

**Brownsville Independent School District**  
**Veterans Memorial Early College High School**  
**2023-2024 Campus Improvement Plan**



**Board Approval Date:** November 20, 2023  
**Public Presentation Date:** November 20, 2023

# Mission Statement

Veterans Memorial Early College High School is committed to providing Excellence in Education for all students. The school provides programs and learning experiences that promote academic achievement and career programs of study for the personal and social growth of every student. As a richly diverse community of learners that values all its members, Veterans Memorial Early College High School contributes to the local community by linking parents, local agencies and businesses to the school.

## Vision

Work collaboratively to prepare students academically, socially and technologically as they become contributing members of our society.

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# Comprehensive Needs Assessment

Revised/Approved: April 25, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

Veterans Memorial Early College High School (VMECHS) is located in Brownsville, Texas and was constructed in 2010. VMECHS is located in a rural area approximately 10 miles northwest of the center of Brownsville, Texas. We are one of seven high schools in Brownsville ISD. Our 360,000 square-foot school sits on an 80-acre site on Military Highway. Our beautiful courtyard has a series of pergolas that provide shaded seating areas for students and faculty. VMECHS was the first BISD high school to have its own football and soccer stadium, a 5,000-seat facility with an all weather track. We also have a 1,000-seat baseball and softball stadium, as well as practice fields, tennis and basketball courts. All safety standards have been met and all of the building is accessible to students, staff, and visitors with disabilities

Our school's vision is to work collaboratively to prepare students academically, emotionally, socially and technologically as they become contributing members of our society. Our mission is to be committed to providing excellence in education for all students. The school provides programs and learning experiences that promote academic achievement and career programs of study for the personal and social growth of every student. As a richly diverse community of learners that values all its students. Veterans Memorial ECHS contributes to the local community by linking parents, local agencies and businesses to the school. High quality instruction is valued and pursued at VMECHS. Vertical and horizontal alignment are pivotal in our school's success as it builds their capacity to serve our students different needs

# Demographics

## Demographics Summary

The total enrollment for Veterans Memorial ECHS is approximately 2,278 students from 9th to 12th grades. The Veterans Memorial Early College High School population is comprised of: 97.8% Hispanics, 1.3% White, .2% Asian, and .4% African American. 65.9% of our student population is considered economically disadvantaged, and 41.5% are identified as At-Risk. Additionally, our English Language Learners make up 11.1% of our student population, and 220 of our students are identified as students with disabilities.

## Demographics Strengths

- Over 77% of our teachers have over 5 years of experience.
- Over 750 students enroll in Dual Enrollment Courses
- An increase in the number of students pursuing an Associates Degree has doubled
- An increase in Advanced Placement courses and students passing the exam
- 20% of our teachers have a Masters Degree, which allows them to teach DE courses.
- Average class size is 26:1

## Need Statements Identifying Demographics Needs

**Need Statement 1:** Increase LEP, At-Risk, Economically Disadvantaged assessment scores. **Data Analysis/Root Cause:** LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

**Need Statement 2 (Prioritized):** Improve academic support provided to At Risk Students. **Data Analysis/Root Cause:** The at-risk population tends to perform lower compared to the rest of the population.

**Need Statement 3 (Prioritized):** Increase Writing scores amongst LEP and IDEA students through the use of the core curriculum and additional resources. **Data Analysis/Root Cause:** LEP and IDEA students struggle in the writing component of state assessments.

**Need Statement 4 (Prioritized):** Increase parental involvement for At-Risk Students. **Data Analysis/Root Cause:** Low attendance of at risk parents during our parent meetings.

**Need Statement 5 (Prioritized):** Improve awareness on the benefits of ECHS Cohort. **Data Analysis/Root Cause:** Low student enrollment in the ECHS cohort.

# Student Learning

## Student Learning Summary

### [TAPR Data Report](#)

Veterans students met passing standards in 5 EOC areas. In two areas English II and Algebra scores went up by 1 point. Passing standards for each level went up and in 2 areas Veterans was within 1 to 5 points from the previous year. At the Meets level Veterans students were over 60% in all areas except Biology. In English I students almost reach 70% at the Meets Level. We missed it by one point. In English II, we went up 5 points at the Meets from last year with 79% achievement. In Algebra I, we had an 1 point jump at the Masters Level.

## Student Learning Strengths

- Met Standard in State Accountability Rating, Met all Performance Indexes
- Data Review Sessions for testing teachers help drive instruction and monitor student progress.
- Saturday Academies are offered during the Fall and Spring semester to assist retesters, primary testers and AP students.
- Extended Day tutorials are offered throughout the school year, Monday through Thursday.
- Transportation is offered Tuesdays and Thursdays after tutorial.
- Drop Out Rate for 2023 was .0%.

## Need Statements Identifying Student Learning Needs

**Need Statement 1 (Prioritized):** Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 2 (Prioritized):** Raising Special populations passing percentage rates on the state assessments in all areas **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 3 (Prioritized):** Raising the overall advanced performance levels in areas. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 4 (Prioritized):** Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause:** Students must demonstrate academic growth.

**Need Statement 5 (Prioritized):** Supplemental technology, supplies and materials will be purchased and distributed to aid teachers, counselors and librarians in implementing the curriculum and thus providing instruction for ALL students. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 6 (Prioritized):** Host a Summer Bridge program for ECHS cohort students, as per district initiative. **Data Analysis/Root Cause:** Students must pass TSI to allow

them to enroll in Dual Enrollment courses.

**Need Statement 7 (Prioritized):** Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 8 (Prioritized):** Provide the nursing department with funds to purchase supplies to be able to provide for the care and wealthfare of students. **Data Analysis/Root Cause:** Student's will remain on campus and student attendance will improve.

# School Processes & Programs

## School Processes & Programs Summary

Veterans Memorial Early College High School is committed to providing students with the instruction that best serves their needs. Programs/Services offered include: Pre-AP/AP courses, Dual Enrollment courses, CTE courses, Saturday Academies, Extended Day tutorials, TSI testing, scholarship opportunities, AP Testing, among other things. Teachers follow the BISD Curriculum and supplement with state adopted textbooks and other resources. Students participate in assessments as provided by the campus, district, and state. The T-TESS process allows teachers to receive timely feedback and allows them show continuous growth. Communications with faculty and staff is possible through: weekly newsletters, continuous emails, morning announcements, and through department chairs and/or strand leaders. Communication with parents is made possible through newsletters from the counselors, parent notices, Remind App, and phone calls.

## School Processes & Programs Strengths

- Knowledge of district curriculum and TEKS
- Monthly Department Meetings for all subject areas
- Weekly Strand Meetings
- Data Review Sessions
- Recognition of students for academic performances
- Implementation of district created checkpoints and benchmarks
- Teacher created assessments
- AP Teachers are GT and AP Certified and receive 6 hours of ongoing development each year
- Teachers have on-going trainings for technology
- Various academic, fine arts, and athletic activities are available to students
- Vertical Alignment Meetings

## Need Statements Identifying School Processes & Programs Needs

**Need Statement 1 (Prioritized):** College advisor from Advise TX is needed. **Data Analysis/Root Cause:** Students needed to be provided with more direction in regards to enrolling in colleges/universities.

**Need Statement 2 (Prioritized):** Substitutes will be needed for testing and when teachers need to attend trainings. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

**Need Statement 3 (Prioritized):** AVID trainings and resources will be provided to teachers and students. **Data Analysis/Root Cause:** ECHS cohort students should receive services and resources to enable them to be successful.

**Need Statement 4 (Prioritized):** Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

**Need Statement 5 (Prioritized):** Budget monies to allow for AP Exam fees and AP Summer Institute trainings. **Data Analysis/Root Cause:** High amount of students registering for AP exams.

# Perceptions

## Perceptions Summary

Veterans Memorial Early College High School Administration and Staff seek to provide all stakeholders with a positive atmosphere in which students feel safe and are ready to meet high expectations. Parents, teachers, and students are provided with the opportunity to provide feedback through the Campus Needs Assessment survey. Through announcements, social media posts, and weekly newsletters, students are constantly recognized for their successes, which culminates into the annual Honors and Achievement Ceremony and the annual Athletic Banquet Awards.

The CNA survey results were shared with SBM members in the Spring. Cognia student and teacher survey results were also shared in the Spring.

## Perceptions Strengths

Veterans was received the NCUST Gold recognition for being a model school for student success in an urban area.

- Administration and counselors endorse an open door policy and are consistently available to students, teachers, and parents.
- Teachers, counselors, students, and administration have a great rapport with each other.
- Standard of high expectation in every classroom.
- Weekly Parental Involvement activities.
- Effective T-TESS procedures (walkthroughs and observation feedback)
- A clean and safe learning environment for all stakeholders

The CNA indicates parents and the community are pleased with the academic opportunities provided by Veterans Memorial Early College High School. Parents feel that the administration and teachers are available to them and opportunities for rigor exist. Parents indicated their children were distracted at home during virtual instruction and feel their children learn best at school in person. There was also a belief students have more opportunities in school. Teachers indicated they would like more professional development in technology. Students are glad to be in school and feel safe. The perception is that drugs and weapons are not a high concern at Veterans.

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Increase parental and community involvement in school processes. **Data Analysis/Root Cause:** Lack of parental involvement for students in special populations.

**Need Statement 2 (Prioritized):** Decrease discipline issues through the use of a school-wide discipline behavior plan. **Data Analysis/Root Cause:** Student discipline issues increased.

**Need Statement 3 (Prioritized):** Increase the numbers of student participating in extra- and co- curricular activities **Data Analysis/Root Cause:** COVID-19 interrupted student participation in extra and co curricular activities.

**Need Statement 4 (Prioritized):** Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.

# Priority Need Statements

**Need Statement 1:** Improve academic support provided to At Risk Students.

**Data Analysis/Root Cause 1:** The at-risk population tends to perform lower compared to the rest of the population.

**Need Statement 1 Areas:** Demographics

**Need Statement 2:** Increase parental involvement for At-Risk Students.

**Data Analysis/Root Cause 2:** Low attendance of at risk parents during our parent meetings.

**Need Statement 2 Areas:** Demographics

**Need Statement 3:** Promote higher academic standards for all students.

**Data Analysis/Root Cause 3:** Special populations perform lower compared to their peers.

**Need Statement 3 Areas:** Student Learning

**Need Statement 4:** Raising Special populations passing percentage rates on the state assessments in all areas

**Data Analysis/Root Cause 4:** Special populations perform lower compared to their peers.

**Need Statement 4 Areas:** Student Learning

**Need Statement 5:** Students need additional instructional time before and after school for extended day tutorials.

**Data Analysis/Root Cause 5:** Students must demonstrate academic growth.

**Need Statement 5 Areas:** Student Learning

**Need Statement 6:** Supplemental technology, supplies and materials will be purchased and distributed to aid teachers, counselors and librarians in implementing the curriculum and thus providing instruction for ALL students.

**Data Analysis/Root Cause 6:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 6 Areas:** Student Learning

**Need Statement 7:** Provide student incentives to encourage high grades and attendance for all sub populations

**Data Analysis/Root Cause 7:** Must meet district attendance goals.

**Need Statement 7 Areas:** Perceptions

**Need Statement 8:** Provide professional development on effective instructional strategies across contents to increase academic performance.

**Data Analysis/Root Cause 8:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 8 Areas:** Student Learning

**Need Statement 9:** Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials.

**Data Analysis/Root Cause 9:** Improve academic performance of students in EOC areas.

**Need Statement 9 Areas:** School Processes & Programs

**Need Statement 10:** Increase the numbers of student participating in extra- and co- curricular activities

**Data Analysis/Root Cause 10:** COVID-19 interrupted student participation in extra and co curricular activities.

**Need Statement 10 Areas:** Perceptions

**Need Statement 11:** Increase parental and community involvement in school processes.

**Data Analysis/Root Cause 11:** Lack of parental involvement for students in special populations.

**Need Statement 11 Areas:** Perceptions

**Need Statement 12:** Increase Writing scores amongst LEP and IDEA students through the use of the core curriculum and additional resources.

**Data Analysis/Root Cause 12:** LEP and IDEA students struggle in the writing component of state assessments.

**Need Statement 12 Areas:** Demographics

**Need Statement 13:** Improve awareness on the benefits of ECHS Cohort.

**Data Analysis/Root Cause 13:** Low student enrollment in the ECHS cohort.

**Need Statement 13 Areas:** Demographics

**Need Statement 14:** Raising the overall advanced performance levels in areas.

**Data Analysis/Root Cause 14:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 14 Areas:** Student Learning

**Need Statement 15:** Host a Summer Bridge program for ECHS cohort students, as per district initiative.

**Data Analysis/Root Cause 15:** Students must pass TSI to allow them to enroll in Dual Enrollment courses.

**Need Statement 15 Areas:** Student Learning

**Need Statement 16:** Provide the nursing department with funds to purchase supplies to be able to provide for the care and wealthfare of students.

**Data Analysis/Root Cause 16:** Student's will remain on campus and student attendance will improve.

**Need Statement 16 Areas:** Student Learning

**Need Statement 17:** Decrease discipline issues through the use of a school-wide discipline behavior plan.

**Data Analysis/Root Cause 17:** Student discipline issues increased.

**Need Statement 17 Areas:** Perceptions

**Need Statement 18:** College advisor from Advise TX is needed.

**Data Analysis/Root Cause 18:** Students needed to be provided with more direction in regards to enrolling in colleges/universities.

**Need Statement 18 Areas:** School Processes & Programs

**Need Statement 19:** Substitutes will be needed for testing and when teachers need to attend trainings.

**Data Analysis/Root Cause 19:** Improve academic performance of students in EOC areas.

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

**Need Statement 20:** AVID trainings and resources will be provided to teachers and students.

**Data Analysis/Root Cause 20:** ECHS cohort students should receive services and resources to enable them to be successful.

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

**Need Statement 21:** Budget monies to allow for AP Exam fees and AP Summer Institute trainings.

**Data Analysis/Root Cause 21:** High amount of students registering for AP exams.

**Need Statement 21 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

## **Employee Data**

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

**Parent/Community Data**

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

**Support Systems and Other Data**

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

# Goals

**Revised/Approved: November 14, 2023**

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

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





**Performance Objective 1:** Veterans Memorial ECHS student performance for all students, all grades, all subjects will exceed 2023 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.





Desempeño estudiantil de Veterans para todos los estudiantes, todos los grados, todas las materias para STAAR/EOC Se acerca, cumple y domina el desempeño de nivel de grado en lectura, escritura, matemáticas, ciencias y estudios sociales en 5 puntos porcentuales sobre los resultados de 2023.





## **HB3 Goal**





**Evaluation Data Sources:** STAAR/EOC performance reports





**Summative Evaluation:** Met Objective





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will be meet throughout the school year to align the curriculum, scope and sequence and make decisions in regards to appropriate assessments and improvement of instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Lesson plans</li> <li>*Framework</li> <li>*Scope and sequence</li> <li>*Sign-in Logs</li> <li>*Walk-through observations</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*Final Exams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal Dean Core Area Department Assistant Principal</p> <p><b>Population:</b> Teachers 9th-12th grade - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024</p> <p><b>Need Statements:</b> Demographics 2, 3 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> STIPENDS FOR PROFESSIONALS - 282 ESSER III Grant Funds - 282-13-6117-00-009-Y+24-0CG-1 - \$14,723</p>	Formative			Summative
	Oct	Dec	Mar	May
	 <p>15%</p>	 <p>35%</p>	 <p>70%</p>	 <p>100%</p>





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Support research-based response to intervention (RTI) strategies, including tutorials and remediation for students diagnosed as performing below campus established proficiency levels so that struggling students gain a year or more in progress.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Tutorial rosters            Diagnostic test results from previous years            Failure lists            Classroom Assessments            Benchmarks</p> <p>Summative:            Final Exams            End-of-Course Exams</p> <p><b>Staff Responsible for Monitoring:</b> Core Math Teachers            Special Education            Dean of Instruction</p> <p><b>Title I:</b>            2.4, 2.6            - <b>Population:</b> 9th-12th grade students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024</p> <p><b>Need Statements:</b> Student Learning 3, 4</p> <p><b>Funding Sources:</b> MISC. CONTRACTED SERVICE AND SOFTWARE LICENSES - 162 State Compensatory - 162-11-6299-62-009-Y-30-000-Y - \$8,000, MISC. CONTRACTED SERVICE AND SOFTWARE LICENSES - 199 Local funds - 199-11-6299-00-009-Y-11-000-Y - \$600</p>	Formative			Summative
	Oct	Dec	Mar	May
				





Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Core Departments will meet every six weeks to continue improving specifications, format, item analysis and objectives of EOC so that they can provide focused instruction to improve student performance on EOC and disaggregate data on EOC Profile monitoring instrument.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Meeting Minutes</p> <p>Summative: Lesson Plans Framework Scope and Sequence Benchmarks Student Assessments End-of-Course Exams Final Exams</p> <p><b>Staff Responsible for Monitoring:</b> Core Dept Chair Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Population:</b> ALL TEACHERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will implement online resources/materials such as Edgenuity to improve student performance in the classroom and on state assessments. Purchase ongoing site license for purchases such as IXL, SIRIUS, Criterion, Edusmart, Gizmo software to address students' weaknesses in Core Areas. The Lifeskills unit will use Unique Learning &amp; MECA software.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Student participation  Class Observations  Lesson Plans</p> <p>Summative:  Student Assessments  Final Exams  End-of-Course Exams</p> <p><b>Staff Responsible for Monitoring:</b> Administration  Core Area Depts.</p> <p><b>Title I:</b>  2.4, 2.6  - <b>Population:</b> Core Area Students: ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Demographics 3</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff and Personnel will work diligently with our At- Risk population to help improve EOC scores in all the content areas by providing small group instruction and additional support in and out of the classroom. These students will be provided with TIER 1 instruction to begin the intervention process. Materials, resources and supplies will be available for instructional use.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Benchmarks</p> <p>Summative: Success on state assessments End-of-Course Exams</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Dean of Instruction Counselor Nurses Instructional Aides</p> <p><b>Title I:</b> 2.4, 2.6 - <b>Population:</b> 9th -12th grade-AT Risk Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order for students to systematically transition to English literacy</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Benchmark testing</li> <li>*Teacher Observations</li> <li>*Progress Reports</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*Final Exams</li> <li>*End-of-Course Exams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Bilingual/ESL Teachers</p> <ul style="list-style-type: none"> <li>-9th-12th grade Teachers</li> <li>-Special Education Teachers</li> <li>-Dyslexia Teachers</li> <li>-Principals</li> <li>-Dean of Instruction</li> </ul> <p><b>ESF Levers:</b></p> <p>Lever 5: Effective Instruction</p> <p>- <b>Population:</b> 9th - 12th students: - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 3 - Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Implement coordination and collaboration meetings once every six weeks between Special Education, Bilingual/ESL teachers and teachers of record to plan instructional strategies and support systems for Bilingual and Special Education students in classroom instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Coordination/ collaboration meeting schedules            Sign-in sheets</p> <p>Summative:            Final Exams            End-of-Course Exams            TELPAS</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Dean of Instruction            Bilingual/ ESL and Special Education Departmental and Campus staff</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals            - <b>Population:</b> CORE AREA TEACHERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Utilize data from district and campus benchmarks and state assessments to:</p> <ul style="list-style-type: none"> <li>* Target instruction for populations and individuals</li> <li>* Increase student achievement.</li> <li>* Plan future professional development opportunities to improve the delivery of Core Area instruction</li> <li>* Disaggregate data on EOC to plan instruction, design benchmarks, and create student assessments to improve student success on STAAR EOC, benchmark and CNA tests.</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Lesson Plans</li> <li>*Class Observations</li> <li>*Benchmark Tests</li> <li>*Walkthroughs</li> <li>*Class Assessments</li> <li>*Grades</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*End-of-Course Exams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers Sp. Ed. Department Teachers Dean of Instruction Campus Administrators</p> <p><b>Population:</b> EOC TEACHERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Implement the LUCHA program with a teacher to target literary development and math success through the use of native language support and sheltered instruction strategies, conduct transcript analysis and implement online modules, and conduct parent/student information sessions on graduation requirements and career pathway options.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Program effectiveness based on assessment results and parent and student surveys</li> <li>*Transcript analysis</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*Graduation Rate</li> <li>*Completion Rate</li> </ul> <p><b>Staff Responsible for Monitoring:</b> ESL Teacher, Dean, Counselor</p> <p><b>Population:</b> Recent Immigrant and LEP students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 3</p>	Formative			Summative
	Oct	Dec	Mar	May
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Campus personnel will ensure the district initiative to provide social emotional learning is implemented. Students will participate during the instructional school day and after school using Suite 360 and other necessary resources</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Program Effectives through surveys</p> <p>Summative: Attendance</p> <p><b>Staff Responsible for Monitoring:</b> Librarian, counselors, administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 2</p>	Formative			Summative
	Oct	Dec	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Need Statements:**

Demographics
<p><b>Need Statement 2:</b> Improve academic support provided to At Risk Students. <b>Data Analysis/Root Cause:</b> The at-risk population tends to perform lower compared to the rest of the population.</p>

### Demographics

**Need Statement 3:** Increase Writing scores amongst LEP and IDEA students through the use of the core curriculum and additional resources. **Data Analysis/Root Cause:** LEP and IDEA students struggle in the writing component of state assessments.

### Student Learning

**Need Statement 1:** Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 2:** Raising Special populations passing percentage rates on the state assessments in all areas **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 3:** Raising the overall advanced performance levels in areas. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 4:** Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause:** Students must demonstrate academic growth.

**Need Statement 7:** Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

### School Processes & Programs

**Need Statement 2:** Substitutes will be needed for testing and when teachers need to attend trainings. **Data Analysis/Root Cause:** Improve academic performance of students in EOC areas.

**Need Statement 5:** Budget monies to allow for AP Exam fees and AP Summer Institute trainings. **Data Analysis/Root Cause:** High amount of students registering for AP exams.

### Perceptions

**Need Statement 2:** Decrease discipline issues through the use of a school-wide discipline behavior plan. **Data Analysis/Root Cause:** Student discipline issues increased.





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





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





**Performance Objective 2:** Veterans Memorial ECHS Career and Technical Education student participation will increase by 5 percentage points over 2022-2023 school year including special population students and CCMR graduates will improve over prior year graduates.

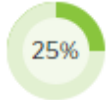



**Evaluation Data Sources:** PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

**Summative Evaluation:** Met Objective


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. This includes course study/prep materials and certification exams for student use.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals</p> <p><b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> CTE COPY PAPER - 164 State Career and Technical Education - 164-11-6396-00-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6398-00-009-y-22-000-y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-11-6399-01-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS ARCHITECTURE - 164 State Career and Technical Education - 164-11-6399-AC-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- BUSINESS - 164 State Career and Technical Education - 164-11-6399-BA-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- HEALTH SCIENCE - 164 State Career and Technical Education - 164-11-6399-HL-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- LAW - 164 State Career and Technical Education - 164-11-6399-LW-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS- ENGINEERING - 164 State Career and Technical Education - 164-11-6399-SC-009-Y-22-000-Y, CTE EMPLOYEE TRAVEL IN DISTRICT - 164 State Career and Technical Education - 164-11-6411-00-009-Y-22-000-Y, CTE FEES - 164 State Career and Technical Education - 164-11-6497-00-009-Y-22-000-Y, CTE FURNITURE AND EQUIPMENT - 164 State Career and Technical Education - 164-11-6639-00-009-Y-22-000-Y, CTE EMPLOYEE TRAVEL OUT OF DISTRICT - 164 State Career and Technical Education - 164-13-6411-23-009-Y-22-000-Y, CTE SUPPLIES AND MATERIALS - 164 State Career and Technical Education - 164-31-6398-00-009-Y-22-000-Y, CTE GENERAL SUPPLIES - 164 State Career and Technical Education - 164-31</p>	Formative			Summative
	Oct	Dec	Mar	May
				


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Add career specific courses to curriculum to meet the demand of student needs and increase the number of students enrolled in CTE courses and CTSO's by 15% each year. This will include providing certification opportunities for teachers in order for them to recertify students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *Student Tallies *Class Rosters</p> <p>Summative: * Student Schedules * Master Schedule</p> <p><b>Staff Responsible for Monitoring:</b> CTE Administrator, CTE Lead Teacher CPO, Counselors Dean of Instruction, Principal</p> <p><b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide all students with age appropriate CTE information and guidance for a better understanding of career choices.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: Flyers Brochures Sign-In Sheets</p> <p>Summative: Post Grad career choices</p> <p><b>Staff Responsible for Monitoring:</b> CTE Advisory Committees, CTE Teachers, CTE Lead Teacher, CPO, Counselors, CTE Teachers</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> CTE GUIDANCE AND COUNSELING SUPPLIES - 164 State Career and Technical Education - 164-31-6399-2S-009-Y-22-032-Y, CTE GUIDANCE AND COUNSELING EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-23-009-Y-22-000-Y, CTE GUIDANCE AND COUNSELING EMPLOYEE TRAVEL - 164 State Career and Technical Education - 164-31-6411-00-009-Y-22-000-Y, CTE AWARDS - 164 State Career and Technical Education - 164-31-6498-00-009-Y-22-032-Y</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Documentation for Students competing at the regional, state and national levels. +Increase accolades for students in respective competitive areas</p> <p>Summative: +increased participation and success in CTE-related competitions</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teachers CTE Administrative Staff Career Placement Officers</p> <p><b>TEA Priorities:</b> Connect high school to career and college - <b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-11-6412-FT-009-Y-22-000-Y, CTE STUDENT TRANSPORTATION COST - 164 State Career and Technical Education - 164-11-6494-FT-009-Y-22-000-Y, CTE AWARDS - 164 State Career and Technical Education - 164-11-6498-01-009-Y-22-000-Y, CTE MISC OPERATING COSTS - 164 State Career and Technical Education - 164-11-6499-53-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-ba-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-HL-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-SK-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-SK-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-TS-009-Y-22-000-Y, CTE STUDENT TRAVEL - 164 State Career and Technical Education - 164-36-6412-00-009-Y-22-000-Y</p>	Formative			Summative
	Oct	Dec	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 25%</div> <div style="text-align: center;"> 50%</div> <div style="text-align: center;"> 85%</div> <div style="text-align: center;"> 100%</div> </div>			

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Need Statements:**

<b>Student Learning</b>
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>





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









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









**Performance Objective 3:** Veterans Memorial ECHS will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

**Evaluation Data Sources:** TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Integrate aligned curriculum for Honors and AP courses in the core areas of English, math, science, social studies, and foreign languages to improve students participation and passing rates on AP exams. Students will be encouraged to challenge AP exams. Campus allocated funds will be used to pay for AP exams.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Curriculum documents</p> <p>Summative: Student Scores</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Dean Testing Coordinator</p> <p><b>Population:</b> CORE AREA TEACHERS/ ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 5 - Student Learning 1, 3, 7</p> <p><b>Funding Sources:</b> TESTING MATERIALS - 211 Title I-A - 211-11-6339-00-009-Y-30-0F2-Y - \$71,463</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hire teachers that are qualified to teach upper level courses. All AP teachers will have their courses approved by the College Board via the College Board Audit process. Dual enrollment teachers will provide opportunities for our high school students to receive college credit. Pay tuition for students to enroll in dual enrollment classes</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Syllabus acceptance letter for the College Board Acceptance letter from college</p> <p>Summative: Student AP scores Student final grade</p> <p><b>Staff Responsible for Monitoring:</b> ECHS Director Dean of Instruction</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Population:</b> AP/Dual Enrollment Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1, 3 - School Processes &amp; Programs 5</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Guidance and counseling will provide a University Day where BISD students will meet representatives from different universities, a "College Parent Night" where students can learn about any topic related to attending college, and a College and Financial Aid Night to provide student information on admissions, financial aid and scholarship information to increase the number of students qualifying for financial aid.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign In Sheets Summative: BISD Guidance and Counseling Program Evaluation form 100% Apply Texas 100% FAFSA</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Dean Principal</p> <p><b>Population:</b> 11th grade students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 5</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All students at Veterans Memorial Early College High School will have personal graduation plans (PGP's) which are developed by and implemented by Counselors. PGP forms will be filed in counselor binders and copies will be placed in student PRC's.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Tutorial Sign-In Sheets Increase of students attending tutorials. Increase of student interventions. Increase of graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administrators</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments</p> <p>- <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Advise TX services will assist in providing students with adequate access to information about going to college, which will help increase the number of low-income, first-generation college, and underrepresented high school students who enter and complete a post-secondary education.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased number of students who apply for colleges, scholarships, and financial aid.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administrator</p> <p><b>Population:</b> 11TH AND 12TH GRADE STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> School Processes &amp; Programs 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses.</p> <p>Through a Summer Bridge program Cohort students will begin to be exposed to classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased number of students enrolled in advanced level courses.</p> <p>Increased number of students who apply for colleges.</p> <p><b>Staff Responsible for Monitoring:</b> ECHS Director Administration</p> <p><b>Population:</b> ECHS COHORT STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 5 - School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> AVID Program - 211 Title I-A - 211-11-6495-00-009-Y-30-0F2-Y - \$5,009, Summer Bridge Salary - 211 Title I-A - \$4,298</p>	Formative			Summative
	Oct	Dec	Mar	May
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> TSI Teacher and TSI Lab will be used to regularly TSI test students to ensure their enrollment and success in Dual Enrollment courses and post secondary education. TSI testing opportunities will be offered for ELA and Math throughout the school year.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased number of students enrolled in advanced level courses.</p> <p>Increased number of students who apply for colleges.</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administration</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 5 - Student Learning 1, 4, 6 - School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Dec	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Need Statements:**

Demographics
<p><b>Need Statement 5:</b> Improve awareness on the benefits of ECHS Cohort. <b>Data Analysis/Root Cause:</b> Low student enrollment in the ECHS cohort.</p>

### Student Learning

**Need Statement 1:** Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 3:** Raising the overall advanced performance levels in areas. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 4:** Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause:** Students must demonstrate academic growth.

**Need Statement 6:** Host a Summer Bridge program for ECHS cohort students, as per district initiative. **Data Analysis/Root Cause:** Students must pass TSI to allow them to enroll in Dual Enrollment courses.

**Need Statement 7:** Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

### School Processes & Programs

**Need Statement 1:** College advisor from Advise TX is needed. **Data Analysis/Root Cause:** Students needed to be provided with more direction in regards to enrolling in colleges/universities.

**Need Statement 3:** AVID trainings and resources will be provided to teachers and students. **Data Analysis/Root Cause:** ECHS cohort students should receive services and resources to enable them to be successful.

**Need Statement 5:** Budget monies to allow for AP Exam fees and AP Summer Institute trainings. **Data Analysis/Root Cause:** High amount of students registering for AP exams.





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





**Performance Objective 4:** 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students.</p> <p>PFS students will be provided with clothing (sweatshirts, jeans, and socks, shoes) as needed in order to assist them with the necessities that will ensure their school attendance.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports Summative: Fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Campus Clerk Migrant Service Coordinator</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Learning 1, 4 - Perceptions 4</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Migrant students (9th - 12th) will have credit accrual opportunities through the Migrant Department Correspondence Courses and/or Credit by Exams to ensure on time for graduation. (PBMAS)</p> <p>Migrant students (12th) will have access to Path to Scholarships Program. Guidance in writing a scholarship essay will be provided and will be used for a variety of purposes such as scholarship and college applications.</p> <p>Graduating juniors and seniors will have the opportunity to attend the BISD Annual Migrant College CAMP Fair in order to visit with and apply to the Texas Universities that offer the College Assistance Migrant Program (CAMP)</p> <p>Migrant students (9th - 12th) will have access to the migrant secondary summer program for credit accrual and /or recovery in order to ensure secondary credit for on-time graduation.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Credit Accrual Needs of Migrant Students and Student Transcripts Summative: Awarded Credits on Student Transcripts</p> <p><b>Staff Responsible for Monitoring:</b> HS Counselors Migrant Campus Clerk DMC MSC</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2, 3 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 25%</div> <div style="text-align: center;"> 45%</div> <div style="text-align: center;"> 65%</div> <div style="text-align: center;"> 100%</div> </div>			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Need Statements:**

Demographics
<p><b>Need Statement 2:</b> Improve academic support provided to At Risk Students. <b>Data Analysis/Root Cause:</b> The at-risk population tends to perform lower compared to the rest of the population.</p>
<p><b>Need Statement 3:</b> Increase Writing scores amongst LEP and IDEA students through the use of the core curriculum and additional resources. <b>Data Analysis/Root Cause:</b> LEP and IDEA students struggle in the writing component of state assessments.</p>
Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>

**Student Learning**

**Need Statement 4:** Students need additional instructional time before and after school for extended day tutorials. **Data Analysis/Root Cause:** Students must demonstrate academic growth.

**Perceptions**

**Need Statement 4:** Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.





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













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














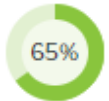


**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2022-2023.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will participate in curricular courses as well as extracurricular activities in order to develop language usage and improve proficiency.</p> <p>Suggested:</p> <ul style="list-style-type: none"> <li>* Debate/Mock Trial</li> <li>* Journalism</li> <li>* Advanced Placement</li> <li>* National History Day</li> <li>* Science Fair</li> <li>* AMC</li> <li>* Chess</li> <li>* HOBY</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>* Number of Students with Recommended and Distinguished Graduation Plans</li> <li>* Number of students taking AP/SAT/ACT exams</li> <li>* Number of students taking Language Arts AP tests for credit</li> <li>* Benchmark testing schedule &amp; results</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>* End-of-Course Exams</li> <li>* Increased attendance</li> <li>* Decreased referrals</li> <li>* Final Exams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Regular Classroom Teacher          -Sp. Ed. Teachers          -Dyslexia Teachers          -Content Area Teachers          -Principals          -Language Arts Specialist          -Dean of Instruction          -Dual Enrollment Teachers</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> UIL ACADEMIC DUES - 199 Local funds - 199-36-6497-00-009-Y-99-020-Y - \$5,000, TRAVEL &amp; SUBSISTENCE STUDENTS - 199 Local funds - 199-36-6412-00-009-Y-99-000-Y - \$19,000, UIL STIPENDS - 199 Local funds - 199-36-6117-00-009-Y-99-020-Y - \$38,400, TRANSPORTATION - 199 Local funds - 199-36-6494-00-009-Y-99-000-Y - \$9,000, HOBY - 199 Local funds - 199-11-6412-00-009-Y-11-000-Y - \$450, GENERAL SUPPLIES - UIL - 199 Local funds - 199-36-6399-00-009-Y-99-000-Y - \$0, TRAVEL &amp; SUBSISTENCE STUDENTS - 199 Local funds - 199-36-6412-00-009-Y-99-020-Y - \$4,976, EMPLOYEE TRAVEL - 199 Local funds - 199-36-6411-23-009-Y-99-020-Y - \$2,408</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> VMECHS band will perform at all football games, city parades, compete in UIL Region, Area and State Marching Competition and TMEA competitions, and UIL contests. They will use resources such as spreadsheets, apps and or electronic communication to ensure students are prepared with their instruments, equipment, music etc.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans</p> <p>Summative: Performance Rating at competitions</p> <p><b>Staff Responsible for Monitoring:</b> Band Directors Assistant Principal</p> <p><b>Population:</b> BAND STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 3</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> VMHS Estudiantina will compete in the Estudiantina Championship/Evaluation to provide Estudiantina students with a reason for academic success and to improve their skills.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans</p> <p>Summative: Performance Rating</p> <p><b>Staff Responsible for Monitoring:</b> estudiantina instructor Assistant Principal</p> <p><b>Population:</b> ESTUDIANTINA STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> STUDENT TRAVEL, SUPPLIES, FEES - ESTUDIANTINA - 199 Local funds</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ROTC students will be trained and prepared to compete and participate in activities associated with the ROTC program. ROTC teachers will provided supplies and instruction needed to help them achieve mastery of the ROTC program.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans</p> <p>Summative: Performance Ratings</p> <p><b>Staff Responsible for Monitoring:</b> ROTC Teachers</p> <p><b>Population:</b> COLOR GUARD STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 3, 4 - Perceptions 3</p> <p><b>Funding Sources:</b> ROTC TRAVEL &amp; SUBSISTENCE - STUDENTS - 199 Local funds - 199-36-6412-00-009-Y-99-019-Y - \$855, ROTC GENERAL SUPPLIES - 199 Local funds - 199-36-6399-33-009-Y-99-019-Y - \$360, ROTC TRANSPORTATION - 199 Local funds - 199-36-6494-33-009-Y-99-019-Y - \$2,000, MISC. OPERATING COSTS - AWARDS for ROTC - 199 Local funds - 199-36-6498-00-009-Y-99-019-Y - \$1,285</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in concerts and evaluations to prepare for UIL concert and sight reading evaluation.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Performance Ratings</p> <p><b>Staff Responsible for Monitoring:</b> Choir Directors</p> <p><b>Population:</b> CHOIR STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 3</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Art students will compete in community and/or valley art competitions including BISD district and regional competitions/exhibitions to promote professional growth.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Performance Ratings</p> <p><b>Staff Responsible for Monitoring:</b> Art Teachers</p> <p><b>Population:</b> ART STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 4</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Theater arts students will participate in activities that include One Act Play, Destination Imagination, and UIL.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Performance Ratings</p> <p><b>Staff Responsible for Monitoring:</b> Theatre Arts Teacher</p> <p><b>Population:</b> THEATER STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 4</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Dance students will perform in district events to promote community awareness and cultural experiences for all BISD students. Allocated funds will be used to pay for supplies and entry fees.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans</p> <p>Summative: Audience Reaction, Student reaction</p> <p><b>Staff Responsible for Monitoring:</b> Dance Teacher</p> <p><b>Population:</b> DANCE STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> TRAVEL &amp; SUBSISTENCE STUDENTS - 199 Local funds - 199-36-6412-71-009-Y-99-00-Y</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Campus Counselors, Athletic Coordinators, Coaches</p> <p><b>Population:</b> STUDENT ATHLETES - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 3</p> <p><b>Funding Sources:</b> UIL ATHLETIC DUES - 199 Local funds - 199-36-6497-00-009-Y-99-020-Y - \$5,000</p>	Formative			Summative
	Oct	Dec	Mar	May
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Funds will be used to support the recognition of academic standards for all students in closing the gap.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom success</p> <p>Summative: State/Regional Results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Dean</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> MISC OPERATING COSTS AWARDS - 211 Title I-A - 211-11-6498-00-009-Y-30-0F2-Y - \$2,016, MISC OPERATING COSTS AWARDS - GRADUATIONS - 199 Local funds - 199-11-6498-00-009-Y-11-000-Y - \$13,000</p>	Formative			Summative
	Oct	Dec	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 5 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p> <p><b>Need Statement 3:</b> Raising the overall advanced performance levels in areas. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p> <p><b>Need Statement 4:</b> Students need additional instructional time before and after school for extended day tutorials. <b>Data Analysis/Root Cause:</b> Students must demonstrate academic growth.</p>

## Perceptions

**Need Statement 3:** Increase the numbers of student participating in extra- and co- curricular activities **Data Analysis/Root Cause:** COVID-19 interrupted student participation in extra and co curricular activities.









**Need Statement 4:** Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.









**Goal 2:** Veterans Memorial ECHS administrators, staff, and community will ensure equity in the availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

**Performance Objective 1:** Veterans Memorial ECHS 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.

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

**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Veterans Memorial ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. VMECHS will purchase supplies and materials to maintain a healthy and safe environment for all students and staff.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff</p> <p><b>Population:</b> CAMPUS STAKEHOLDERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Part of upgrading or maintaining the facility is enlisting custodial contracted services.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results from campuses will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Population:</b> CAMPUS STAKEHOLDERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Custodial supplies will be purchased to maintain a clean campus and the beautification of the campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Walk-throughs Maintenance Reports</p> <p><b>Staff Responsible for Monitoring:</b> Administration Maintenance Director</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 8</p> <p><b>Funding Sources:</b> CUSTODIAL SUPPLIES - WAREHOUSE - 199 Local funds - 199-61-6315-00-009-Y-99-000-Y - \$17,200, CUSTODIAL - EQUIPMENT UNDER 5,000 - 199 Local funds - 199-51-6398-00-009-Y-99-000-Y - \$3,000, CUSTODIAL SUPPLIES - MAINT/OPERATIONS - 199 Local funds - 199-61-6319-00-009-Y-99-000-Y - \$200, CUSTODIAL - GENERAL SUPPLIES - 199 Local funds - 199-51-6399-00-009-Y-99-000-Y - \$8,000, EXTRA DUTY PAY - CUSTODIANS - 199 Local funds - 199-51-6121-46-009-Y-99-000-Y - \$1,500, EXTRA DUTY PAY - CUSTODIANS - 199 Local funds - 199-51-6121-47-009-Y-99-000-Y - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	May
	 30%	 65%	 95%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Need Statements:**





Demographics
<p><b>Need Statement 2:</b> Improve academic support provided to At Risk Students. <b>Data Analysis/Root Cause:</b> The at-risk population tends to perform lower compared to the rest of the population.</p>
Student Learning
<p><b>Need Statement 8:</b> Provide the nursing department with funds to purchase supplies to be able to provide for the care and wealthfare of students. <b>Data Analysis/Root Cause:</b> Student's will remain on campus and student attendance will improve.</p>





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





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





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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Librarian will order supplies throughout the school year to ensure that they have the necessary databases, books, periodicals in order to maintain TEA standards of 12 to 1.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Inventory Logs Purchase Order Documentation</p> <p>Summative: Class Visit Logs Student Activity Logs Book processing &amp; circulation data</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Dean of Instruction</p> <p><b>Population:</b> 9th-12th grade students: Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 5</p> <p><b>Funding Sources:</b> LIBRARY GENERAL SUPPLIES - 199 Local funds - 199-12-6399-00-009-Y-99-000-Y - \$5,262 , LIBRARY GENERAL SUPPLIES - 199 Local funds - 199-12-6399-45-009-Y-99-000-Y - \$1,928, LIBRARY GENERAL SUPPLIES - 199 Local funds - 199-12-6399-62-009-Y-99-000-Y - \$512, LIBRARY EQUIPMENT UNDER 5,000 - 199 Local funds - 199-12-6398-62-009-Y-99-000-Y - \$748, LIBRARY TRANSPORTATION - 199 Local funds - 199-12-6494-00-009-Y-99-000-Y - \$550</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Departments, staff and administration will have supplies, materials and printing services available throughout the school year. These items are necessary to ensure teachers, staff and administration have resources to complete the curriculum, provide presentations and deliver quality communication of all campus initiatives. . Items include ink, workbooks, copy paper, pencils, pens, printing supplies, etc. Wireless presenters will be ordered for each teacher to facilitate instruction and to actively monitor student learning.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Invoice Forms            Purchase Order Documentation            Inventory Logs</p> <p>Summative:            Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Core Teacher            Dean of Instruction</p> <p><b>ESF Levers:</b>            Lever 4: High-Quality Instructional Materials and Assessments            - <b>Population:</b> 9TH-12th grade Students; Bilingual, ESL, Migrant, Sp. Ed. GT, Dyslexia, Pre-AP, AP, At-Risk - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1, 5  <b>Funding Sources:</b> GENERAL SUPPLIES - INK , TONER, CABLES - 162 State Compensatory - 162-11-6399-62-009-Y-30-000-Y - \$25,000, GENERAL SUPPLIES - 162 State Compensatory - 162-11-6399-00-009-Y-30-000-Y - \$3,900, SUPPLIES AND MATERIALS - PRINTING - 162 State Compensatory - 162-11-6399-16-009-Y-30-000-Y - \$10,000, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-009-Y-30-0F2-Y - \$0, GENERAL SUPPLIES - PARENTAL INVOLVEMENT - 211 Title I-A - 211-61-6399-00-009-Y-30-Y-OF2 - \$900, GENERAL SUPPLIES - COPY PAPER - 162 State Compensatory - 162-11-6396-00-009-Y-30-000-Y - \$5,000, SUBSCRIPTION OF MAGAZINES - 282 ESSER III Grant Funds - 282-11-6325-00-009-Y-24-OCG-1 - \$420, GENERAL SUPPLIES - OFFICE / LEADERSHIP - 199 Local funds - 199-23-6399-00-009-Y-99-000-Y - \$1,113, TEXTBOOKS - 199 Local funds - 199-11-6321-00-009-Y-11-000-Y - \$500, GENERAL SUPPLIES - 199 Local funds - 199-11-6399-00-009-Y-11-000-Y - \$4,536, GENERAL SUPPLIES - ESSER III - 282 ESSER III Grant Funds - 282-11-6399-00-009-Y-24-OCG-1 - \$39,549, GENERAL SUPPLIES - DYSLEXIA - 162 State Compensatory - 162-11-6399-00-009-Y-37-054-Y - \$213, GENERAL SUPPLIES - GT - 199 Local funds - 199-11-6399-00-009-Y-21-001-Y - \$8,240, MEDIA PRINTING - 282 ESSER III Grant Funds - 282-11-6399-16-009-Y-24-OCG-1 - \$500, GENERAL SUPPLIES - STATE BIL - 163 State Bilingual - 163-11-6399-00-009-Y-25-000-Y - \$1,478, GENERAL SUPPLIES - STATE BIL - 263 Title III-A Bilingual - 263-11-6399-00-009-Y-25-000-Y - \$1,053, GENERAL SUPPLIES - INK , TONER, CABLES - 163 State Bilingual - 163-11-6399-62-009-Y-25-000-Y - \$522, GENERAL SUPPLIES - INK , TONER, CABLES - 282 ESSER III Grant Funds - 282-11-6399-62-009-Y-24-OCG-1 - \$12,899</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> VMECHS will support the departments in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Faculty and staff will purchase resources, materials, and supplies as needed to deliver instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs.            Formative: monthly expenditure reports compared DIP/CIP            Summative: end of year expenditure reports</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration            SBDM Committee</p> <p><b>Population:</b> TEACHERS, ADMINISTRATION - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 4, 5</p> <p><b>Funding Sources:</b> GENERAL SUPPLIES - COUNSELING DEPT. - 199 Local funds - 199-31-6399-00-009-Y-99-000-Y - \$800, Art Supplies - 199 Local funds, GENERAL SUPPLIES - PE - 199 Local funds - 199-11-6399-51-009-Y-11-000-Y - \$2,000, GENERAL SUPPLIES - CABLE CORDS - 282 ESSER III Grant Funds - 282-11-6399-62-009-Y-24-0CG-1 - \$1,783</p>	Formative			Summative
	Oct	Dec	Mar	May
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 1 Need Statements:**





Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p> <p><b>Need Statement 4:</b> Students need additional instructional time before and after school for extended day tutorials. <b>Data Analysis/Root Cause:</b> Students must demonstrate academic growth.</p> <p><b>Need Statement 5:</b> Supplemental technology, supplies and materials will be purchased and distributed to aid teachers, counselors and librarians in implementing the curriculum and thus providing instruction for ALL students. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p>





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

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

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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Veterans Memorial ECHS will maintain a certified full staff in order to meet all students academic needs. Teacher morale and a high teacher retention rate will be maintained through: Back-to-School breakfast, Thanksgiving Luncheon, December Tamalada, Teacher Appreciation Week Activities, teacher praise at faculty meetings, teacher raffles, End of Year Appreciation Activity, and mentoring and support program.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Improved teacher morale and teacher retention rates.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Population:</b> TEACHERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 1, 3</p> <p><b>Funding Sources:</b> MISC. OPERATING COSTS - FOOD &amp; DRINKS FOR FACULTY &amp; STAFF - 199 Local funds - 199-13-6499-53-009-Y-99-000-Y - \$511, SALARY - 162 State Compensatory - \$747,624, FRINGES - 162 State Compensatory - \$127,107, SALARY - 211 Title I-A - \$488,252, FRINGES - 211 Title I-A - \$106,423, MISC. OPERATING COSTS - AWARDS - 199 Local funds - 199-23-6498-00-009-Y-99-000-Y - \$5,480, MISC. CONTRACTED SERVICES - GRADUATION - 199 Local funds - 199-23-6499-41-009-Y-99-000-Y - \$4,400</p>	Formative			Summative
	Oct	Dec	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Need Statements:**





Perceptions
<p><b>Need Statement 1:</b> Increase parental and community involvement in school processes. <b>Data Analysis/Root Cause:</b> Lack of parental involvement for students in special populations.</p>
<p><b>Need Statement 3:</b> Increase the numbers of student participating in extra- and co- curricular activities <b>Data Analysis/Root Cause:</b> COVID-19 interrupted student participation in extra and co curricular activities.</p>













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

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

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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> VMECHS will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Campus Administration Weekly news articles will indicate a new campus event each week.</p> <p><b>Staff Responsible for Monitoring:</b> PIO Campus Administration</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> CAMPUS STAKEHOLDERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> VMECHS will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. PIO, administration, counselors, sponsors and coaches will generate and post club and or team announcements and events, student accolades, pertinent information about deadlines, scholarships, parent meetings, upcoming assessments, and even motivation quotes, social emotional tips, hotlines for student support. An interactive tv will be purchased to also display the previously mentioned along with questions of the day, testing strategies and vocabulary for interdisciplinary learning. A poster-maker and ink will be available for student and faculty use to create the necessary media.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.            Formative: Submissions of information for articles and showcases            Summative: annual compilation of articles and presentation/showcases</p> <p><b>Staff Responsible for Monitoring:</b> PIO            Campus Administration</p> <p><b>Population:</b> VMECHS STAKEHOLDERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> VMECHS will update websites at least monthly including showcasing student and community activities.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> VMECHS website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes.            Formative: checklist of website indicating are current            Summative: report at end of year for monthly checklist results</p> <p><b>Staff Responsible for Monitoring:</b> PIO            Campus Administration            TST</p> <p><b>ESF Levers:</b>            Lever 3: Positive School Culture            - <b>Population:</b> VMECHS STAKEHOLDERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Perceptions 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>

## Perceptions

**Need Statement 1:** Increase parental and community involvement in school processes. **Data Analysis/Root Cause:** Lack of parental involvement for students in special populations.













**Need Statement 3:** Increase the numbers of student participating in extra- and co- curricular activities **Data Analysis/Root Cause:** COVID-19 interrupted student participation in extra and co curricular activities.

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

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teach Character Education in our Health classes to support school wide expected behavior.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: number of office referrals decrease Summative: Overall number of students in ITS, ISS, per semester</p> <p><b>Staff Responsible for Monitoring:</b> Health Teachers Administrators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> 9th-12th grade students: LEP, At Risk, Econ, Dis, Special Ed., GT, Pre-AP, Regular - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will provide training for administrators and new teachers: (a) to effectively utilize RtI modules to handle classroom discipline so that out of school suspensions and discretionary removals will decrease.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Assistant Principals, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Population:</b> TEACHERS, ADMINISTRATORS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Need Statements:**

## Student Learning

**Need Statement 1:** Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.









**Need Statement 7:** Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.













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

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


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


**Summative Evaluation:** Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Meet once a month to discuss PE/Health issues and address ways to improve the overall learning and behavior issues of our students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: number of office referrals decrease Summative: Overall number of students in ITS, ISS, per semester</p> <p><b>Staff Responsible for Monitoring:</b> P.E. Teachers</p> <p><b>Population:</b> PE/HEALTH TEACHERS - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Distribute Student Code of Conduct to students, parents, staff to ensure all students are afforded due process and their rights.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Registrar, Clerks, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In-service students on the contents of the student handbook through school-wide teacher presentations and grade level assemblies.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals Written Procedures Presentation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Perceptions 2</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Guidance and counseling will participate in Red Ribbon Week activities to promote an awareness of anti alcohol, tobacco, and drug awareness and violence prevention.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Principals, Assistant Principals, Counselors, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Learning 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Campus Counselors will implement a comprehensive counseling program under TAC 11.252 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 the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Ensure graduation rate at 100% Decrease student referrals Support Social Emotional Learning Assist with graduate plans, credits, attendance and guidance with college readiness</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Principals, Assistant Principals, Guidance and Counseling</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Learning 1 - Perceptions 2, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Need Statements:**

**Demographics**

**Need Statement 2:** Improve academic support provided to At Risk Students. **Data Analysis/Root Cause:** The at-risk population tends to perform lower compared to the rest of the population.

**Student Learning**

**Need Statement 1:** Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 3:** Raising the overall advanced performance levels in areas. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Perceptions**

**Need Statement 2:** Decrease discipline issues through the use of a school-wide discipline behavior plan. **Data Analysis/Root Cause:** Student discipline issues increased.













**Need Statement 4:** Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.

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

**Performance Objective 3:** Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis. Contract services of first responders in order to promote safety and wellness during and after school and at functions and events off campus.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Attend CPR, First Aid and CPI Training to ensure student safety on campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Summative: *Certification</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Population:</b> Coaches, Sponsors, CPI Team, IDEA Teachers, Administration - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide teacher training on conflict resolution and violence prevention and classroom management techniques.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Administration</p> <p><b>Population:</b> ALL TEACHERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In-service students on bully prevention, violence, conflict resolution, and recent drug use trends, and dating violence to recognize and address the issue, as a preventive measure.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselors, Administration</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1, 3</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure that our Emergency Operations Plan covers lock down drills, shelter in place, reverse evacuation, drop and cover in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents 3 times a year.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, faculty and staff, counselors, BISD</p> <p><b>Population:</b> Administrators, Staff and Faculty, Counselors, All students and parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1, 3</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Security Officers are placed and assigned to prevent the number of criminal offenses on school grounds and to prevent victimization of students and staff. Ambulance or EMS services will be available at school functions in order to act as needed in the interest of the students, parents, faculty and staff.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease in Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services</p> <p><b>Population:</b> Administrators, Campus Staff &amp; Faculty, Counselors Students and Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 2, 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Campus will implement the use and maintain a Raptor Visitor Management.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Ensure there are no trespasses on campus</p> <p><b>Staff Responsible for Monitoring:</b> Administration, BISD Police and Security Services</p> <p><b>Population:</b> All campus faculty and students. - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1, 3</p> <p><b>Funding Sources:</b> 199-23-6249-65-009-Y-99-000-Y - 199 Local funds</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 3 Need Statements:**

### Demographics

**Need Statement 2:** Improve academic support provided to At Risk Students. **Data Analysis/Root Cause:** The at-risk population tends to perform lower compared to the rest of the population.

### Student Learning

**Need Statement 1:** Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 3:** Raising the overall advanced performance levels in areas. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 7:** Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

### Perceptions

**Need Statement 2:** Decrease discipline issues through the use of a school-wide discipline behavior plan. **Data Analysis/Root Cause:** Student discipline issues increased.





**Need Statement 4:** Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.









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

**Performance Objective 1:** There will be a 5% increase of parents involved in campus involvement activities from the 2022-2023.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Complete and disseminate a Parental Involvement Policy to all parents to delineate how parents will actively be involved at the district/campus level and to increase participation. Parental Involvement Policy is on the campus website. Fund the Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic attendance needs. Electronic Equipment/Software will be provided/updated for parent contact; home visits, phone calls and/or obtain signatures, documentation history of parent contact through PowerSchool for attendance purposes and provide training for Building Capacity; And collaborative efforts in providing a disdriect-wide parent notification system; School Messenger.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Parent/ Student/ Community awareness of policy and procedure</p> <p>Formative: Campus Parental Involvement Policy, Flier, website, Agenda, Sign-in Sheets</p> <p>Summative: Composite of End of the Year Survey /evaluations TAKS/EOC results Attendance Rates Discipline referrals Session Evaluations Title I-A Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Title I:</b> 4.1 - <b>Population:</b> PARENTS AND COMMUNITY - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 4 - Perceptions 3 <b>Funding Sources:</b> MISC. OPERATING COSTS - 211 Title I-A - 211-61-6499-53-009-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> VMECHS will jointly develop, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. VMECHS will disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and on campus website in English and Spanish. VMECHS will conduct an annual Title I Meeting to inform parents and community members of its purpose and how funds are distributed.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Parent/ Student/ Community awareness of policy and procedures</p> <p>Formative:  Fliers, Agendas, Sign-In Sheets, Handouts  Summative: Composite of meeting minutes/evaluation  *Title 1-A Parental Involvement Compliance Checklist  Completed S-P-S Compacts  Meeting Agendas</p> <p><b>Staff Responsible for Monitoring:</b> Principals  Parent Liaison</p> <p><b>Title I:</b>  4.1  - <b>Population:</b> PARENTS, COMMUNITY - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	May
	   			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Parental Involvement program provides different activities for parents to foster better communication skills and healthy relationships between their children, school and the environment they live in so that in turn it assists students achieve a higher academic success. Provide Parental training to build relationships among family, community members, and school staff that foster increased 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. Facilitate Parent Involvement in the campus decision-making process. Types of Parental Involvement are:</p> <p>*Round Table Discussions  *SHAC  *LPAC  *DPAC  *DEIC  *SBDM's .  *Parent Family Engagement Policy  *Schol-Parent-Student Compact  *Weekly parent meeting and Trainings  * Guest Speakers  * BISD Events</p>	Formative			Summative
	Oct	Dec	Mar	May
	   			

\*Health Education through CATCH and FIT

\* School Programs

\* BISD resources

\* Parent surveys

\* Family Literacy Enrichment Activities

NOTE: Fliers, Invitations, Calendar of Activities will be sent

**Milestone's/Strategy's Expected Results/Impact:** Parent/ Student/ Community awareness of policy and procedures and initiatives

Formative:

\*Flyers

\* Calendar of Activities

\* Agendas

\* Sign-in sheets

\* Handouts

Summative:

\*Evaluations

\*Minutes

\*TAKS/EOC results

\*Attendance Rates

\*Discipline referrals

\*Title 1-A Parental Involvement \*Compliance Checklist

\* Composite of End of Year Survey/evaluations

**Staff Responsible for Monitoring:** Principal,





Parent Liaison





**Title I:**





4.2





- **Population:** PARENTS, COMMUNITY - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

**Need Statements:** Perceptions 1

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure representation of, and capitalize on community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> arent/ Student/ Community awareness of policy and procedures and initiatives Formative:  Fliers, Calendar of Activities, Agendas, Sign-in-Sheets,Handouts</p> <p>Summative:  Composite of meeting minutes,  Title I Guidelines and Compliance Handbook  Evaluations  Title 1-A Parental Involvement Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> Principal,  Parent Liaison  SBDM Committee Members,  Parents,  Community Members</p> <p><b>ESF Levers:</b>  Lever 3: Positive School Culture  - <b>Population:</b> Parents, Teachers, Students, and Community Members - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Every year parent liaisons will get reimbursed for mileage while making home visits. Parent Liaison will order supplies (snacks) throughout the school year to ensure that they have the necessary equipment to have successful parental involvement meetings.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase in parental involvement and increase in home visits</p> <p>Formative: Monthly Mileage Report Handouts, PRs</p> <p>Summative: Evaluation Home Visit requests, Contact Log, Mileage Log</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Population:</b> Parent Liaison &amp; parent volunteers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> EMPLOYEE TRAVEL - PARENT LIAISON - 211 Title I-A - 211-61-6411-00-009-Y-30-0F2-Y - \$900, EMPLOYEE TRAVEL - PATENT LIAISON - 199 Local funds - 199-61-6411-00-009-Y-99-000-Y - \$976</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Migrant clerk will conduct 2 parents meetings throughout the school year for the purpose of providing awareness to the parents of migrant students, involving them in the education of their children, and providing services to them. 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, reserach-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students. Provide flexible meeting times/days for Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at our campus Parent Center as well as Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> <li>-Special Population resources and support for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students.</li> <li>-College Readiness</li> <li>-Special Education Process, procedures as well as services, procedural safeguards and transition to post-secondary life.</li> <li>-Drop-out, Bullying, and Violence Prevention.</li> <li>-Health and Wellness Education.</li> <li>-Community agencies and organizations resources.</li> <li>-Building capacity through training using appropriate equipment and materials for parents and community access to resources</li> <li>-CCMR-Saturday Family Academy</li> <li>-Positive Behavior Interventions and Supports</li> <li>-Parenting Skills</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased parent awareness and parental involvement.  <b>Staff Responsible for Monitoring:</b> Migrant Clerk Administration</p> <p><b>Population:</b> Migrant students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Demographics 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 1 Need Statements:**

Demographics
<p><b>Need Statement 2:</b> Improve academic support provided to At Risk Students. <b>Data Analysis/Root Cause:</b> The at-risk population tends to perform lower compared to the rest of the population.</p>
<p><b>Need Statement 4:</b> Increase parental involvement for At-Risk Students. <b>Data Analysis/Root Cause:</b> Low attendance of at risk parents during our parent meetings.</p>
Perceptions
<p><b>Need Statement 1:</b> Increase parental and community involvement in school processes. <b>Data Analysis/Root Cause:</b> Lack of parental involvement for students in special populations.</p>

## Perceptions





**Need Statement 3:** Increase the numbers of student participating in extra- and co- curricular activities **Data Analysis/Root Cause:** COVID-19 interrupted student participation in extra and co curricular activities.





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





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









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









**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Professional development and planning opportunities will be offered for Core teachers to develop action plans, for classroom instruction and tutorial. Teachers will also receive stipends for designated PD and planning opportunities based on data analysis in order to monitor/adjust instruction and demonstrate growth in student achievement. Implementation of academic supports in classroom instruction (word walls, academic vocabulary, anchor charts, visuals, etc.)</p> <p>Note: Teachers will complete the appropriate paperwork, sign-in into the Professional Development System and provide their evaluations in order to document and provide feedback of PD using IPADs. Substitutes will be hired as needed to cover teacher classes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Teacher Evaluations  Session Certificate of Completion</p> <p>Summative:  Lesson Plans  Student Assessments  Final Exams  End-of-Course Exams</p> <p><b>Staff Responsible for Monitoring:</b> Core Area Depts.  Principals,  Dean of Instruction</p> <p><b>Population:</b> Core Teachers: Bilingual, ESL, Migrant, Sp. Ed., GT, Dyslexia, Pre-AP, AP, At-Risk - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 7</p> <p><b>Funding Sources:</b> SAL/WAGES FOR SUBSTITUTE TEACHERS - 199 Local funds - 199-11-6112-18-009-Y-99-000-Y - \$7,000, SAL/WAGES FOR SUBSTITUTE TEACHERS - 282 ESSER III Grant Funds - 282-11-6112-18-009-Y-24-0CG-1 - \$3,000, EMPLOYEE TRAVEL - 199 Local funds - 199-13-6411-23-009-Y99-000-Y - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide professional development that supports District Aligned Curriculum so that teachers will have all updates of the DISTRICT ALIGNED CURRICULUM as requested (IP 2.5) AYP</p> <p>Core teachers, counselors administration will participate in on-going education by participating in Content Specific Conferences (CAMT, NCUST, CAST, RGVSA) Texas Assessment Conference, APSI Summer Institute, Region One Technology Conference, Legal Issues Conferences, Texas Computer Education Association, district and Region I in-services to improve curriculum awareness</p> <p>9th-12th Grade Teachers</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>Session Evaluations</li> <li>Class Observations</li> <li>Walkthroughs</li> <li>Vertical and Horizontal Alignment Meetings</li> <li>Meeting Minutes</li> <li>Benchmarks</li> <li>Teacher Evaluations</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>Lesson Plans</li> <li>Student Assessments</li> <li>Final Exams</li> </ul> <p><b>Staff Responsible for Monitoring:</b> 9th - 12th Grade Teachers</p> <ul style="list-style-type: none"> <li>Math Specialist</li> <li>Dean of Instruction</li> <li>(DISTRICT ALIGNED CURRICULUM Leadership Team)</li> <li>Principal</li> <li>Bilingual /ESL Administrator</li> </ul> <p><b>Population:</b> TI, MI, LEP, SE, AR, GT, DYS, CTE - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 7</p>	Formative			Summative
	Oct	Dec	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="1444 207 1549 305">  <p>35%</p> </div> <div data-bbox="1591 207 1696 305">  <p>60%</p> </div> <div data-bbox="1738 207 1843 305">  <p>80%</p> </div> <div data-bbox="1885 207 1990 305">  <p>100%</p> </div> </div>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers from different contents will attend ESL Training for Teachers. Sheltered Instruction Observation Protocol will be utilized for ELA teachers working with students who are EB</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observations Lesson Plans</p> <p>Summative: TELPAS End-of-course Exams Final Exams</p> <p><b>Staff Responsible for Monitoring:</b> B.I.S.D. ESL Coordinator</p> <p><b>Population:</b> 9th-12th grade teachers-Bilingual, ESL, Migrant, Sp Ed. - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 3 - Student Learning 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide Professional Development for new and existing teachers on designated grade level assessments and data analysis in order to monitor/adjust instruction and report student achievement in literacy. The data will be used to provide students with targeted instruction in areas of deficiency prior to EOC testing in order to prepare and ensure student success and compliance with graduation requirements. Teachers will work with students during available periods. There classes will be covered by substitutes. Provide funds for travel to professional development activities not held locally that provide further strategies, content, resources and or innovative practices that will enhance student learning.</p> <p>*EOC 9th - 10th grades *TELPAS (IP 1.15) AYP</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark testing Teacher Observations Progress Reports Professional Dev. Evaluations Curriculum (lesson plans, framework, scope and sequence) Teacher Transcripts</p> <p>Summative: TELPAS End-of-Course Exams Final Exams</p> <p><b>Staff Responsible for Monitoring:</b> *9th - 12th grade teachers *Special Ed. Teachers *Dyslexia Teachers *Principals *Dean of Instruction *Lead Teachers/ Department Heads *ELA Curriculum Specialists</p> <p><b>Population:</b> 9th - 12th grade teachers, Special Ed. Teachers, Dyslexia Teachers Principals, Dean of Instruction, Lead Teachers/ Department Heads, ELA Curriculum Specialists - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1, 7</p>	Formative			Summative
	Oct	Dec	Mar	May
	 30%	 60%	 90%	 100%
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All Honors secondary teachers will receive AP Institute training and will maintain on-going training in GT, and AP to enhance teaching skills and better prepare students to pass AP exams.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Summative: Certificate of completion AP test results <b>Staff Responsible for Monitoring:</b> Honors, GT, AP Teachers</p> <p><b>Population:</b> Secondary GT/Pre-AP/AP teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 7 - School Processes &amp; Programs 5</p>	Formative			Summative
	Oct	Dec	Mar	May
	 40%	 65%	 90%	 100%

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Special education teachers and other staff will receive Crisis Prevention Institute CPI Core Team Training in order to deescalate and support students in crisis. All faculty and staff will receive SB1196 training.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Reduction in student referrals Behavior Intervention Plans</p> <p><b>Staff Responsible for Monitoring:</b> Dean Assistant Principal</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 2, 7</p>	Formative			Summative
	Oct	Dec	Mar	May
	 30%	 50%	 90%	 100%
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Need Statements:**









Demographics
<p><b>Need Statement 3:</b> Increase Writing scores amongst LEP and IDEA students through the use of the core curriculum and additional resources. <b>Data Analysis/Root Cause:</b> LEP and IDEA students struggle in the writing component of state assessments.</p>
Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
<p><b>Need Statement 2:</b> Raising Special populations passing percentage rates on the state assessments in all areas <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
<p><b>Need Statement 7:</b> Provide professional development on effective instructional strategies across contents to increase academic performance. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p>
School Processes & Programs
<p><b>Need Statement 5:</b> Budget monies to allow for AP Exam fees and AP Summer Institute trainings. <b>Data Analysis/Root Cause:</b> High amount of students registering for AP exams.</p>

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

**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.

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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest technology skills and be able to compete in college and the workforce.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.)</p> <p><b>Staff Responsible for Monitoring:</b> Career Placement Officers Administrators CTE Teachers</p> <p><b>Population:</b> CTE STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1, 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 2 Need Statements:**









Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
<p><b>Need Statement 7:</b> Provide professional development on effective instructional strategies across contents to increase academic performance. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p>

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

**Performance Objective 3:** All campus staff will participate in required on-going trainings related to trauma informed care, safe and supportive schools, 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.


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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All teachers, principals and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean Counselors</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Each campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multi-hazard emergency operations plan. (Policy FFB) DRAFT</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports</p> <p><b>Staff Responsible for Monitoring:</b> Guidance administration Police and Security Service administrators Campus Threat Assessment Team Leaders</p> <p><b>Population:</b> All staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 7 - Perceptions 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Need Statements:**

**Student Learning**

**Need Statement 7:** Provide professional development on effective instructional strategies across contents to increase academic performance. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Perceptions**

**Need Statement 2:** Decrease discipline issues through the use of a school-wide discipline behavior plan. **Data Analysis/Root Cause:** Student discipline issues increased.





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





**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teacher's skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2022-2023. (Future Ready Curriculum, Instruction, and Assessment)









La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2022 -2023. (Plan de estudios, instruccion y evaluacion de Future Ready)









**Evaluation Data Sources:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Improvement in the cable network, wireless infrastructure, access to electronic devices and instructional work stations (desktops) as we move closer to a 1 to 1 solution for our students. The campus will distribute Chrome Book, laptop devices and tablets to meet student needs for instruction or test administration. Campus teachers and TST will utilize power strips to allow whole class use of devices during instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Six Weeks Avgs Semester Avgs Course Completion Consistent Program of Study</p> <p>Formative: *Observations</p> <p>Summative: *Cable installation</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Dean , Assistant Principals</p> <p><b>Population:</b> Bilingual, ESL, Mig, Sp. Ed., GT Dyslexia, Pre AP, AP, At Risk - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 5</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware (printers, video monitors, projectors, document cameras and interactive panels in the classrooms for computer assisted instruction. Teachers will have access to panels, document image cameras, scanners and projectors to deliver or present content to students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            Benchmarks            Classroom projects            Student competitions            Improved connectivity of wired and wireless devices.            Summative:            Test scores            End of Year grades            Electronic portfolios            StarChart Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principals            Campus Administration            TSTs            Bilingual Adm.</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 5</p> <p><b>Funding Sources:</b> MISC. CONTRACTED SERVICES - 211 Title I-A - 211-11-6299-62-009-Y-30-0F2-Y - \$2,508, EQUIPMENT UNDER 5000 - 282 ESSER III Grant Funds - 282-11-6398-62-009-Y-24-0CG-1 - \$91,060, EQUIPMENT UNDER 5000 - 211 Title I-A - 211-11-6398-62-009-Y-30-0F2-Y - \$95,509, MISC. CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-62-009-Y-24-0CG-1 - \$1,419, EQUIPMENT UNDER 5000 - 162 State Compensatory - 162-11-6398-62-009-Y-30-000-Y - \$148,370, EQUIPMENT UNDER 5000 - MORE THAN 150 - 282 ESSER III Grant Funds - 282-11-6398-00-009-Y-24-0CG-1 - \$0, MISC. CONTRACTED SERVICES - 282 ESSER III Grant Funds - 282-11-6299-00-009-Y-24-0CG-1 - \$0, EQUIPMENT UNDER 5000 - 263 Title III-A Bilingual - 263-11-6398-62-009-Y-25-000-Y - \$2,650</p>	Formative			Summative
	Oct	Dec	Mar	May
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> 35%</div> <div style="text-align: center;"> 60%</div> <div style="text-align: center;"> 90%</div> <div style="text-align: center;"> 100%</div> </div>			

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers will participate in a minimum of 6 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            1 Professional Development System evaluations            Administrative walkthroughs            Certificates of completion of training            Summative            T-TESS evaluations            Application Management Reports            Star Chart Survey</p> <p><b>Staff Responsible for Monitoring:</b> Professional Development Adm.            Principals            teachers            Campus TST</p> <p><b>Population:</b> TEACHERS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The District will increase the accessibility for all students in technology based instruction across all subject areas by updating software and platforms including Schoology, Microsoft, Google and Apple, and hardware at the campuses.            El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias mediante la actualizacion</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Improved connectivity of wired and wireless devices.            Improved fidelity of software use            Summative Impact:            Electronic portfolios            LMS progress reports</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The District will determine what skills students, educators, and parents need to participate successfully in personalized learning using survey instruments, usage reports, and Learning Management/Classroom Management System software. The information will be used to plan and provide technology training to support students and educators. 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</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p> <p><b>Need Statement 5:</b> Supplemental technology, supplies and materials will be purchased and distributed to aid teachers, counselors and librarians in implementing the curriculum and thus providing instruction for ALL students. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p> <p><b>Need Statement 7:</b> Provide professional development on effective instructional strategies across contents to increase academic performance. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p>





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









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

Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del día, desde el hogar, la escuela y/o la comunidad, así como proporcionar prácticas para estudiantes auténticas integradas en el trabajo en aeroespacial, robótica, codificación y tecnología en comparación con 2022-2023, aprovechando capital humano en el aprendizaje personalizado.

Uso futuro listo del espacio y el tiempo

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The District will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community.</p> <p>El Distrito encontrará 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 gestión del aprendizaje que ofrezcan opciones para aprender en cualquier momento del día. del hogar, la escuela y/o la comunidad.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The District will provide internship opportunities in the areas of aerospace engineering, entrepreneurship, robotics, drones, and coding through foundational skills such as computational thinking, systems thinking, and design thinking.</p> <p>El Distrito brindara oportunidades de practicas en las areas de ingenieria aeroespacial, emprendimiento, robotica, drones y codificacion a traves de habilidades</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses Staff Responsible for Monitoring: Directors</p> <p><b>Staff Responsible for Monitoring:</b> CTE TST Admin</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1, 2</p>	Formative			Summative
	Oct	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p> <p><b>Need Statement 2:</b> Raising Special populations passing percentage rates on the state assessments in all areas <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>

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





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









Future Ready Robust Infrastructure

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

Infraestructura robusta preparada para el futuro

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be monitored on an on-going basis in order to maintain the cable network and wireless infrastructure. Students need access to electronic devices and instructional work stations. The campus will distribute Chrome Book, laptop devices and tablets to meet student needs for instruction or test administration. Campus teachers and TST will utilize power strips to allow whole class use of devices during instruction.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Score Card for appropriate connectivity of wired and wireless networks</p> <p><b>Staff Responsible for Monitoring:</b> Director Technology TST Administration</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district as longer-term technology plan as a preliminary step.</p> <p>El distrito establecera un planilla de mando para la inversion exitosa en dispositivos y otras tecnologias antes de la implementacion, asegurando una estrategia de implementacion a corto plazo que se alinee con el plan de tecnologia a largo plazo del distrito como un paso preliminar.</p> <p>Milestone's/Strategy's Expected Results/Impact:</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Device purchasing reports Device deployment reports Summative Impact: Progress towards successful purchasing and deployment Survey results regarding success of deployment</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>

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

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

Future Ready Data and Privacy


Objetivo de rendimiento 4: Revisar, actualizar e implementar políticas 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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data.</p> <p>El distrito identificara las fuentes de datos actuales, revisara los planes de mejoramiento escolar existentes y determinara los lugares donde un mayor uso de los datos puede ayudar a respaldar las metas existentes y la mejora continua, asignandolos a las preguntas clave que se responderan con estos datos.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Demographics 2 - Student Learning 2, 5</p>	Formative			Summative
	Oct	Dec	Mar	May
	30%	60%	90%	100%
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The district will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.</p> <p>El distrito revisara y actualizara las políticas y los procedimientos para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Proposed policy and guideline revisions Survey reports</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 3 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	May
	35%	60%	90%	100%

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 4 Need Statements:**

**Demographics**

**Need Statement 2:** Improve academic support provided to At Risk Students. **Data Analysis/Root Cause:** The at-risk population tends to perform lower compared to the rest of the population.

**Student Learning**

**Need Statement 2:** Raising Special populations passing percentage rates on the state assessments in all areas **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 3:** Raising the overall advanced performance levels in areas. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Need Statement 5:** Supplemental technology, supplies and materials will be purchased and distributed to aid teachers, counselors and librarians in implementing the curriculum and thus providing instruction for ALL students. **Data Analysis/Root Cause:** Students performing at the Masters Level needs to be at 30%.

**Perceptions**

**Need Statement 1:** Increase parental and community involvement in school processes. **Data Analysis/Root Cause:** Lack of parental involvement for students in special populations.

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









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

Future Ready Community Partnerships

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The District will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. El Distrito aumentara la asociacion comunitaria, centrandose</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> District ISET office</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1 - Perceptions 1 <b>Funding Sources:</b> EQUIPMENT UNDER 5,000 - 199 Local funds - 199-23-6398-65-009-Y-99-000-Y - \$2,120</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The District will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce. El Distrito colaborara con la camara de comercio local para establecer contactos con empresas locales para brindarles a los estudiantes presentaciones sobre el espiritu empresarial y las habilidades blandas/avanzadas necesarias en la fuerza laboral.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Professional Development records</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The District will maintain a database of leaders with expertise in technology integration to provide classroom level partnerships. This database will include the Microsoft (MIE), Google, and Apple certified teachers as well as Nearpod, SeeSaw, and Schoology Ambassadors.</p> <p>El Distrito mantendra una base de datos de lideres con experiencia en integracion de tecnologia para brindar asociaciones a nivel de aula. Esta base de datos incluire a los maestros certificados de Microsoft (MIE), Google y Apple, asi como a los embajadores de Nearpod, SeeSaw, y Schoology.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> The District will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices.</p> <p>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.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 5 Need Statements:**









Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
Perceptions
<p><b>Need Statement 1:</b> Increase parental and community involvement in school processes. <b>Data Analysis/Root Cause:</b> Lack of parental involvement for students in special populations.</p>

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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campuses will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time weekly to support their campus in the integration of technology into instruction.            Las escuelas permitiran a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico (TST) el tiempo adecuado semanalmente para apoyar a su escuelas en la integracion de la tecnologia en la instruccion.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The District will hold a technology conference, a teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation.</p> <p>El Distrito llevara a cabo una conferencia de tecnologia, una conferencia dirigida por maestros y una conferencia dirigida por estudiantes al menos una vez al ano para promover y ayudar con la integracion de tecnologia en el salon de clases, la escuela y el distrito y preparar mejor estudiantes y lideres por adoptar la innovacion.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1, 7</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The district will continue a Microsoft Innovative Educator (MIE) partnership with Microsoft, a Apple Certified/Distinguished teacher program, and a Google Certified Teacher/Trainer/Innovator program. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers, and all school members. El distrito continuara con una asociacion de Microsoft Innovative Educator (MIE) con Microsoft, un programa de maestro certificado/distinguido de Apple y un programa de maestro/entrenador/innovador certificado por Google.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> BISD will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas. BISD proporcionara recursos tecnologicos y actividades de desarrollo profesional para apoyar el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1, 7</p>	Formative			Summative
	Oct	Dec	Mar	May
<p style="text-align: center;">  No Progress       Accomplished       Continue/Modify       Discontinue </p>				

**Performance Objective 6 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
<p><b>Need Statement 7:</b> Provide professional development on effective instructional strategies across contents to increase academic performance. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p>





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





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





Future Ready: Budget and Resources

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Schoology, Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and/or PAPERBASKET to analyze the return of investment for all software purchased by campuses and the district, Curriculum and IT staff will analyze student usage, academic impact, student performance, etc.</p> <p>El Distrito aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las materias al proporcionar nuevos software y plataformas, incluidos Schoology, Microsoft, Google y Apple, y hardware en los campus para la instruccion mejorada de tecnologia/computacion. El distrito utilizara plataformas como GOGUARDIAN, CLEVER y/o PAPERBASKET para analizar el retorno de la inversion de todo el software comprado por los campus y el distrito, el personal de Curriculo y IT analizara el uso de los estudiantes, el impacto academico, el rendimiento de los estudiantes, etc.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1, 7 - School Processes &amp; Programs 4</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> BISD will define specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization.</p> <p>BISD definira politicas especificas, estrategias de implementacion, metricas de responsabilidad y plazos que respaldaran un proceso de planificacion mas eficiente en multiples presupuestos. BISD medira factores como el retorno de la inversion (ROI) y los precios al por mayor en el proceso de planificacion presupuestaria para que los gastos de aprendizaje digital puedan definirse mas claramente en toda la organizacion.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 1  <b>Funding Sources:</b> EMPLOYEE TRAVEL - ADMINISTRATION - 199 Local funds - 199-23-6411-23-009-Y-99-000-Y - \$4,000</p>	Formative			Summative
	Oct	Dec	Mar	May
				

 No Progress    
 Accomplished    
 Continue/Modify    
 Discontinue

**Performance Objective 7 Need Statements:**

<b>Student Learning</b>
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
<p><b>Need Statement 7:</b> Provide professional development on effective instructional strategies across contents to increase academic performance. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p>
<b>School Processes &amp; Programs</b>
<p><b>Need Statement 4:</b> Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. <b>Data Analysis/Root Cause:</b> Improve academic performance of students in EOC areas.</p>





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





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

Future Ready Collaborative Leadership


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


**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Choose a research-based model based on context and needs as determined by a needs assessment such as Kotter's 8-Step Change Model, the Concerns-Based Adoption Model (CBAM), Roger's Diffusion of Innovations, and Ely's Conditions for Change Resources for becoming familiar with different models for facilitating change are available online and in print, like James Ellsworth's Surviving Change: A Survey of Educational Change Models, which provides an overview of a variety of models designed for different purposes.</p> <p>Elija un modelo basado en la investigación según el contexto y las necesidades según lo determinado por una evaluación de necesidades como el modelo de cambio de 8 pasos de Kotter, el modelo de adopción basado en preocupaciones (CBAM), la difusión de innovaciones de Roger y los recursos de condiciones para el cambio de Ely para familiarizarse con diferentes modelos para facilitar el cambio están disponibles en línea e impresos, como Surviving Change: A Survey of Educational Change Models de James Ellsworth, que brinda una descripción general de una variedad de modelos diseñados para diferentes propósitos.</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Identify who the agents of change are at the district and school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.</p> <p>Identificar quienes son los agentes de cambio a nivel de distrito y escuela. Kotter (1995) sugiere que uno de los principales errores que cometen las organizaciones es no contratar a las personas adecuadas para liderar y facilitar el cambio. Rogers (1983) identifica categorías de individuos en términos de su respuesta a las innovaciones, sugiriendo que aquellos que son respetados por los demás y abiertos a probar cosas nuevas deben incluirse en el proceso de planificación, ya que su apoyo es esencial para el éxito de los esfuerzos de cambio. en una organización. Comience conversaciones, individuales y colaborativas, con estas personas, a fin de establecer un conjunto común de problemas para abordar y un sentido de urgencia para realizar cambios para abordarlos.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

### Performance Objective 8 Need Statements:

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>

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

**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.

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Student attendance will be monitored on a daily basis by appropriate grade level principal to increase student attendance rates and improve student instructional levels.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Grade level attendance report</p> <p><b>Staff Responsible for Monitoring:</b> Grade Level Principals</p> <p><b>Population:</b> Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Schedule various activities and to reward perfect attendance to promote and motivate student attendance and increase educational potential of students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Scheduled activities</p> <p><b>Staff Responsible for Monitoring:</b> PEIMS Administrator</p> <p><b>Population:</b> Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1 - Perceptions 4</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Performance Objective 1 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>

## Perceptions





**Need Statement 4:** Provide student incentives to encourage high grades and attendance for all sub populations **Data Analysis/Root Cause:** Must meet district attendance goals.





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









**Performance Objective 2:** Increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 95.0%.









**Evaluation Data Sources:** Drop-out and Graduation rate reports.

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> STARS teachers will assist students to regain credit who are at risk of dropping out through Edgenuity programs.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:                      *ESCHOOLS Plus master schedule                      *ESCHOOLS Plus tutorial Attendance report                      .</p> <p>Summative:                      * STAAR                      *Retention Rate                      *Graduation Rate                      *Completion Rate</p> <p><b>Staff Responsible for Monitoring:</b> At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education</p> <p><b>Title I:</b>                      2.6                      - <b>Population:</b> At Risk Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> School Processes &amp; Programs 4 - Perceptions 4</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Program Specialist will monitor and coordinate dropout intervention programs that help students stay in school and complete in 4 years</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Eschools Plus At-Risk Progress Report</li> <li>*Eschools Plus Dropout Monitor Report</li> <li>*Eschools Plus Cohort Listing Report</li> <li>*Benchmark scores</li> <li>*Student Progress Report</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*STAAR</li> <li>*Graduation Rate</li> <li>*Completion Rate</li> <li>*Retention Rate</li> <li>*Attendance Rate</li> <li>*Dropout Rate</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for State Compensatory Education</p> <p><b>Population:</b> AT RISK STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1 - Perceptions 4</p> <p><b>Funding Sources:</b> WALK FOR THE FUTURE OPERATING COSTS - 162 State Compensatory - 162-61-6499-53-009-Y-30-WTF-Y - \$200, WALK FOR THE FUTURE SUPPLIES - 162 State Compensatory - 162-61-6399-00-009-Y-30-WTF-Y - \$200</p>	Formative			Summative
	Oct	Dec	Mar	May
	 <p>30%</p>	 <p>60%</p>	 <p>80%</p>	 <p>100%</p>

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The At-Risk counselor will service students who are at risk of dropping out by providing guidance and information about available programs and resources designed to assist them.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*Eschools Plus At-Risk Progress Report</li> <li>*Eschools Plus Dropout Monitor Report</li> <li>*Student Log</li> <li>*Benchmark scores</li> <li>*Attendance Rate</li> <li>*Dropout Rate</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*STAAR</li> <li>*Graduation Rate</li> <li>*Completion Rate</li> <li>*Retention Rate</li> <li>*Attendance Rate</li> <li>*Dropout Rate</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for State Compensatory Education</p> <p><b>Population:</b> AT RISK STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Learning 1 - Perceptions 4</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parent Liaisons will monitor withdrawal leaver codes to ensure accuracy and will deliberate a focused effort to recover non-returning students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*ESchoolsPLUS</li> <li>*Home Visit Log</li> <li>*Dropout monitor form</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>*Graduation Rate</li> <li>*Completion Rate</li> <li>*Dropout Rate</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison</p> <p><b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2, 4 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Veterans Memorial ECHS will contract with Communities in Schools and Juvenile Probation to provide services to at-risk students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase attendance, increase academic performance, increase graduation rates by 5%</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean Drop Out Specialist At Risk Counselor</p> <p><b>Population:</b> AT RISK STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Learning 1 - Perceptions 4</p>	Formative			Summative
	Oct	Dec	Mar	May
	 30%	 60%	 80%	 100%
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Performance Objective 2 Need Statements:**





Demographics
<p><b>Need Statement 2:</b> Improve academic support provided to At Risk Students. <b>Data Analysis/Root Cause:</b> The at-risk population tends to perform lower compared to the rest of the population.</p>
<p><b>Need Statement 4:</b> Increase parental involvement for At-Risk Students. <b>Data Analysis/Root Cause:</b> Low attendance of at risk parents during our parent meetings.</p>
Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
School Processes & Programs
<p><b>Need Statement 4:</b> Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials. <b>Data Analysis/Root Cause:</b> Improve academic performance of students in EOC areas.</p>
Perceptions
<p><b>Need Statement 1:</b> Increase parental and community involvement in school processes. <b>Data Analysis/Root Cause:</b> Lack of parental involvement for students in special populations.</p>
<p><b>Need Statement 4:</b> Provide student incentives to encourage high grades and attendance for all sub populations <b>Data Analysis/Root Cause:</b> Must meet district attendance goals.</p>









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

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

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

**Summative Evaluation:** Exceeded Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Before and after school tutorials and select Saturday tutorials will be offered to decrease the number of students not meeting TEKS and/or graduation criteria. In order to close the instructional gap and keep students and their parents informed and reminded of tutorials, camps, activities, testing opportunities, regaining of attendance credit etc., the attendance clerks, parent liaisons and office clerks will be paid to work as needed to call, conduct home visits and or meet with students about support systems available after school hours. Transportation will be available to students weekly and on Saturdays.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>*ESCHOOLS Plus master schedule</li> <li>*ESCHOOLS Plus tutorial Attendance report</li> <li>*tutorial Lesson Plans</li> <li>*Classroom Observations</li> <li>*Student Progress Reports</li> <li>*Classroom assessments</li> <li>*Pre and post benchmark tests.</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>* STAAR</li> <li>*Retention Rate</li> <li>*Graduation Rate</li> <li>*Completion Rate</li> </ul> <p><b>Staff Responsible for Monitoring:</b> At Risk counselor, Program Specialist, PEIMS Supervisor, Dean, Administrator for State Compensatory Education</p> <p><b>Title I:</b> 2.5 - <b>Population:</b> ALL STUDENTS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2, 3 - Student Learning 1, 2, 3, 4 <b>Funding Sources:</b> PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-009-Y-30-000-Y - \$5,000, PROFESSIONAL EXTRA DUTY PAY - 162 State Compensatory - 162-11-6118-00-009-Y-24-EOC-Y - \$14,882, PROFESSIONAL EXTRA DUTY PAY - 282 ESSER III Grant Funds - 282-11-6118-00-009-Y-24-OCG-1 - \$16,988, ESTRA DUTY PAY/ OVERTIME CLASSIFIED - 282 ESSER III Grant Funds - 282-11-6121-00-009-Y-24-OCG-1 - \$3,422, FRINGES - 282 ESSER III Grant Funds - \$4,981, TRANSPORTATION FOR TUTORIAL - 282 ESSER III Grant Funds - 282-11-6494-00-009-Y-24-OCG-1 - \$18,000</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a food pantry and closet at VMHS to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: *Student Progress Reports</p> <p>Summative: *STAAR *Attendance Rate *Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> *Campus Administration * Administrator for the Homeless Youth Project * Administrator for State Compensatory Education * Administrator for Special Programs</p> <p><b>Population:</b> HOMESS, AR - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Perceptions 1</p>	Formative			Summative
	Oct	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Need Statements:**

Demographics
<p><b>Need Statement 2:</b> Improve academic support provided to At Risk Students. <b>Data Analysis/Root Cause:</b> The at-risk population tends to perform lower compared to the rest of the population.</p>
<p><b>Need Statement 3:</b> Increase Writing scores amongst LEP and IDEA students through the use of the core curriculum and additional resources. <b>Data Analysis/Root Cause:</b> LEP and IDEA students struggle in the writing component of state assessments.</p>
Student Learning
<p><b>Need Statement 1:</b> Promote higher academic standards for all students. <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
<p><b>Need Statement 2:</b> Raising Special populations passing percentage rates on the state assessments in all areas <b>Data Analysis/Root Cause:</b> Special populations perform lower compared to their peers.</p>
<p><b>Need Statement 3:</b> Raising the overall advanced performance levels in areas. <b>Data Analysis/Root Cause:</b> Students performing at the Masters Level needs to be at 30%.</p>
<p><b>Need Statement 4:</b> Students need additional instructional time before and after school for extended day tutorials. <b>Data Analysis/Root Cause:</b> Students must demonstrate academic growth.</p>

## Perceptions





**Need Statement 1:** Increase parental and community involvement in school processes. **Data Analysis/Root Cause:** Lack of parental involvement for students in special populations.













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

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

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

**Summative Evaluation:** Met Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Observations, , Parent Meetings</p> <p>Summative: Follow Policy</p> <p><b>Staff Responsible for Monitoring:</b> Food &amp; Nutrition Services Administrator, CATCH Team</p> <p><b>Population:</b> PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents                      - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 8</p>	Formative			Summative
	Oct	Dec	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Implementation Documentation, Lesson Plans, Fitness Assessment Observation, Student Grades, Attendance Rates</p> <p>Summative: SHAC Recommendations, CATCH Activities, CATCH Visitation Reports, School Health Index Improvement Plan, Standardized Test Result</p> <p><b>Staff Responsible for Monitoring:</b> Health Education Teachers PE Teachers School Nurse Counselor Food Service Manager Parent Liaison Wellness Coordinator CATCH Champions</p> <p><b>Population:</b> PE/Health Teachers: Bil, GT, Pre-AP, AP, Special Education, Migrant, At Risk, Administrators, Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 1, 8</p>	Formative			Summative
	Oct	Dec	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide for materials and supplies needed for the nursing staff to care for students.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Improved attendance</p> <p><b>Staff Responsible for Monitoring:</b> Administration Nurses Director of Nurses</p> <p><b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Student Learning 8</p> <p><b>Funding Sources:</b> GENERAL SUPPLIES - HEALTH SERVICE - 211 Title I-A - 211-33-6399-00-009-Y-30-0F2-Y - \$2,000</p>	Formative			Summative
	Oct	Dec	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 4 Need Statements:**

## Student Learning

**Need Statement 1:** Promote higher academic standards for all students. **Data Analysis/Root Cause:** Special populations perform lower compared to their peers.

**Need Statement 8:** Provide the nursing department with funds to purchase supplies to be able to provide for the care and wealthfare of students. **Data Analysis/Root Cause:** Student's will remain on campus and student attendance will improve.

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

**Performance Objective 5:** The dyslexia/504 teacher will provide services such as RTI strategies, supports, interventions and targeted strategies along with school staff in order to supports students to have academic success.

**Evaluation Data Sources:** Student Report Cards

Lesson Plans

Walk-throughs

Individualized Plans

STAAR EOC scores

**Summative Evaluation:** Met Objective

# State Compensatory

## Budget for Veterans Memorial Early College High School

**Total SCE Funds:**

**Total FTEs Funded by SCE: 12**

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

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## Personnel for Veterans Memorial Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bernice Barron	Social Studies Teacher	1
Carlos Melendez	Math Teacher	1
Cynthia Wassen	ELA Teacher	1
Dante Ayala	Science Teacher	1
Dora Ramirez	Teacher Aide	1
Graciela Luna Melendez	Instructional Coach	1
Lindsay Schuster	ELA Teacher	1
Maria Helen Chavez	Science Teacher	1
Maria Rocha	AT-Risk Teacher	1
Matthew Leffler	Math Teacher	1
Melissa Sosa	ELA Teacher	1
Michelle Hernandez	ELA Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

Veterans Memorial ECHS continuously and periodically reviews data to assess and re-assess progress towards meeting district goals and performance objectives. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the district level to be used as part of the comprehensive needs assessment. The SBDM committee met on April 25, 2024 to determine current campus strengths and needs.

On April 19th or 2023 the committee met to approve the CNA, Goals etc.

Other dates the committee met for the 2023-2024 school year were:

August 29th, 2023.

January 23rd, 2024.

April 25th, 2024

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

A complete list of the SBDM members is included as part of this plan. SBDM met for the 22-23 school year met in September, November, February, and April to review the CIP, come up with parent goals and discuss the 2022-2023 campus needs.

SBDM Members:

JC Ramirez - Non-Classroom

Denise Morales - Non-Classroom

Laura Torres - Non-Classroom

Griselda Moreno- Garcia - Math

Adina Garcia - Math

Ana Solis - ELA

Rosa Jimenez - ELA

Bianka Castaneda - Science

Cynthia Garcia - Science

Magdalena Cosay - Social Studies

Ana P. Gonzalez - Social Studies

Philip Anderson - CTE

Nubia De La Fuente - IDEA

Christine Ramos - PE/Health

Jaime Castaneda - PE/ Health

Sylvia Villarreal - Fine Arts

Elizabeth Picco - Fine Arts

Juan Sanchez - Foreign Language

Shirley Munoz - District Rep

Jaime Salazar - Community Rep

Ana Saenz - Business Rep

All stakeholders agreed and approved the campus improvement on April 25th.

## **2.2: Regular monitoring and revision**

The Campus Improvement Plan strategies are monitored quarterly and revised by the SBDM. They are supported by facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The Plan was reviewed on the following dates:

August 29th, 2023.

January 23rd, 2024.

April 25th, 2024

Summative Evaluations were completed.

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

Campus Improvement Plan is currently written in English and provided in Spanish for parents. The CIP is available to all through our campus website. It is shared with our parents during the September/October meetings as part of our family engagement meetings. A hard copy is available upon request.

Parents were invited and present for all three meetings.

### **2.4: Opportunities for all children to meet State standards**

All the strategies listed focus on Goal 1, which states that "Veterans Memorial ECHS 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.". Included in these strategies are the following examples:

- All students will have the opportunity for TIER 1 instruction
- Providing tutorial and remediation for students performing below proficiency levels
- Providing small group instruction
- Coordination and collaboration between Special Pops teachers and core area teachers
- Utilizing benchmarks/CPAs to target instruction

### **2.5: Increased learning time and well-rounded education**

Strategies continue to focus on Goal 1, which states "Veterans Memorial ECHS 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.". Included in these strategies are the following examples:

- Implement the use of Edgenuity, which is an online resource available to all students at all times. Students may use this online resource for additional tutorial, reviews, or test preparation (TSI2/SAT/ACT).
- Students will be provided with the support to continue participating in extracurricular activities.
- AP, DUAL, PLW courses and certifications courses will be available for all students needing accelerated instruction.

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

The main strategies for struggling students are found in Goal 1 and Goal 9. Among the strategies, are initiatives like:

- Working diligently with the At-Risk population through small group instruction, in and out of the classroom. This also includes proving time after school to work on STARS.
- Providing services from Communities in Schools.
- Counselor dedicated to servicing at-risk students.
- Teachers, counselors and administration will work together to implement RTI for struggling students behavior or instruction.

### **3.1: Annually evaluate the schoolwide plan**

Annual evaluation of the campus plan reviewed, assessed, and improved during the April 25th, 2024 SBDM.

### **4.1: Develop and distribute Parent and Family Engagement Policy**

Parent and Family Engagement Policy was distributed through student handbooks in August 2022, and in parent engagement meetings throughout the school year.

The Parent and Family Engagement Policy is available in English and Spanish. The list of participating teachers can be found with the agenda and sign-in sheet in a file managed by the Dean of Instruction. Title 1 policy was shared with parents August 30, 23.

Reviewed and revised the 2023-2024 Compact on April 19th 2023

### **4.2: Offer flexible number of parent involvement meetings**

Parent and Family Engagement meetings will held every two weeks in the morning on campus. Parents will be surveyed for the best dates to hold the parent meetings. If parents are not able to attend th evening meetings will be scheduled once per month. Every possible effort will be made to allow for flexibility in meeting dates and times to maximize parental involvement.

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

NA not applicable to the campus.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aide Alvear Gonzalez	Library Aide		1
Alexis Lopez	Librarian		1
Arielle Moreno	Science Teacher		1
Belia De La Cruz	Parent Liaisons		1
Carlos Garcia Jr.	Social Studies Teacher		1
Frank Ortiz	Math Teacher		1
Leticia Longoria	Librarian		1
Luz Celis	Library Aide		1
Michael Rodriguez	ELA Teacher		1
Nohelia V. Izo	Parent Liaison		1

# 2023-2024 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Community Representative	Vacancy Vacancy	Community-Year 1
Business Representative	Vacancy Vacancy	Business-Year 1
Parent	Edna Marroquin	Parent
Parent	Cecilia Carrillo	Parent
Classroom Teacher	Daniel Flores	CTE-Year 1
Business Representative	Anna Saenz	Business-Year 1
Community Representative	Jeremy Bergeaux	Community Rep
District-level Professional	Shirley Munoz	District Rep- Year 2
Classroom Teacher	Julio Salinas	Fine Arts-Year 1
Classroom Teacher	Frank Salazar	Foreign Lang.-Year 1
Classroom Teacher	Sam Lewis	ROTC-Year 1
Classroom Teacher	Maria Uribe	PE-Year 1
Classroom Teacher	Illeana Arizmendi	IDEA-Year 2
Classroom Teacher	Phillip Anderson	CTE-Year 2
Classroom Teacher	Magdalena Cosay	Social Studies-Year 1
Classroom Teacher	Cynthia Garcia	Science-Year 1
Classroom Teacher	Bianka Castaneada	Science-Year 2
Classroom Teacher	Rosa Jimenez	ELA-Year 1
Classroom Teacher	Ana Mae Solis	ELA-Year 1
Classroom Teacher	Adina Garcia	Math-Year 1
Classroom Teacher	Alfonso Gonzalez	Math-Year 2
Non-classroom Professional	JC Ramirez	Athletic Coordinator- Year 1
Non-classroom Professional	Laura Torres	Counselor-Year 2
Non-classroom Professional	Denise Morales	CTC-Year 2
Administrator	Graciela Luna	Dean of Instruction
Administrator	Norma Jean Canales	Principal

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	MISC. CONTRACTED SERVICE AND SOFTWARE LICENSES	199-11-6299-00-009-Y-11-000-Y	\$600.00
1	5	1	UIL ACADEMIC DUES	199-36-6497-00-009-Y-99-020-Y	\$5,000.00
1	5	1	GENERAL SUPPLIES - UIL	199-36-6399-00-009-Y-99-000-Y	\$0.00
1	5	1	TRANSPORTATION	199-36-6494-00-009-Y-99-000-Y	\$9,000.00
1	5	1	UIL STIPENDS	199-36-6117-00-009-Y-99-020-Y	\$38,400.00
1	5	1	EMPLOYEE TRAVEL	199-36-6411-23-009-Y-99-020-Y	\$2,408.00
1	5	1	TRAVEL & SUBSISTENCE STUDENTS	199-36-6412-00-009-Y-99-000-Y	\$19,000.00
1	5	1	HOBY	199-11-6412-00-009-Y-11-000-Y	\$450.00
1	5	1	TRAVEL & SUBSISTENCE STUDENTS	199-36-6412-00-009-Y-99-020-Y	\$4,976.00
1	5	3	STUDENT TRAVEL, SUPPLIES, FEES - ESTUDIANTINA		\$0.00
1	5	4	MISC. OPERATING COSTS - AWARDS for ROTC	199-36-6498-00-009-Y-990-019-Y	\$1,285.00
1	5	4	ROTC GENERAL SUPPLIES	199-36-6399-33-009-Y-99-019-Y	\$360.00
1	5	4	ROTC TRANSPORTATION	199-36-6494-33-009-Y-99-019-Y	\$2,000.00
1	5	4	ROTC TRAVEL & SUBSISTENCE - STUDENTS	199-36-6412-00-009-Y-99-019-Y	\$855.00
1	5	8	TRAVEL & SUBSISTENCE STUDENTS	199-36-6412-71-009-Y-99-00-Y	\$0.00
1	5	9	UIL ATHLETIC DUES	199-36-6497-00-009-Y-99-020-Y	\$5,000.00
1	5	10	MISC OPERATING COSTS AWARDS - GRADUATIONS	199-11-6498-00-009-Y-11-000-Y	\$13,000.00
2	1	3	CUSTODIAL - EQUIPMENT UNDER 5,000	199-51-6398-00-009-Y-99-000-Y	\$3,000.00
2	1	3	CUSTODIAL SUPPLIES - WAREHOUSE	199-61-6315-00-009-Y-99-000-Y	\$17,200.00
2	1	3	CUSTODIAL SUPPLIES - MAINT/OPERATIONS	199-61-6319-00-009-Y-99-000-Y	\$200.00
2	1	3	EXTRA DUTY PAY - CUSTODIANS	199-51-6121-46-009-Y-99-000-Y	\$1,500.00
2	1	3	EXTRA DUTY PAY - CUSTODIANS	199-51-6121-47-009-Y-99-000-Y	\$2,000.00
2	1	3	CUSTODIAL - GENERAL SUPPLIES	199-51-6399-00-009-Y-99-000-Y	\$8,000.00
3	1	1	LIBRARY GENERAL SUPPLIES	199-12-6399-62-009-Y-99-000-Y	\$512.00
3	1	1	LIBRARY GENERAL SUPPLIES	199-12-6399-45-009-Y-99-000-Y	\$1,928.00
3	1	1	LIBRARY GENERAL SUPPLIES	199-12-6399-00-009-Y-99-000-Y	\$5,262.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	LIBRARY TRANSPORTATION	199-12-6494-00-009-Y-99-000-Y	\$550.00
3	1	1	LIBRARY EQUIPMENT UNDER 5,000	199-12-6398-62-009-Y-99-000-Y	\$748.00
3	1	2	GENERAL SUPPLIES - GT	199-11-6399-00-009-Y-21-001-Y	\$8,240.00
3	1	2	GENERAL SUPPLIES - OFFICE / LEADERSHIP	199-23-6399-00-009-Y-99-000-Y	\$1,113.00
3	1	2	GENERAL SUPPLIES	199-11-6399-00-009-Y-11-000-Y	\$4,536.00
3	1	2	TEXTBOOKS	199-11-6321-00-009-Y-11-000-Y	\$500.00
3	1	3	GENERAL SUPPLIES - PE	199-11-6399-51-009-Y-11-000-Y	\$2,000.00
3	1	3	GENERAL SUPPLIES - COUNSELING DEPT.	199-31-6399-00-009-Y-99-000-Y	\$800.00
3	1	3	Art Supplies		\$0.00
3	2	1	MISC. OPERATING COSTS - FOOD & DRINKS FOR FACULTY & STAFF	199-13-6499-53-009-Y-99-000-Y	\$511.00
3	2	1	MISC. CONTRACTED SERVICES - GRADUATION	199-23-6499-41-009-Y-99-000-Y	\$4,400.00
3	2	1	MISC. OPERATING COSTS - AWARDS	199-23-6498-00-009-Y-99-000-Y	\$5,480.00
5	3	6	199-23-6249-65-009-Y-99-000-Y		\$0.00
6	1	5	EMPLOYEE TRAVEL - PATENT LIAISON	199-61-6411-00-009-Y-99-000-Y	\$976.00
7	1	1	SAL/WAGES FOR SUBSTITUTE TEACHERS	199-11-6112-18-009-Y-99-000-Y	\$7,000.00
7	1	1	EMPLOYEE TRAVEL	199-13-6411-23-009-Y99-000-Y	\$4,000.00
8	5	1	EQUIPMENT UNDER 5,000	199-23-6398-65-009-Y-99-000-Y	\$2,120.00
8	7	2	EMPLOYEE TRAVEL - ADMINISTRATION	199-23-6411-23-009-Y-99-000-Y	\$4,000.00
<b>Sub-Total</b>					\$188,910.00
<b>Budgeted Fund Source Amount</b>					\$188,910.00
<b>+/- Difference</b>					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	MISC. CONTRACTED SERVICE AND SOFTWARE LICENSES	162-11-6299-62-009-Y-30-000-Y	\$8,000.00
3	1	2	GENERAL SUPPLIES - DYSLEXIA	162-11-6399-00-009-Y-37-054-Y	\$213.00
3	1	2	GENERAL SUPPLIES - INK , TONER, CABLES	162-11-6399-62-009-Y-30-000-Y	\$25,000.00
3	1	2	SUPPLIES AND MATERIALS - PRINTING	162-11-6399-16-009-Y-30-000-Y	\$10,000.00
3	1	2	GENERAL SUPPLIES - COPY PAPER	162-11-6396-00-009-Y-30-000-Y	\$5,000.00
3	1	2	GENERAL SUPPLIES	162-11-6399-00-009-Y-30-000-Y	\$3,900.00
3	2	1	SALARY		\$747,624.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	FRINGES		\$127,107.00
8	1	2	EQUIPMENT UNDER 5000	162-11-6398-62-009-Y-30-000-Y	\$148,370.00
9	2	2	WALK FOR THE FUTURE OPERATING COSTS	162-61-6499-53-009-Y-30-WTF-Y	\$200.00
9	2	2	WALK FOR THE FUTURE SUPPLIES	162-61-6399-00-009-Y-30-WTF-Y	\$200.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-009-Y-30-000-Y	\$5,000.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY	162-11-6118-00-009-Y-24-EOC-Y	\$14,882.00
<b>Sub-Total</b>					\$1,095,496.00
<b>Budgeted Fund Source Amount</b>					\$1,095,496.00
<b>+/- Difference</b>					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	GENERAL SUPPLIES - STATE BIL	163-11-6399-00-009-Y-25-000-Y	\$1,478.00
3	1	2	GENERAL SUPPLIES - INK , TONER, CABLES	163-11-6399-62-009-Y-25-000-Y	\$522.00
<b>Sub-Total</b>					\$2,000.00
<b>Budgeted Fund Source Amount</b>					\$2,000.00
<b>+/- Difference</b>					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	TESTING MATERIALS	211-11-6339-00-009-Y-30-0F2-Y	\$71,463.00
1	3	6	Summer Bridge Salary		\$4,298.00
1	3	6	AVID Program	211-11-6495-00-009-Y-30-0F2-Y	\$5,009.00
1	5	10	MISC OPERATING COSTS AWARDS	211-11-6498-00-009-Y-30-0F2-Y	\$2,016.00
3	1	2	GENERAL SUPPLIES	211-11-6399-00-009-Y-30-0F2-Y	\$0.00
3	1	2	GENERAL SUPPLIES - PARENTAL INVOLVEMENT	211-61-6399-00-009-Y-30-Y-OF2	\$900.00
3	2	1	SALARY		\$488,252.00
3	2	1	FRINGES		\$106,423.00
6	1	1	MISC. OPERATING COSTS	211-61-6499-53-009-Y-30-0F2-Y	\$900.00
6	1	5	EMPLOYEE TRAVEL - PARENT LIAISON	211-61-6411-00-009-Y-30-0F2-Y	\$900.00
8	1	2	EQUIPMENT UNDER 5000	211-11-6398-62-009-Y-30-0F2-Y	\$95,509.00
8	1	2	MISC. CONTRACTED SERVICES	211-11-6299-62-009-Y-30-0F2-Y	\$2,508.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	4	3	GENERAL SUPPLIES - HEALTH SERVICE	211-33-6399-00-009-Y-30-0F2-Y	\$2,000.00
<b>Sub-Total</b>					\$780,178.00
<b>Budgeted Fund Source Amount</b>					\$780,178.00
<b>+/- Difference</b>					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	GENERAL SUPPLIES - STATE BIL	263-11-6399-00-009-Y-25-000-Y	\$1,053.00
8	1	2	EQUIPMENT UNDER 5000	263-11-6398-62-009-Y-25-000-Y	\$2,650.00
<b>Sub-Total</b>					\$3,703.00
<b>Budgeted Fund Source Amount</b>					\$3,703.00
<b>+/- Difference</b>					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	STIPENDS FOR PROFESSIONALS	282-13-6117-00-009-Y+24-0CG-1	\$14,723.00
3	1	2	SUBSCRIPTION OF MAGAZINES	282-11-6325-00-009-Y-24-0CG-1	\$420.00
3	1	2	GENERAL SUPPLIES - ESSER III	282-11-6399-00-009-Y-24-0CG-1	\$39,549.00
3	1	2	GENERAL SUPPLIES - INK , TONER, CABLES	282-11-6399-62-009-Y-24-0CG-1	\$12,899.00
3	1	2	MEDIA PRINTING	282-11-6399-16-009-Y-24-0CG-1	\$500.00
3	1	3	GENERAL SUPPLIES - CABLE CORDS	282-11-6399-62-009-Y-24-0CG-1	\$1,783.00
7	1	1	SAL/WAGES FOR SUBSTITUTE TEACHERS	282-11-6112-18-009-Y-24-0CG-1	\$3,000.00
8	1	2	EQUIPMENT UNDER 5000	282-11-6398-62-009-Y-24-0CG-1	\$91,060.00
8	1	2	MISC. CONTRACTED SERVICES	282-11-6299-62-009-Y-24-0CG-1	\$1,419.00
8	1	2	EQUIPMENT UNDER 5000 - MORE THAN 150	282-11-6398-00-009-Y-24-0CG-1	\$0.00
8	1	2	MISC. CONTRACTED SERVICES	282-11-6299-00-009-Y-24-0CG-1	\$0.00
9	3	1	FRINGES		\$4,981.00
9	3	1	ESTRA DUTY PAY/ OVERTIME CLASSIFIED	282-11-6121-00-009-Y-24-0CG-1	\$3,422.00
9	3	1	TRANSPORTATION FOR TUTORIAL	282-11-6494-00-009-Y-24-0CG-1	\$18,000.00
9	3	1	PROFESSIONAL EXTRA DUTY PAY	282-11-6118-00-009-Y-24-0CG-1	\$16,988.00
<b>Sub-Total</b>					\$208,744.00
<b>Budgeted Fund Source Amount</b>					\$208,744.00

**282 ESSER III Grant Funds**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
				<b>+/- Difference</b>	\$0.00
				<b>Grand Total Budgeted</b>	\$2,279,031.00
				<b>Grand Total Spent</b>	\$2,279,031.00
				<b>+/- Difference</b>	\$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 Improvement Plan:

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

# Addendums

# **2022-23 Texas Academic Performance Report (TAPR)**

**District Name: BROWNSVILLE ISD**

**Campus Name: VETERANS MEMORIAL EARLY COLLEGE H S**

**Campus Number: 031901009**

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Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2023	72%	75%	<b>85%</b>	-	85%	100%	-	*	-	-	47%	71%	83%	90%	83%	77%
	2022	65%	68%	<b>79%</b>	-	79%	82%	-	*	*	*	35%	*	79%	79%	74%	51%
At Meets Grade Level or Above	2023	52%	56%	<b>68%</b>	-	68%	83%	-	*	-	-	22%	71%	68%	68%	63%	50%
	2022	47%	47%	<b>63%</b>	-	62%	73%	-	*	*	*	13%	*	63%	61%	58%	29%
At Masters Grade Level	2023	13%	14%	<b>18%</b>	-	18%	33%	-	*	-	-	9%	14%	18%	19%	14%	8%
	2022	11%	11%	<b>19%</b>	-	19%	9%	-	*	*	*	7%	*	19%	21%	16%	4%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2023	74%	75%	<b>88%</b>	-	88%	82%	-	*	-	*	54%	*	90%	84%	84%	69%
	2022	72%	72%	<b>86%</b>	*	86%	86%	-	*	*	-	45%	*	87%	83%	83%	63%
At Meets Grade Level or Above	2023	54%	55%	<b>73%</b>	-	73%	73%	-	*	-	*	32%	*	74%	70%	66%	40%
	2022	55%	54%	<b>73%</b>	*	72%	71%	-	*	*	-	25%	*	75%	68%	67%	42%
At Masters Grade Level	2023	9%	9%	<b>16%</b>	-	16%	27%	-	*	-	*	12%	*	16%	17%	11%	3%
	2022	9%	9%	<b>17%</b>	*	17%	14%	-	*	*	-	12%	*	19%	14%	13%	3%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2023	79%	87%	<b>92%</b>	-	92%	*	-	*	-	-	75%	80%	92%	92%	90%	93%
	2022	76%	89%	<b>92%</b>	-	92%	100%	-	-	-	-	72%	*	91%	94%	90%	86%
At Meets Grade Level or Above	2023	43%	56%	<b>63%</b>	-	63%	*	-	*	-	-	41%	60%	62%	64%	58%	54%
	2022	43%	58%	<b>58%</b>	-	57%	100%	-	-	-	-	35%	*	59%	54%	57%	49%
At Masters Grade Level	2023	23%	29%	<b>25%</b>	-	24%	*	-	*	-	-	21%	20%	22%	33%	23%	20%
	2022	27%	38%	<b>39%</b>	-	39%	67%	-	-	-	-	26%	*	42%	31%	39%	34%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2023	88%	90%	<b>92%</b>	-	92%	100%	-	*	-	-	75%	100%	91%	94%	90%	85%
	2022	83%	84%	<b>89%</b>	-	88%	100%	-	*	-	*	58%	*	90%	84%	86%	74%
At Meets Grade Level or Above	2023	56%	55%	<b>61%</b>	-	60%	80%	-	*	-	-	35%	71%	61%	59%	55%	43%
	2022	55%	49%	<b>59%</b>	-	58%	92%	-	*	-	*	27%	*	63%	48%	54%	38%
At Masters Grade Level	2023	21%	15%	<b>14%</b>	-	14%	20%	-	*	-	-	6%	0%	14%	14%	13%	5%
	2022	21%	14%	<b>19%</b>	-	18%	8%	-	*	-	*	8%	*	20%	14%	17%	8%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2023	94%	95%	<b>98%</b>	*	98%	100%	-	*	-	-	84%	*	98%	99%	97%	96%
	2022	89%	90%	<b>96%</b>	-	96%	100%	-	*	*	*	79%	-	96%	95%	95%	85%
At Meets Grade Level or Above	2023	70%	70%	<b>83%</b>	*	83%	83%	-	*	-	-	51%	*	84%	81%	78%	68%
	2022	68%	65%	<b>84%</b>	-	84%	85%	-	*	*	*	58%	-	85%	81%	80%	61%
At Masters Grade Level	2023	38%	34%	<b>44%</b>	*	43%	83%	-	*	-	-	30%	*	45%	43%	36%	27%
	2022	42%	36%	<b>53%</b>	-	53%	69%	-	*	*	*	31%	-	53%	53%	45%	31%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2023	90%	78%	<b>76%</b>	-	75%	100%	-	*	*	-	67%	-	76%	74%	71%	60%
	2022	92%	75%	<b>70%</b>	*	70%	*	-	*	-	-	*	*	69%	74%	66%	42%
At Meets Grade Level or Above	2023	61%	29%	<b>35%</b>	-	34%	80%	-	*	*	-	33%	-	36%	30%	23%	20%
	2022	64%	27%	<b>33%</b>	*	32%	*	-	*	-	-	*	*	33%	33%	28%	17%
At Masters Grade Level	2023	12%	1%	<b>2%</b>	-	2%	0%	-	*	*	-	0%	-	3%	0%	0%	0%
	2022	13%	1%	<b>2%</b>	*	1%	*	-	*	-	-	*	*	1%	8%	1%	0%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2023	76%	78%	<b>89%</b>	*	89%	94%	-	100%	*	*	64%	87%	89%	91%	87%	82%
	2022	74%	75%	<b>86%</b>	*	86%	94%	-	92%	*	*	57%	90%	87%	86%	84%	70%
At Meets Grade Level or Above	2023	49%	50%	<b>67%</b>	*	66%	78%	-	100%	*	*	34%	61%	66%	68%	61%	49%
	2022	48%	46%	<b>65%</b>	*	65%	83%	-	92%	*	*	31%	70%	66%	63%	61%	42%
At Masters Grade Level	2023	20%	18%	<b>21%</b>	*	21%	33%	-	36%	*	*	14%	13%	20%	23%	17%	10%
	2022	23%	20%	<b>27%</b>	*	26%	33%	-	67%	*	*	16%	30%	27%	26%	23%	15%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2023	77%	78%	<b>87%</b>	-	87%	88%	-	100%	-	*	50%	80%	86%	87%	83%	74%
	2022	75%	74%	<b>82%</b>	*	82%	83%	-	*	*	*	39%	*	83%	81%	79%	57%
At Meets Grade Level or Above	2023	53%	55%	<b>70%</b>	-	70%	76%	-	100%	-	*	26%	50%	71%	69%	64%	46%
	2022	53%	51%	<b>68%</b>	*	67%	72%	-	*	*	*	18%	*	69%	65%	62%	35%
At Masters Grade Level	2023	20%	20%	<b>17%</b>	-	17%	29%	-	17%	-	*	10%	10%	17%	18%	13%	6%
	2022	25%	22%	<b>18%</b>	*	18%	11%	-	*	*	*	9%	*	19%	17%	15%	4%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2023	75%	77%	<b>85%</b>	-	85%	100%	-	*	*	-	74%	80%	84%	88%	83%	87%
	2022	72%	74%	<b>84%</b>	*	84%	100%	-	*	-	-	74%	*	83%	88%	83%	81%

Texas Education Agency  
**2022-23 STAAR Performance (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2023	45%	47%	<b>51%</b>	-	50%	75%	-	*	*	-	41%	60%	49%	57%	46%	48%
	2022	42%	42%	<b>49%</b>	*	48%	89%	-	*	-	-	36%	*	49%	49%	49%	45%
At Masters Grade Level	2023	19%	18%	<b>15%</b>	-	15%	13%	-	*	*	-	19%	20%	12%	26%	15%	17%
	2022	20%	20%	<b>26%</b>	*	25%	56%	-	*	-	-	25%	*	26%	25%	29%	31%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2023	77%	77%	<b>92%</b>	-	92%	100%	-	*	-	-	75%	100%	91%	94%	90%	85%
	2022	76%	76%	<b>89%</b>	-	88%	100%	-	*	-	*	58%	*	90%	85%	86%	74%
At Meets Grade Level or Above	2023	47%	43%	<b>60%</b>	-	60%	80%	-	*	-	-	35%	71%	61%	58%	55%	43%
	2022	47%	42%	<b>59%</b>	-	58%	92%	-	*	-	*	27%	*	63%	47%	54%	38%
At Masters Grade Level	2023	18%	12%	<b>14%</b>	-	14%	20%	-	*	-	-	6%	0%	14%	13%	13%	5%
	2022	21%	15%	<b>19%</b>	-	18%	8%	-	*	-	*	8%	*	20%	14%	17%	8%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2023	78%	77%	<b>98%</b>	*	98%	100%	-	*	-	-	84%	*	98%	99%	97%	96%
	2022	75%	75%	<b>96%</b>	-	96%	100%	-	*	*	*	79%	-	96%	95%	95%	85%
At Meets Grade Level or Above	2023	52%	49%	<b>83%</b>	*	83%	83%	-	*	-	-	51%	*	84%	81%	78%	68%
	2022	50%	46%	<b>84%</b>	-	84%	85%	-	*	*	*	58%	-	85%	81%	80%	61%
At Masters Grade Level	2023	27%	23%	<b>44%</b>	*	43%	83%	-	*	-	-	30%	*	45%	43%	36%	27%
	2022	30%	25%	<b>53%</b>	-	53%	69%	-	*	*	*	31%	-	53%	53%	45%	31%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Progress (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English I	2023	57%	55%	<b>65%</b>	-	65%	*	-	*	-	-	55%	67%	66%	62%	64%	64%
End of Course English II	2023	74%	74%	<b>75%</b>	-	75%	89%	-	*	-	*	67%	*	77%	72%	72%	72%
End of Course Algebra I	2023	76%	83%	<b>90%</b>	-	90%	*	-	*	-	-	88%	*	89%	94%	88%	91%
All Grades Both Subjects	2023	64%	66%	<b>74%</b>	-	74%	82%	-	83%	-	*	69%	63%	75%	72%	73%	74%
All Grades ELA/Reading	2023	63%	65%	<b>70%</b>	-	70%	85%	-	80%	-	*	60%	56%	71%	66%	68%	67%
All Grades Mathematics	2023	66%	67%	<b>90%</b>	-	90%	*	-	*	-	-	88%	*	89%	94%	88%	91%
<b>School Progress - Accelerated Learning by Grade and Subject</b>																	
End of Course English I	2023	26%	29%	<b>35%</b>	-	35%	-	-	-	-	-	25%	*	26%	58%	35%	39%
End of Course English II	2023	41%	43%	<b>52%</b>	-	53%	*	-	-	-	-	33%	-	59%	32%	52%	51%
End of Course Algebra I	2023	58%	74%	<b>86%</b>	-	86%	-	-	-	-	-	71%	*	83%	91%	83%	91%
All Grades Both Subjects	2023	38%	44%	<b>60%</b>	-	61%	*	-	-	-	-	45%	*	59%	62%	59%	61%
All Grades ELA/Reading	2023	35%	39%	<b>45%</b>	-	45%	*	-	-	-	-	29%	*	44%	45%	45%	46%
All Grades Mathematics	2023	40%	49%	<b>86%</b>	-	86%	-	-	-	-	-	71%	*	83%	91%	83%	91%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2023	76%	78%	<b>89%</b>	-	-	-	-	-	-	80%	-	80%	75%	78%	92%	80%	92%
	2022	74%	75%	<b>86%</b>	-	-	-	-	-	-	69%	-	70%	40%	60%	90%	68%	92%
At Meets Grade Level or Above	2023	49%	50%	<b>67%</b>	-	-	-	-	-	-	43%	-	46%	27%	52%	71%	44%	77%
	2022	48%	46%	<b>65%</b>	-	-	-	-	-	-	38%	-	39%	7%	46%	70%	38%	74%
At Masters Grade Level	2023	20%	18%	<b>21%</b>	-	-	-	-	-	-	8%	-	8%	6%	9%	24%	8%	24%
	2022	23%	20%	<b>27%</b>	-	-	-	-	-	-	13%	-	13%	0%	17%	30%	13%	28%
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2023	77%	78%	<b>87%</b>	-	-	-	-	-	-	71%	-	72%	59%	82%	91%	71%	92%
	2022	75%	74%	<b>82%</b>	-	-	-	-	-	-	54%	-	55%	29%	50%	88%	54%	89%
At Meets Grade Level or Above	2023	53%	55%	<b>70%</b>	-	-	-	-	-	-	40%	-	42%	28%	64%	76%	41%	85%
	2022	53%	51%	<b>68%</b>	-	-	-	-	-	-	31%	-	32%	14%	25%	75%	31%	78%
At Masters Grade Level	2023	20%	20%	<b>17%</b>	-	-	-	-	-	-	4%	-	4%	7%	9%	21%	4%	19%
	2022	25%	22%	<b>18%</b>	-	-	-	-	-	-	2%	-	2%	0%	6%	23%	2%	18%
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2023	75%	77%	<b>85%</b>	-	-	-	-	-	-	86%	-	86%	88%	*	84%	86%	86%
	2022	72%	74%	<b>84%</b>	-	-	-	-	-	-	81%	-	83%	50%	60%	83%	80%	93%
At Meets Grade Level or Above	2023	45%	47%	<b>51%</b>	-	-	-	-	-	-	43%	-	47%	25%	*	52%	44%	54%
	2022	42%	42%	<b>49%</b>	-	-	-	-	-	-	42%	-	45%	0%	60%	48%	43%	56%
At Masters Grade Level	2023	19%	18%	<b>15%</b>	-	-	-	-	-	-	13%	-	14%	6%	*	15%	13%	17%
	2022	20%	20%	<b>26%</b>	-	-	-	-	-	-	28%	-	30%	0%	60%	21%	30%	39%
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2023	77%	77%	<b>92%</b>	-	-	-	-	-	-	83%	-	82%	86%	80%	95%	83%	95%
	2022	76%	76%	<b>89%</b>	-	-	-	-	-	-	73%	-	73%	*	56%	93%	71%	91%
At Meets Grade Level or Above	2023	47%	43%	<b>60%</b>	-	-	-	-	-	-	38%	-	39%	29%	40%	67%	38%	70%
	2022	47%	42%	<b>59%</b>	-	-	-	-	-	-	32%	-	32%	*	44%	63%	33%	72%
At Masters Grade Level	2023	18%	12%	<b>14%</b>	-	-	-	-	-	-	2%	-	2%	7%	0%	19%	2%	13%
	2022	21%	15%	<b>19%</b>	-	-	-	-	-	-	7%	-	7%	*	11%	21%	7%	21%
<b>All Grades Social Studies</b>																		
At Approaches Grade Level or Above	2023	78%	77%	<b>98%</b>	-	-	-	-	-	-	97%	-	97%	*	*	98%	96%	99%
	2022	75%	75%	<b>96%</b>	-	-	-	-	-	-	83%	-	84%	*	100%	98%	84%	97%
At Meets Grade Level or Above	2023	52%	49%	<b>83%</b>	-	-	-	-	-	-	67%	-	69%	*	*	85%	64%	89%
	2022	50%	46%	<b>84%</b>	-	-	-	-	-	-	56%	-	57%	*	100%	89%	59%	84%

Texas Education Agency  
**2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2023	27%	23%	<b>44%</b>	-	-	-	-	-	-	25%	-	26%	*	*	45%	23%	56%
	2022	30%	25%	<b>53%</b>	-	-	-	-	-	-	28%	-	29%	*	20%	61%	28%	46%
<b>School Progress - Annual Growth</b>																		
All Grades Both Subjects	2023	64%	66%	<b>74%</b>	-	-	-	-	-	-	74%	-	75%	68%	60%	73%	74%	78%
All Grades ELA/Reading	2023	63%	65%	<b>70%</b>	-	-	-	-	-	-	68%	-	70%	52%	50%	69%	67%	75%
All Grades Mathematics	2023	66%	67%	<b>90%</b>	-	-	-	-	-	-	90%	-	89%	92%	*	90%	90%	89%
<b>School Progress - Accelerated Learning</b>																		
All Grades Both Subjects	2023	38%	44%	<b>60%</b>	-	-	-	-	-	-	61%	-	63%	53%	*	59%	60%	63%
All Grades ELA/Reading	2023	35%	39%	<b>45%</b>	-	-	-	-	-	-	46%	-	50%	27%	*	41%	46%	50%
All Grades Mathematics	2023	40%	49%	<b>86%</b>	-	-	-	-	-	-	91%	-	92%	88%	-	82%	91%	80%

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

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2023 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>98%</b>	*	98%	91%	-	88%	*	*	99%	100%	98%	98%	99%	99%
Included in Accountability	93%	93%	<b>91%</b>	*	91%	82%	-	82%	*	*	91%	96%	92%	89%	91%	80%
Not Included in Accountability: Mobile	4%	3%	<b>3%</b>	*	3%	9%	-	0%	*	*	1%	0%	2%	6%	3%	4%
Not Included in Accountability: Other Exclusions	2%	3%	<b>4%</b>	*	4%	0%	-	6%	*	*	7%	4%	4%	4%	5%	15%
Not Tested	1%	1%	<b>2%</b>	*	2%	9%	-	12%	*	*	1%	0%	2%	2%	1%	1%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	0%	*	*	1%	0%	1%	0%	0%	1%
Other	0%	0%	<b>2%</b>	*	1%	9%	-	12%	*	*	0%	0%	2%	1%	1%	1%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	-	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	91%	<b>88%</b>	-	88%	89%	-	86%	-	*	86%	91%	89%	85%	86%	68%
Not Included in Accountability: Mobile	4%	3%	<b>4%</b>	-	4%	11%	-	0%	-	*	1%	0%	2%	7%	3%	4%
Not Included in Accountability: Other Exclusions	3%	6%	<b>9%</b>	-	9%	0%	-	14%	-	*	13%	9%	9%	8%	10%	28%
Not Tested	1%	1%	<b>0%</b>	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Absent	1%	1%	<b>0%</b>	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>98%</b>	-	98%	90%	-	*	*	-	99%	100%	98%	98%	98%	98%
Included in Accountability	94%	95%	<b>95%</b>	-	95%	80%	-	*	*	-	96%	100%	96%	93%	95%	92%
Not Included in Accountability: Mobile	5%	3%	<b>2%</b>	-	2%	10%	-	*	*	-	1%	0%	2%	3%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>1%</b>	-	1%	0%	-	*	*	-	1%	0%	0%	2%	1%	2%
Not Tested	1%	1%	<b>2%</b>	-	2%	10%	-	*	*	-	1%	0%	2%	2%	2%	2%
Absent	1%	1%	<b>0%</b>	-	0%	0%	-	*	*	-	1%	0%	0%	1%	0%	1%
Other	0%	1%	<b>2%</b>	-	2%	10%	-	*	*	-	0%	0%	2%	1%	2%	2%
<b>Science</b>																
Assessment Participant	99%	99%	<b>93%</b>	-	94%	63%	-	60%	-	-	99%	100%	93%	93%	97%	97%
Included in Accountability	93%	95%	<b>91%</b>	-	91%	63%	-	60%	-	-	96%	100%	90%	91%	94%	94%
Not Included in Accountability: Mobile	4%	2%	<b>2%</b>	-	2%	0%	-	0%	-	-	1%	0%	2%	2%	3%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	-	0%	0%	-	0%	-	-	1%	0%	0%	0%	0%	0%
Not Tested	1%	1%	<b>7%</b>	-	6%	38%	-	40%	-	-	1%	0%	7%	7%	3%	3%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	-	0%	0%	-	0%	-	-	0%	0%	0%	1%	0%	1%
Other	0%	1%	7%	-	6%	38%	-	40%	-	-	1%	0%	7%	6%	3%	2%
<b>Social Studies</b>																
Assessment Participant	99%	98%	99%	*	99%	100%	-	*	-	-	98%	*	98%	99%	99%	99%
Included in Accountability	94%	95%	96%	*	96%	86%	-	*	-	-	96%	*	97%	92%	96%	95%
Not Included in Accountability: Mobile	4%	3%	3%	*	3%	14%	-	*	-	-	2%	*	1%	7%	3%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	1%	*	1%	0%	-	*	-	-	2%	*	2%	1%	1%	1%
Absent	1%	2%	1%	*	1%	0%	-	*	-	-	2%	*	2%	1%	1%	1%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	93%	84%	84%	-	85%	56%	-	*	*	-	86%	-	86%	69%	87%	77%
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	99%	*	99%	96%	-	100%	*	*	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	93%	*	93%	91%	-	92%	*	*	95%	91%	94%	90%	92%	79%
Not Included in Accountability: Mobile	5%	3%	2%	*	1%	5%	-	0%	*	*	0%	0%	1%	3%	2%	3%
Not Included in Accountability: Other Exclusions	1%	3%	4%	*	4%	0%	-	8%	*	*	4%	9%	4%	5%	5%	18%
Not Tested	1%	1%	1%	*	1%	4%	-	0%	*	*	0%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	*	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	*	1%	4%	-	0%	*	*	0%	0%	1%	1%	1%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	100%	*	100%	100%	-	100%	*	*	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	88%	*	88%	90%	-	80%	*	*	90%	80%	90%	85%	87%	64%
Not Included in Accountability: Mobile	5%	3%	2%	*	2%	10%	-	0%	*	*	1%	0%	1%	4%	2%	3%
Not Included in Accountability: Other Exclusions	2%	5%	9%	*	9%	0%	-	20%	*	*	8%	20%	9%	10%	11%	34%
Not Tested	1%	1%	0%	*	0%	0%	-	0%	*	*	1%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	*	0%	0%	-	0%	*	*	1%	0%	0%	1%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	98%	*	98%	100%	-	*	-	-	100%	*	98%	99%	99%	99%
Included in Accountability	93%	95%	97%	*	97%	100%	-	*	-	-	99%	*	98%	95%	97%	93%

Texas Education Agency  
**2022-23 STAAR Participation (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	5%	3%	1%	*	1%	0%	-	*	-	-	0%	*	0%	3%	1%	4%
Not Included in Accountability: Other Exclusions	1%	1%	0%	*	0%	0%	-	*	-	-	1%	*	0%	1%	1%	2%
Not Tested	1%	1%	2%	*	2%	0%	-	*	-	-	0%	*	2%	1%	1%	1%
Absent	1%	1%	0%	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	2%	*	2%	0%	-	*	-	-	0%	*	2%	1%	1%	1%
<b>Science</b>																
Assessment Participant	98%	99%	97%	-	97%	87%	-	*	-	*	100%	*	98%	95%	98%	99%
Included in Accountability	93%	95%	94%	-	95%	80%	-	*	-	*	98%	*	96%	90%	96%	95%
Not Included in Accountability: Mobile	4%	3%	2%	-	2%	7%	-	*	-	*	0%	*	1%	4%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	-	*	2%	*	0%	1%	1%	1%
Not Tested	2%	1%	3%	-	3%	13%	-	*	-	*	0%	*	2%	5%	2%	1%
Absent	1%	1%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	3%	-	3%	13%	-	*	-	*	0%	*	2%	5%	2%	1%
<b>Social Studies</b>																
Assessment Participant	98%	99%	100%	-	100%	100%	-	*	*	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	99%	-	99%	100%	-	*	*	*	100%	-	99%	98%	99%	98%
Not Included in Accountability: Mobile	4%	2%	1%	-	1%	0%	-	*	*	*	0%	-	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	*	*	0%	-	0%	1%	0%	1%
Not Tested	2%	1%	0%	-	0%	0%	-	*	*	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	*	*	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	*	*	0%	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	89%	89%	*	89%	60%	-	*	-	-	*	*	91%	81%	91%	86%

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

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2021-22	92.2%	89.9%	<b>91.6%</b>	*	91.6%	92.3%	-	95.9%	*	*	89.3%	90.6%	90.5%
2020-21	95.0%	97.1%	<b>99.2%</b>	100.0%	99.2%	99.3%	-	*	*	*	98.9%	99.0%	99.0%
<b>Chronic Absenteeism</b>													
2021-22	25.7%	37.3%	<b>31.9%</b>	*	32.0%	33.3%	-	20.0%	*	*	42.9%	38.0%	41.2%
2020-21	15.0%	9.2%	<b>2.6%</b>	0.0%	2.6%	3.2%	-	0.0%	*	*	4.8%	3.3%	2.4%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2021-22	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2021-22	2.2%	0.7%	<b>0.0%</b>	*	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
2020-21	2.4%	0.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2022</b>													
Graduated	89.7%	95.4%	<b>99.4%</b>	*	99.6%	80.0%	-	*	-	-	97.6%	99.3%	98.6%
Received TxCHSE	0.3%	0.1%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.5%	2.5%	<b>0.6%</b>	*	0.4%	20.0%	-	*	-	-	2.4%	0.7%	1.4%
Dropped Out	6.4%	2.1%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.0%	95.4%	<b>99.4%</b>	*	99.6%	80.0%	-	*	-	-	97.6%	99.3%	98.6%
Graduates, TxCHSE, and Continuers	93.6%	97.9%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
<b>Class of 2021</b>													
Graduated	90.0%	94.1%	<b>98.2%</b>	*	98.1%	100.0%	-	-	-	-	75.0%	97.8%	94.7%
Received TxCHSE	0.3%	0.1%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.8%	<b>1.8%</b>	*	1.9%	0.0%	-	-	-	-	25.0%	2.2%	5.3%
Dropped Out	5.8%	2.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	94.1%	<b>98.2%</b>	*	98.1%	100.0%	-	-	-	-	75.0%	97.8%	94.7%
Graduates, TxCHSE, and Continuers	94.2%	98.0%	<b>100.0%</b>	*	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	92.2%	97.4%	<b>100.0%</b>	*	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%
Received TxCHSE	0.4%	0.1%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.0%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.3%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.7%	97.5%	<b>100.0%</b>	*	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.7%	97.7%	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%
<b>Class of 2020</b>													
Graduated	92.2%	96.4%	99.5%	-	99.4%	*	-	*	-	-	97.2%	99.1%	100.0%
Received TxCHSE	0.5%	0.1%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.6%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.9%	0.5%	-	0.6%	*	-	*	-	-	2.8%	0.9%	0.0%
Graduates and TxCHSE	92.7%	96.5%	99.5%	-	99.4%	*	-	*	-	-	97.2%	99.1%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	97.1%	99.5%	-	99.4%	*	-	*	-	-	97.2%	99.1%	100.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.7%	96.8%	99.5%	-	99.5%	*	-	*	-	-	97.3%	99.1%	100.0%
Received TxCHSE	0.5%	0.1%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.5%	0.2%	0.0%	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.9%	0.5%	-	0.5%	*	-	*	-	-	2.7%	0.9%	0.0%
Graduates and TxCHSE	93.2%	96.9%	99.5%	-	99.5%	*	-	*	-	-	97.3%	99.1%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	97.1%	99.5%	-	99.5%	*	-	*	-	-	97.3%	99.1%	100.0%
<b>Class of 2019</b>													
Graduated	92.6%	96.3%	99.8%	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	97.0%
Received TxCHSE	0.6%	0.4%	0.2%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	3.0%
Continued HS	0.6%	0.4%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	3.0%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	96.6%	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	97.0%	100.0%	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2022	89.7%	94.2%	97.8%	*	98.0%	80.0%	-	*	-	-	82.0%	98.1%	98.6%
Class of 2021	90.0%	93.2%	98.2%	*	98.1%	100.0%	-	-	-	-	75.0%	97.8%	94.7%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2022	3.7%	0.3%	1.4%	*	1.5%	*	-	*	-	-	17.5%	2.0%	2.9%
Class of 2021	3.8%	0.6%	1.5%	*	1.5%	0.0%	-	-	-	-	12.5%	2.6%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2022-23 Attendance, Graduation, and Dropout Rates (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2022	84.3%	97.2%	<b>95.9%</b>	*	95.8%	*	-	*	-	-	62.5%	94.1%	92.9%
Class of 2021	81.9%	97.0%	<b>97.0%</b>	*	97.0%	100.0%	-	-	-	-	79.2%	95.2%	97.2%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2022	88.0%	97.5%	<b>97.3%</b>	*	97.3%	*	-	*	-	-	80.0%	96.0%	95.7%
Class of 2021	85.7%	97.6%	<b>98.5%</b>	*	98.5%	100.0%	-	-	-	-	91.7%	97.7%	97.2%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	4.5%	*	*	*	-	-	-	-	-	*	*	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2021-22	3.9%	0.3%	<b>1.4%</b>	*	1.4%	*	-	*	-	-	16.3%	1.9%	2.7%
2020-21	3.8%	0.5%	<b>1.6%</b>	*	1.7%	0.0%	-	-	-	-	11.1%	2.5%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	82.3%	95.6%	<b>95.0%</b>	*	94.9%	*	-	*	-	-	58.1%	93.3%	93.2%
2020-21	80.4%	96.1%	<b>95.1%</b>	*	95.0%	100.0%	-	-	-	-	55.6%	93.1%	91.9%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2021-22	86.0%	95.9%	<b>96.4%</b>	*	96.3%	*	-	*	-	-	74.4%	95.2%	95.9%
2020-21	84.1%	95.9%	<b>96.0%</b>	*	96.1%	100.0%	-	-	-	-	60.0%	94.7%	91.9%

Texas Education Agency  
**2022-23 Graduation Profile (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2021-22 Annual Graduates)</b>				
Total Graduates	498	100.0%	3,211	368,686
<b>By Ethnicity:</b>				
African American	2	0.4%	7	45,227
Hispanic	490	98.4%	3,179	191,125
White	4	0.8%	19	103,171
American Indian	0	0.0%	0	1,159
Asian	2	0.4%	6	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	0	0.0%	0	8,641
<b>By Graduation Type:</b>				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	18	3.6%	132	51,023
Foundation H.S. Program (Endorsement)	7	1.4%	10	14,179
Foundation H.S. Program (DLA)	473	95.0%	3,069	302,917
Special Education Graduates	43	8.6%	370	32,447
Economically Disadvantaged Graduates	315	63.3%	2,797	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	73	14.7%	637	40,398
At-Risk Graduates	200	40.2%	1,904	159,689
CTE Completers	360	72.3%	2,084	107,502

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2021-22	70.0%	98.4%	<b>98.2%</b>	*	98.2%	*	-	*	-	-	88.4%	97.8%	98.6%
2020-21	65.2%	92.8%	<b>88.8%</b>	*	88.6%	100.0%	-	-	-	-	95.0%	85.8%	86.5%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2021-22	52.9%	52.0%	<b>65.3%</b>	*	64.9%	*	-	*	-	-	11.6%	57.8%	43.8%
2020-21	52.7%	54.7%	<b>63.7%</b>	*	63.2%	100.0%	-	-	-	-	12.5%	52.9%	29.7%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2021-22	57.1%	53.4%	<b>65.1%</b>	*	64.5%	*	-	*	-	-	16.3%	57.8%	27.4%
2020-21	56.1%	55.3%	<b>67.6%</b>	*	67.2%	100.0%	-	-	-	-	17.5%	55.1%	13.5%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2021-22	48.2%	49.7%	<b>61.2%</b>	*	61.2%	*	-	*	-	-	14.0%	52.4%	34.2%
2020-21	45.7%	51.3%	<b>59.9%</b>	*	59.3%	100.0%	-	-	-	-	0.0%	52.0%	8.1%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2021-22	42.2%	41.2%	<b>54.0%</b>	*	53.9%	*	-	*	-	-	9.3%	44.4%	21.9%
2020-21	40.4%	41.9%	<b>52.4%</b>	*	51.7%	100.0%	-	-	-	-	0.0%	41.2%	0.0%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2021-22	20.5%	19.6%	<b>33.5%</b>	*	33.1%	*	-	*	-	-	0.0%	30.5%	28.8%
2020-21	21.3%	24.7%	<b>27.3%</b>	*	26.9%	57.1%	-	-	-	-	5.0%	22.3%	24.3%
<b>Associate Degree (Annual Graduates)</b>													
2021-22	2.4%	8.0%	<b>5.0%</b>	*	5.1%	*	-	*	-	-	2.3%	4.4%	0.0%
2020-21	2.6%	3.5%	<b>0.4%</b>	*	0.4%	0.0%	-	-	-	-	0.0%	0.3%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2021-22	24.0%	35.6%	<b>44.2%</b>	*	44.1%	*	-	*	-	-	4.7%	35.2%	11.0%
2020-21	25.9%	34.0%	<b>39.6%</b>	*	39.6%	57.1%	-	-	-	-	10.0%	27.6%	8.1%
<b>Onramps Course Credits (Annual Graduates)</b>													
2021-22	4.4%	0.0%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2020-21	4.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2021-22	33.5%	88.8%	<b>79.9%</b>	*	80.2%	*	-	*	-	-	88.4%	83.8%	91.8%
2020-21	24.2%	70.5%	<b>53.9%</b>	*	54.0%	57.1%	-	-	-	-	95.0%	59.8%	67.6%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2021-22	28.0%	86.0%	<b>79.5%</b>	*	79.8%	*	-	*	-	-	83.7%	83.2%	91.8%

Texas Education Agency  
**2022-23 College, Career, and Military Readiness (CCMR) (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	66.0%	<b>49.9%</b>	*	50.1%	57.1%	-	-	-	-	40.0%	54.5%	62.2%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2021-22	0.7%	0.0%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2020-21	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2021-22	2.5%	3.8%	<b>2.4%</b>	*	2.4%	*	-	*	-	-	27.9%	3.5%	4.1%
2020-21	2.4%	3.0%	<b>3.3%</b>	*	3.1%	0.0%	-	-	-	-	45.0%	4.0%	2.7%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2021-22	5.0%	7.9%	<b>6.4%</b>	*	6.3%	*	-	*	-	-	74.4%	6.7%	9.6%
2020-21	4.4%	6.4%	<b>4.3%</b>	*	4.4%	0.0%	-	-	-	-	60.0%	6.2%	5.4%

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2021-22	22.8%	47.0%	<b>62.4%</b>	*	62.0%	*	-	*	-	-	9.3%	54.3%	24.7%
	2020-21	25.9%	51.3%	<b>65.5%</b>	*	65.0%	100.0%	-	-	-	-	15.0%	52.3%	13.5%
Mathematics	2021-22	18.7%	44.3%	<b>58.6%</b>	*	58.6%	*	-	*	-	-	11.6%	50.2%	31.5%
	2020-21	19.4%	45.8%	<b>52.3%</b>	*	51.9%	85.7%	-	-	-	-	0.0%	42.1%	5.4%
Both Subjects	2021-22	12.6%	36.6%	<b>51.6%</b>	*	51.4%	*	-	*	-	-	7.0%	42.5%	20.5%
	2020-21	14.4%	38.0%	<b>47.6%</b>	*	47.1%	85.7%	-	-	-	-	0.0%	35.3%	0.0%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2021-22	11.7%	5.7%	<b>1.0%</b>	*	0.8%	*	-	*	-	-	7.0%	1.3%	1.4%
	2020-21	8.6%	3.8%	<b>0.9%</b>	*	0.9%	0.0%	-	-	-	-	2.5%	0.9%	0.0%
Mathematics	2021-22	14.0%	5.8%	<b>2.4%</b>	*	2.4%	*	-	*	-	-	2.3%	2.2%	4.1%
	2020-21	10.3%	5.7%	<b>8.0%</b>	*	7.6%	28.6%	-	-	-	-	0.0%	9.9%	2.7%
Both Subjects	2021-22	7.5%	1.9%	<b>0.0%</b>	*	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
	2020-21	4.9%	0.6%	<b>0.2%</b>	*	0.2%	0.0%	-	-	-	-	0.0%	0.3%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2022	23.0%	21.9%	<b>31.7%</b>	*	30.9%	50.0%	-	100.0%	*	*	5.1%	26.4%	18.8%
	2021	21.1%	18.2%	<b>35.3%</b>	66.7%	35.1%	38.5%	-	*	-	*	3.8%	29.4%	14.5%
English Language Arts	2022	13.2%	11.5%	<b>18.4%</b>	*	18.2%	25.0%	-	40.0%	*	*	2.6%	14.1%	6.9%
	2021	12.1%	10.3%	<b>22.6%</b>	50.0%	22.3%	30.8%	-	*	-	*	1.9%	19.2%	5.5%
Mathematics	2022	6.9%	3.6%	<b>6.3%</b>	*	5.9%	12.5%	-	40.0%	*	*	0.9%	4.6%	1.4%
	2021	6.1%	2.6%	<b>2.0%</b>	16.7%	1.9%	0.0%	-	*	-	*	0.0%	0.5%	0.0%
Science	2022	9.6%	7.7%	<b>13.5%</b>	*	12.8%	25.0%	-	80.0%	*	*	2.6%	9.7%	2.1%
	2021	8.7%	4.3%	<b>11.8%</b>	33.3%	11.8%	7.7%	-	*	-	*	1.0%	7.8%	0.0%
Social Studies	2022	12.5%	11.8%	<b>18.0%</b>	*	17.8%	31.3%	-	40.0%	*	*	3.4%	14.0%	6.9%
	2021	11.6%	9.1%	<b>21.5%</b>	50.0%	21.4%	15.4%	-	*	-	*	3.8%	18.3%	6.4%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2022	53.3%	24.2%	<b>40.7%</b>	*	39.6%	50.0%	-	80.0%	*	*	33.3%	39.5%	59.3%
	2021	48.6%	20.2%	<b>23.1%</b>	*	23.1%	20.0%	-	*	-	-	*	23.0%	37.5%
English Language Arts	2022	53.2%	24.1%	<b>45.0%</b>	*	44.0%	*	-	*	-	-	*	41.3%	20.0%
	2021	42.7%	10.7%	<b>10.9%</b>	*	11.3%	*	-	*	-	-	*	9.6%	0.0%
Mathematics	2022	50.4%	13.0%	<b>27.7%</b>	-	28.3%	*	-	*	*	-	*	13.3%	*
	2021	49.4%	10.7%	<b>33.3%</b>	*	30.0%	-	-	-	-	-	-	*	-
Science	2022	44.7%	9.2%	<b>21.4%</b>	-	19.2%	*	-	*	*	*	*	9.5%	*
	2021	41.4%	6.8%	<b>9.6%</b>	*	9.8%	*	-	-	-	-	*	3.9%	-

Texas Education Agency  
**2022-23 CCMR-Related Indicators (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	9.2%	<b>20.3%</b>	-	19.4%	40.0%	-	*	-	-	*	9.9%	10.0%
	2021	42.2%	9.0%	<b>13.2%</b>	*	13.1%	*	-	-	-	-	*	11.8%	0.0%
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2021-22	71.5%	57.8%	<b>57.6%</b>	*	56.9%	*	-	*	-	?	11.6%	49.5%	27.4%
	2020-21	70.8%	26.7%	<b>24.8%</b>	*	24.5%	14.3%	-	?	-	-	2.5%	16.5%	5.4%
At/Above Criterion for All Examinees	2021-22	32.1%	15.7%	<b>27.9%</b>	*	28.0%	*	-	*	-	*	40.0%	24.4%	5.0%
	2020-21	32.9%	27.7%	<b>38.0%</b>	*	36.1%	*	-	*	-	-	*	37.7%	*
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2021-22	1001	939	<b>999</b>	*	999	*	-	*	-	*	946	977	879
	2020-21	1002	992	<b>1035</b>	1250	1032	1060	-	1060	-	-	-	1019	850
English Language Arts and Writing	2021-22	506	483	<b>520</b>	*	520	*	-	*	-	*	470	510	449
	2020-21	504	505	<b>529</b>	645	527	530	-	530	-	-	-	520	500
Mathematics	2021-22	496	457	<b>479</b>	*	479	*	-	*	-	*	476	467	430
	2020-21	498	488	<b>507</b>	605	505	530	-	530	-	-	-	500	350
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2021-22	19.5	17.6	<b>20.8</b>	*	20.8	*	-	-	-	-	-	21.7	*
	2020-21	20.0	20.3	<b>19.5</b>	26.0	19.2	-	-	-	-	-	11.0	18.1	13.0
English Language Arts	2021-22	19.2	17.4	<b>21.3</b>	*	21.5	*	-	-	-	-	-	22.4	*
	2020-21	19.6	20.3	<b>19.8</b>	26.0	19.5	-	-	-	-	-	10.0	17.4	12.0
Mathematics	2021-22	19.3	17.0	<b>19.7</b>	*	19.7	*	-	-	-	-	-	20.4	*
	2020-21	19.9	19.4	<b>18.0</b>	28.0	17.7	-	-	-	-	-	12.0	17.6	13.0
Science	2021-22	19.8	18.0	<b>20.1</b>	*	20.0	*	-	-	-	-	-	20.9	*
	2020-21	20.3	20.7	<b>19.8</b>	24.0	19.7	-	-	-	-	-	10.0	19.7	13.0

Texas Education Agency  
**2022-23 Other Postsecondary Indicators (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2021-22	44.2%	52.5%	<b>61.0%</b>	*	60.9%	50.0%	-	100.0%	*	*	22.8%	54.9%	39.3%
	2020-21	42.5%	53.2%	<b>61.4%</b>	85.7%	61.4%	57.1%	-	80.0%	*	*	15.7%	54.8%	32.9%
English Language Arts	2021-22	16.6%	27.6%	<b>31.1%</b>	*	30.7%	37.5%	-	70.0%	*	*	5.5%	25.0%	7.2%
	2020-21	16.3%	27.2%	<b>32.1%</b>	50.0%	32.2%	30.8%	-	40.0%	*	*	4.0%	24.6%	7.0%
Mathematics	2021-22	19.9%	27.1%	<b>35.7%</b>	*	35.6%	40.6%	-	55.6%	*	*	10.2%	32.1%	23.8%
	2020-21	19.3%	28.1%	<b>36.9%</b>	42.9%	36.9%	30.8%	-	80.0%	*	*	7.7%	31.2%	16.7%
Science	2021-22	21.1%	18.2%	<b>28.8%</b>	*	28.6%	26.7%	-	60.0%	*	*	11.5%	24.7%	15.6%
	2020-21	20.6%	16.1%	<b>29.2%</b>	57.1%	29.2%	23.1%	-	20.0%	*	*	10.4%	24.3%	9.5%
Social Studies	2021-22	22.8%	27.0%	<b>40.6%</b>	*	40.2%	43.8%	-	90.0%	*	*	6.0%	33.0%	12.2%
	2020-21	22.8%	28.5%	<b>41.0%</b>	66.7%	40.8%	50.0%	-	60.0%	*	*	4.2%	32.8%	11.8%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2020-21	46.7%	50.7%	<b>62.9%</b>	*	62.8%	85.7%	-	-	-	-	27.5%	56.5%	29.7%
	2019-20	46.1%	52.3%	<b>67.0%</b>	-	67.1%	*	-	*	-	-	27.8%	61.5%	56.3%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,172	100.0%	37,854	5,504,150	2,172	100.0%	37,898	5,518,432
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	7.6%	4.4%	0	0.0%	7.6%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	2.7%	0.7%	0	0.0%	2.7%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	4.9%	3.7%	0	0.0%	4.9%	3.7%
Kindergarten	0	0.0%	5.7%	6.7%	0	0.0%	5.7%	6.7%
Grade 1	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 2	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.2%	7.2%	0	0.0%	6.2%	7.1%
Grade 4	0	0.0%	6.6%	7.2%	0	0.0%	6.5%	7.1%
Grade 5	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 6	0	0.0%	6.8%	7.3%	0	0.0%	6.8%	7.2%
Grade 7	0	0.0%	6.5%	7.4%	0	0.0%	6.5%	7.4%
Grade 8	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 9	651	30.0%	9.7%	8.7%	651	30.0%	9.7%	8.7%
Grade 10	475	21.9%	7.9%	7.9%	475	21.9%	7.9%	7.9%
Grade 11	503	23.2%	7.9%	7.0%	503	23.2%	7.9%	7.0%
Grade 12	543	25.0%	7.5%	6.6%	543	25.0%	7.5%	6.6%
<b>Ethnic Distribution:</b>								
African American	1	0.0%	0.1%	12.8%	1	0.0%	0.1%	12.8%
Hispanic	2,118	97.5%	98.3%	53.0%	2,118	97.5%	98.3%	52.9%
White	36	1.7%	1.3%	25.6%	36	1.7%	1.3%	25.7%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	12	0.6%	0.2%	5.1%	12	0.6%	0.2%	5.1%
Pacific Islander	2	0.1%	0.0%	0.2%	2	0.1%	0.0%	0.2%
Two or More Races	3	0.1%	0.0%	3.0%	3	0.1%	0.0%	3.0%
<b>Sex:</b>								
Female	1,049	48.3%	48.9%	48.8%	1,049	48.3%	48.9%	48.8%
Male	1,123	51.7%	51.1%	51.2%	1,123	51.7%	51.1%	51.2%
Economically Disadvantaged	1,417	65.2%	89.1%	62.1%	1,417	65.2%	89.1%	62.0%
Non-Educationally Disadvantaged	755	34.8%	10.9%	37.9%	755	34.8%	10.9%	38.0%
Section 504 Students	275	12.7%	9.6%	7.4%	275	12.7%	9.6%	7.4%
EB Students/EL	352	16.2%	39.9%	23.1%	352	16.2%	39.9%	23.0%
Students w/ Disciplinary Placements (2021-22)	32	1.5%	0.8%	1.5%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	204	9.4%	7.5%	5.5%	204	9.4%	7.5%	5.5%
Foster Care	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Homeless	19	0.9%	3.3%	1.3%	19	0.9%	3.3%	1.3%
Immigrant	1	0.0%	0.8%	2.2%	1	0.0%	0.8%	2.2%
Migrant	6	0.3%	0.9%	0.3%	6	0.3%	0.9%	0.3%
Title I	2,171	100.0%	99.3%	64.6%	2,171	100.0%	99.2%	64.6%
Military Connected	89	4.1%	0.8%	3.6%	89	4.1%	0.8%	3.6%
At-Risk	1,062	48.9%	73.5%	53.3%	1,062	48.9%	73.4%	53.3%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	334	15.4%	39.5%	23.2%	334	15.4%	39.4%	23.2%
Career and Technical Education	1,973	90.8%	29.3%	26.5%	1,973	90.8%	29.3%	26.5%
Career and Technical Education (9-12 grades only)	1,973	90.8%	83.8%	72.3%	1,973	90.8%	83.8%	72.2%
Gifted and Talented Education	387	17.8%	10.3%	8.2%	387	17.8%	10.3%	8.2%
Special Education	246	11.3%	16.1%	12.6%	246	11.3%	16.2%	12.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	246							
By Type of Primary Disability								
Students with Intellectual Disabilities	143	58.1%	58.0%	44.1%				
Students with Physical Disabilities	12	4.9%	10.6%	20.0%				
Students with Autism	52	21.1%	11.9%	15.5%				
Students with Behavioral Disabilities	39	15.9%	17.3%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.3%	1.6%				
<b>Mobility (2021-22):</b>								
Total Mobile Students	407	19.5%	18.8%	16.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	3.3%				
Hispanic	400	19.1%	18.4%	8.7%				
White	6	0.3%	0.3%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.0%	0.0%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.6%				
Count and Percent of Special Ed Students who are Mobile	56	24.7%	20.9%	18.6%				
Count and Percent of EB Students/EL who are Mobile	96	30.8%	22.5%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	318	23.4%	19.2%	18.7%				
<b>Student Attrition (2021-22):</b>								
Total Student Attrition	128	8.3%	15.6%	18.1%				

Texas Education Agency  
**2022-23 Student Information (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	0.7%	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	7.9%	13.0%	8.7%	16.1%	25.2%	12.6%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
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
<b>Secondary:</b>			
English/Language Arts	16.0	12.8	16.2
Foreign Languages	21.2	17.9	18.8
Mathematics	14.3	14.3	17.5
Science	14.0	14.2	18.5
Social Studies	14.8	14.5	18.9

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	186.8	100.0%	100.0%	100.0%
Professional Staff:	158.3	84.8%	55.8%	64.1%
Teachers	136.9	73.3%	43.4%	48.7%
Professional Support	15.9	8.5%	10.0%	10.9%
Campus Administration (School Leadership)	5.5	2.9%	2.3%	3.3%
Educational Aides:	28.5	15.2%	12.3%	11.3%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	2.0	n/a	56.0	4,258.0
Part-time Librarians	0.0	n/a	2.0	646.0
Full-time Counselors	2.0	n/a	133.0	13,815.0
Part-time Counselors	4.0	n/a	15.0	1,240.0
Total Minority Staff:	162.9	87.2%	93.7%	53.2%
<b>Teachers by Ethnicity:</b>				
African American	1.0	0.7%	0.1%	11.8%
Hispanic	113.6	83.0%	92.5%	29.6%
White	21.3	15.6%	7.0%	54.9%
American Indian	1.0	0.7%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	2.0%
Pacific Islander	0.0	0.0%	0.2%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	69.2	50.5%	31.1%	24.4%
Females	67.8	49.5%	68.9%	75.6%
<b>Teachers by Highest Degree Held:</b>				
No Degree	10.0	7.3%	2.7%	2.0%
Bachelors	95.4	69.7%	78.3%	72.2%
Masters	30.5	22.3%	18.5%	25.0%
Doctorate	1.0	0.7%	0.5%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	8.7	6.4%	4.7%	9.7%
1-5 Years Experience	25.1	18.3%	13.1%	26.3%
6-10 Years Experience	16.0	11.7%	14.0%	20.5%
11-20 Years Experience	49.5	36.1%	38.8%	27.2%
21-30 Years Experience	30.7	22.4%	24.1%	13.3%
Over 30 Years Experience	6.9	5.0%	5.2%	2.9%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.9	n/a	14.7	14.8

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	16.0	9.6	6.1
Average Years Experience of Principals with District	15.0	8.8	5.3
Average Years Experience of Assistant Principals	7.0	10.0	5.2
Average Years Experience of Assistant Principals with District	7.0	9.9	4.4
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	14.3	15.5	11.0
Average Years Experience of Teachers with District:	13.2	14.8	6.9
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$55,616	\$56,933	\$53,300
1-5 Years Experience	\$57,242	\$57,165	\$56,516
6-10 Years Experience	\$58,369	\$59,308	\$59,732
11-20 Years Experience	\$61,664	\$62,788	\$63,389
21-30 Years Experience	\$71,957	\$68,862	\$67,876
Over 30 Years Experience	\$75,857	\$75,181	\$72,560
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$63,107	\$63,396	\$60,717
Professional Support	\$77,136	\$78,501	\$72,022
Campus Administration (School Leadership)	\$93,478	\$92,930	\$85,167
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	58.3%	65.1%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.4	0.3%	2.4%	5.9%
Career and Technical Education	28.3	20.7%	6.0%	5.4%
Compensatory Education	0.0	0.0%	0.4%	3.2%
Gifted and Talented Education	0.1	0.1%	4.3%	1.7%
Regular Education	102.0	74.5%	74.6%	70.6%
Special Education	6.1	4.4%	12.0%	9.7%
Other	0.0	0.0%	0.2%	3.5%

Texas Education Agency  
**2022-23 Staff Information (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

- 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.

**Link to: [PEIMS Financial Standard Reports 2021-22 Financial Actual Report](#)**  
(To open link in a new window, press the "Ctrl" key and click on the link.)

# **2021-22 Texas Academic Performance Report (TAPR)**

**District Name: BROWNSVILLE ISD**

**Campus Name: VETERANS MEMORIAL EARLY COLLEGE H S**

**Campus Number: 031901009**

**2022 Accountability Rating: A**

**Distinction Designations:**

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Top 25 Percent: Comparative Academic Growth**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>End of Course English I</b>																	
At Approaches Grade Level or Above	2022	65%	68%	<b>79%</b>	-	79%	82%	-	*	*	*	35%	*	79%	79%	74%	51%
	2021	67%	64%	<b>83%</b>	*	83%	*	-	-	-	-	33%	*	82%	85%	79%	70%
At Meets Grade Level or Above	2022	47%	47%	<b>63%</b>	-	62%	73%	-	*	*	*	13%	*	63%	61%	58%	29%
	2021	50%	46%	<b>70%</b>	*	70%	*	-	-	-	-	22%	*	69%	72%	63%	45%
At Masters Grade Level	2022	11%	11%	<b>19%</b>	-	19%	9%	-	*	*	*	7%	*	19%	21%	16%	4%
	2021	12%	10%	<b>20%</b>	*	20%	*	-	-	-	-	8%	*	19%	22%	15%	2%
<b>End of Course English II</b>																	
At Approaches Grade Level or Above	2022	72%	72%	<b>86%</b>	*	86%	86%	-	*	*	-	45%	*	87%	83%	83%	63%
	2021	71%	69%	<b>82%</b>	-	82%	70%	-	*	*	*	40%	*	82%	82%	78%	57%
At Meets Grade Level or Above	2022	55%	54%	<b>73%</b>	*	72%	71%	-	*	*	-	25%	*	75%	68%	67%	42%
	2021	57%	54%	<b>71%</b>	-	71%	60%	-	*	*	*	31%	*	70%	72%	65%	35%
At Masters Grade Level	2022	9%	9%	<b>17%</b>	*	17%	14%	-	*	*	-	12%	*	19%	14%	13%	3%
	2021	11%	9%	<b>18%</b>	-	17%	20%	-	*	*	*	9%	*	17%	20%	15%	2%
<b>End of Course Algebra I</b>																	
At Approaches Grade Level or Above	2022	76%	89%	<b>92%</b>	-	92%	100%	-	-	-	-	72%	*	91%	94%	90%	86%
	2021	73%	64%	<b>65%</b>	*	64%	*	-	-	-	-	49%	*	66%	58%	64%	64%
At Meets Grade Level or Above	2022	43%	58%	<b>58%</b>	-	57%	100%	-	-	-	-	35%	*	59%	54%	57%	49%
	2021	41%	27%	<b>26%</b>	*	26%	*	-	-	-	-	33%	*	26%	24%	25%	32%
At Masters Grade Level	2022	27%	38%	<b>39%</b>	-	39%	67%	-	-	-	-	26%	*	42%	31%	39%	34%
	2021	23%	13%	<b>9%</b>	*	9%	*	-	-	-	-	16%	*	8%	13%	7%	9%
<b>End of Course Biology</b>																	
At Approaches Grade Level or Above	2022	83%	84%	<b>89%</b>	-	88%	100%	-	*	-	*	58%	*	90%	84%	86%	74%
	2021	82%	77%	<b>85%</b>	*	85%	*	-	-	-	-	45%	*	85%	85%	81%	67%
At Meets Grade Level or Above	2022	55%	49%	<b>59%</b>	-	58%	92%	-	*	-	*	27%	*	63%	48%	54%	38%
	2021	55%	43%	<b>57%</b>	*	57%	*	-	-	-	-	30%	*	58%	55%	51%	38%
At Masters Grade Level	2022	21%	14%	<b>19%</b>	-	18%	8%	-	*	-	*	8%	*	20%	14%	17%	8%
	2021	22%	12%	<b>17%</b>	*	17%	*	-	-	-	-	11%	*	18%	14%	13%	4%
<b>End of Course U.S. History</b>																	

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	89%	90%	<b>96%</b>	-	96%	100%	-	*	*	*	79%	-	96%	95%	95%	85%
	2021	88%	85%	<b>94%</b>	*	94%	*	-	*	-	*	78%	*	94%	94%	93%	79%
At Meets Grade Level or Above	2022	68%	65%	<b>84%</b>	-	84%	85%	-	*	*	*	58%	-	85%	81%	80%	61%
	2021	69%	60%	<b>73%</b>	*	73%	*	-	*	-	*	40%	*	73%	73%	66%	50%
At Masters Grade Level	2022	42%	36%	<b>53%</b>	-	53%	69%	-	*	*	*	31%	-	53%	53%	45%	31%
	2021	43%	30%	<b>42%</b>	*	42%	*	-	*	-	*	13%	*	40%	45%	34%	19%
<b>SAT/ACT All Subjects</b>																	
At Approaches Grade Level or Above	2022	92%	75%	<b>70%</b>	*	70%	*	-	*	-	-	*	*	69%	74%	66%	42%
	2021	95%	85%	<b>85%</b>	-	85%	*	-	-	-	-	-	-	82%	92%	74%	*
At Meets Grade Level or Above	2022	64%	27%	<b>33%</b>	*	32%	*	-	*	-	-	*	*	33%	33%	28%	17%
	2021	69%	41%	<b>49%</b>	-	49%	*	-	-	-	-	-	-	51%	46%	46%	*
At Masters Grade Level	2022	13%	1%	<b>2%</b>	*	1%	*	-	*	-	-	*	*	1%	8%	1%	0%
	2021	14%	1%	<b>1%</b>	-	1%	*	-	-	-	-	-	-	1%	0%	3%	*
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2022	74%	75%	<b>86%</b>	*	86%	94%	-	92%	*	*	57%	90%	87%	86%	84%	70%
	2021	67%	59%	<b>84%</b>	100%	84%	87%	-	*	*	*	48%	73%	84%	85%	80%	68%
At Meets Grade Level or Above	2022	48%	46%	<b>65%</b>	*	65%	83%	-	92%	*	*	31%	70%	66%	63%	61%	42%
	2021	41%	31%	<b>63%</b>	80%	63%	74%	-	*	*	*	31%	73%	63%	65%	57%	40%
At Masters Grade Level	2022	23%	20%	<b>27%</b>	*	26%	33%	-	67%	*	*	16%	30%	27%	26%	23%	15%
	2021	18%	11%	<b>22%</b>	0%	22%	35%	-	*	*	*	11%	45%	21%	24%	17%	7%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2022	75%	74%	<b>82%</b>	*	82%	83%	-	*	*	*	39%	*	83%	81%	79%	57%
	2021	68%	63%	<b>83%</b>	*	82%	79%	-	*	*	*	36%	*	82%	84%	78%	63%
At Meets Grade Level or Above	2022	53%	51%	<b>68%</b>	*	67%	72%	-	*	*	*	18%	*	69%	65%	62%	35%
	2021	45%	38%	<b>70%</b>	*	70%	71%	-	*	*	*	27%	*	70%	72%	64%	40%
At Masters Grade Level	2022	25%	22%	<b>18%</b>	*	18%	11%	-	*	*	*	9%	*	19%	17%	15%	4%
	2021	18%	12%	<b>19%</b>	*	18%	29%	-	*	*	*	8%	*	18%	21%	15%	2%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2022	72%	74%	<b>84%</b>	*	84%	100%	-	*	-	-	74%	*	83%	88%	83%	81%
	2021	66%	51%	<b>71%</b>	*	71%	*	-	-	-	-	49%	*	71%	71%	66%	65%

Texas Education Agency  
**2021-22 STAAR Performance (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	42%	42%	<b>49%</b>	*	48%	89%	-	*	-	-	36%	*	49%	49%	49%	45%
	2021	37%	21%	<b>34%</b>	*	33%	*	-	-	-	-	33%	*	34%	32%	30%	33%
At Masters Grade Level	2022	20%	20%	<b>26%</b>	*	25%	56%	-	*	-	-	25%	*	26%	25%	29%	31%
	2021	18%	7%	<b>6%</b>	*	6%	*	-	-	-	-	16%	*	6%	9%	6%	8%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2022	76%	76%	<b>89%</b>	-	88%	100%	-	*	-	*	58%	*	90%	85%	86%	74%
	2021	71%	62%	<b>85%</b>	*	85%	*	-	-	-	-	45%	*	85%	84%	81%	67%
At Meets Grade Level or Above	2022	47%	42%	<b>59%</b>	-	58%	92%	-	*	-	*	27%	*	63%	47%	54%	38%
	2021	44%	31%	<b>57%</b>	*	57%	*	-	-	-	-	30%	*	58%	55%	51%	38%
At Masters Grade Level	2022	21%	15%	<b>19%</b>	-	18%	8%	-	*	-	*	8%	*	20%	14%	17%	8%
	2021	20%	10%	<b>17%</b>	*	17%	*	-	-	-	-	11%	*	18%	14%	12%	4%
<b>All Grades Social Studies</b>																	
At Approaches Grade Level or Above	2022	75%	75%	<b>96%</b>	-	96%	100%	-	*	*	*	79%	-	96%	95%	95%	85%
	2021	73%	68%	<b>94%</b>	*	94%	*	-	*	-	*	78%	*	94%	94%	93%	79%
At Meets Grade Level or Above	2022	50%	46%	<b>84%</b>	-	84%	85%	-	*	*	*	58%	-	85%	81%	80%	61%
	2021	49%	44%	<b>73%</b>	*	73%	*	-	*	-	*	40%	*	73%	73%	66%	50%
At Masters Grade Level	2022	30%	25%	<b>53%</b>	-	53%	69%	-	*	*	*	31%	-	53%	53%	45%	31%
	2021	29%	21%	<b>42%</b>	*	42%	*	-	*	-	*	13%	*	40%	45%	34%	19%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Progress (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress - Annual Growth by Grade and Subject</b>																	
End of Course English II	2022	71	78	<b>84</b>	*	84	*	-	*	-	-	78	*	84	84	85	89
	2019	69	68	<b>74</b>	*	74	*	-	*	-	-	70	*	75	74	74	73
End of Course Algebra I	2022	67	88	<b>93</b>	-	93	*	-	-	-	-	75	*	92	98	94	85
	2019	75	91	<b>92</b>	*	92	-	-	-	-	-	87	*	91	92	91	91
All Grades Both Subjects	2022	74	83	<b>87</b>	*	87	86	-	*	-	-	77	*	87	87	88	87
	2019	69	69	<b>79</b>	*	79	*	-	*	-	-	81	*	80	78	80	81
All Grades ELA/Reading	2022	78	83	<b>84</b>	*	84	*	-	*	-	-	78	*	84	84	85	89
	2019	68	67	<b>74</b>	*	74	*	-	*	-	-	70	*	75	74	74	73
All Grades Mathematics	2022	69	82	<b>93</b>	-	93	*	-	-	-	-	75	*	92	98	94	85
	2019	70	71	<b>92</b>	*	92	-	-	-	-	-	87	*	91	92	91	91

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

- Indicates there are no students in the group.

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
<b>STAAR Performance Rate by Subject and Performance Level</b>																			
<b>All Grades All Subjects</b>																			
At Approaches Grade Level or Above	2022	74%	75%	<b>86%</b>	-	-	-	-	-	-	69%	-	70%	40%	60%	90%	68%	92%	
	2021	67%	59%	<b>84%</b>	-	-	-	-	-	-	63%	13%	64%	*	47%	88%	62%	87%	
At Meets Grade Level or Above	2022	48%	46%	<b>65%</b>	-	-	-	-	-	-	38%	-	39%	7%	46%	70%	38%	74%	
	2021	41%	31%	<b>63%</b>	-	-	-	-	-	-	35%	13%	35%	*	24%	69%	34%	61%	
At Masters Grade Level	2022	23%	20%	<b>27%</b>	-	-	-	-	-	-	13%	-	13%	0%	17%	30%	13%	28%	
	2021	18%	11%	<b>22%</b>	-	-	-	-	-	-	6%	13%	6%	*	0%	25%	6%	12%	
<b>All Grades ELA/Reading</b>																			
At Approaches Grade Level or Above	2022	75%	74%	<b>82%</b>	-	-	-	-	-	-	54%	-	55%	29%	50%	88%	54%	89%	
	2021	68%	63%	<b>83%</b>	-	-	-	-	-	-	58%	20%	59%	-	25%	87%	55%	84%	
At Meets Grade Level or Above	2022	53%	51%	<b>68%</b>	-	-	-	-	-	-	31%	-	32%	14%	25%	75%	31%	78%	
	2021	45%	38%	<b>70%</b>	-	-	-	-	-	-	33%	20%	33%	-	0%	77%	30%	67%	
At Masters Grade Level	2022	25%	22%	<b>18%</b>	-	-	-	-	-	-	2%	-	2%	0%	6%	23%	2%	18%	
	2021	18%	12%	<b>19%</b>	-	-	-	-	-	-	1%	20%	0%	-	0%	22%	1%	9%	
<b>All Grades Mathematics</b>																			
At Approaches Grade Level or Above	2022	72%	74%	<b>84%</b>	-	-	-	-	-	-	81%	-	83%	50%	60%	83%	80%	93%	
	2021	66%	51%	<b>71%</b>	-	-	-	-	-	-	57%	*	60%	-	80%	72%	60%	82%	
At Meets Grade Level or Above	2022	42%	42%	<b>49%</b>	-	-	-	-	-	-	42%	-	45%	0%	60%	48%	43%	56%	
	2021	37%	21%	<b>34%</b>	-	-	-	-	-	-	30%	*	31%	-	40%	34%	31%	41%	
At Masters Grade Level	2022	20%	20%	<b>26%</b>	-	-	-	-	-	-	28%	-	30%	0%	60%	21%	30%	39%	
	2021	18%	7%	<b>6%</b>	-	-	-	-	-	-	8%	*	9%	-	0%	6%	7%	9%	
<b>All Grades Science</b>																			
At Approaches Grade Level or Above	2022	76%	76%	<b>89%</b>	-	-	-	-	-	-	73%	-	73%	*	56%	93%	71%	91%	
	2021	71%	62%	<b>85%</b>	-	-	-	-	-	-	59%	*	60%	-	*	89%	58%	92%	
At Meets Grade Level or Above	2022	47%	42%	<b>59%</b>	-	-	-	-	-	-	32%	-	32%	*	44%	63%	33%	72%	
	2021	44%	31%	<b>57%</b>	-	-	-	-	-	-	29%	*	29%	-	*	62%	29%	63%	
At Masters Grade Level	2022	21%	15%	<b>19%</b>	-	-	-	-	-	-	7%	-	7%	*	11%	21%	7%	21%	
	2021	20%	10%	<b>17%</b>	-	-	-	-	-	-	4%	*	4%	-	*	20%	3%	8%	
<b>All Grades Social Studies</b>																			
At Approaches Grade Level or Above	2022	75%	75%	<b>96%</b>	-	-	-	-	-	-	83%	-	84%	*	100%	98%	84%	97%	
	2021	73%	68%	<b>94%</b>	-	-	-	-	-	-	77%	-	77%	*	*	97%	77%	100%	

Texas Education Agency  
**2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

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

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Meets Grade Level or Above	2022	50%	46%	<b>84%</b>	-	-	-	-	-	-	56%	-	57%	*	100%	89%	59%	84%
	2021	49%	44%	<b>73%</b>	-	-	-	-	-	-	47%	-	46%	*	*	78%	48%	70%
At Masters Grade Level	2022	30%	25%	<b>53%</b>	-	-	-	-	-	-	28%	-	29%	*	20%	61%	28%	46%
	2021	29%	21%	<b>42%</b>	-	-	-	-	-	-	17%	-	16%	*	*	47%	17%	40%
<b>School Progress Domain - Academic Growth Score</b>																		
All Grades Both Subjects	2022	74%	83%	<b>87%</b>	-	-	-	-	-	-	86%	-	89%	57%	80%	86%	86%	88%
	2019	69%	69%	<b>79%</b>	-	-	-	-	-	-	86%	-	86%		*		86%	
All Grades ELA/Reading	2022	78%	83%	<b>84%</b>	-	-	-	-	-	-	89%	-	88%	*	*	83%	88%	86%
	2019	68%	67%	<b>74%</b>	-	-	-	-	-	-	77%	-	77%		*		78%	
All Grades Mathematics	2022	69%	82%	<b>93%</b>	-	-	-	-	-	-	83%	-	89%	40%	*	97%	83%	93%
	2019	70%	71%	<b>92%</b>	-	-	-	-	-	-	93%	-	93%		*		93%	

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

- Indicates there are no students in the group.

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

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
<b>2022 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	99%	<b>99%</b>	*	99%	96%	-	100%	*	*	100%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	<b>93%</b>	*	93%	91%	-	92%	*	*	95%	91%	94%	90%	92%	79%
Not Included in Accountability: Mobile	5%	3%	<b>2%</b>	*	1%	5%	-	0%	*	*	0%	0%	1%	3%	2%	3%
Not Included in Accountability: Other Exclusions	1%	3%	<b>4%</b>	*	4%	0%	-	8%	*	*	4%	9%	4%	5%	5%	18%
Not Tested	1%	1%	<b>1%</b>	*	1%	4%	-	0%	*	*	0%	0%	1%	1%	1%	0%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
Other	0%	0%	<b>1%</b>	*	1%	4%	-	0%	*	*	0%	0%	1%	1%	1%	0%
<b>Reading</b>																
Assessment Participant	99%	99%	<b>100%</b>	*	100%	100%	-	100%	*	*	99%	100%	100%	99%	100%	100%
Included in Accountability	92%	91%	<b>88%</b>	*	88%	90%	-	80%	*	*	90%	80%	90%	85%	87%	64%
Not Included in Accountability: Mobile	5%	3%	<b>2%</b>	*	2%	10%	-	0%	*	*	1%	0%	1%	4%	2%	3%
Not Included in Accountability: Other Exclusions	2%	5%	<b>9%</b>	*	9%	0%	-	20%	*	*	8%	20%	9%	10%	11%	34%
Not Tested	1%	1%	<b>0%</b>	*	0%	0%	-	0%	*	*	1%	0%	0%	1%	0%	0%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	0%	*	*	1%	0%	0%	1%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	0%	-	0%	*	*	0%	0%	0%	0%	0%	0%
<b>Mathematics</b>																
Assessment Participant	99%	99%	<b>98%</b>	*	98%	100%	-	*	-	-	100%	*	98%	99%	99%	99%
Included in Accountability	93%	95%	<b>97%</b>	*	97%	100%	-	*	-	-	99%	*	98%	95%	97%	93%
Not Included in Accountability: Mobile	5%	3%	<b>1%</b>	*	1%	0%	-	*	-	-	0%	*	0%	3%	1%	4%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	-	1%	*	0%	1%	1%	2%
Not Tested	1%	1%	<b>2%</b>	*	2%	0%	-	*	-	-	0%	*	2%	1%	1%	1%
Absent	1%	1%	<b>0%</b>	*	0%	0%	-	*	-	-	0%	*	0%	0%	0%	0%
Other	0%	1%	<b>2%</b>	*	2%	0%	-	*	-	-	0%	*	2%	1%	1%	1%
<b>Science</b>																
Assessment Participant	98%	99%	<b>97%</b>	-	97%	87%	-	*	-	*	100%	*	98%	95%	98%	99%
Included in Accountability	93%	95%	<b>94%</b>	-	95%	80%	-	*	-	*	98%	*	96%	90%	96%	95%
Not Included in Accountability: Mobile	4%	3%	<b>2%</b>	-	2%	7%	-	*	-	*	0%	*	1%	4%	2%	3%
Not Included in Accountability: Other Exclusions	1%	1%	<b>0%</b>	-	0%	0%	-	*	-	*	2%	*	0%	1%	1%	1%
Not Tested	2%	1%	<b>3%</b>	-	3%	13%	-	*	-	*	0%	*	2%	5%	2%	1%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	-	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	3%	-	3%	13%	-	*	-	*	0%	*	2%	5%	2%	1%
<b>Social Studies</b>																
Assessment Participant	98%	99%	100%	-	100%	100%	-	*	*	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	99%	-	99%	100%	-	*	*	*	100%	-	99%	98%	99%	98%
Not Included in Accountability: Mobile	4%	2%	1%	-	1%	0%	-	*	*	*	0%	-	1%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	-	0%	0%	-	*	*	*	0%	-	0%	1%	0%	1%
Not Tested	2%	1%	0%	-	0%	0%	-	*	*	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	*	*	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	*	*	*	0%	-	0%	0%	0%	0%
<b>Accelerated Testers</b>																
SAT/ACT Participant	89%	89%	89%	*	89%	60%	-	*	-	-	*	*	91%	81%	91%	86%
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	71%	83%	71%	84%	65%	-	*	*	*	85%	80%	82%	86%	83%	81%
Included in Accountability	83%	67%	81%	71%	81%	62%	-	*	*	*	83%	73%	81%	80%	80%	71%
Not Included in Accountability: Mobile	3%	1%	1%	0%	1%	0%	-	*	*	*	0%	0%	0%	2%	1%	1%
Not Included in Accountability: Other Exclusions	1%	3%	2%	0%	2%	3%	-	*	*	*	2%	7%	1%	4%	2%	9%
Not Tested	12%	29%	17%	29%	16%	35%	-	*	*	*	15%	20%	18%	14%	17%	19%
Absent	2%	0%	0%	0%	0%	0%	-	*	*	*	0%	0%	0%	0%	0%	1%
Other	10%	29%	16%	29%	16%	35%	-	*	*	*	15%	20%	18%	14%	16%	18%
<b>Reading</b>																
Assessment Participant	89%	76%	87%	*	87%	83%	-	*	*	*	85%	100%	87%	88%	84%	76%
Included in Accountability	83%	68%	82%	*	82%	78%	-	*	*	*	81%	80%	84%	79%	78%	58%
Not Included in Accountability: Mobile	3%	1%	1%	*	1%	0%	-	*	*	*	0%	0%	0%	2%	1%	1%
Not Included in Accountability: Other Exclusions	3%	7%	4%	*	4%	6%	-	*	*	*	4%	20%	3%	7%	5%	17%
Not Tested	11%	24%	13%	*	13%	17%	-	*	*	*	15%	0%	13%	12%	16%	24%
Absent	2%	1%	0%	*	0%	0%	-	*	*	*	0%	0%	0%	1%	1%	1%
Other	10%	24%	13%	*	12%	17%	-	*	*	*	15%	0%	13%	11%	15%	23%
<b>Mathematics</b>																
Assessment Participant	88%	67%	60%	*	61%	29%	-	-	*	-	83%	*	57%	73%	65%	80%
Included in Accountability	84%	65%	59%	*	60%	29%	-	-	*	-	83%	*	57%	68%	63%	76%

Texas Education Agency  
**2021-22 STAAR Participation (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Not Included in Accountability: Mobile	4%	1%	1%	*	1%	0%	-	-	*	-	0%	*	0%	4%	1%	3%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	*	-	0%	*	0%	1%	0%	1%
Not Tested	12%	33%	40%	*	39%	71%	-	-	*	-	17%	*	43%	27%	35%	20%
Absent	2%	0%	0%	*	0%	0%	-	-	*	-	0%	*	0%	0%	0%	0%
Other	10%	33%	40%	*	39%	71%	-	-	*	-	17%	*	43%	27%	35%	20%
<b>Science</b>																
Assessment Participant	87%	68%	85%	*	85%	50%	-	-	*	-	81%	*	88%	78%	85%	86%
Included in Accountability	84%	66%	84%	*	85%	50%	-	-	*	-	81%	*	88%	76%	84%	85%
Not Included in Accountability: Mobile	3%	1%	1%	*	0%	0%	-	-	*	-	0%	*	0%	2%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	0%	-	-	*	-	0%	*	0%	0%	0%	0%
Not Tested	13%	32%	15%	*	15%	50%	-	-	*	-	19%	*	12%	22%	15%	14%
Absent	2%	0%	0%	*	0%	0%	-	-	*	-	0%	*	0%	1%	1%	2%
Other	10%	32%	15%	*	14%	50%	-	-	*	-	19%	*	12%	21%	15%	12%
<b>Social Studies</b>																
Assessment Participant	87%	73%	96%	*	97%	*	-	*	-	*	90%	*	97%	95%	95%	98%
Included in Accountability	84%	72%	96%	*	96%	*	-	*	-	*	88%	*	97%	93%	94%	96%
Not Included in Accountability: Mobile	3%	1%	1%	*	1%	*	-	*	-	*	2%	*	0%	2%	1%	1%
Not Included in Accountability: Other Exclusions	0%	0%	0%	*	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	13%	27%	4%	*	3%	*	-	*	-	*	10%	*	3%	5%	5%	2%
Absent	3%	0%	0%	*	0%	*	-	*	-	*	0%	*	0%	0%	0%	0%
Other	10%	27%	4%	*	3%	*	-	*	-	*	10%	*	3%	5%	5%	2%
<b>Accelerated Testers</b>																
SAT/ACT Participant	85%	45%	34%	-	35%	13%	-	-	-	-	*	*	31%	44%	30%	29%

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

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2020-21	95.0%	97.1%	<b>99.2%</b>	100.0%	99.2%	99.3%	-	*	*	*	98.9%	99.0%	99.0%
2019-20	98.3%	98.4%	<b>98.7%</b>	99.4%	98.6%	99.0%	-	*	*	*	98.1%	98.4%	98.3%
<b>Chronic Absenteeism</b>													
2020-21	15.0%	9.2%	<b>2.6%</b>	0.0%	2.6%	3.2%	-	0.0%	*	*	4.8%	3.3%	2.4%
2019-20	6.7%	7.6%	<b>5.8%</b>	0.0%	5.9%	3.4%	-	0.0%	*	*	11.3%	6.9%	8.6%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2020-21	2.4%	0.9%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
2019-20	1.6%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	-	0.0%	*	*	0.0%	0.0%	0.0%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2021</b>													
Graduated	90.0%	94.1%	<b>98.2%</b>	*	98.1%	100.0%	-	-	-	-	75.0%	97.8%	94.7%
Received TxCHSE	0.3%	0.1%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.8%	<b>1.8%</b>	*	1.9%	0.0%	-	-	-	-	25.0%	2.2%	5.3%
Dropped Out	5.8%	2.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.3%	94.1%	<b>98.2%</b>	*	98.1%	100.0%	-	-	-	-	75.0%	97.8%	94.7%
Graduates, TxCHSE, and Continuers	94.2%	98.0%	<b>100.0%</b>	*	100.0%	100.0%	-	-	-	-	100.0%	100.0%	100.0%
<b>Class of 2020</b>													
Graduated	90.3%	93.8%	<b>98.9%</b>	-	98.9%	*	-	*	-	-	97.1%	98.3%	96.2%
Received TxCHSE	0.4%	0.0%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	<b>0.6%</b>	-	0.6%	*	-	*	-	-	0.0%	0.9%	3.8%
Dropped Out	5.4%	2.8%	<b>0.6%</b>	-	0.6%	*	-	*	-	-	2.9%	0.9%	0.0%
Graduates and TxCHSE	90.7%	93.8%	<b>98.9%</b>	-	98.9%	*	-	*	-	-	97.1%	98.3%	96.2%
Graduates, TxCHSE, and Continuers	94.6%	97.2%	<b>99.4%</b>	-	99.4%	*	-	*	-	-	97.1%	99.1%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	92.2%	96.4%	<b>99.5%</b>	-	99.4%	*	-	*	-	-	97.2%	99.1%	100.0%
Received TxCHSE	0.5%	0.1%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.6%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	2.9%	<b>0.5%</b>	-	0.6%	*	-	*	-	-	2.8%	0.9%	0.0%
Graduates and TxCHSE	92.7%	96.5%	<b>99.5%</b>	-	99.4%	*	-	*	-	-	97.2%	99.1%	100.0%

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	97.1%	<b>99.5%</b>	-	99.4%	*	-	*	-	-	97.2%	99.1%	100.0%
<b>Class of 2019</b>													
Graduated	92.0%	96.3%	<b>99.8%</b>	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	97.0%
Received TxCHSE	0.5%	0.3%	<b>0.2%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	3.0%
Continued HS	1.3%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	3.1%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	92.6%	96.5%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.9%	96.9%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.6%	96.3%	<b>99.8%</b>	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	97.0%
Received TxCHSE	0.6%	0.4%	<b>0.2%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	3.0%
Continued HS	0.6%	0.4%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.2%	3.0%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Graduates and TxCHSE	93.2%	96.6%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	97.0%	<b>100.0%</b>	*	100.0%	100.0%	-	*	-	-	100.0%	100.0%	100.0%
<b>Class of 2018</b>													
Graduated	92.6%	95.5%	<b>99.3%</b>	*	99.3%	100.0%	-	*	-	-	100.0%	99.3%	96.7%
Received TxCHSE	0.7%	0.5%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.3%	<b>0.0%</b>	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	3.7%	<b>0.7%</b>	*	0.7%	0.0%	-	*	-	-	0.0%	0.7%	3.3%
Graduates and TxCHSE	93.3%	96.0%	<b>99.3%</b>	*	99.3%	100.0%	-	*	-	-	100.0%	99.3%	96.7%
Graduates, TxCHSE, and Continuers	93.9%	96.3%	<b>99.3%</b>	*	99.3%	100.0%	-	*	-	-	100.0%	99.3%	96.7%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2021	90.0%	93.2%	<b>98.2%</b>	*	98.1%	100.0%	-	-	-	-	75.0%	97.8%	94.7%
Class of 2020	90.3%	92.9%	<b>97.3%</b>	-	97.3%	*	-	*	-	-	82.9%	96.6%	96.2%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2021	3.8%	0.6%	<b>1.5%</b>	*	1.5%	0.0%	-	-	-	-	12.5%	2.6%	0.0%
Class of 2020	4.3%	2.0%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													

Texas Education Agency  
**2021-22 Attendance, Graduation, and Dropout Rates (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	97.0%	<b>97.0%</b>	*	97.0%	100.0%	-	-	-	-	79.2%	95.2%	97.2%
Class of 2020	83.5%	94.0%	<b>91.9%</b>	-	92.1%	*	-	*	-	-	48.5%	90.0%	80.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2021	85.7%	97.6%	<b>98.5%</b>	*	98.5%	100.0%	-	-	-	-	91.7%	97.7%	97.2%
Class of 2020	87.8%	96.1%	<b>91.9%</b>	-	92.1%	*	-	*	-	-	48.5%	90.0%	80.0%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2020-21	43.8%	4.5%	*	*	*	-	-	-	-	-	*	*	-
2019-20	38.6%	8.7%	*	-	*	-	-	-	-	-	*	*	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2020-21	3.8%	0.5%	<b>1.6%</b>	*	1.7%	0.0%	-	-	-	-	11.1%	2.5%	0.0%
2019-20	4.4%	1.8%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	80.4%	96.1%	<b>95.1%</b>	*	95.0%	100.0%	-	-	-	-	55.6%	93.1%	91.9%
2019-20	81.8%	94.3%	<b>91.5%</b>	-	91.8%	*	-	*	-	-	48.5%	89.4%	75.0%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2020-21	84.1%	95.9%	<b>96.0%</b>	*	96.1%	100.0%	-	-	-	-	60.0%	94.7%	91.9%
2019-20	85.8%	95.4%	<b>90.7%</b>	-	91.0%	*	-	*	-	-	44.4%	88.2%	75.0%

Texas Education Agency  
**2021-22 Graduation Profile (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2020-21 Annual Graduates)</b>				
Total Graduates	553	100.0%	3,032	358,842
<b>By Ethnicity:</b>				
African American	3	0.5%	5	44,018
Hispanic	543	98.2%	3,004	183,306
White	7	1.3%	19	103,898
American Indian	0	0.0%	0	1,195
Asian	0	0.0%	2	18,030
Pacific Islander	0	0.0%	1	553
Two or More Races	0	0.0%	1	7,842
<b>By Graduation Type:</b>				
Minimum H.S. Program	4	0.7%	21	934
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1	729
Foundation H.S. Program (No Endorsement)	18	3.3%	102	56,281
Foundation H.S. Program (Endorsement)	9	1.6%	15	13,582
Foundation H.S. Program (DLA)	522	94.4%	2,893	287,316
Special Education Graduates	40	7.2%	298	31,028
Economically Disadvantaged Graduates	323	58.4%	2,562	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	37	6.7%	435	32,809
At-Risk Graduates	240	43.4%	1,728	155,884
CTE Completers	409	74.0%	1,955	99,076

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
<b>College, Career, or Military Ready (Annual Graduates)</b>													
2020-21	65.2%	92.8%	<b>88.8%</b>	*	88.6%	100.0%	-	-	-	-	95.0%	85.8%	86.5%
2019-20	63.0%	74.4%	<b>87.5%</b>	-	87.5%	*	-	*	-	-	94.4%	86.9%	68.8%
<b>College Ready Graduates</b>													
<b>College Ready (Annual Graduates)</b>													
2020-21	52.7%	54.7%	<b>63.7%</b>	*	63.2%	100.0%	-	-	-	-	12.5%	52.9%	29.7%
2019-20	53.4%	57.3%	<b>66.4%</b>	-	66.5%	*	-	*	-	-	11.1%	60.2%	56.3%
<b>TSI Criteria Graduates in English Language Arts (Annual Graduates)</b>													
2020-21	56.1%	55.3%	<b>67.6%</b>	*	67.2%	100.0%	-	-	-	-	17.5%	55.1%	13.5%
2019-20	59.7%	60.3%	<b>72.5%</b>	-	72.6%	*	-	*	-	-	16.7%	67.4%	31.3%
<b>TSI Criteria Graduates in Mathematics (Annual Graduates)</b>													
2020-21	45.7%	51.3%	<b>59.9%</b>	*	59.3%	100.0%	-	-	-	-	0.0%	52.0%	8.1%
2019-20	47.9%	55.9%	<b>67.5%</b>	-	67.6%	*	-	*	-	-	13.9%	60.6%	50.0%
<b>TSI Criteria Graduates in Both Subjects (Annual Graduates)</b>													
2020-21	40.4%	41.9%	<b>52.4%</b>	*	51.7%	100.0%	-	-	-	-	0.0%	41.2%	0.0%
2019-20	43.2%	47.9%	<b>58.6%</b>	-	58.6%	*	-	*	-	-	5.6%	51.1%	31.3%
<b>AP / IB Met Criteria in Any Subject (Annual Graduates)</b>													
2020-21	21.3%	24.7%	<b>27.3%</b>	*	26.9%	57.1%	-	-	-	-	5.0%	22.3%	24.3%
2019-20	21.1%	20.9%	<b>22.0%</b>	-	21.9%	*	-	*	-	-	0.0%	19.5%	50.0%
<b>Associate Degree (Annual Graduates)</b>													
2020-21	2.6%	3.5%	<b>0.4%</b>	*	0.4%	0.0%	-	-	-	-	0.0%	0.3%	0.0%
2019-20	2.1%	1.0%	<b>0.6%</b>	-	0.6%	*	-	*	-	-	0.0%	0.5%	0.0%
<b>Dual Course Credits in Any Subject (Annual Graduates)</b>													
2020-21	25.9%	34.0%	<b>39.6%</b>	*	39.6%	57.1%	-	-	-	-	10.0%	27.6%	8.1%
2019-20	24.6%	26.6%	<b>42.9%</b>	-	43.1%	*	-	*	-	-	8.3%	37.6%	0.0%
<b>Onramps Course Credits (Annual Graduates)</b>													
2020-21	4.4%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2019-20	4.0%	0.0%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
<b>Career / Military Ready Graduates</b>													
<b>Career or Military Ready (Annual Graduates)</b>													
2020-21	24.2%	70.5%	<b>53.9%</b>	*	54.0%	57.1%	-	-	-	-	95.0%	59.8%	67.6%
2019-20	18.7%	36.5%	<b>49.3%</b>	-	49.3%	*	-	*	-	-	94.4%	53.8%	37.5%
<b>Approved Industry-Based Certification (Annual Graduates)</b>													
2020-21	18.4%	66.0%	<b>49.9%</b>	*	50.1%	57.1%	-	-	-	-	40.0%	54.5%	62.2%

Texas Education Agency  
**2021-22 College, Career, and Military Readiness (CCMR) (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2019-20	13.2%	29.2%	<b>44.1%</b>	-	44.3%	*	-	*	-	-	44.4%	48.4%	37.5%
<b>Graduates with Level I or Level II Certificate (Annual Graduates)</b>													
2020-21	0.7%	0.0%	<b>0.0%</b>	*	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2019-20	0.7%	0.0%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
<b>Graduate with Completed IEP and Workforce Readiness (Annual Graduates)</b>													
2020-21	2.4%	3.0%	<b>3.3%</b>	*	3.1%	0.0%	-	-	-	-	45.0%	4.0%	2.7%
2019-20	2.4%	3.0%	<b>3.5%</b>	-	3.2%	*	-	*	-	-	33.3%	3.6%	0.0%
<b>Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)</b>													
2020-21	4.4%	6.4%	<b>4.3%</b>	*	4.4%	0.0%	-	-	-	-	60.0%	6.2%	5.4%
2019-20	3.7%	6.7%	<b>4.6%</b>	-	4.7%	*	-	*	-	-	44.4%	5.0%	0.0%

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>														
Reading	2020-21	25.9%	51.3%	<b>65.5%</b>	*	65.0%	100.0%	-	-	-	-	15.0%	52.3%	13.5%
	2019-20	30.1%	55.4%	<b>68.7%</b>	-	68.8%	*	-	*	-	-	13.9%	62.4%	31.3%
Mathematics	2020-21	19.4%	45.8%	<b>52.3%</b>	*	51.9%	85.7%	-	-	-	-	0.0%	42.1%	5.4%
	2019-20	21.2%	49.8%	<b>61.7%</b>	-	61.8%	*	-	*	-	-	13.9%	54.3%	50.0%
Both Subjects	2020-21	14.4%	38.0%	<b>47.6%</b>	*	47.1%	85.7%	-	-	-	-	0.0%	35.3%	0.0%
	2019-20	16.4%	42.0%	<b>53.0%</b>	-	53.1%	*	-	*	-	-	5.6%	44.8%	31.3%
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>														
English Language Arts	2020-21	8.6%	3.8%	<b>0.9%</b>	*	0.9%	0.0%	-	-	-	-	2.5%	0.9%	0.0%
	2019-20	7.3%	3.0%	<b>1.2%</b>	-	1.2%	*	-	*	-	-	0.0%	1.8%	0.0%
Mathematics	2020-21	10.3%	5.7%	<b>8.0%</b>	*	7.6%	28.6%	-	-	-	-	0.0%	9.9%	2.7%
	2019-20	9.7%	6.2%	<b>5.5%</b>	-	5.5%	*	-	*	-	-	0.0%	6.3%	0.0%
Both Subjects	2020-21	4.9%	0.6%	<b>0.2%</b>	*	0.2%	0.0%	-	-	-	-	0.0%	0.3%	0.0%
	2019-20	4.2%	1.4%	<b>0.0%</b>	-	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
<b>AP/IB Results (Participation) (Grades 11-12)</b>														
All Subjects	2021	21.1%	18.2%	<b>35.3%</b>	66.7%	35.1%	38.5%	-	*	-	*	3.8%	29.4%	14.5%
	2020	22.0%	19.7%	<b>25.2%</b>	40.0%	25.0%	30.0%	-	*	-	-	1.1%	19.1%	9.6%
English Language Arts	2021	12.1%	10.3%	<b>22.6%</b>	50.0%	22.3%	30.8%	-	*	-	*	1.9%	19.2%	5.5%
	2020	12.7%	10.6%	<b>13.8%</b>	40.0%	13.5%	30.0%	-	*	-	-	0.0%	10.7%	6.0%
Mathematics	2021	6.1%	2.6%	<b>2.0%</b>	16.7%	1.9%	0.0%	-	*	-	*	0.0%	0.5%	0.0%
	2020	6.4%	1.9%	<b>4.0%</b>	0.0%	4.0%	0.0%	-	*	-	-	0.0%	3.0%	0.0%
Science	2021	8.7%	4.3%	<b>11.8%</b>	33.3%	11.8%	7.7%	-	*	-	*	1.0%	7.8%	0.0%
	2020	9.4%	4.7%	<b>8.5%</b>	20.0%	8.4%	20.0%	-	*	-	-	0.0%	5.0%	0.0%
Social Studies	2021	11.6%	9.1%	<b>21.5%</b>	50.0%	21.4%	15.4%	-	*	-	*	3.8%	18.3%	6.4%
	2020	12.4%	10.7%	<b>15.9%</b>	40.0%	15.6%	30.0%	-	*	-	-	0.0%	10.7%	2.4%
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>														
All Subjects	2021	48.6%	20.2%	<b>23.1%</b>	*	23.1%	20.0%	-	*	-	-	*	23.0%	37.5%
	2020	59.0%	35.8%	<b>43.8%</b>	*	42.5%	*	-	*	-	-	*	37.4%	37.5%
English Language Arts	2021	42.7%	10.7%	<b>10.9%</b>	*	11.3%	*	-	*	-	-	*	9.6%	0.0%
	2020	50.1%	21.4%	<b>28.7%</b>	*	26.3%	*	-	*	-	-	-	20.3%	0.0%
Mathematics	2021	49.4%	10.7%	<b>33.3%</b>	*	30.0%	-	-	-	-	-	-	*	-
	2020	56.5%	19.7%	<b>34.1%</b>	-	34.1%	-	-	-	-	-	-	36.8%	-
Science	2021	41.4%	6.8%	<b>9.6%</b>	*	9.8%	*	-	-	-	-	*	3.9%	-
	2020	47.6%	15.6%	<b>21.6%</b>	*	18.8%	*	-	-	-	-	-	12.5%	-

Texas Education Agency  
**2021-22 CCMR-Related Indicators (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2021	42.2%	9.0%	<b>13.2%</b>	*	13.1%	*	-	-	-	-	*	11.8%	0.0%
	2020	52.3%	18.0%	<b>25.6%</b>	*	24.1%	*	-	*	-	-	-	13.0%	*
<b>SAT/ACT Results (Annual Graduates)</b>														
Tested	2020-21	70.8%	26.7%	<b>24.8%</b>	*	24.5%	14.3%	-	?	-	-	2.5%	16.5%	5.4%
	2019-20	76.7%	91.7%	<b>100.0%</b>	?	100.0%	*	-	*	-	-	41.7%	100.0%	100.0%
At/Above Criterion for All Examinees	2020-21	32.9%	27.7%	<b>38.0%</b>	*	36.1%	*	-	*	-	-	*	37.7%	*
	2019-20	35.7%	20.6%	<b>30.7%</b>	*	29.8%	*	-	*	-	-	0.0%	23.8%	0.0%
<b>Average SAT Score (Annual Graduates)</b>														
All Subjects	2020-21	1002	992	<b>1035</b>	*	1032	*	-	*	-	-	-	1019	*
	2019-20	1019	949	<b>1009</b>	1120	1007	1170	-	1133	-	-	832	983	849
English Language Arts and Writing	2020-21	504	505	<b>529</b>	*	527	*	-	*	-	-	-	520	*
	2019-20	513	481	<b>514</b>	580	513	600	-	560	-	-	424	498	424
Mathematics	2020-21	498	488	<b>507</b>	*	505	*	-	*	-	-	-	500	*
	2019-20	506	468	<b>495</b>	540	494	570	-	573	-	-	408	484	425
<b>Average ACT Score (Annual Graduates)</b>														
All Subjects	2020-21	20.0	20.3	<b>19.5</b>	*	19.2	-	-	-	-	-	*	18.1	*
	2019-20	20.2	18.3	<b>19.3</b>	19.0	19.2	-	-	24.0	-	-	13.7	18.3	14.7
English Language Arts	2020-21	19.6	20.3	<b>19.8</b>	*	19.5	-	-	-	-	-	*	17.4	*
	2019-20	19.9	18.0	<b>19.0</b>	22.0	19.0	-	-	24.5	-	-	12.4	17.9	13.0
Mathematics	2020-21	19.9	19.4	<b>18.0</b>	*	17.7	-	-	-	-	-	*	17.6	*
	2019-20	20.1	18.1	<b>18.8</b>	17.0	18.8	-	-	22.0	-	-	15.2	18.0	15.8
Science	2020-21	20.3	20.7	<b>19.8</b>	*	19.7	-	-	-	-	-	*	19.7	*
	2019-20	20.5	18.7	<b>19.7</b>	14.0	19.7	-	-	25.0	-	-	13.6	18.8	16.6

Texas Education Agency  
**2021-22 Other Postsecondary Indicators (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Advanced/Dual-Credit Course Completion (Grades 9-12)</b>														
Any Subject	2020-21	42.5%	53.2%	<b>61.4%</b>	85.7%	61.4%	57.1%	-	80.0%	*	*	15.7%	54.8%	32.9%
	2019-20	46.3%	56.0%	<b>64.4%</b>	71.4%	64.3%	61.5%	-	85.7%	*	*	17.3%	58.0%	33.5%
English Language Arts	2020-21	16.3%	27.2%	<b>32.1%</b>	50.0%	32.2%	30.8%	-	40.0%	*	*	4.0%	24.6%	7.0%
	2019-20	18.2%	27.9%	<b>34.2%</b>	71.4%	34.0%	41.7%	-	57.1%	*	*	3.5%	26.4%	6.9%
Mathematics	2020-21	19.3%	28.1%	<b>36.9%</b>	42.9%	36.9%	30.8%	-	80.0%	*	*	7.7%	31.2%	16.7%
	2019-20	20.7%	31.7%	<b>37.4%</b>	20.0%	37.3%	45.5%	-	66.7%	*	*	7.3%	31.3%	17.8%
Science	2020-21	20.6%	16.1%	<b>29.2%</b>	57.1%	29.2%	23.1%	-	20.0%	*	*	10.4%	24.3%	9.5%
	2019-20	22.4%	17.3%	<b>26.1%</b>	33.3%	25.9%	31.8%	-	57.1%	*	*	4.9%	21.4%	10.3%
Social Studies	2020-21	22.8%	28.5%	<b>41.0%</b>	66.7%	40.8%	50.0%	-	60.0%	*	*	4.2%	32.8%	11.8%
	2019-20	24.6%	28.3%	<b>43.3%</b>	83.3%	42.9%	43.5%	-	85.7%	*	*	3.6%	33.8%	10.0%
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>														
	2019-20	46.1%	52.3%	<b>67.0%</b>	-	67.1%	*	-	*	-	-	27.8%	61.5%	56.3%
	2018-19	52.6%	59.7%	<b>72.7%</b>	*	72.8%	80.0%	-	-	-	-	44.2%	70.6%	33.3%
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course (Data will be available in January 2023)</b>														
	2019-20	n/a	n/a	<b>n/a</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	2,016	100.0%	38,412	5,402,928	2,016	100.0%	38,448	5,427,370
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	6.5%	4.1%	0	0.0%	6.5%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	2.0%	0.6%	0	0.0%	2.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.5%	3.5%	0	0.0%	4.5%	3.5%
Kindergarten	0	0.0%	5.6%	6.8%	0	0.0%	5.6%	6.8%
Grade 1	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 2	0	0.0%	6.2%	7.1%	0	0.0%	6.2%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.5%	7.1%
Grade 4	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 5	0	0.0%	7.0%	7.2%	0	0.0%	7.0%	7.2%
Grade 6	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 9	512	25.4%	9.1%	8.8%	512	25.4%	9.1%	8.8%
Grade 10	476	23.6%	7.8%	7.6%	476	23.6%	7.8%	7.5%
Grade 11	530	26.3%	8.0%	7.2%	530	26.3%	8.0%	7.2%
Grade 12	498	24.7%	8.1%	6.7%	498	24.7%	8.1%	6.7%
<b>Ethnic Distribution:</b>								
African American	3	0.1%	0.1%	12.8%	3	0.1%	0.1%	12.8%
Hispanic	1,963	97.4%	98.5%	52.8%	1,963	97.4%	98.5%	52.7%
White	36	1.8%	1.1%	26.3%	36	1.8%	1.1%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	10	0.5%	0.2%	4.8%	10	0.5%	0.2%	4.8%
Pacific Islander	2	0.1%	0.0%	0.2%	2	0.1%	0.0%	0.2%
Two or More Races	2	0.1%	0.0%	2.9%	2	0.1%	0.0%	2.9%
<b>Sex:</b>								
Female	956	47.4%	48.7%	48.9%	956	47.4%	48.7%	48.8%
Male	1,060	52.6%	51.3%	51.1%	1,060	52.6%	51.3%	51.2%
Economically Disadvantaged	1,305	64.7%	89.5%	60.7%	1,305	64.7%	89.5%	60.6%
Non-Educationally Disadvantaged	711	35.3%	10.5%	39.3%	711	35.3%	10.5%	39.4%
Section 504 Students	233	11.6%	9.3%	7.4%	233	11.6%	9.3%	7.4%
EB Students/EL	291	14.4%	38.0%	21.7%	291	14.4%	37.9%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	166	8.2%	7.0%	5.0%	166	8.2%	7.0%	5.0%
Foster Care	1	0.0%	0.3%	0.3%	1	0.0%	0.3%	0.3%
Homeless	18	0.9%	2.6%	1.1%	18	0.9%	2.6%	1.1%
Immigrant	10	0.5%	1.0%	2.0%	10	0.5%	1.0%	2.0%
Migrant	2	0.1%	1.1%	0.3%	2	0.1%	1.1%	0.3%
Title I	2,016	100.0%	99.9%	64.3%	2,016	100.0%	99.9%	64.3%
Military Connected	70	3.5%	0.6%	3.3%	70	3.5%	0.6%	3.3%
At-Risk	1,005	49.9%	76.1%	53.5%	1,005	49.9%	76.0%	53.5%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	274	13.6%	37.5%	21.9%	274	13.6%	37.5%	21.8%
Career and Technical Education	1,813	89.9%	29.2%	25.8%				
Career and Technical Education (9-12 grades only)	1,813	89.9%	82.7%	71.0%				
Gifted and Talented Education	380	18.8%	10.6%	8.0%	380	18.8%	10.6%	8.0%
Special Education	221	11.0%	15.0%	11.6%	221	11.0%	15.0%	11.7%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	221							
By Type of Primary Disability								
Students with Intellectual Disabilities	124	56.1%	56.7%	43.0%				
Students with Physical Disabilities	12	5.4%	11.2%	20.8%				
Students with Autism	52	23.5%	11.8%	14.7%				
Students with Behavioral Disabilities	33	14.9%	18.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	1.5%	1.5%				
<b>Mobility (2020-21):</b>								
Total Mobile Students	291	13.7%	12.4%	13.6%				
By Ethnicity:								
African American	1	0.0%	0.0%	2.5%				
Hispanic	279	13.1%	12.0%	6.6%				
White	9	0.4%	0.3%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	2	0.1%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	45	19.7%	15.3%	15.7%				
Count and Percent of EB Students/EL who are Mobile	51	20.4%	16.0%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	229	16.8%	12.8%	15.0%				
<b>Student Attrition (2020-21):</b>								
Total Student Attrition	148	9.5%	17.6%	18.9%				

Texas Education Agency  
**2021-22 Student Information (TAPR)**  
 VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	-	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	7.8%	16.3%	10.5%	11.1%	26.4%	14.1%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	-	17.5	18.7
Grade 1	-	16.6	18.7
Grade 2	-	15.2	18.6
Grade 3	-	15.0	18.7
Grade 4	-	14.0	18.8
Grade 5	-	15.4	20.2
Grade 6	-	18.1	19.2
<b>Secondary:</b>			
English/Language Arts	18.4	16.3	16.3
Foreign Languages	18.9	15.5	18.4
Mathematics	19.6	17.9	17.5
Science	19.5	18.0	18.5
Social Studies	18.0	17.3	19.1

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	187.9	100.0%	100.0%	100.0%
Professional Staff:	162.9	86.7%	56.3%	64.1%
Teachers	135.5	72.1%	43.4%	49.3%
Professional Support	21.4	11.4%	10.1%	10.7%
Campus Administration (School Leadership)	6.0	3.2%	2.6%	2.9%
Educational Aides:	25.0	13.3%	11.6%	11.1%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	2.0	n/a	56.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	5.0	n/a	143.0	13,550.0
Part-time Counselors	2.0	n/a	7.0	1,176.0
Total Minority Staff:	165.6	88.2%	94.6%	52.1%
<b>Teachers by Ethnicity:</b>				
African American	2.0	1.5%	0.2%	11.2%
Hispanic	112.5	83.0%	91.9%	28.9%
White	20.0	14.8%	7.4%	56.4%
American Indian	1.0	0.7%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.9%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	72.3	53.3%	31.5%	24.1%
Females	63.2	46.7%	68.5%	75.9%
<b>Teachers by Highest Degree Held:</b>				
No Degree	7.8	5.8%	1.6%	1.4%
Bachelors	97.0	71.6%	78.9%	72.6%
Masters	29.7	21.9%	19.0%	25.2%
Doctorate	1.0	0.7%	0.5%	0.8%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	8.0	5.9%	3.5%	7.9%
1-5 Years Experience	20.9	15.4%	11.6%	26.7%
6-10 Years Experience	20.4	15.0%	14.5%	20.6%
11-20 Years Experience	46.6	34.4%	42.6%	28.6%
21-30 Years Experience	30.7	22.7%	22.5%	13.2%
Over 30 Years Experience	8.9	6.6%	5.3%	2.9%

Texas Education Agency  
**2021-22 Staff Information (TAPR)**  
**VETERANS MEMORIAL EARLY COLLEGE H S (031901009) - BROWNSVILLE ISD - CAMERON COUNTY**

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.9	n/a	14.4	14.6

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	15.0	10.1	6.3
Average Years Experience of Principals with District	14.0	9.3	5.4
Average Years Experience of Assistant Principals	7.8	9.8	5.5
Average Years Experience of Assistant Principals with District	7.8	9.7	4.8
<b>Average Years Experience of Teachers:</b>			
Average Years Experience of Teachers:	14.8	15.5	11.1
Average Years Experience of Teachers with District:	13.7	14.8	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	\$60,070	\$56,343	\$51,054
1-5 Years Experience	\$51,881	\$54,759	\$54,577
6-10 Years Experience	\$55,136	\$56,671	\$57,746
11-20 Years Experience	\$58,352	\$61,043	\$61,377
21-30 Years Experience	\$66,279	\$67,995	\$65,949
Over 30 Years Experience	\$72,017	\$74,873	\$71,111
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$59,667	\$61,814	\$58,887
Professional Support	\$71,985	\$76,265	\$69,505
Campus Administration (School Leadership)	\$94,856	\$91,159	\$84,990
<b>Instructional Staff Percent:</b>			
Instructional Staff Percent:	n/a	59.1%	64.9%
<b>Contracted Instructional Staff (not incl. above):</b>			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	---- Campus ----		District	State
	Count	Percent		
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.0	0.7%	2.4%	6.2%
Career and Technical Education	26.9	19.9%	5.9%	5.2%
Compensatory Education	0.0	0.0%	0.4%	3.0%
Gifted and Talented Education	0.1	0.1%	2.5%	1.7%
Regular Education	102.2	75.4%	77.2%	70.8%
Special Education	5.3	3.9%	11.3%	9.6%
Other	0.0	0.0%	0.2%	3.5%

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- 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.

**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.)