	-	*	-	*	11%	29%	19%	15%	17%	10%
Reading Including EOC	2022	58%	58%	**56%**	*	56%	56%	-	*	*	-	26%	50%	58%	44%	54%	34%
	2021	47%	41%	**36%**	*	36%	50%	-	*	-	*	14%	29%	38%	25%	34%	23%

	School Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Math Including EOC	2022	48%	50%	**46%**	*	46%	33%	-	*	*	-	21%	35%	47%	38%	43%	28%
	2021	43%	28%	**24%**	*	23%	36%	-	*	-	*	11%	25%	24%	22%	22%	15%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	32%	**31%**	60%	31%	38%	*	69%	*	*	17%	40%	32%	26%	29%	25%
	2021	26%	16%	**14%**	30%	14%	24%	*	44%	-	*	11%	11%	14%	13%	12%	11%
Reading and Mathematics Including EOC	2022	36%	34%	**33%**	60%	33%	37%	*	67%	*	*	17%	40%	34%	27%	31%	26%
	2021	28%	18%	**15%**	27%	15%	26%	*	48%	-	*	11%	13%	16%	13%	13%	11%
Reading Including EOC	2022	53%	52%	**51%**	80%	51%	60%	*	74%	*	*	24%	61%	52%	45%	49%	41%
	2021	41%	33%	**31%**	45%	31%	42%	*	57%	-	*	15%	26%	32%	25%	28%	22%
Math Including EOC	2022	43%	41%	**41%**	60%	41%	47%	*	85%	*	*	21%	50%	42%	35%	38%	35%
	2021	37%	23%	**20%**	42%	20%	31%	*	68%	-	*	13%	23%	20%	18%	18%	15%

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\- Indicates there are no students in the group.

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)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																
Grade 4 ELA/Reading	2022	77	85	**89**	*	88	96	-	100	-	*	78	93	89	85	89	88
	2019	61	66	**69**	92	69	61	*	*	-	*	60	63	69	68	68	68
Grade 4 Mathematics	2022	74	86	**91**	*	91	89	-	100	-	*	80	100	91	90	90	90
	2019	65	65	**64**	83	64	65	*	*	-	*	62	56	64	65	63	61
Grade 5 ELA/Reading	2022	87	91	**92**	*	92	89	-	*	-	-	82	93	91	95	91	91
	2019	81	80	**78**	*	78	70	-	*	*	-	74	83	78	81	78	78
Grade 5 Mathematics	2022	79	91	**94**	*	94	93	-	*	-	-	90	93	94	95	94	94
	2019	83	85	**88**	*	88	80	-	*	*	-	90	81	87	91	87	87
Grade 6 ELA/Reading	2022	61	66	**64**	*	63	73	-	67	-	-	60	88	64	62	62	59
	2019	42	37	**30**	*	30	38	-	50	-	*	27	24	30	32	29	27
Grade 6 Mathematics	2022	61	70	**67**	*	67	73	-	67	-	-	64	71	67	66	67	68
	2019	54	44	**35**	*	35	45	-	60	-	*	25	44	35	38	33	30
Grade 7 ELA/Reading	2022	88	91	**91**	*	91	90	-	*	-	*	80	94	92	88	91	87
	2019	77	78	**77**	*	77	81	-	*	*	-	65	82	77	78	76	74
Grade 7 Mathematics	2022	60	72	**63**	-	63	63	-	*	-	*	53	54	64	56	64	61
	2019	62	65	**59**	*	59	57	-	*	*	-	45	57	59	55	58	55
Grade 8 ELA/Reading	2022	83	88	**88**	*	88	67	-	*	-	-	85	75	88	84	88	86
	2019	77	78	**77**	*	77	70	-	*	*	-	74	85	77	77	77	75
Grade 8 Mathematics	2022	74	86	**85**	*	85	67	-	*	-	-	69	85	86	83	85	83
	2019	82	88	**91**	-	91	83	-	*	-	-	86	98	91	92	91	91
End of Course English II	2022	71	74	**78**	*	78	82	-	*	*	-	67	75	78	81	78	78
	2019	69	67	**68**	*	68	78	-	67	*	-	61	30	67	73	67	68
End of Course Algebra I	2022	67	75	**88**	-	88	100	-	*	-	-	64	100	88	87	87	84
	2019	75	79	**91**	*	91	89	-	*	*	-	73	94	91	90	90	91
All Grades Both Subjects	2022	74	81	**83**	93	83	84	-	80	*	*	74	86	83	81	83	82
	2019	69	69	**69**	79	69	68	*	74	71	*	62	68	69	71	68	66
All Grades ELA/Reading	2022	78	82	**83**	91	83	85	-	83	*	*	75	86	84	82	83	82
	2019	68	68	**67**	72	67	67	*	69	*	*	61	66	67	70	66	65
All Grades Mathematics	2022	69	80	**82**	94	82	83	-	76	-	*	72	85	82	80	82	82
	2019	70	70	**71**	87	71	70	*	80	*	*	64	69	70	72	70	68

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- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	74%	**75%**	65%	65%	-	-	-	60%	58%	78%	58%	58%	66%	81%	60%	86%
	2021	67%	59%	**59%**	35%	35%	-	-	-	39%	38%	48%	38%	37%	41%	71%	37%	70%
At Meets Grade Level or Above	2022	48%	45%	**46%**	34%	34%	-	-	-	37%	25%	33%	25%	24%	36%	54%	28%	60%
	2021	41%	32%	**31%**	10%	10%	-	-	-	19%	13%	27%	13%	15%	16%	43%	12%	38%
At Masters Grade Level	2022	23%	21%	**20%**	14%	13%	-	-	-	19%	7%	12%	7%	7%	11%	26%	10%	28%
	2021	18%	12%	**11%**	3%	3%	-	-	-	8%	3%	11%	3%	4%	4%	16%	3%	14%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	74%	**74%**	66%	66%	-	-	-	56%	53%	80%	53%	49%	65%	83%	58%	87%
	2021	68%	63%	**63%**	44%	44%	-	-	-	41%	37%	45%	37%	35%	47%	75%	40%	79%
At Meets Grade Level or Above	2022	53%	50%	**51%**	36%	36%	-	-	-	34%	25%	33%	25%	19%	33%	62%	29%	67%
	2021	45%	38%	**38%**	14%	13%	-	-	-	20%	14%	24%	14%	15%	21%	52%	14%	49%
At Masters Grade Level	2022	25%	22%	**22%**	16%	16%	-	-	-	20%	6%	12%	6%	3%	7%	29%	9%	31%
	2021	18%	13%	**12%**	5%	5%	-	-	-	9%	2%	11%	2%	1%	5%	17%	3%	19%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	73%	**74%**	67%	67%	-	-	-	56%	60%	85%	59%	57%	64%	78%	63%	85%
	2021	66%	53%	**51%**	32%	32%	-	-	-	40%	35%	48%	35%	29%	42%	60%	34%	63%
At Meets Grade Level or Above	2022	42%	40%	**42%**	35%	35%	-	-	-	39%	26%	40%	25%	21%	41%	46%	30%	55%
	2021	37%	24%	**21%**	10%	10%	-	-	-	22%	10%	32%	10%	11%	14%	26%	10%	30%
At Masters Grade Level	2022	20%	19%	**20%**	13%	13%	-	-	-	20%	11%	17%	11%	11%	17%	22%	12%	29%
	2021	18%	9%	**7%**	4%	3%	-	-	-	11%	3%	16%	3%	5%	3%	9%	3%	11%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	76%	**76%**	56%	56%	-	-	-	85%	65%	81%	65%	62%	69%	83%	62%	87%
	2021	71%	63%	**62%**	30%	29%	-	-	-	47%	46%	69%	46%	42%	40%	74%	40%	68%
At Meets Grade Level or Above	2022	47%	44%	**42%**	26%	26%	-	-	-	38%	24%	25%	24%	16%	33%	51%	25%	54%
	2021	44%	33%	**31%**	7%	7%	-	-	-	11%	17%	31%	17%	18%	17%	43%	13%	32%
At Masters Grade Level	2022	21%	17%	**15%**	9%	9%	-	-	-	15%	4%	6%	4%	3%	10%	19%	6%	21%
	2021	20%	11%	**10%**	1%	1%	-	-	-	0%	3%	8%	3%	4%	4%	15%	2%	11%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	75%	**75%**	*	*	-	-	-	-	58%	30%	57%	76%	76%	82%	59%	82%
	2021	73%	67%	**68%**	-	-	-	-	-	-	40%	-	39%	48%	42%	81%	40%	56%
At Meets Grade Level or Above	2022	50%	45%	**46%**	*	*	-	-	-	-	24%	0%	22%	44%	41%	56%	24%	53%
	2021	49%	41%	**44%**	-	-	-	-	-	-	17%	-	17%	18%	26%	56%	17%	28%

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 01	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	24%	**25%**	*	*	-	-	-	-	9%	0%	9%	16%	6%	34%	9%	28%
	2021	29%	20%	**21%**	-	-	-	-	-	-	6%	-	6%	7%	5%	29%	6%	11%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	81%	**83%**	90%	90%	-	-	-	77%	74%	81%	74%	69%	79%	84%	81%	85%
	2019	69%	69%	**69%**	72%	72%	-	-	-		61%	72%	61%		63%		65%	
All Grades ELA/Reading	2022	78%	82%	**83%**	88%	89%	-	-	-	82%	76%	76%	76%	73%	76%	85%	81%	86%
	2019	68%	68%	**67%**	72%	72%	-	-	-		60%	75%	60%		65%		65%	
All Grades Mathematics	2022	69%	80%	**82%**	91%	91%	-	-	-	73%	72%	86%	73%	65%	83%	83%	80%	84%
	2019	70%	70%	**71%**	72%	72%	-	-	-		61%	67%	61%		61%		66%	

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- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	99%	100%	100%	98%	99%	99%	98%	99%	99%
Included in Accountability	93%	92%	**93%**	82%	94%	82%	*	98%	100%	100%	95%	90%	97%	75%	93%	90%
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	3%	13%	*	0%	0%	0%	2%	8%	0%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**3%**	2%	3%	3%	*	1%	0%	0%	1%	1%	1%	8%	3%	6%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	1%	0%	0%	2%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	1%	0%	0%	1%	1%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**99%**	100%	99%	98%	*	100%	100%	*	98%	99%	99%	98%	99%	99%
Included in Accountability	92%	91%	**91%**	79%	91%	81%	*	97%	100%	*	94%	90%	96%	72%	91%	86%
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	3%	12%	*	0%	0%	*	2%	7%	0%	14%	3%	3%
Not Included in Accountability: Other Exclusions	2%	4%	**5%**	4%	5%	5%	*	3%	0%	*	3%	3%	3%	12%	5%	10%
Not Tested	1%	1%	**1%**	0%	1%	2%	*	0%	0%	*	2%	1%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	1%	*	0%	0%	*	1%	1%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	1%	*	0%	0%	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**99%**	100%	99%	99%	*	100%	*	*	99%	100%	99%	98%	99%	99%
Included in Accountability	93%	93%	**95%**	83%	95%	83%	*	100%	*	*	96%	92%	99%	73%	95%	93%
Not Included in Accountability: Mobile	5%	4%	**3%**	17%	3%	14%	*	0%	*	*	2%	8%	0%	18%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	3%	*	0%	*	*	0%	0%	0%	7%	1%	2%
Not Tested	1%	1%	**1%**	0%	1%	1%	*	0%	*	*	1%	0%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	*	0%	*	*	1%	0%	0%	1%	1%	1%
Other	0%	1%	**1%**	0%	1%	1%	*	0%	*	*	0%	0%	1%	1%	1%	0%
Science																
Assessment Participant	98%	98%	**99%**	100%	99%	98%	-	91%	*	*	98%	98%	99%	97%	99%	99%
Included in Accountability	93%	94%	**95%**	86%	95%	80%	-	91%	*	*	95%	88%	98%	79%	95%	94%
Not Included in Accountability: Mobile	4%	4%	**3%**	14%	3%	16%	-	0%	*	*	2%	9%	0%	15%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	2%	-	0%	*	*	1%	0%	0%	4%	1%	2%
Not Tested	2%	2%	**1%**	0%	1%	2%	-	9%	*	*	2%	2%	1%	3%	1%	1%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	**1%**	0%	1%	0%	-	9%	*	*	2%	2%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	2%	-	0%	*	*	0%	0%	0%	1%	0%	0%
Social Studies																
Assessment Participant	98%	99%	**99%**	100%	99%	100%	-	100%	*	*	98%	95%	99%	98%	99%	99%
Included in Accountability	94%	95%	**96%**	83%	96%	86%	-	100%	*	*	95%	84%	98%	84%	96%	94%
Not Included in Accountability: Mobile	4%	3%	**2%**	17%	2%	14%	-	0%	*	*	2%	11%	0%	11%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	0%	*	*	1%	0%	0%	3%	1%	2%
Not Tested	2%	1%	**1%**	0%	1%	0%	-	0%	*	*	2%	5%	1%	2%	1%	1%
Absent	1%	1%	**1%**	0%	1%	0%	-	0%	*	*	2%	5%	1%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	89%	78%	**89%**	*	89%	67%	-	*	-	-	82%	*	90%	76%	89%	74%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	74%	**71%**	77%	71%	72%	*	76%	45%	100%	64%	71%	71%	73%	71%	74%
Included in Accountability	83%	69%	**67%**	69%	67%	58%	*	73%	27%	100%	61%	68%	68%	60%	67%	67%
Not Included in Accountability: Mobile	3%	2%	**1%**	6%	1%	9%	*	0%	18%	0%	1%	1%	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	1%	3%	**3%**	2%	3%	5%	*	3%	0%	0%	3%	2%	2%	7%	3%	6%
Not Tested	12%	26%	**29%**	23%	29%	28%	*	24%	55%	0%	36%	29%	29%	27%	29%	26%
Absent	2%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	1%	0%	0%
Other	10%	25%	**29%**	23%	29%	28%	*	24%	55%	0%	35%	29%	29%	26%	29%	26%
Reading																
Assessment Participant	89%	76%	**76%**	74%	76%	76%	*	76%	40%	100%	69%	77%	75%	79%	75%	80%
Included in Accountability	83%	69%	**68%**	65%	68%	61%	*	73%	40%	100%	61%	72%	69%	60%	67%	65%
Not Included in Accountability: Mobile	3%	2%	**1%**	4%	1%	9%	*	0%	0%	0%	1%	0%	0%	6%	1%	1%
Not Included in Accountability: Other Exclusions	3%	6%	**7%**	4%	7%	7%	*	3%	0%	0%	7%	4%	5%	13%	7%	13%
Not Tested	11%	24%	**24%**	26%	24%	24%	*	24%	60%	0%	31%	23%	25%	21%	25%	20%
Absent	2%	1%	**1%**	0%	1%	0%	*	0%	0%	0%	1%	1%	1%	1%	1%	1%
Other	10%	22%	**24%**	26%	24%	24%	*	24%	60%	0%	30%	22%	25%	20%	24%	20%
Mathematics																
Assessment Participant	88%	71%	**67%**	78%	67%	71%	*	72%	*	*	62%	71%	67%	68%	67%	70%
Included in Accountability	84%	69%	**65%**	72%	66%	59%	*	69%	*	*	60%	71%	67%	58%	65%	68%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	2%	1%	6%	1%	9%	*	0%	*	*	1%	1%	0%	8%	1%	1%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	2%	*	3%	*	*	0%	0%	0%	3%	1%	1%
Not Tested	12%	29%	33%	22%	33%	29%	*	28%	*	*	38%	29%	33%	32%	33%	30%
Absent	2%	1%	0%	0%	0%	0%	*	0%	*	*	0%	0%	0%	0%	0%	0%
Other	10%	27%	33%	22%	33%	29%	*	28%	*	*	38%	29%	33%	31%	33%	30%
Science																
Assessment Participant	87%	72%	68%	71%	68%	61%	-	81%	*	*	59%	54%	68%	67%	67%	68%
Included in Accountability	84%	70%	66%	71%	66%	51%	-	75%	*	*	58%	54%	67%	61%	66%	66%
Not Included in Accountability: Mobile	3%	1%	1%	0%	1%	8%	-	0%	*	*	1%	0%	0%	5%	1%	1%
Not Included in Accountability: Other Exclusions	0%	1%	0%	0%	0%	3%	-	6%	*	*	1%	0%	0%	2%	0%	1%
Not Tested	13%	28%	32%	29%	32%	39%	-	19%	*	*	41%	46%	32%	33%	33%	32%
Absent	2%	1%	0%	0%	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	10%	26%	32%	29%	32%	39%	-	19%	*	*	41%	46%	32%	32%	33%	32%
Social Studies																
Assessment Participant	87%	75%	73%	73%	73%	67%	-	83%	-	*	64%	58%	73%	74%	72%	70%
Included in Accountability	84%	74%	72%	64%	72%	56%	-	83%	-	*	63%	58%	73%	69%	71%	68%
Not Included in Accountability: Mobile	3%	1%	1%	9%	1%	7%	-	0%	-	*	0%	0%	0%	4%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	5%	-	0%	-	*	0%	0%	0%	1%	0%	1%
Not Tested	13%	25%	27%	27%	27%	33%	-	17%	-	*	36%	42%	27%	26%	28%	30%
Absent	3%	2%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	10%	23%	27%	27%	27%	33%	-	17%	-	*	36%	42%	27%	26%	27%	30%
Accelerated Testers																
SAT/ACT Participant	85%	67%	45%	-	45%	31%	-	*	-	-	40%	*	46%	40%	45%	37%

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

\- Indicates there are no students in the group.

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	96.4%	**97.1%**	98.9%	97.1%	97.1%	*	99.0%	97.8%	97.5%	96.1%	96.9%	96.4%
2019-20	98.3%	98.3%	**98.4%**	96.9%	98.4%	98.5%	*	99.6%	*	*	97.8%	98.4%	98.4%
Chronic Absenteeism													
2020-21	15.0%	11.1%	**9.2%**	2.2%	9.2%	10.6%	*	4.7%	0.0%	10.0%	12.9%	9.8%	11.9%
2019-20	6.7%	6.9%	**7.6%**	13.7%	7.6%	6.2%	0.0%	1.5%	0.0%	14.3%	11.7%	7.8%	7.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.9%	**0.6%**	0.0%	0.6%	0.0%	-	0.0%	*	*	1.3%	0.7%	0.8%
2019-20	0.5%	0.1%	**0.1%**	*	0.1%	0.0%	*	0.0%	*	*	0.0%	0.1%	0.1%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.0%	**0.9%**	0.0%	0.9%	0.8%	-	0.0%	*	*	1.9%	1.0%	1.1%
2019-20	1.6%	0.9%	**0.4%**	0.0%	0.4%	0.0%	-	0.0%	*	*	0.9%	0.4%	0.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	92.1%	**94.1%**	*	94.1%	83.3%	-	*	*	-	86.9%	93.7%	91.6%
Received TxCHSE	0.3%	0.1%	**0.1%**	*	0.1%	0.0%	-	*	*	-	0.4%	0.1%	0.0%
Continued HS	3.9%	3.3%	**3.8%**	*	3.8%	16.7%	-	*	*	-	7.8%	3.9%	4.8%
Dropped Out	5.8%	4.5%	**2.0%**	*	2.1%	0.0%	-	*	*	-	4.9%	2.4%	3.6%
Graduates and TxCHSE	90.3%	92.2%	**94.1%**	*	94.2%	83.3%	-	*	*	-	87.3%	93.7%	91.6%
Graduates, TxCHSE, and Continuers	94.2%	95.5%	**98.0%**	*	97.9%	100.0%	-	*	*	-	95.1%	97.6%	96.4%
Class of 2020													
Graduated	90.3%	92.1%	**93.8%**	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Received TxCHSE	0.4%	0.2%	**0.0%**	*	0.0%	0.0%	*	*	*	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	**3.4%**	*	3.4%	7.7%	*	*	*	-	7.9%	3.8%	6.2%
Dropped Out	5.4%	4.3%	**2.8%**	*	2.8%	0.0%	*	*	*	-	5.4%	3.1%	4.7%
Graduates and TxCHSE	90.7%	92.3%	**93.8%**	*	93.8%	92.3%	*	*	*	-	86.8%	93.0%	89.1%
Graduates, TxCHSE, and Continuers	94.6%	95.7%	**97.2%**	*	97.2%	100.0%	*	*	*	-	94.6%	96.9%	95.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.8%	**96.4%**	*	96.4%	92.9%	*	*	*	-	93.9%	95.9%	94.4%
Received TxCHSE	0.5%	0.2%	**0.1%**	*	0.1%	0.0%	*	*	*	-	0.0%	0.1%	0.0%
Continued HS	1.1%	1.1%	**0.6%**	*	0.5%	7.1%	*	*	*	-	0.7%	0.6%	0.7%
Dropped Out	6.2%	4.9%	**2.9%**	*	3.0%	0.0%	*	*	*	-	5.4%	3.3%	4.8%
Graduates and TxCHSE	92.7%	94.0%	**96.5%**	*	96.5%	92.9%	*	*	*	-	93.9%	96.0%	94.4%

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.1%	**97.1%**	*	97.0%	100.0%	*	*	*	-	94.6%	96.7%	95.2%
Class of 2019													
Graduated	92.0%	92.7%	**96.3%**	*	96.3%	100.0%	-	88.9%	-	-	91.7%	95.8%	93.3%
Received TxCHSE	0.5%	0.2%	**0.3%**	*	0.2%	0.0%	-	11.1%	-	-	0.0%	0.3%	0.4%
Continued HS	1.3%	1.6%	**0.3%**	*	0.3%	0.0%	-	0.0%	-	-	0.7%	0.4%	0.7%
Dropped Out	6.1%	5.6%	**3.1%**	*	3.2%	0.0%	-	0.0%	-	-	7.6%	3.5%	5.6%
Graduates and TxCHSE	92.6%	92.9%	**96.5%**	*	96.5%	100.0%	-	100.0%	-	-	91.7%	96.1%	93.8%
Graduates, TxCHSE, and Continuers	93.9%	94.4%	**96.9%**	*	96.8%	100.0%	-	100.0%	-	-	92.4%	96.5%	94.4%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.3%	**96.3%**	*	96.2%	100.0%	-	88.9%	-	-	91.4%	95.9%	93.1%
Received TxCHSE	0.6%	0.3%	**0.4%**	*	0.4%	0.0%	-	11.1%	-	-	0.0%	0.4%	0.9%
Continued HS	0.6%	0.7%	**0.4%**	*	0.4%	0.0%	-	0.0%	-	-	1.3%	0.3%	0.7%
Dropped Out	6.2%	5.7%	**3.0%**	*	3.0%	0.0%	-	0.0%	-	-	7.3%	3.4%	5.3%
Graduates and TxCHSE	93.2%	93.5%	**96.6%**	*	96.6%	100.0%	-	100.0%	-	-	91.4%	96.3%	94.0%
Graduates, TxCHSE, and Continuers	93.8%	94.3%	**97.0%**	*	97.0%	100.0%	-	100.0%	-	-	92.7%	96.6%	94.7%
Class of 2018													
Graduated	92.6%	93.6%	**95.5%**	*	95.5%	100.0%	-	100.0%	-	-	87.7%	95.7%	89.4%
Received TxCHSE	0.7%	0.4%	**0.5%**	*	0.5%	0.0%	-	0.0%	-	-	0.0%	0.4%	0.3%
Continued HS	0.6%	0.9%	**0.3%**	*	0.3%	0.0%	-	0.0%	-	-	1.7%	0.3%	0.0%
Dropped Out	6.1%	5.1%	**3.7%**	*	3.8%	0.0%	-	0.0%	-	-	10.6%	3.6%	10.4%
Graduates and TxCHSE	93.3%	94.0%	**96.0%**	*	95.9%	100.0%	-	100.0%	-	-	87.7%	96.1%	89.6%
Graduates, TxCHSE, and Continuers	93.9%	94.9%	**96.3%**	*	96.2%	100.0%	-	100.0%	-	-	89.4%	96.4%	89.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	92.1%	**93.2%**	*	93.2%	83.3%	-	*	*	-	79.5%	92.6%	91.2%
Class of 2020	90.3%	92.1%	**92.9%**	*	92.9%	85.7%	*	*	*	-	79.9%	92.0%	89.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	90.0%	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	71.4%	*	-	*	-	-	-	-	-	-	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	1.5%	**0.6%**	*	0.6%	0.0%	-	*	*	-	2.1%	0.7%	1.5%
Class of 2020	4.3%	3.7%	**2.0%**	*	2.1%	0.0%	*	*	*	-	0.4%	2.2%	1.3%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	92.2%	**97.0%**	*	97.0%	93.3%	-	*	*	-	76.8%	96.5%	95.3%
Class of 2020	83.5%	90.7%	**94.0%**	*	94.1%	91.7%	*	*	*	-	71.0%	93.7%	95.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	93.6%	**97.6%**	*	97.6%	93.3%	-	*	*	-	79.0%	97.2%	96.8%
Class of 2020	87.8%	94.4%	**96.1%**	*	96.1%	91.7%	*	*	*	-	71.4%	95.9%	97.1%
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	36.1%	**4.5%**	*	5.3%	*	-	-	-	-	0.0%	5.3%	-
2019-20	38.6%	29.9%	**8.7%**	-	8.7%	-	-	-	-	-	0.0%	10.5%	*
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	1.5%	**0.5%**	*	0.5%	0.0%	-	*	*	*	2.2%	0.6%	0.2%
2019-20	4.4%	3.8%	**1.8%**	*	1.9%	0.0%	-	*	*	-	0.4%	2.0%	0.8%
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	91.0%	**96.1%**	*	96.1%	88.9%	-	*	*	*	67.3%	95.6%	97.0%
2019-20	81.8%	89.6%	**94.3%**	*	94.3%	88.9%	-	*	*	-	68.4%	93.9%	96.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	92.3%	**95.9%**	60.0%	96.1%	84.2%	-	*	*	*	64.8%	95.5%	97.2%
2019-20	85.8%	93.0%	**95.4%**	*	95.4%	88.9%	-	*	*	-	63.5%	95.2%	97.5%

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	3,032	100.0%	358,842	100.0%
By Ethnicity:				
African American	5	0.2%	44,018	12.3%
Hispanic	3,004	99.1%	183,306	51.1%
White	19	0.6%	103,898	29.0%
American Indian	0	0.0%	1,195	0.3%
Asian	2	0.1%	18,030	5.0%
Pacific Islander	1	0.0%	553	0.2%
Two or More Races	1	0.0%	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	21	0.7%	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	1	0.0%	729	0.2%
Foundation H.S. Program (No Endorsement)	102	3.4%	56,281	15.7%
Foundation H.S. Program (Endorsement)	15	0.5%	13,582	3.8%
Foundation H.S. Program (DLA)	2,893	95.4%	287,316	80.1%
Special Education Graduates	298	9.8%	31,028	8.6%
Economically Disadvantaged Graduates	2,562	84.5%	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	435	14.3%	32,809	9.1%
At-Risk Graduates	1,728	57.0%	155,884	43.4%
CTE Completers	1,955	64.5%	99,076	27.6%

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
					College, Career, and Military Ready Graduates (Student Achievement)								
College, Career, or Military Ready (Annual Graduates)													
2020-21	65.2%	80.5%	**92.8%**	100.0%	92.9%	84.2%	-	*	*	*	91.6%	92.7%	93.6%
2019-20	63.0%	75.9%	**74.4%**	*	74.3%	77.8%	-	*	*	-	89.9%	73.1%	54.6%
					College Ready Graduates								
College Ready (Annual Graduates)													
2020-21	52.7%	60.2%	**54.7%**	40.0%	54.6%	68.4%	-	*	*	*	9.1%	51.2%	37.2%
2019-20	53.4%	60.9%	**57.3%**	*	57.2%	55.6%	-	*	*	-	9.0%	54.8%	40.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2020-21	56.1%	58.0%	**55.3%**	40.0%	55.3%	63.2%	-	*	*	*	10.4%	51.0%	18.4%
2019-20	59.7%	60.8%	**60.3%**	*	60.2%	66.7%	-	*	*	-	10.1%	57.6%	17.2%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2020-21	45.7%	51.2%	**51.3%**	40.0%	51.1%	73.7%	-	*	*	*	8.7%	48.0%	25.1%
2019-20	47.9%	53.0%	**55.9%**	*	55.8%	55.6%	-	*	*	-	11.2%	52.9%	24.6%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2020-21	40.4%	45.0%	**41.9%**	40.0%	41.7%	63.2%	-	*	*	*	4.0%	37.8%	10.8%
2019-20	43.2%	47.2%	**47.9%**	*	47.8%	55.6%	-	*	*	-	5.8%	45.0%	11.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2020-21	21.3%	23.2%	**24.7%**	20.0%	24.6%	36.8%	-	*	*	*	2.3%	23.5%	29.9%
2019-20	21.1%	23.4%	**20.9%**	*	20.9%	11.1%	-	*	*	-	0.0%	20.9%	35.5%
Associate Degree (Annual Graduates)													
2020-21	2.6%	6.3%	**3.5%**	0.0%	3.4%	10.5%	-	*	*	*	0.0%	3.6%	0.0%
2019-20	2.1%	5.8%	**1.0%**	*	1.0%	0.0%	-	*	*	-	0.0%	1.1%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2020-21	25.9%	35.1%	**34.0%**	0.0%	33.9%	47.4%	-	*	*	*	5.4%	30.4%	10.8%
2019-20	24.6%	33.3%	**26.6%**	*	26.5%	22.2%	-	*	*	-	4.3%	24.1%	3.3%
Onramps Course Credits (Annual Graduates)													
2020-21	4.4%	3.3%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2019-20	4.0%	2.5%	**0.0%**	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
					Career / Military Ready Graduates								
Career or Military Ready (Annual Graduates)													
2020-21	24.2%	43.1%	**70.5%**	60.0%	70.7%	47.4%	-	*	*	*	91.6%	73.0%	77.2%
2019-20	18.7%	36.4%	**36.5%**	*	36.5%	44.4%	-	*	*	-	89.9%	36.5%	23.0%
Approved Industry-Based Certification (Annual Graduates)													

Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	37.1%	**66.0%**	20.0%	66.2%	36.8%	-	*	*	*	45.6%	68.1%	74.7%
2019-20	13.2%	30.3%	**29.2%**	*	29.3%	22.2%	-	*	*	-	21.3%	28.7%	19.4%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2020-21	0.7%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
2019-20	0.7%	2.4%	**0.0%**	*	0.0%	0.0%	-	*	*	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2020-21	2.4%	2.5%	**3.0%**	40.0%	2.9%	10.5%	-	*	*	*	29.9%	3.2%	1.4%
2019-20	2.4%	2.4%	**3.0%**	*	3.0%	11.1%	-	*	*	-	28.9%	3.2%	1.1%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2020-21	4.4%	5.5%	**6.4%**	0.0%	6.4%	0.0%	-	*	*	*	64.8%	7.0%	4.6%
2019-20	3.7%	4.4%	**6.7%**	*	6.7%	11.1%	-	*	*	-	63.5%	7.2%	3.8%

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2020-21	25.9%	44.6%	**51.3%**	40.0%	51.2%	63.2%	-	*	*	*	9.1%	46.8%	11.0%
	2019-20	30.1%	46.1%	**55.4%**	*	55.3%	66.7%	-	*	*	-	8.7%	52.3%	13.9%
Mathematics	2020-21	19.4%	36.7%	**45.8%**	20.0%	45.7%	63.2%	-	*	*	*	7.4%	42.4%	20.5%
	2019-20	21.2%	38.2%	**49.8%**	*	49.7%	55.6%	-	*	*	-	9.7%	47.1%	22.1%
Both Subjects	2020-21	14.4%	31.3%	**38.0%**	20.0%	37.8%	57.9%	-	*	*	*	3.0%	33.9%	7.4%
	2019-20	16.4%	32.1%	**42.0%**	*	41.8%	55.6%	-	*	*	-	4.3%	39.0%	9.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2020-21	8.6%	10.9%	**3.8%**	0.0%	3.8%	0.0%	-	*	*	*	1.3%	3.9%	7.8%
	2019-20	7.3%	10.5%	**3.0%**	*	3.0%	0.0%	-	*	*	-	0.0%	3.3%	2.5%
Mathematics	2020-21	10.3%	13.4%	**5.7%**	20.0%	5.6%	15.8%	-	*	*	*	1.3%	5.9%	4.8%
	2019-20	9.7%	12.9%	**6.2%**	*	6.2%	0.0%	-	*	*	-	1.8%	6.0%	2.7%
Both Subjects	2020-21	4.9%	7.9%	**0.6%**	0.0%	0.6%	0.0%	-	*	*	*	0.3%	0.5%	1.4%
	2019-20	4.2%	7.5%	**1.4%**	*	1.4%	0.0%	-	*	*	-	0.0%	1.5%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2021	21.1%	23.0%	**18.2%**	53.8%	18.0%	17.9%	-	62.5%	*	*	1.9%	15.6%	7.9%
	2020	22.0%	23.7%	**19.7%**	27.3%	19.6%	27.1%	-	41.7%	*	-	1.9%	17.7%	8.5%
English Language Arts	2021	12.1%	13.9%	**10.3%**	46.2%	10.2%	15.4%	-	37.5%	*	*	0.6%	8.6%	2.0%
	2020	12.7%	13.9%	**10.6%**	27.3%	10.5%	20.8%	-	25.0%	*	-	1.4%	9.3%	2.3%
Mathematics	2021	6.1%	5.4%	**2.6%**	7.7%	2.6%	0.0%	-	0.0%	*	*	0.2%	2.1%	0.3%
	2020	6.4%	5.4%	**1.9%**	0.0%	1.9%	2.1%	-	8.3%	*	-	0.0%	1.3%	0.2%
Science	2021	8.7%	8.7%	**4.3%**	15.4%	4.2%	2.6%	-	12.5%	*	*	0.4%	3.2%	0.6%
	2020	9.4%	8.6%	**4.7%**	9.1%	4.7%	4.2%	-	8.3%	*	-	0.3%	3.4%	0.6%
Social Studies	2021	11.6%	14.1%	**9.1%**	38.5%	8.9%	10.3%	-	50.0%	*	*	0.9%	7.4%	2.4%
	2020	12.4%	15.0%	**10.7%**	18.2%	10.6%	16.7%	-	25.0%	*	-	0.7%	9.4%	2.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2021	48.6%	29.6%	**20.2%**	28.6%	20.0%	28.6%	-	40.0%	-	-	20.0%	19.2%	48.4%
	2020	59.0%	44.6%	**35.8%**	*	35.5%	46.2%	-	80.0%	-	-	28.6%	33.7%	65.2%
English Language Arts	2021	42.7%	15.3%	**10.7%**	16.7%	10.7%	0.0%	-	*	-	-	0.0%	9.2%	4.2%
	2020	50.1%	28.5%	**21.4%**	*	21.0%	20.0%	-	*	-	-	10.0%	18.4%	4.2%
Mathematics	2021	49.4%	20.1%	**10.7%**	*	10.1%	-	-	-	-	-	*	7.4%	*
	2020	56.5%	29.6%	**19.7%**	-	18.3%	*	-	*	-	-	-	15.7%	*
Science	2021	41.4%	13.0%	**6.8%**	*	6.9%	*	-	*	-	-	*	2.2%	0.0%
	2020	47.6%	22.6%	**15.6%**	*	14.8%	*	-	*	-	-	*	12.8%	16.7%

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	13.2%	**9.0%**	0.0%	8.7%	*	-	*	-	-	0.0%	7.6%	3.4%
	2020	52.3%	24.5%	**18.0%**	*	17.3%	25.0%	-	*	-	-	20.0%	13.3%	14.3%
SAT/ACT Results (Annual Graduates)														
Tested	2020-21	70.8%	47.9%	**26.7%**	40.0%	26.6%	31.6%	-	*	*	*	5.4%	24.4%	11.3%
	2019-20	76.7%	76.2%	**91.7%**	*	91.4%	100.0%	-	*	*	-	49.5%	89.0%	81.1%
At/Above Criterion for All Examinees	2020-21	32.9%	20.8%	**27.7%**	*	27.1%	50.0%	-	*	-	-	6.3%	25.0%	4.1%
	2019-20	35.7%	20.9%	**20.6%**	60.0%	20.2%	45.5%	-	75.0%	-	-	0.0%	17.4%	1.0%
Average SAT Score (Annual Graduates)														
All Subjects	2020-21	1002	953	**992**	*	990	1084	-	*	-	-	829	979	856
	2019-20	1019	964	**949**	1016	947	1029	-	1124	-	-	777	935	807
English Language Arts and Writing	2020-21	504	483	**505**	*	504	536	-	*	-	-	413	497	419
	2019-20	513	489	**481**	514	480	530	-	551	-	-	390	473	400
Mathematics	2020-21	498	470	**488**	*	486	548	-	*	-	-	416	481	437
	2019-20	506	475	**468**	502	467	499	-	573	-	-	387	462	407
Average ACT Score (Annual Graduates)														
All Subjects	2020-21	20.0	18.0	**20.3**	*	20.1	*	-	*	-	-	*	20.0	15.4
	2019-20	20.2	17.9	**18.3**	18.7	18.3	21.8	-	21.4	-	-	13.1	17.9	14.6
English Language Arts	2020-21	19.6	17.4	**20.3**	*	20.1	*	-	*	-	-	*	19.7	14.1
	2019-20	19.9	17.4	**18.0**	19.8	18.0	22.2	-	21.5	-	-	11.6	17.5	13.0
Mathematics	2020-21	19.9	18.0	**19.4**	*	19.1	*	-	*	-	-	*	19.5	17.0
	2019-20	20.1	17.9	**18.1**	18.0	18.1	21.3	-	20.8	-	-	14.6	17.8	15.8
Science	2020-21	20.3	18.5	**20.7**	*	20.4	*	-	*	-	-	*	20.6	16.0
	2019-20	20.5	18.4	**18.7**	16.7	18.7	21.3	-	21.4	-	-	13.8	18.3	15.9

	Academic Year	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2020-21	42.5%	54.0%	**53.2%**	81.3%	53.1%	54.3%	-	93.3%	*	*	18.3%	50.7%	36.3%
	2019-20	46.3%	57.4%	**56.0%**	52.2%	56.0%	52.9%	-	95.5%	*	*	18.6%	54.1%	38.6%
English Language Arts	2020-21	16.3%	23.2%	**27.2%**	46.7%	27.1%	33.3%	-	66.7%	*	*	10.0%	24.7%	15.6%
	2019-20	18.2%	25.2%	**27.9%**	47.4%	27.8%	33.6%	-	50.0%	*	*	8.9%	25.7%	14.6%
Mathematics	2020-21	19.3%	25.2%	**28.1%**	50.0%	28.1%	22.0%	-	71.4%	*	*	5.6%	25.9%	13.6%
	2019-20	20.7%	26.8%	**31.7%**	25.0%	31.6%	28.6%	-	71.4%	*	*	5.8%	29.9%	17.5%
Science	2020-21	20.6%	24.0%	**16.1%**	37.5%	16.0%	15.4%	-	35.7%	*	*	4.4%	14.1%	4.5%
	2019-20	22.4%	25.7%	**17.3%**	23.5%	17.2%	17.9%	-	59.1%	*	*	4.2%	15.6%	5.6%
Social Studies	2020-21	22.8%	30.7%	**28.5%**	53.3%	28.4%	30.9%	-	80.0%	*	*	3.3%	25.0%	8.8%
	2019-20	24.6%	31.3%	**28.3%**	45.0%	28.2%	25.2%	-	72.7%	*	*	2.8%	24.9%	6.3%
CTE Coherent Sequence (Annual Graduates)														
	2020-21	0.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
	2019-20	58.5%	78.9%	**83.5%**	*	83.7%	44.4%	-	*	*	-	66.8%	82.9%	70.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2019-20	46.1%	48.9%	**52.3%**	*	52.3%	66.7%	-	*	*	-	25.6%	50.2%	29.0%
	2018-19	52.6%	57.6%	**59.7%**	*	59.6%	72.2%	*	87.5%	-	*	30.8%	57.7%	41.2%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)														
	2019-20	n/a	n/a	**n/a**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	38,412	100.0%	5,402,928	100.0%	38,448	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	24	0.1%	14,290	0.3%	50	0.1%	21,375	0.4%
Pre-Kindergarten	2,507	6.5%	222,767	4.1%	2,512	6.5%	223,733	4.1%
Pre-Kindergarten: 3-year Old	763	2.0%	33,969	0.6%	767	2.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	1,744	4.5%	188,798	3.5%	1,745	4.5%	189,474	3.5%
Kindergarten	2,151	5.6%	370,054	6.8%	2,153	5.6%	371,502	6.8%
Grade 1	2,563	6.7%	384,494	7.1%	2,564	6.7%	386,232	7.1%
Grade 2	2,376	6.2%	382,008	7.1%	2,376	6.2%	383,838	7.1%
Grade 3	2,517	6.6%	383,078	7.1%	2,517	6.5%	384,872	7.1%
Grade 4	2,563	6.7%	383,959	7.1%	2,564	6.7%	386,011	7.1%
Grade 5	2,706	7.0%	387,945	7.2%	2,706	7.0%	389,971	7.2%
Grade 6	2,600	6.8%	398,640	7.4%	2,600	6.8%	400,447	7.4%
Grade 7	2,846	7.4%	418,486	7.7%	2,847	7.4%	418,788	7.7%
Grade 8	2,859	7.4%	424,287	7.9%	2,859	7.4%	424,544	7.8%
Grade 9	3,513	9.1%	475,437	8.8%	3,513	9.1%	475,746	8.8%
Grade 10	2,984	7.8%	408,393	7.6%	2,984	7.8%	408,700	7.5%
Grade 11	3,088	8.0%	389,034	7.2%	3,088	8.0%	389,454	7.2%
Grade 12	3,115	8.1%	360,056	6.7%	3,115	8.1%	362,157	6.7%
Ethnic Distribution:								
African American	41	0.1%	690,999	12.8%	41	0.1%	694,302	12.8%
Hispanic	37,840	98.5%	2,850,147	52.8%	37,874	98.5%	2,860,754	52.7%
White	439	1.1%	1,420,166	26.3%	441	1.1%	1,427,241	26.3%
American Indian	6	0.0%	17,944	0.3%	6	0.0%	18,028	0.3%
Asian	70	0.2%	259,342	4.8%	70	0.2%	261,788	4.8%
Pacific Islander	8	0.0%	8,443	0.2%	8	0.0%	8,477	0.2%
Two or More Races	8	0.0%	155,887	2.9%	8	0.0%	156,780	2.9%
Sex:								
Female	18,705	48.7%	2,640,313	48.9%	18,712	48.7%	2,650,563	48.8%
Male	19,707	51.3%	2,762,615	51.1%	19,736	51.3%	2,776,807	51.2%
Economically Disadvantaged	34,379	89.5%	3,278,452	60.7%	34,407	89.5%	3,289,420	60.6%
Non-Educationally Disadvantaged	4,033	10.5%	2,124,476	39.3%	4,041	10.5%	2,137,950	39.4%
Section 504 Students	3,565	9.3%	400,729	7.4%	3,565	9.3%	401,648	7.4%
EB Students/EL	14,587	38.0%	1,171,661	21.7%	14,589	37.9%	1,175,333	21.7%

	----------- Membership -----------				------------ Enrollment ------------			
	---- District ----		-------- State --------		---- District ----		-------- State --------	
Student Information	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**	**Count**	**Percent**
Students w/ Disciplinary Placements (2020-21)	21	0.0%	34,054	0.6%				
Students w/ Dyslexia	2,708	7.0%	270,260	5.0%	2,708	7.0%	270,966	5.0%
Foster Care	100	0.3%	15,338	0.3%	100	0.3%	15,409	0.3%
Homeless	1,003	2.6%	61,433	1.1%	1,003	2.6%	61,687	1.1%
Immigrant	370	1.0%	108,510	2.0%	370	1.0%	108,787	2.0%
Migrant	425	1.1%	14,366	0.3%	425	1.1%	14,426	0.3%
Title I	38,387	99.9%	3,473,996	64.3%	38,421	99.9%	3,487,333	64.3%
Military Connected	220	0.6%	176,253	3.3%	220	0.6%	176,554	3.3%
At-Risk	29,227	76.1%	2,892,191	53.5%	29,232	76.0%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	14,409	37.5%	1,182,035	21.9%	14,411	37.5%	1,185,511	21.8%
Gifted and Talented Education	4,068	10.6%	434,269	8.0%	4,068	10.6%	435,356	8.0%
Special Education	5,754	15.0%	624,256	11.6%	5,783	15.0%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	5,754		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	3,261	56.7%	268,673	43.0%				
Students with Physical Disabilities	647	11.2%	129,679	20.8%				
Students with Autism	677	11.8%	91,742	14.7%				
Students with Behavioral Disabilities	1,080	18.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	89	1.5%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	4,639	12.4%	705,063	13.6%				
By Ethnicity:								
African American	11	0.0%	131,970	2.5%				
Hispanic	4,507	12.0%	342,504	6.6%				
White	109	0.3%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	5	0.0%	16,716	0.3%				
Pacific Islander	3	0.0%	1,690	0.0%				
Two or More Races	4	0.0%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	949	15.3%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	2,059	16.0%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	4,249	12.8%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	5,643	17.6%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
BROWNSVILLE ISD (031901) - CAMERON COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.2%	1.9%	2.4%	5.2%
Grade 1	6.9%	2.9%	6.6%	4.2%
Grade 2	3.6%	1.7%	2.5%	2.2%
Grade 3	3.0%	1.0%	0.9%	1.0%
Grade 4	1.6%	0.7%	0.7%	0.7%
Grade 5	0.8%	0.5%	0.6%	0.7%
Grade 6	2.8%	0.6%	3.0%	0.6%
Grade 7	6.3%	0.7%	6.0%	0.7%
Grade 8	4.3%	0.6%	2.5%	0.8%
Grade 9	16.3%	10.5%	26.4%	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	85	0.4%	8,781	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	17.5	18.7
Grade 1	16.6	18.7
Grade 2	15.2	18.6
Grade 3	15.0	18.7
Grade 4	14.0	18.8
Grade 5	15.4	20.2
Grade 6	18.1	19.2
Secondary:		
English/Language Arts	16.3	16.3
Foreign Languages	15.5	18.4
Mathematics	17.9	17.5
Science	18.0	18.5
Social Studies	17.3	19.1

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
Total Staff	6,123.2	100.0%	749,473.4	100.0%
Professional Staff:	3,445.3	56.3%	480,632.3	64.1%
Teachers	2,658.9	43.4%	369,695.8	49.3%
Professional Support	618.5	10.1%	80,190.4	10.7%
Campus Administration (School Leadership)	157.0	2.6%	22,091.4	2.9%
Central Administration	11.0	0.2%	8,654.8	1.2%
Educational Aides:	712.6	11.6%	82,972.4	11.1%
Auxiliary Staff:	1,965.3	32.1%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	56.0	n/a	4,194.0	n/a
Part-time Librarians	2.0	n/a	607.0	n/a
Full-time Counselors	143.0	n/a	13,550.0	n/a
Part-time Counselors	7.0	n/a	1,176.0	n/a
Total Minority Staff:	5,792.2	94.6%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	6.0	0.2%	41,286.1	11.2%
Hispanic	2,443.4	91.9%	106,866.5	28.9%
White	197.7	7.4%	208,485.4	56.4%
American Indian	2.0	0.1%	1,235.6	0.3%
Asian	3.0	0.1%	6,956.0	1.9%
Pacific Islander	6.8	0.3%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
Teachers by Sex:				
Males	838.7	31.5%	89,015.4	24.1%
Females	1,820.2	68.5%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	42.2	1.6%	5,187.9	1.4%
Bachelors	2,098.0	78.9%	268,560.2	72.6%
Masters	505.8	19.0%	93,139.5	25.2%
Doctorate	12.9	0.5%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	93.9	3.5%	29,215.8	7.9%
1-5 Years Experience	308.5	11.6%	98,764.8	26.7%
6-10 Years Experience	384.6	14.5%	76,197.2	20.6%

Staff Information	----- District -----		------- State -------	
	Count	Percent	Count	Percent
11-20 Years Experience	1,131.8	42.6%	105,811.4	28.6%
21-30 Years Experience	599.6	22.5%	48,804.6	13.2%
Over 30 Years Experience	140.6	5.3%	10,902.0	2.9%
Number of Students per Teacher	14.4	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	10.1	6.3
Average Years Experience of Principals with District	9.3	5.4
Average Years Experience of Assistant Principals	9.8	5.5
Average Years Experience of Assistant Principals with District	9.7	4.8
Average Years Experience of Teachers:	15.5	11.1
Average Years Experience of Teachers with District:	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$56,343	$51,054
1-5 Years Experience	$54,759	$54,577
6-10 Years Experience	$56,671	$57,746
11-20 Years Experience	$61,043	$61,377
21-30 Years Experience	$67,995	$65,949
Over 30 Years Experience	$74,873	$71,111
Average Actual Salaries (regular duties only):		
Teachers	$61,814	$58,887
Professional Support	$76,265	$69,505
Campus Administration (School Leadership)	$91,159	$84,990
Central Administration	$171,629	$112,797
Instructional Staff Percent:	59.1%	64.9%
Turnover Rate for Teachers:	8.9%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff: Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Program Information	------ District -----		------- State -------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	64.4	2.4%	22,926.8	6.2%
Career and Technical Education	157.0	5.9%	19,365.5	5.2%
Compensatory Education	10.8	0.4%	11,037.2	3.0%
Gifted and Talented Education	66.2	2.5%	6,465.0	1.7%
Regular Education	2,053.9	77.2%	261,685.1	70.8%
Special Education	301.4	11.3%	35,441.0	9.6%
Other	5.4	0.2%	12,775.1	3.5%

\-   Indicates there are no students in the group.

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

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

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

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

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

Priority for Service (PFS) Action Plan
for Migrant Students

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

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

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

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

School District: Brownsville ISD	Priority for Service (PFS) Action Plan	Filled Out By: Alejandra Aldrete
Region: 1		Date: 08/9/2024

School Year: 2024-2025

Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage). The DIP will continue to identify migrant with any local/state/and or federal funds used to coordinate services.

Goal(s): To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.

Objective(s):
- PFS students will have access to supplemental instructional opportunities.
- 5% increase of PFS students reading on grade level over 3 years
- 5% increase of PFS students will meet the state academic achievement standards (STAAR) over three years.

Required Strategies

	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
☐ Monthly, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP	July 2024 – June 2025	NGS Specialists, Migrant Director	TX-NGS PFS Monthly Reports
☐ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. Plan will be review and updated in the Spring.	July 2024 – June 2025	Migrant Director	PFS Plan with District and ESC Migrant Coordinator Signature
Additional Activities			
– Distribute TS-NGS PFS Reports to all campus principals on a monthly basis. A cover letter with explanation will be attached to report via email/password.	July 2024 – June 2025	Migrant Director, NGS Clerks, Recruiters	Delivery Sheet with Signatures

Required Strategies

Communicate the progress and determine needs of PFS migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
☐ During the academic calendar, the Title I, Part C Migrant Director or MEP staff will provide campus principals and/or designee the appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	July 2024 – June 2025	Migrant Director	Sign-In Sheets, Agenda, Copies of Handouts
☐ During the academic calendar, the Title I, Part C Migrant Director or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	Fall and Spring PAC Meeting(s)	Migrant Director	PAC Agenda
☐ During the academic calendar, the district's Title I, Part C Migrant or Director or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	July 2024 – June 2025	Migrant staff	Signed Copy of Report Cards, Mileage Log

Additional Activities

The district's Title I, Part C migrant director and MEP staff will communicate with parents on progress of PFS students once a semester.	July 2024 – June 2025	Migrant Director, NGS Clerks, Recruiters	Telephone Logs

Provide services to PFS migrant students.

Required Strategies	Timeline	Person(s) Responsible	Documentation
☐ The district's Title I, Part C migrant director or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year	Migrant Director, NGS Clerks, Recruiters	Sign-In Sheets at PFS Learning Academies, Distribution Logs
☐ The district's Title I, Part C migrant director or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year	Migrant Director, NGS Clerk, Recruiters	Sign-In Sheets Distribution Logs
☐ The district's Title I, Part C migrant director or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	Migrant Director	Community Resources MOUs

Additional Activities

The District will host a Learning Academy for PFS Students with a focus on Math, Reading, and Science	Spring Semester	Migrant Director, NGS Clerks, Recruiters	Sign-In Sheets, Agenda, Flyer, student surveys

8/9/2024
LEA Signature
Date Completed

M. Himiewn
ESC Signature

08/14/2024
Date Received