

RYSS Early College at Brownsville

Campus Improvement Plan

2026/2027

Eagles don't follow. They LEAD.



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RYSS Early College at Brownsville Site Base

Name	Position
Knosel, Maria	Principal
Bernes, Andrea	Assistant Principal
Mendoza, Stephanie	ACE 21st Century
Burguete, Adriana	Teacher
Morales, Idalia	Teacher
Escamilla, Susana	Counselor
De La Garza, Sylvia	Secretary
Kattas, Diana	Teacher Assistant
Vicent, Ingrid	Community Member
Ortega, Alejandra	RYSS Administration
Olvera, Abigail	Parent
Gamez, Veronica	Parent
Olvera, Ximena	Student
Chavez, Juan	Business Partner
Valenzuela, Renata	Teacher Assistant
Hernandez, Aura	Parent

RYSS Early College at Brownsville

Goal 1. (Student Achievement) RYSS Early College at Brownsville 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.

Objective 1. (Student Achievement-Academics) By May 2027, RYSS Early College at Brownsville students will exceed 2025 STAAR EOC percentage Meets and Master levels for each STAAR/End-of-Course Assessment by 5 percentage points in ninth and tenth EOCs. (ENG I & II, Biology, Algebra)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students will have an individualized learning plan based on online benchmark and progress-monitoring data from IXL and Edgenuity. Campus leadership will monitor the development, implementation, and progress of individualized learning plans through regular reviews of student data, teacher documentation, and classroom walkthroughs. Leadership will review progress at least every three weeks with teachers and PLC teams to ensure plans are updated based on student performance and that targeted interventions and instructional adjustments are implemented as needed. (Title I SW Elements: 1.1,2.2,2.4,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1,1.1,1.2,2.2.1,4.4.1,5.5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s)	Monthly from Sept-March	(F)CTE Basic Grant, (F)Title I, A, (S)EMAT, (S)Local Funds	Criteria: BOY, MOY and EOY ENG I, ENG II, Biology, Algebra, US History Data BOY and EOY STAAR Data Interim Exams Common Assessments Walkthrough and Observation Data Lesson Plans
2. SPED and ESL students will increase ENG I & II and proficiency by effective implementation of RTI programs, small group instruction, and high level core instruction aligned to the TEKS and instructional resources. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: ESL,SPED,AtRisk,504) (Strategic Priorities: 2,3) (ESF: 1,1.1,1.2,4.4.1,5.5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s)	Weekly Tues/Wed/Thurs	(F)Title I, A, (S)Local Funds	Criteria: TELPAS STAAR TSI Dual Credit
3. Accelerated instruction will be provided before school, after school, and on Saturdays to address identified academic gaps in STAAR EOC, TSI, and other assessment data. Tutorials/intervention will be assigned based on student performance data and will include targeted reteach, practice, progress monitoring, and reassessment. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All,CTE,AtRisk,9th,10th,11th) (Strategic Priorities: 2,3,4) (ESF: 4.4.1,5.5.3,5.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	Monday-Friday Sept-May	(F)CTE Basic Grant, (F)Title I, A, (S)Local Funds	Criteria: STAAR EOY TSI Passing TELPAS

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Objective 1. (Student Achievement-Academics) By May 2027, RYSS Early College at Brownsville students will exceed 2025 STAAR EOC percentage Meets and Master levels for each STAAR/End-of-Course Assessment by 5 percentage points in ninth and tenth EOCs. (ENG I & II, Biology, Algebra)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Well rounded educational experiences will be provided separately through PLTW, CTE, STEM, fine arts, and novel studies to enrich learning and support college/career readiness. These enrichment experiences will not be described as accelerated instruction. (Title I SW Elements: 1.1) (Target Group: CTE, AtRisk, 9th, 10th, 11th) (Strategic Priorities: 3) (ESF: 3, 3.1, 4, 4.1)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	3 times a week	(F)Cal Perkins, (F)CTE Basic Grant, (F)Title I, A, (F)Title IV Safe and Drug Free	Criteria: STAAR EOY, TSI passing rates, TELPAS, tutorial participation, reassessment results, and student enrollment/participation in enrichment pathways.

RYSS Early College at Brownsville

- Goal 1.** (Student Achievement) RYSS Early College at Brownsville 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.
- Objective 2.** (Student Achievement-College and Career) By May 2027, 50% of our 9th, 10th and 11th graders will perform post-secondary levels on TSI and enroll in Dual Enrollment classes over the 9 credit hours.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In 2026-2027, RYSS Early College at Brownsville students will increase completion rates by 50% for TSI and PSAT exams. (Title I SW Elements: 1.1,2.4,2.5) (Target Group: All, SPED, CTE, AtRisk) (Strategic Priorities: 2,3) (ESF: 3,3.1,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	August 13-May 31	(F)CTE Basic Grant, (F)Title I, A, (S)Local Funds	Criteria: TSI Passing Percentages Dual Enrollment Passing
2. In 2026-2027, all CTE and Dual Enrollment staff will be provided with Professional Development to address the needs of all students and teachers in their content in order to ensure 100% of 9th and 10th graders are successful in their courses. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All, SPED, CTE) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	August 13-May 31	(F)CTE Basic Grant, (F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Percentage of Dual Courses hours TSI passing rate PSAT scores CTE course grades and certifications

RYSS Early College at Brownsville

- Goal 1.** (Student Achievement) RYSS Early College at Brownsville 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.
- Objective 3.** (Student Achievement-CTE/ PTECH) By May 2027, RYSS Early College at Brownsville will implement the PTECH high school model to ensure students are provided with opportunities that empower them for careers and success after high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Brownsville will provide training and development opportunities to enhance the skills of all staff to support students in their CTE pathways, Dual Credit courses and TSI and PSAT assessments. (Title I SW Elements: 1.1,2.1,2.3,2.5,2.6) (Target Group: All,SPED,CTE,AtRisk) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,2,2.1,3,3.1,3.2,3.3,3.4,4,4.1,5,5.1,5.2,5.3)	Assistant Principal/Dean of Instruction, Counselors, Instructional Specialist/Coordinator, Principal(s)	Once a Semester	(F)CTE Basic Grant, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: CTE Pathway and certification / IBC Certification Dual Credit Hours TSI PSAT
2. RYSS Early College at Brownsville will monitor college and career pathways through semester-based advising, grading-period reviews of dual-credit progress, and ongoing coordination with college and industry partners. Evidence will include student pathway plans, advising records, dual-credit data, work-based learning participation, and industry certification completion. (Title I SW Elements: 1.1,2.1,2.5,2.6,3.2) (Target Group: All,SPED,CTE) (Strategic Priorities: 3,4) (ESF: 1,1.1,1.2,3,3.1,4,4.1)	Assistant Principal/Dean of Instruction, Principal(s)	BOY, MOY, EOY	(F)CTE Basic Grant, (F)Title I, A, (S)Local Funds	Criteria: Course Offerings Staff sign in sheets Increase Student enrollment

RYSS Early College at Brownsville

- Goal 1.** (Student Achievement) RYSS Early College at Brownsville 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.
- Objective 4.** (Student Achievement-Professional Development) By May 2027, RYSS Early College at Brownsville will implement ongoing, job-embedded professional development for ELAR, AP, and P-TECH teachers focused on rigorous instruction, data analysis, and advanced academic strategies to increase student achievement on TSI and at the Meets and Masters performance levels on STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing professional development through instructional consultants and/or Region One ESC to support ELAR, AP, Dual Credit, and P-TECH teachers through instructional walkthroughs, feedback, collaborative planning, curriculum alignment, and targeted training to strengthen instruction and increase student achievement at the Meets and Masters levels as well as meeting AP and TSI. (Title I SW Elements: 1.1,2.5) (Target Group: All,GT,CTE) (Strategic Priorities: 2,3) (ESF: 4,4.1,5,5.1,5.2,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s)	September 2026-May 2027	(F)CTE Basic Grant, (F)Title I, A, (F)Title II Part A Supporting Effective Instruction	Criteria: STAAR EOC TELPAS TSI AP CTE/ CCMR

RYSS Early College at Brownsville

Goal 2. (School Culture and Climate) RYSS Early College at Brownsville will foster and maintain a motivating, safe, secure, inclusive, respectful, healthy, and supportive learning environment that promotes the academic success, well-being, and personal growth of all students, staff, and families.

Objective 1. (Culture/Climate-Safety) By May 2027, RYSS Early College at Brownsville will provide a safe, supportive, and caring environment without fear of bullying or harassment as measured by student surveys and less than 5 office referrals of students in the year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 9th-11th grade students will participate in monthly Counselor/Operation Respect and Student Leadership meetings during library time to address emotions, bullying, suicide prevention and other target topics. (Title I SW Elements: 1.1,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Counselors, Principal(s)	Monthly	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Number of Discipline Referrals Counselor Referrals Parental Involvement sign ins
2. Counselors, interventionists, and designated staff will provide scheduled, age-appropriate SEL lessons and student check-ins addressing emotional regulation, coping skills, conflict resolution, responsible decision-making, relationships, and help-seeking. Students identified through referrals, behavior data, attendance concerns, or counselor screening will receive follow-up check-ins and progress monitoring. (Title I SW Elements: 2.2,2.6) (Target Group: All,SPED,CTE,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	Bi-Weekly/ Monthly	(F)Title I, (S)Local Funds	Criteria: Discipline Referrals Attendance Rates Student Surveys

RYSS Early College at Brownsville

- Goal 2.** (School Culture and Climate) RYSS Early College at Brownsville will foster and maintain a motivating, safe, secure, inclusive, respectful, healthy, and supportive learning environment that promotes the academic success, well-being, and personal growth of all students, staff, and families.
- Objective 2.** (Culture/ Climate-SEL) BY May 2027, RYSS Early College at Brownsville will develop and implement practices to better meet the social/ emotional learning needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Brownsville will implement a comprehensive Social-Emotional Learning (SEL) support system led by the school counselor in collaboration with teachers and community partners. Students will receive targeted mentoring, regular check-ins, and SEL activities focused on building positive relationships, self-management, responsible decision-making, and school connectedness. The counselor will establish a referral process to identify students needing additional support and will progress monitor student participation, behavior, and response to interventions to determine effectiveness and adjust supports as needed. (Title I SW Elements: 1.1,2.6) (Target Group: All,ESL,SPED,AtRisk) (ESF: 3,3.1,3.2,3.3,3.4,4,4.1,5,5.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	Monthly-Sept-May	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Discipline Referrals Absence Reports EOY Assessments STAAR EOY SUMMIT EOY TELPAS
2. RYSS Early College at Brownsville will foster collaboration PLCs among teachers, administrators, support staff, and parents to address behavior concerns comprehensively. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal(s)	Monthly	(F)Title I, A, (F)Title II Part A Supporting Effective Instruction, (S)Local Funds	Criteria: Number of Discipline Referrals

RYSS Early College at Brownsville

Goal 2. (School Culture and Climate) RYSS Early College at Brownsville will foster and maintain a motivating, safe, secure, inclusive, respectful, healthy, and supportive learning environment that promotes the academic success, well-being, and personal growth of all students, staff, and families.

Objective 3. (Culture/ Climate-Attendance) By May 2027, RYSS Early College at Brownsville students' and teachers' absences will decrease by 5% from the previous year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The attendance team will review attendance data weekly to identify students who are absent, tardy, or approaching at-risk attendance thresholds. Staff will initiate parent/guardian outreach after identified triggers, document the contact, and schedule attendance conferences for students with continued absences. Students identified as at risk will receive individualized attendance support plans with assigned interventions, follow-up dates, and progress monitoring. (Title I SW Elements: 1.1,2.6) (Target Group: All,SPED,AtRisk) (Strategic Priorities: 4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	Weekly-Sptember-May	(F)Title I, A, (S)Local Funds	Criteria: Attendance Rate-Data Discipline Referrals STAAR
2. RYSS Early College at Brownsville will implement school-wide activities and programs designed to increase student engagement, promote positive behavior, and strengthen school culture, including Red Ribbon Week, United Nations/ Charro Days and other multicultural events, Attendance Incentives, Academic recognition ceremonies, Testing Pep Rallies, Student Leadership and Character education programs, Family engagement events and schoolwide positive behavior learning activities. (Title I SW Elements: 1.1,2.1,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	August-May	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Number of Discipline Referrals Number of Counselor Referrals Surveys Attendance Data
3. Students with perfect attendance each six-week period will participate in a reward celebration and receive recognition for consistent attendance. This strategy will supplement, not replace, attendance monitoring and intervention. (Title I SW Elements: 1.1,2.6) (Target Group: All,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.1,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	Every six weeks	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Weekly Attendance Reports Conference records, support plans, and monthly attendance trends.

RYSS Early College at Brownsville

Goal 2. (School Culture and Climate) RYSS Early College at Brownsville will will foster and maintain a motivating, safe, secure, inclusive, respectful, healthy, and supportive learning environment that promotes the academic success, well-being, and personal growth of all students, staff, and families.

Objective 4. (Culture/ Climate-Professional Development) By May 2027, RYSS Early College at Brownsville will provide assistance/training to all staff to incorporate SEL research-based strategies into their daily routines and provide resources to meet and support the instructional and social/emotional needs of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Brownsville will develop a mentoring program that: Increases positive relationships and resources students need to be successful in life and improves educational success and academic competence., (Title I SW Elements: 1.1,2.1) (Target Group: All,AtRisk) (Strategic Priorities: 3) (ESF: 1,1.2,3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: Disciplinary Incidents Attendance Rates Counselor Referrals STAAR

RYSS Early College at Brownsville

Goal 3. (Family and Community Involvement) RYSS Early College at Brownsville will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community in order to meet educational excellence.

Objective 1. (Family and Community-Parental Involvement) By May 2027, RYSS Early College at Brownsville will increase parent and family involvement in school activities, learning and training sessions, and decision-making processes by 50%. Family engagement will be measured through unique-family participation across activities, as well as evidence of family learning and engagement through surveys, and feedback forms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Brownsville will provide one parent education/engagement session each month, with day and evening options during the year, focused on CCMR, technology, organization/time management, special programs, and academic supports. The intended audience will include parents/guardians of EB, SPED, CTE, and at-risk students, as well as the broader campus community. (Increase by 50% from 2025-26) (Title I SW Elements: 1.1,2.6,3.1,3.2) (Target Group: All,EB,SPED,CTE,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Special Ed Teachers	Monthly	(F)IDEA Special Education, (F)Title I, A, (F)Title III Bilingual / ESL, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Sign In Sheets Parent Surveys
2. RYSS Early College at Brownsville will conduct at least one family/community engagement event each month through cultural celebrations, parent nights, sports, fine arts showcases, or similar activities. Events will be advertised at least one week in advance through multiple communication methods and will include opportunities for families to receive information about student learning and supports. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All,EB,SPED,CTE,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Special Ed Teachers, Teacher(s)	Monthly	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Parent Sign Ins Parent and Community Surveys STAAR EOC TELPAS TSI

RYSS Early College at Brownsville

- Goal 3.** (Family and Community Involvement) RYSS Early College at Brownsville will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community in order to meet educational excellence.
- Objective 2.** (Family and Community-Communication) By May 2027, RYSS Early College at Brownsville will increase the efficiency of communication between teachers, parents and students (50%) to achieve the goal of meeting all students' educational needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Brownsville Teachers and campus leaders will use a consistent communication calendar to provide families with student progress, attendance, academic deadlines, campus events, and important announcements. A campus newsletter will be distributed monthly, and teachers will communicate academic/attendance concerns with identified families at least every two weeks until the concern is resolved or a support plan is established. (Title I SW Elements: 2.1,3.1,3.2) (Target Group: All,EB,SPED,CTE,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: Parent Surveys STAAR TELPAS TSI
2. RYSS Early College at Brownsville will schedule two parent-student-teacher conferences per semester to discuss academic progress, attendance, CCMR/TSI progress, and identified concerns. Students requiring additional support will receive documented action steps and follow-up dates. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All,EB,SPED,CTE,AtRisk) (Strategic Priorities: 3,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers, Teacher(s)	August 13-May 31	(F)Title I, A, (S)Local Funds	Criteria: Parent Surveys Parent Sign in sheets

RYSS Early College at Brownsville

Goal 3. (Family and Community Involvement) RYSS Early College at Brownsville will engage students, parents, staff, and community through ongoing communication, opportunities for collaboration and innovation, and partnerships that support the learning community in order to meet educational excellence.

Objective 3. (Family and Community-Parental and Community Involvement) By May 2027, RYSS Early College at Brownsville will increase engagement of all stakeholders resulting in improved attendance rates and growth in student achievement by providing opportunities to participate in learning and training sessions as well as campus activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent/student trainings and conferences will be held once each semester to review attendance, academic goals, CCMR/TSI progress, and individual student needs. Students identified as at risk will receive documented action steps and follow-up contacts. (Title I SW Elements: 1.1,3.1,3.2) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 3) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	Monthly	(F)Title I, A, (S)Local Funds	Criteria: Attendance Reports MOY/ EOY STAAR TELPAS
2. Students with perfect attendance each six-week period will participate in a recognition/reward celebration and receive a perfect attendance certificate. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All,EB,SPED,AtRisk) (Strategic Priorities: 2,4) (ESF: 3,3.1,3.2,3.3,3.4)	Assistant Principal/Dean of Instruction, Counselors, Principal(s)	August 13-May 31	(F)Title I, A, (F)Title IV Safe and Drug Free, (S)Local Funds	Criteria: Attendance Data- MOY/ EOY Discipline Referrals

RYSS Early College at Brownsville

Goal 4. (Support for Special Populations) RYSS Early College at Brownsville will provide targeted supports that ensure all students; emergent bilingual students, special education students, at-risk students, economically disadvantaged students and gifted and talented students have equitable access to rigorous academic opportunities, CTE pathways, dual credit coursework, and CCMR programming, promoting continuous growth, college readiness, career readiness, and high levels of achievement for every learner.

Objective 1. ((Emergent Bilingual and Special Education)) By May 2027, RYSS Early College at Brownsville EB and EB Special Education students will increase at least one proficiency level in listening, speaking, reading, and writing.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. RYSS Early College at Brownsville will provide targeted small group and pull-out interventions for Emergent Bilingual/ ESL, Special Education, and 504 students through intervention teachers, focused review sessions, and supplemental online programs to support academic growth in reading and mathematics. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: EB,SPED,504) (Strategic Priorities: 2,4) (ESF: 3.3,4.1,5.1,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers	September-May	(F)Title I, A, (F)Title III Bilingual / ESL, (S)Local Funds, (S)SPED Funding	Criteria: STAAR TELPAS IXL TSI
2. RYSS Early College at Brownsville will utilize updated technology, supplemental instructional resources, online learning programs, tutorials, and after-school interventions to support student mastery of grade-level standards and close academic gaps. (Title I SW Elements: 1.1,2.1,2.4,2.5) (Target Group: ESL,EB,SPED,504) (Strategic Priorities: 2,4) (ESF: 3.3,4.1,5.1,5.3,5.4)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers	September-May	(F)IDEA Special Education, (F)Title I, A, (F)Title III Bilingual / ESL, (S)Bilingual Allotment, (S)Local Funds	

RYSS Early College at Brownsville

Goal 4. (Support for Special Populations) RYSS Early College at Brownsville will provide targeted supports that ensure all students; emergent bilingual students, special education students, at-risk students, economically disadvantaged students and gifted and talented students have equitable access to rigorous academic opportunities, CTE pathways, dual credit coursework, and CCMR programming, promoting continuous growth, college readiness, career readiness, and high levels of achievement for every learner.

Objective 2. ((Special Pops (EB, SPED, 504)) By May 2027, RYSS Early College at Brownsville EB, Special Education, and 504 students will demonstrate academic growth in all STAAR EOC's and TSI passing rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. English I and English II teachers will provide rigorous, standards-aligned reading and writing instruction for ALL students and targeted small-group support for AT-RISK students, including EB, SPED, and 504 students. Teachers will analyze student writing and common-assessment data during biweekly PLCs and provide targeted reteach and reassessment within three weeks. English I – 91% Approaches, 86% Meets, 9% Masters; English II – 95% Approaches, 76% Meets, 10% Masters. (Title I SW Elements: 2.6) (Strategic Priorities: 2,3) (ESF: 3.3)	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	August- May	(F)CTE Basic Grant, (F)Title I, A, (S)Local Funds	Criteria: Biweekly PLC data, student writing samples, common assessments, reteach plans, reassessments, STAAR EOC and TSI data.
2. Teachers and intervention staff will use BOY, MOY, common-assessment, STAAR EOC, and TSI data to identify academic gaps for EB, SPED, and 504 students and assign targeted tutorials/interventions. Instruction will focus on identified standards, include progress checks, and provide reassessment after reteaching. (Title I SW Elements: 2.5,2.6) (Target Group: EB,SPED,AtRisk,504) (Strategic Priorities: 2,3) (ESF: 5,5.3)	Assistant Principal/Dean of Instruction, Principal(s), Special Ed Teachers, Teacher(s)	August- May	(F)Title I, A, (S)Local Funds	Criteria: Intervention rosters, lesson plans, progress-monitoring data, reassessment results, STAAR EOC, TSI, and TELPAS data.
3. RYSS Early College at Brownsville will establish and monitor academic processes for P-TECH and college/career pathways. Counselors and pathway staff will conduct pathway advising at least once each semester; review student pathway/course progress monthly; monitor dual-credit enrollment, credit accumulation, TSI status, and industry-based certification progress; meet with college/industry partners at least once each	Assistant Principal/Dean of Instruction, Counselors, Principal(s), Teacher(s)	August -May	(F)CTE Basic Grant, (F)Title I, A, (S)Local Funds	Criteria: advising records, monthly student-progress reviews, dual-credit monitoring reports, TSI results, certification/IBC progress, work-based learning documentation, partner meeting agendas/sign-ins, and pathway completion data.

RYSS Early College at Brownsville

Goal 4. (Support for Special Populations) RYSS Early College at Brownsville will provide targeted supports that ensure all students; emergent bilingual students, special education students, at-risk students, economically disadvantaged students and gifted and talented students have equitable access to rigorous academic opportunities, CTE pathways, dual credit coursework, and CCMR programming, promoting continuous growth, college readiness, career readiness, and high levels of achievement for every learner.

Objective 2. ((Special Pops (EB, SPED, 504)) By May 2027, RYSS Early College at Brownsville EB, Special Education, and 504 students will demonstrate academic growth in all STAAR EOC's and TSI passing rates.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
semester; and document work-based learning and certification preparation opportunities. (Title I SW Elements: 2.6) (Target Group: CTE,AtRisk,9th,10th,11th) (Strategic Priorities: 3) (ESF: 4,4.1,5,5.1,5.3)				
4. RYSS Early College at Brownsville will provide PLTW, CTE, STEM, fine arts, and novel-study opportunities as enrichment and well-rounded educational experiences. These activities will be documented separately from accelerated instruction and will support student engagement, college/career readiness, creativity, and exposure to postsecondary pathways. (Title I SW Elements: 1.1,2.6) (Target Group: CTE,AtRisk,9th,10th,11th) (Strategic Priorities: 3) (ESF: 4,4.1,5,5.1,5.3)	Assistant Principal/Dean of Instruction, Principal(s)	August-May	(F)CTE Basic Grant, (F)Title I, A, (S)Local Funds	Criteria: Course enrollment, participation rosters, student products/projects, certifications, showcases, and student surveys.

RYSS Early College at Brownsville

Mission

We the faculty, staff, family and community of RYSS Early College at Brownsville are committed to facilitating a student-centered education. The pursuit of excellence is aimed at developing independent thinkers in a collaborative atmosphere by promoting self-respect, kindness and college and career readiness.

Vision

RYSS Early College at Brownsville will be an innovative school in which students attain critical skills and become lifelong learners using technology integration and empowered student-centered learning.

Nondiscrimination Notice

RYSS Early College at Brownsville does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

School Profile

RYSS Early College at Brownsville in Brownsville, Texas. RYSS Early College at Brownsville opened its doors in 2024. RYSS Early College at Brownsville is projected to serve 100 students in grades 9th,10th and 11th during the 2026-2027 school year, which is an increase from the previous year of 25. The campus is a High School.

Comprehensive Needs Assessment Process

RYSS Early College at Brownsville's needs assessment process is described below. The campus leadership team evaluated the 2025-26 data. We reviewed the following data:

STAAR
TELPAS
TSI Passing Percentages
Attendance/ Tardies
Discipline
Failure Reports
Economically Disadvantaged
EB's/ ESL
Special Populations (EB, GT, SPED, 504)
Master Schedules
Dual Enrollment
Surveys Students/ Staff/ Parents
Technology 1:1
Staff Quality- TIA/ TTESS/ Years Experience

Documentation of the process includes minutes, agenda, power point, and sign in sheets. The Campus leadership Team met on May 19, 2026, and again on May 26, 2026, to develop the CNA. The meetings were held in the RYSS Early College at Brownsville cafeteria and in the RYSS Academy library. The first meeting was held at 10:15 am and the second at 10:30 am. We plan to meet again on August 26, 2026, September 23, 2026, January 21, 2026, to review and revise the CNA as needed.

At the first meeting on May 19th, Principal Maria Knosel began the meeting with introductions. A kick-off activity was conducted in order to meet all members of the team. Then, Principal Knosel shared with the group the team expectations. Handouts with the power-point presentation and documents were provided to attendees that lead discussions during the meeting. The importance of attendance and the purpose of this Title I Team was emphasized and explained to everyone. The purpose of the Comprehensive Needs Assessment was shared. Principal Knosel then provided each person with a sample list of data options that the committee members would use to help lead conversations to identify which

data the committee would review to identify both strengths and weaknesses from the 2025-2026 school year. Principal Knosel lead the discussion as data was identified by the group to be reviewed at the next meeting. The committee decided to look at 14 specific data points to identify the strengths and problems from 2025-2026 school year. Principal Knosel thanked everyone for their participation and reminded everyone of the second CNA meeting on May 29, 2026.

At the second meeting on May 29th, the campus leadership team reviewed the listed data and prioritized the information into strengths and problems. The team acknowledged the strengths from 2025-2026 but focused most of the meeting on the problems that were identified from the data. Principal Knosel led the team in prioritizing the problems. Each team member was asked to help identify the three focus areas for next year based on the problems identified. The team came to a consensus on four main problems that represent the highest leverage focus areas. These will become the priorities for next school year 2026-2027. A Root Cause Analysis was completed on the top four problems.

The Campus Leadership Team reviewed the data listed above to identify areas of strengths and problems.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Curriculum Based Assessments
District Benchmark Data
Formative Assessments
IXL data
STAAR
Texas Success Initiative (TSI) Data

Student Achievement Strengths

- 100% of Biology students met an Approaches level and 95% Meets on the Biology EOC.
- 91% of Eng. I students met an Approaches level and 86% Meets on the Eng. I EOC.
- 95% of Eng. II students met the Approaches level and 76% Meets on the Eng. II EOC>
- 54% of 9th graders have passed at least one part of the TSI.

Student Achievement Weaknesses

- Only 9 % of 9th graders achieved a Masters on the English I EOC.
- Only 10% of 10th graders achieved a Masters on the Eng II EOC.
- Only 38% of or EB students met exit criteria on TELPAS.
- Only ____ of 9th graders have passed all parts of the TSI.

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

Student Achievement Needs

Before and afterschool Tutorial Classes
Small group interventions.
Online practice programs-SUMMIT, IXL, Ingenuity, Sirius.
College Summer Bridge for TSI.

Student Achievement Summary

There is an identified problem in meeting the higher level in the STAAR EOC scores. (Masters) Students are lacking background knowledge, vocabulary and writing skills to meet the Master's level and TSI.

School Culture and Climate

School Culture and Climate Data Sources

Attendance Data
Classroom Walkthrough Data
Discipline Data
PEIMS data
Survey Data

School Culture and Climate Strengths

Comprehensive Needs Assessment

- RYSS ECHS counts with a parent liason and parent center that offers weekly parent meetings and trainings for all parents.
- Discipline Data showed no serious problems in the 2025-2026 school year.
- Student surveys show that more than 90% of students feel safe and respected on campus.

Areas of Strength per survey responses

3.3 out of 4 in school climate.

3.6 feel safe.

3.5 feel students are motivated.

3.6 feel teachers promote academic success.

3.4 feel students have positive relationships.

School Culture and Climate Weaknesses

- Attendance in the 2025-2026 school year was at 96%.
- Students have identified a need for stronger conflict resolution, listening, coping, and social-emotional skills, indicating a need for expanded SEL support and counseling services.
- Students state they do feel there is some underlying bullying.
- Additional SEL programming is needed to support attendance, positive behavior, student well-being, and career readiness
- Continued support for CTE programs is needed to ensure students complete high school pathways. Increased focus on TSI preparation and college readiness courses is needed to ensure ALL are prepared for dual enrollment and Advanced Placement opportunities

Areas of weakness per survey results

3.4 out of 4 feel not all students treat each other with kindness.

3 out of 4 feel that vaping is a problem.

3 out of 4 fell that substance abuse is not addressed among students.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

School Culture and Climate Needs

Attendance incentives.
Counselor supporting student's SEL needs,
Parent trainings.
Career Planning.
STEM/ CTE training and courses.
CTE Community Partnerships

School Culture and Climate Summary

Teacher survey data has identified a serious problem with tardiness and overall attendance. Even though attendance was at 96% in the 2025 -2026 school year, student tardiness and attendance continue to be a concern, as many students arrive late or leave early, resulting in lost instructional time. The campus will increase parent and student awareness, monitor attendance closely, and implement incentives to promote daily, on-time attendance. The counselor, administration, and teachers will monitor attendance, communicate concerns with families, and implement incentives to encourage students to attend school daily and arrive on time.

Family and Community Involvement

Family and Community Involvement Data Sources

Attendance Data
College, Career, and Military Readiness (CCMR)
Survey Data

Comprehensive Needs Assessment

Family and Community Involvement Strengths

- Parenting classes are provided weekly trainings and presentations addressing the different needs stated in the BOY surveys.
- 100% Bilingual staff help bridge the language barrier so that parents or guardians are able to communicate with teachers and counselors about their student's academic progress.
- Strong two-way communication exists between home and school through group messaging applications, phone calls, meetings, and other communication platforms.
- Community and parent engagement increased during the 2025–2026 school year compared to the previous year, demonstrating strengthened partnerships between the school and stakeholders.
- Community involvement increased in 2025-2026 from previous school year 2024-2025.

Family and Community Involvement Weaknesses

- Develop strategies to increase parent participation and incentivize attendance at school events and trainings, with a focus on improving overall student attendance.
- Strengthen parent understanding of career planning and workforce readiness to emphasize the importance of early pathway selection.
- Adding more parents to our trainings and presentations.
- Expand STEM and Career and Technical Education (CTE) parent engagement sessions to better prepare families for student progression into high school pathways, including the P-TECH program.

Family and Community Involvement Needs

Parent attendance incentives.
Counselor presentations for parents.
Community parent trainings.
Career Planning Workforce
STEM/ CTE training sessions for parents.

Comprehensive Needs Assessment

Family and Community Involvement Summary

The campus has identified attendance and tardiness as a major priority, as overall attendance is at 936% with students frequently arriving late or being picked up early, resulting in lost instructional time. There is a need to strengthen parent engagement and accountability by implementing targeted incentives and strategies that encourage consistent student attendance and reinforce the importance of daily school participation. The campus also needs to expand parent trainings and outreach, led by the counselor and parent liaison, to ensure families understand the impact of attendance on student achievement and academic success. In addition, more parent trainings are needed across core content areas, CTE and PTECH Pathways. The campus must also enhance social-emotional learning (SEL) supports for both students and parents to address needs identified through surveys and conferences.

Resources

Resource	Source
Title I	Federal
Local Funds	State



BRYSS Academy High School CNA-2 Meeting Agenda

Date: 6/16/2025 Time: 9:00-11:00 Location: BRYSS HS Data Room

[illegible]

Meeting Norms: Begin & End on Time | Be Prepared | 2 B4 Me | 100% Pre3489sent in the learning and leading

BRYSS
Magic Happens!



BRYSS Academy High School CNA-2 Meeting Agenda

Date: 6/16/2025 Time: 9:00-11:00 Location: BRYSS HS Data Room

Name	Role	Signature
✓ Knosel, Maria	Principal	
✓ Bernes, Andrea	Assistant Principal	
✓ Mendoza, Stephanie	ACE 21 st Century	
✓ Burguete, Adriana	Teacher	
✓ Morales, Idalia	Teacher	
Escamilla, Susana	Counselor	
✓ De La Garza, Sylvia	Secretary	
✓ Kattas, Diana	Teacher Assistant	
Vicent, Ingrid	Children's Museum	
Martinez, Denise	RYSS Administration	
Miranda, Angie	RYSS Administration	
✓ Olvera, Abigail	Parent	
✓ Gamez, Veronica	Parent	
Olvera, Ximera	Student	
Chavez, Juan	Visionary Minds	



BRYSS Academy

CAMPUS NEEDS ASSESSMENT Meeting 2

Meeting Location: BRYSS Academy Library

Date: June 16, 2025

Time: 9:00

Committee Setup:

Name	Title/ Position	
Maria Knosel	Principal	
Andrea Bernes	Asst. Principal	
Stephanie Mendoza	ACE 21 st Director	
Adriana Burguete	Teacher 7 th grade ELAR	
Idalia Morales	Teacher Spanish	
Susana Escamilla	Counselor	
Sylvia de la Garza	Secretary	
Diana Kattas	Teacher Assistant	
Ingrid Vicent	Children's Museum	
Juan Chavez	Visionary Minds	
Denise Martinez	RYSS Administration	
Angie Miranda	RYSS Administration	
Abigail Olvera	Parent	
Veronica Gamez	Parent	
Ximena Olvera	Student	

Minutes:

The meeting was called to order by Maria Knosel, principal.

Purpose of this meeting is

- Comprehensive Needs Assessment
- Data Review
- Strengths and Weaknesses
- 2025-2026 Objectives

- Review Parent Engagement Policy

Ms. Knosel presented the various data sources and explained the team was tasked with finding strengths and weaknesses.

The members went through the data sources as Ms. Knosel explained the impact of each. (STAAR, TELPAS, I-Ready, Dibbles, SUMMIT, Attendance, Discipline, Parent Surveys, Special Populations) Ms. Knosel summarized the findings from each data source. The team asked questions and summarized strengths and weaknesses.

- Student Achievement (STAAR, TELPAS, I-Ready, Dibbles Grades)
- Technology
- Staff Quality, Recruitment and Retention
- School Context and Organization
- Demographic (Enrollment, Attendance, Special Programs, Discipline Data)
(Attendance 95%/ Tardiness is a problem, Enrollment very low 25-26) 3489
- Curriculum, Instruction and Assessment (Curriculum Resources and Materials, Technology, Pacing Guides, YAG)
- Parent and Family Engagement (Family and Community Participation, Volunteers' Survey, Community Feedback)
- School Culture and Climate (Surveys, Focus Groups, Walkthrough Data, Parent Conferences)

See attached Chart of findings.

Prioritization of Needs

Biology

- Background Knowledge
- Labs? Videos helped.
- Curriculum/ Materials

Social Studies

- Stronger focus in the lower grades/ Texas History as we move towards US History

Attendance

- Weekly classroom Incentives
- Teacher incentive for class/ homeroom that meets attendance
- Change exams from Friday. Random
- Give a participation grade for attendance.

Counseling

- Academics
- Social Emotional
- Parent Training-Attendance, College, TSI, EOC

LL/ ESL (TELPAS)

- Vocabulary-(Reading Focus/ Novels)
- Summit-Recent Immigrants

Action Items

Using the list of priority needs the team will work with action items to include in our 2025-2026 goals and objectives. Based on the needs we agree that our focus will be Student Achievement, Demographics, School Climate and Culture and Parent and Family Engagement.

Next Steps

Our next meeting will be held in August 2025. By this time all goals and objectives will be submitted and available to use on our Campus Improvement Plan. The data will be used to make decisions for the 2025-2026 school year.

Meeting Closure

Meeting was adjourned at 11:00 am by Maria Knosel.

Next meeting will be in August 2025.

The first part of the document is a letter from the author to the reader. The author is a young man who is writing to his father. He is telling his father about his life and how he is doing. He is also telling his father about his feelings and how he is feeling. The letter is written in a simple, straightforward style. The author is using a first-person point of view. The letter is dated 1910.

The second part of the document is a letter from the author to his mother. He is telling his mother about his life and how he is doing. He is also telling his mother about his feelings and how he is feeling. The letter is written in a simple, straightforward style. The author is using a first-person point of view. The letter is dated 1910.

The third part of the document is a letter from the author to his sister. He is telling his sister about his life and how he is doing. He is also telling his sister about his feelings and how he is feeling. The letter is written in a simple, straightforward style. The author is using a first-person point of view. The letter is dated 1910.

The fourth part of the document is a letter from the author to his brother. He is telling his brother about his life and how he is doing. He is also telling his brother about his feelings and how he is feeling. The letter is written in a simple, straightforward style. The author is using a first-person point of view. The letter is dated 1910.

Strengths & Weaknesses

AREA Reviewed	Summary of Strengths	Summary of Needs	Root Cause
Student Achievement	• Math, Eng I and Biology above 95% Approaches and 50% Meets in all. • All scores above district, region and state. • "A" Rated in Performance and School Progress. • More than 50% of students with 9 hours of Dual Credit. • 54% of students passed TSI.	• TELPAS • 50% of students need TSI for Dual Credit Courses. • Meets and Masters on EOC's. • Background Knowledge from MS	• Attendance/ Tardies • Prior Knowledge • Afterschool and Saturday Camps
Demographics	• 90% of students were BRYSS 8th graders. • 95.72% Attendance Rate • 100% Hispanics	• Student Mobility • Limited Class offerings • Raise attendance to 98%.	
Curriculum, Instruction and Assessment	• Master and Exemplary Teachers • Consulting individualized specialized PD • Pacing Guides and YAG • PLC-Lesson Planning	• Technology 1-1 computers •	

Strengths & Weaknesses

AREA Reviewed	Summary of Strengths	Summary of Needs	Root Cause
Parent & Family Engagement	• Survey Feedback all above 3 out of 4 • Numerous community partners • Weekly parent training and engagement activities • Timely teacher/ parent communication.	• Grow parental involvement • Provide varied trainings • Add more parent/ teacher conferences throughout the semester.	• High School Parents feel they do not need. • Offer more times AM/ PM
School Culture & Climate	• Student surveys (Students feel safe) • Walk through/ Observation Data on target • Discipline Referrals • Counselor Presentations	• SEL program to use with students. • AVID or similar block. • Clubs/ Afterschool	• Attendance
Technology	• CTE courses 7, 8, 9 • Good connectivity • Online programs	• One to One device • CTE to 10 • PLTW- Engineering	• School expansion • Outdated computers • Teaching staff

Strengths & Weaknesses

AREA Reviewed	Summary of Strengths	Summary of Needs	Root Cause
Staff Quality, Recruitment and Retention	• 100% Certified Teachers • TIA Recognized, Exemplary and Master Teachers • Teacher with more than 5 years' experience • 24-1` Teacher/ Student Ratio • TIA, Retention Raises, Stipends (Math, Science, CTE)	• 2 planning periods to cover multiple preps.	
School Context and Organization	• Mentor Teachers for new teachers on campus. • Safe School-Safety Plans and Trainings • Lead teachers	• Master Schedule Program Help out with multiple preps.	



BRYSS Academy HS

CNA-2

June 17, 2025
10:00-11:30

1

Agenda

- Welcome Back-Review CNA team and task at hand.
- Review and Present Data Sources
- Identify Strengths and Weaknesses
- Root Causes
- Summarize Priority Needs/ Problems



2



Attendance

Bryss Academy	
2024-	94.58%
2025-	93.58%
Bryss Academy HS	
2025-	95.72%

3

STAAR Data



- Overall (ELAR, Math, Science, Social Studies) Approaches number decreased from 2024.
- Meets and Masters were maintained in some grade levels.
- ELAR 6th showed some increase from prior year 2024.
- Science and Social Studies continue to be a problem area
- Math scores were maintained in most grade levels.

4

TELPAS



- Writing and Speaking continue to be problem areas on TELPAS
- 30+ students exiting Bilingual Program BRYSS Academy.
- 3 of 16 of BRYSS Academy HS exited the program.
- SUMMIT practice Data

5



STAAR-TSI-Dual Data BRYSS Academy HS

- TSI
- STAAR
- Dual Enrollment
- Correlation
- Needs

6

**Strengths
Weaknesses**

- Teams/ Pairs
- Data Source
- Strength/ Weakness
- List Chart



7

- Root Causes
- Brainstorm with the group
- Map out causes
- Tie root cause with problem
- Summarize Priority Problems



Root Causes

8

Final tips & takeaways

- Review Strengths and Problems
- List Priority Problems
- Upcoming Meeting
- CIP Draft



9



Thank you

10



**I-Ready/ Dibbles
Data
BRYSS Academy**

- Ready Data
- Dibbles Data
- Correlation
- Needs

11



BRYSS Academy HS

School Parent and Engagement Policy

2025-2026

June 16, 2025

BRYSS Academy HS is committed to our vision: “BRYSS Academy HS will be an innovative school in which students attain critical skills and become lifelong learners using technology integration and empowered student learning.” One-way BRYSS continues to do this by participating in the Title I, Part A State Program. Title I, Part A provides funding for low socio- economic schools. The policy establishes BRYSS Academy HS expectations for parents and family and describes how the school will implement several parent and family activities.

BRYSS promises to meet expectations laid out for us by the Texas Education Agency and the US Department of Education.

BRYSS Academy HS agrees to implement the following requirements ,Expectations and Objectives) for the 2025-2026 school year. School recognizes the importance of

Parent-community partnerships for student success by recognizing their contribution and creating a welcoming environment for all who enter BRYSS on any given day.

The expectation for our PFE Program is to foster communication and decision making with parents about student performance and collaboratively support learning.

- **Two-way communication is essential at BRYSS Academy HS. More than 90% of our teachers and staff are bilingual/ ESL, thus facilitating parents’ opportunities to share in their child’s education. The newsletter, website, and social media platforms inform parents of events, news reminders and policies. Communication**

- **between school and home is directly linked to student performance. Parental involvement in school experiences, whether it is to pick up a student or attend one of the weekly classes held in the Parent Center. Parents will experience an open-door policy to share ideas and concerns and be active participants in the school. At the beginning of the year, parents are invited to an orientation night to learn ways they can be**

- involved in their child's education. BRYSS will host monthly parent-student engagement activities for parents to attend which include Fall Book Parade, United Nations, Thanksgiving Feast, Christmas Celebration, Parent Tamalada, Charro Days Parades, CTE Parent Showcase, and Fourth of July Picnic. Fall and spring Open Houses give parents the opportunity to communicate with staff members they don't get to speak with daily. The students show their parents what a day at school feels like. Parents also get to meet the other friendly faces on campus such as the school nurse, coach, bus drivers and cafeteria personnel. These are different opportunities for students to showcase their talents, progress, and accomplishments.
- Parent have the opportunity to attend weekly parent-engagement meetings where discussions target important issues and initiatives that support student success. The Parent Center offers workshops on PTECH, nutrition, health, technology, student learning, special education and 504 information, Reading at Home and many other topics that benefit understanding of the educational process and student's academic progress and development. Learning together leads to a better school and home life.
 - Being a life-long learner can prevent some health issues that often occur later in life.

BRYSS Academy HS will:

- Create a Parent Advisory Board. This team will plan, develop, evaluate and revise support and school improvement plans.
- Hold regular meetings to seek input from families, community members and educators.
- Distribute the PFE Policy, this document, to parents and community by:
 - Post on the website.
 - Distribute printed copies to the community.
 - Send a copy home with students. (BOY Student Packet)
 - Distribute OR codes to the electronic version.
- Parent Advisory members will be present at Title I meeting.
- Have a representative at every PFE event.
- Conduct evaluations, via surveys of every school PFE event.
- Per request, provide qualifications of child's teacher.
- Provide trainings to parents on how to navigate the school, improve student learning, and support student success are included in our YAG (Year at A Glance).3489



BRYSS Academy HS

2250 N. Coria
Brownsville, TX 78520



Child School/ Parent Title 1 Compact

This school-parent compact is in effect during the 2025-2026 school year

Student's name: _____

Teacher: _____ Grade: _____

BRYSS Academy HS and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve the State's high standards.

We, BRYSS Academy HS, know that learning can take place only if there is a combination of collaboration, effort, interest and motivation. Here at BRYSS Academy HS we are committed to our students' progress and success. Together we can achieve our educational goals. This compact is a promise to work together and a compromise to improve teaching and learning.

School Responsibilities:

BRYSS will:

- *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables all participating children to meet the State's student academic achievement standards.
- *Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
- *Provide parents with frequent reports on their children's progress. (progress reports/report cards).
- *Provide parents reasonable access to school staff and participate in multiple parental engagement activities

Student Responsibilities:

As a student, I will share the responsibility to improve my academic achievement and achieve the State's high standards. Specifically, I will:

- *Attend school regularly and be punctual.
- *Obey all school and bus rules.
- *Be respectful at all times.
- *Come to school prepared with homework and supplies.
- *Do my best in my work and my behavior.
- *Read every day (Aloud or silently).

Student signature: _____

Teacher Responsibilities:

As a teacher, I will:

- *Believe that each student can learn.
- *Show respect for each child.
- *Provide a safe and productive learning environment.
- *Come to class prepared to teach and learn.
- *Ensure fairness and equity.
- *Report the progress of the student frequently to parents/guardians.

Teacher signature: _____

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- *Encourage my child to be responsible.
- *Provide a home environment that is conducive to learning.
- *Review my child's progress reports.
- *Communicate regularly with my child's teacher.
- *Listen or read to my child every night.
- *Attend parent-teacher conferences.

Parent signature: _____



BRYSS Academy HS

2250 N. Coria
Brownsville, TX 78520



Contrato de Estudiantes, Maestros y Padres de Familia Title 1 Compact

Este contrato de Padre-Escuela entrará en efecto en el año escolar 2025-2026

Nombre del Estudiante: _____

Maestro: _____ Grado: _____

BRYSS Academy HS y los padres de familia que participan en actividades, servicios y programas con fondos de Title I Parte A de la ley (ESEA) sobre la educación de nivel Primaria y Secundaria, están de acuerdo en este contrato que estipula como los padres, la escuela, personal administrativo y los estudiantes compartirán la responsabilidad para impulsar el desarrollo académico de los estudiantes. Así también la escuela y los padres construirán una alianza que ayudará a los estudiantes a alcanzar los altos estándares educativos que exige el Estado de Texas.

En BRYSS Academy HS, sabemos que el aprendizaje se logra en un lugar donde se combina la colaboración, el esfuerzo, el interés y la motivación. Estamos comprometidos en lograr el progreso y el éxito de nuestros estudiantes, juntos podemos alcanzar nuestra meta educativa. Este contrato es un compromiso para trabajar juntos para mejorar la enseñanza y el aprendizaje.

Responsabilidades de la escuela:

- * Proveer un plan de estudios e instrucción de calidad, así como un ambiente efectivo de aprendizaje y apoyo que promueva la participación de los estudiantes a fin de alcanzar el nivel de desarrollo académico que exige el estado.
- * Mantener conferencias en las cuales se pueda discutir este contrato de manera personalizada según el desarrollo individual de cada estudiante.
- * Proporcionar a los padres reportes frecuentes del progreso de sus hijos.
- * Proporcionar a los padres acceso razonable al personal de la escuela y colaborar en múltiples actividades de participación de los padres.

Responsabilidades del estudiante:

- Nosotros como estudiantes compartiremos la responsabilidad de mejorar nuestro desarrollo académico a fin de alcanzar los estándares que el estado exige. Específicamente me comprometo a:
- * Asistir a la escuela diariamente y ser puntual.
 - * Obedecer todas las reglas de la escuela y el autobús.
 - * Ser respetuoso todo el tiempo.
 - * Venir a la escuela preparado con la tarea y útiles escolares.
 - * Dar mi mayor esfuerzo en mi trabajo y comportamiento.
 - * Leer todos los días (en voz alta o en silencio)

Firma del estudiante: _____

Como maestro me comprometo a:

- * Estar convencido de que cada estudiante puede aprender.
- * Mostrar respeto a cada uno de los estudiantes.
- * Promover un ambiente de aprendizaje seguro y productivo.
- * Presentarme a clase preparado para enseñar y aprender.
- * Reforzar la justicia y la equidad.
- * Reportar frecuentemente el progreso del estudiante a sus padres o tutores.

Firma del maestro: _____

Como padre me comprometo a:

- Nosotros como padres, apoyaremos a nuestros hijos a aprender realizando lo siguiente:
- * motivar a mi hijo a ser responsable.
 - * proveer en casa un ambiente que permita el aprendizaje.
 - * Revisar el progreso de las calificaciones de mi hijo.
 - * Comunicarme regularmente con el maestro de mis hijos.
 - * Escuchar o leerle a mi hijo cada noche.
 - * Asistir a las juntas y conferencias de padres y maestros.

Firma de padre o tutor _____

★ Confidential ★

Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall	96	A	0%
	92	A	
	68		
	92		
Student Achievement			
STAAR Performance	68		
College, Career and Military Readiness			
Graduation Rate			
School Progress	96	A	100%
Academic Growth	94	A	✓
Relative Performance (Eco Dis: 96.3%)		93	A
Closing the Gaps			Not Rated
			0%

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Four blue boxes representing different achievement levels, each with a white icon and text:

- Academic Achievement in Reading/Language Arts**: Icon of an open book.
- Academic Achievement in Science**: Icon of an atom.
- Top 25% : Comparative Academic Growth**: Icon of a ladder.
- Postsecondary Readiness**: Icon of a graduation cap.

TFA | Analytics, Assessment, and Reporting | Performance Reporting

Texas Education Agency
2025 STAAR Performance

BRYSS ACADEMY H S (101806002) - RAUL YZAGUIRRE SCHOOLS FOR SUCCESS - HARRIS COUNTY

*** Confidential ***

Calculation Report

STAAR Performance	Reading/Language Arts (RLA)	Mathematics	Science	Social Studies	Totals	Percentages
Total Tests	23	6	23	-	52	
Approaches GL or Above	22	6	23	-	51	98%
Meets GL or Above	19	4	17	-	40	77%
Masters GL	9	2	4	-	15	29%
Total Percentage Points						204%
Component Score						68

Texas Education Agency
2025 STAAR Performance

BRYSSE ACADEMY H S (101806002) - RAUL YZAGUIRRE SCHOOLS FOR SUCCESS - HARRIS COUNTY

* Confidential *

Data Table: Accountability Groups

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus *
All Subjects									
Percent of Tests									
At Approaches GL Standard or Above	98%	-	98%	-	-	-	-	-	98%
At Meets GL Standard or Above	77%	-	77%	-	-	-	-	-	77%
At Masters GL Standard	29%	-	29%	-	-	-	-	-	29%
Number of Tests									
At Approaches GL Standard or Above	51	-	51	-	-	-	-	-	51
At Meets GL Standard or Above	40	-	40	-	-	-	-	-	40
At Masters GL Standard	15	-	15	-	-	-	-	-	15
Total Tests	52	-	52	-	-	-	-	-	52
Reading/Language Arts (RLA)									
Percent of Tests									
At Approaches GL Standard or Above	96%	-	96%	-	-	-	-	-	96%
At Meets GL Standard or Above	83%	-	83%	-	-	-	-	-	83%
At Masters GL Standard	39%	-	39%	-	-	-	-	-	39%
Number of Tests									
At Approaches GL Standard or Above	22	-	22	-	-	-	-	-	22
At Meets GL Standard or Above	19	-	19	-	-	-	-	-	19
At Masters GL Standard	9	-	9	-	-	-	-	-	9
Total Tests	23	-	23	-	-	-	-	-	23
Mathematics									
Percent of Tests									
At Approaches GL Standard or Above	100%	-	100%	-	-	-	-	-	100%
At Meets GL Standard or Above	67%	-	67%	-	-	-	-	-	67%
At Masters GL Standard	33%	-	33%	-	-	-	-	-	33%
Number of Tests									
At Approaches GL Standard or Above	6	-	6	-	-	-	-	-	6
At Meets GL Standard or Above	4	-	4	-	-	-	-	-	4
At Masters GL Standard	2	-	2	-	-	-	-	-	2
Total Tests	6	-	6	-	-	-	-	-	6
Science									
Percent of Tests									

Texas Education Agency
2025 STAAR Performance
 BRYSS ACADEMY H S (101806002) - RAUL YZAGUIRRE SCHOOLS FOR SUCCESS - HARRIS COUNTY

* Confidential *

Accountability Groups									
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus ^a
At Approaches GL Standard or Above	100%	-	100%	-	-	-	-	-	100%
At Meets GL Standard or Above	74%	-	74%	-	-	-	-	-	74%
At Masters GL Standard	17%	-	17%	-	-	-	-	-	17%
Number of Tests									
At Approaches GL Standard or Above	23	-	23	-	-	-	-	-	23
At Meets GL Standard or Above	17	-	17	-	-	-	-	-	17
At Masters GL Standard	4	-	4	-	-	-	-	-	4
Total Tests	23	-	23	-	-	-	-	-	23

Texas Education Agency
2025 STAAR Performance

BRYSSE ACADEMY H S (101806002) - RAUL YZAGUIRRE SCHOOLS FOR SUCCESS - HARRIS COUNTY

* Confidential *

Data Table: Additional Student Groups

Additional Student Groups													
	All Students	Econ Disadv	Non-Econ Disadv	EB/EL (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster	Homeless	Migrant
All Subjects													
Percent of Tests													
At Approaches GL Standard or Above	98%	98%	100%	-	97%	98%	100%	-	96%	100%	-	-	-
At Meets GL Standard or Above	77%	76%	100%	-	76%	78%	46%	-	70%	84%	-	-	-
At Masters GL Standard	29%	28%	50%	-	19%	22%	23%	-	26%	32%	-	-	-
Number of Tests													
At Approaches GL Standard or Above	51	49	2	-	36	40	13	-	26	25	-	-	-
At Meets GL Standard or Above	40	38	2	-	28	32	6	-	19	21	-	-	-
At Masters GL Standard	15	14	1	-	7	9	3	-	7	8	-	-	-
Total Tests	52	50	2	-	37	41	13	-	27	25	-	-	-
Reading/Language Arts (RLA)													
Percent of Tests													
At Approaches GL Standard or Above	96%	95%	100%	-	94%	94%	100%	-	92%	100%	-	-	-
At Meets GL Standard or Above	83%	82%	100%	-	81%	83%	60%	-	77%	90%	-	-	-
At Masters GL Standard	39%	36%	100%	-	25%	33%	20%	-	38%	40%	-	-	-
Number of Tests													
At Approaches GL Standard or Above	22	21	1	-	15	17	5	-	12	10	-	-	-
At Meets GL Standard or Above	19	18	1	-	13	15	3	-	10	9	-	-	-
At Masters GL Standard	9	8	1	-	4	6	1	-	5	4	-	-	-
Total Tests	23	22	1	-	16	18	5	-	13	10	-	-	-
Mathematics													
Percent of Tests													
At Approaches GL Standard or Above	100%	100%	-	-	100%	100%	100%	-	100%	100%	-	-	-
At Meets GL Standard or Above	67%	67%	-	-	80%	80%	33%	-	0%	80%	-	-	-
At Masters GL Standard	33%	33%	-	-	40%	40%	33%	-	0%	40%	-	-	-
Number of Tests													
At Approaches GL Standard or Above	6	6	-	-	5	5	3	-	1	5	-	-	-
At Meets GL Standard or Above	4	4	-	-	4	4	1	-	0	4	-	-	-
At Masters GL Standard	2	2	-	-	2	2	1	-	0	2	-	-	-
Total Tests	6	6	-	-	5	5	3	-	1	5	-	-	-
Science													

**Texas Education Agency
2025 STAAR Performance**

BRYSS ACADEMY H S (101806002) - RAUL YZAGUIRRE SCHOOLS FOR SUCCESS - HARRIS COUNTY

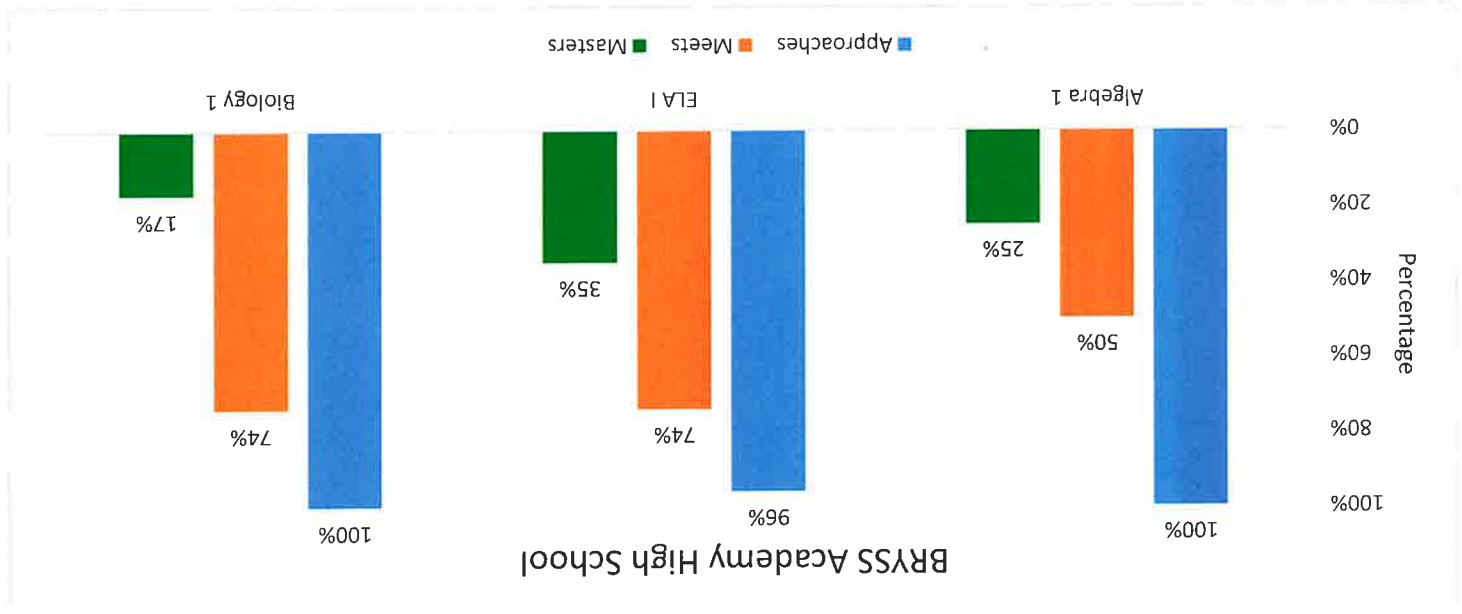
*** Confidential ***

Additional Student Groups											
	All Students	Econ Disadv	Non-Econ Disadv	G/T (Current)	EB/EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Highly Mobile *	Foster Homeless Migrant
Percent of Tests											
At Approaches GL Standard or Above	100%	100%	100%	-	100%	100%	100%	100%	100%	-	-
At Meets GL Standard or Above	74%	73%	100%	-	69%	72%	40%	69%	80%	-	-
At Masters GL Standard	17%	18%	0%	-	6%	6%	20%	15%	20%	-	-
Number of Tests											
At Approaches GL Standard or Above	23	22	1	-	16	18	5	13	10	-	-
At Meets GL Standard or Above	17	16	1	-	11	13	2	9	8	-	-
At Masters GL Standard	4	4	0	-	1	1	1	2	2	-	-
Total Tests	23	22	1	-	16	18	5	13	10	-	-

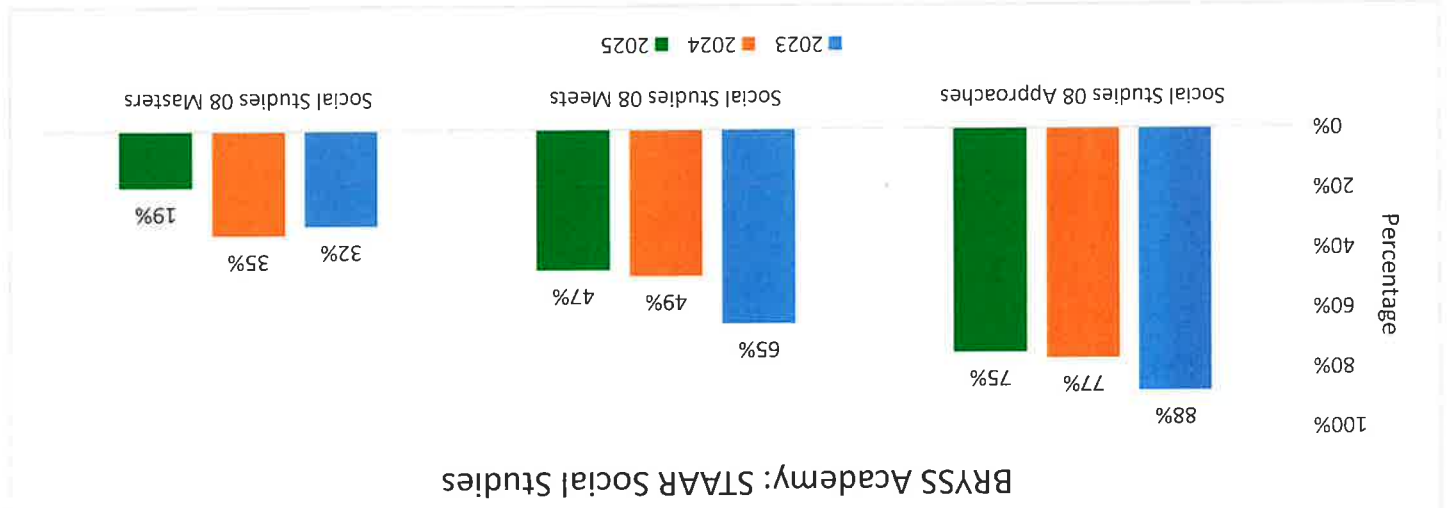
- Indicates there are no students in the group.
- ^ This is a new accountability group introduced in 2023; it includes students who are Econ Disadv, EB/EL (Current & Monitored), Special Ed (Current), or Highly Mobile.
- ★ This is an additional student group introduced in 2023; it includes students who are Foster, Homeless, or Migrant.

BRYSS Academy High School: 2025 Preliminary STAAR Results

2025



Social Studies



Math	Reading	Writing
------	---------	---------

ANZURES, JAVIER O	Pass	
BUSTAMANTE RAMIREZ, MAURICIO	Pass	
CASTILLO, GEORGETTE E	Pass	
COBOS, RENATA	Pass	
ELIZONDO, ASHLEY M	Pass	
ENRIQUEZ, VICTOR A	Pass	
GUZMAN, ESTRELLA	Pass	
HERNANDEZ RODRIGUEZ, DAYLEN A	Pass	
HERNANDEZ, JUAN C	Pass	
JUAREZ, ANUAR	Pass	
MARQUEZ, MIA A	Pass	
NOYOLA, JESUS E	Pass	
OLVERA, XIMENA	Pass	
OROZCO, ALEXIS	Pass	
PADILLA JASSO, JOSE D	Pass	
RICO, ERIC	Pass	
SALAS, DANIEL	Pass	
SALINAS, VALERIE M	Pass	
SALVADOR, MARIA I	Pass	
SANCHEZ, CARLOS D	Pass	
SANTOS, CHRISTIAN A	Pass	
VEGA, DIEGO A	Pass	
VELAZQUEZ GONZALEZ, SEBASTIAN	Pass	
VELAZQUEZ, ALEX G	Pass	

24
13
54%

Student ID	Grade	Last Name	First Name	Spec Ed Exit Date	G/T Entry Date	G/T Exit Date	Gift/Talent
120579	09	OLVERA	XIMENA		09/12/2024		1

5.1
4%

Student ID	Grade	Last Name	First Name	Spec Ed Entry Date	Spec Ed Exit Date	Spec Ed Primary Dis	Spec Ed Secondary Dis
120121	09	NOYOLA	JESUS	08/12/2024		02	
120589	09	OROZCO	ALEXIS	08/12/2024		07	02
120935	09	VEGA	DIEGO	09/10/2024		10	
121778	09	ELIZONDO	ASHLEY	08/12/2024		08	
128954	09	PADILLA JASSO	JOSE	09/11/2024		06	

20%
SPED

Campus ID: 002

Student ID	Grade	Last Name	First Name	Active	DYS Entry Date	DYS Exit Date
120604	09	SALVADOR	MARIA	1	08/12/2024	
121182	09	ROSALES	ANAHI	2	09/12/2024	10/03/2024

~~8016~~
~~74~~

4910

Campus ID: 002

Student ID	Grade	Last Name	First Name	Active	504 Entry Date	504 Exit Date
120604	09	SALVADOR	MARIA	1	08/12/2024	
121182	09	ROSALES	ANAHI	2	09/12/2024	10/03/2024
122966	09	SANCHEZ	CARLOS	1	08/12/2024	

8/10
✓✓✓✓

Student ID	Grade	Last Name	First Name	Active	Year End Status
120121	09	NOYOLA	JESUS	1	11
120573	09	CASTILLO	GEORGETTE	1	11
120579	09	OLVERA	XIMENA	1	11
120589	09	OROZCO	ALEXIS	1	11
120593	09	SANCHEZ	DYLAN	2	
120599	09	DAVILA	DULCE	2	
120602	09	CHANTACA	RUBY	2	
120604	09	SALVADOR	MARIA	1	11
120623	09	FLORES	EMILIO	2	
120675	09	MARQUEZ	MIA	1	11
120709	09	SALINAS	VALERIE	1	11
120758	09	MENDEZ	OZIAS	2	
120935	09	VEGA	DIEGO	1	11
121090	09	GUZMAN	ESTRELLA	1	11
121131	09	PEREZ	ISAAC	2	
121182	09	ROSALES	ANAHI	2	
121185	09	HERNANDEZ GUTIERREZ	VERONICA	2	

11 -> Adv. Next Grade

Student ID	Grade	Last Name	First Name	Active	Year End Status
121574	09	COBOS	RENATA	1	11
121628	09	CANO	DELLAH	2	
121734	09	SALAS	DANIEL	1	11
121774	09	SANTOS	CHRISTIAN	1	11
121778	09	ELIZONDO	ASHLEY	1	11
122158	09	HERNANDEZ RODRIGUEZ	DAYLEN	1	11
122308	09	VELAZQUEZ	ALEX	1	11
122343	09	ENRIQUEZ	VICTOR	1	11
122966	09	SANCHEZ	CARLOS	1	11
122984	09	GARCIA	ZEUS	2	
123213	09	TOTINI DE OLIVEIRA	GIOVANNA	2	
123477	09	RICO	ERIC	1	11
124021	09	ANZURES	JAVIER	1	11
124867	09	TAMARIZ-ARGUELLES	DIANA	2	
126589	09	JUAREZ	ANUAR	1	11
126733	09	VELAZQUEZ GONZALEZ	SEBASTIAN	1	11
127400	09	HERNANDEZ	JUAN	1	11

Student ID	Grade	Last Name	First Name	Active	Year End Status
128954	09	PADILLA JASSO	JOSE	1	11
129045	09	BUSTAMANTE RAMIREZ	MAURICIO	1	11
129103	09	DUQUE	JULIO	1	11
129556	09	LANDA	ZURISADAY	2	

Aug. 12 - Jun. 03

Column A		Column B	Column C
Career & Tech Code	Number of Days by CTE Code	Contact Hour Value	Total Eligible Contact Hours
V1	0.00	1 0.000	0.00 0.000
V2	0.00	2 0.000	0.00 0.000
V3	0.00	3 0.000	0.00 0.000
	0.00		0.00 0.000

Aug. 12 - Jun. 03

Column A		Column B		Column C	
Career & Tech Code	Number of Days by CTE Code	Contact Hour Value	Tier Value	Total Eligible Contact Hours	FTE
V1	4,387.00	1	1.280	4,387.00	4.091
V2	0.00	2	0.000	0.00	0.000
V3	0.00	3	0.000	0.00	0.000
	4,387.00			4,387.00	4.091

Aug. 12 - Jun. 03

Column A		Column B	Column C			
Career & Tech Code	Number of Days by CTE Code	Contact Hour Value	Tier Value	Total Eligible Contact Hours	FTE	
V1	0.00	1	0.000	0.00	0.000	
V2	0.00	2	0.000	0.00	0.000	
V3	0.00	3	0.000	0.00	0.000	
	0.00			0.00	0.000	

Table 11
Campus Summary Report - Special Education Hours by Date Range
For School Year 2024-2025
Aug. 12 - Jun. 03

Codes	Special Education Instructional Settings	Column A	Column B	Column C	Column D	Column E	FTE
		Eligible Days by Instruct Settings	Contact Hour Value	Special Ed Contact Hrs Served	Excess Hours	Total Eligible Contact Hours	
(00)	Speech	0.00	0.250	0.000	0.000	0.000	0.000
(01)	Homebound	0.00	1.000	0.000	0.000	0.000	0.000
(02)	Hospital Class	0.00	4.500	0.000	0.000	0.000	0.000
(08)	Vocational Adjustment Class/Program	0.00	5.500	0.000	0.000	0.000	0.000
(30)	State Supported Living Centers	0.00	5.500	0.000	0.000	0.000	0.000
(41)	Resource Room - Less than 21%	144.00	2.859	411.696	0.000	411.696	0.383
(42)	Resource Room - Between 21% and 49%	175.00	2.859	500.325	0.000	500.325	0.466
(43)	Self-Contain Mild/Mod/Sev 50%-60%	157.00	2.859	448.863	0.000	448.863	0.418
(44)	Self-Contain Mild/Mod/Sev More than 60%	0.00	2.859	0.000	0.000	0.000	0.000
(45)	Early Childhood - Full Time Spec Ed	0.00	2.859	0.000	0.000	0.000	0.000
(81)	Residential Care - Mainstream	0.00	5.500	0.000	0.000	0.000	0.000
(82)	Residential Care - Resource Rm < 21%	0.00	5.500	0.000	0.000	0.000	0.000
(83)	Residential Care - Resource Rm 21%-49%	0.00	5.500	0.000	0.000	0.000	0.000
(84)	Residential Care - Self Contain 50%-60%	0.00	5.500	0.000	0.000	0.000	0.000
(85)	Residential Care - Self Contain > 60%	0.00	5.500	0.000	0.000	0.000	0.000
(86)	Residential Care - Separate Campus	0.00	5.500	0.000	0.000	0.000	0.000
(87)	Residential Care - Community Class	0.00	5.500	0.000	0.000	0.000	0.000
(88)	Residential Care - Vocational Adjustment	0.00	5.500	0.000	0.000	0.000	0.000
(89)	Residential Care - F/T Early Child Sp Ed	0.00	5.500	0.000	0.000	0.000	0.000
(91)	Off Home Campus - Mainstream	0.00	4.250	0.000	0.000	0.000	0.000
(92)	Off Home Campus - Resource Rm < 21%	0.00	4.250	0.000	0.000	0.000	0.000
(93)	Off Home Campus - Resource Rm 21%-49%	0.00	4.250	0.000	0.000	0.000	0.000
(94)	Off Home Campus - Self Contain 50%-60%	0.00	4.250	0.000	0.000	0.000	0.000
(95)	Off Home Campus - Self Contain > 60%	0.00	4.250	0.000	0.000	0.000	0.000
(96)	Off Home Campus - Separate Campus	0.00	4.250	0.000	0.000	0.000	0.000
(97)	Off Home Campus - Community Class	0.00	4.250	0.000	0.000	0.000	0.000
(98)	Off Home Campus - F/T Early Child Sp Ed	0.00	4.250	0.000	0.000	0.000	0.000
Totals:		476.00		1,360.884	0.000	1,360.884	1.267

Note: Detail may not add up to the totals due to truncation of detail numbers (matches TSDS PDM3-130-001).

Section I. Gifted and Talented

Grade	Grade 01	Grade 02	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 09	Grade 10	Grade 11	Grade 12	Total
KG	0	0	0	0	0	0	0	0	1	0	0	0	1

Campus Summary Report - Student Attendance and Contact Hours by Date Range

For School Year 2024-2025

For Date Range: 08/12/2024 - 06/03/2025

This Report is True and Correct to the Best of My Knowledge

Typed Name of Authorized Contact Person

Telephone Number

Signature of Record Keeper

Date of final entry if replaced

Signature of Principal

Date

Return This Report to the Superintendent

Student Name	Student ID	Grade	Sex	S	C	OO	Sngl	OO	Par	Prg	Wk	Indv	Trans	E	Agg	T	C	B	T	G	E	L	S	Stu	Bil/	R	S	Migr	Imm	Conn	Mil	Foster	Care	less	Youth	Unacc	Home	Free	Eco	Curr
ANZURES, JAVIER O	124021	09	M	H	1													0			2	1	01	0				0	0	0	0	0	0	1	01	1	1			
BUSTAMANTE RAMIREZ,	129045	09	M	H	1													0			2	1	01	0				0	0	0	0	0	0	1	99	1	1			
CANO, DELILAH	121628	09	F	H	1																	98	0					0	0	0	0	0	0	1	01	1	2			
CASTILLO, GEORGETTE E	120573	09	F	H	1													0			2	1	01	0				0	0	0	0	0	1	99	1	1				
COBOS, RENATA	121574	09	F	H	1													0			2	1	01	0				0	0	0	0	0	1	01	1	1				
DUQUE, JULIO C	129103	09	M	H	1													0			2	1	01	0				0	0	0	0	0	1	99	1	1				
ELIZONDO, ASHLEY M	121778	09	F	H	1													Y	08		2	1	01	0				0	0	0	0	0	1	01	1	1				
ENRIQUEZ, VICTOR A	122343	09	M	H	1													0			2	1	01	0				0	0	0	0	0	1	99	1	1				
GUZMAN, ESTRELLA	121090	09	F	H	1													0			0	S	01	0				0	0	0	0	0	1	01	0	1				
HERNANDEZ, JUAN C	127400	09	M	H	1													0			2	1	01	0				0	0	0	0	0	1	99	1	1				
HERNANDEZ RODRIGUEZ,	122158	09	M	H	1													0			2	1	01	0				0	0	0	0	0	1	01	1	1				
JUAREZ, ANUAR	126589	09	M	H	1													0			2	1	01	0				0	0	0	0	0	1	99	1	1				
LANDA, ZURISADAY	129556	09	F	H	1													0			2	1	01	0				0	0	0	0	0	1	99	1	2				
MARQUEZ, MIA A	120675	09	F	H	1													0			2	1	01	0				0	0	0	0	0	1	01	1	1				
NOYOLA, JESUS E	120121	09	M	H	1													Y	02		2	1	01	0				0	0	0	0	0	1	01	1	1				
OLVERA, XIMENA	120579	09	F	H	1															1		01	0					0	0	0	0	0	1	01	0	1				
OROZCO, ALEXIS	120589	09	M	H	1													Y	07			01	0					0	0	0	0	0	1	01	0	1				
PADILLA JASSO, JOSE D	128954	09	M	H	1													Y	06		2	1	01	0				0	0	0	0	0	1	99	1	1				
RICO, ERIC	123477	09	M	H	1																	01	0					0	0	0	0	0	1	99	0	1				
ROSALES, ANAHI Y	121182	09	F	H	0																	98	0					0	0	0	0	0	1	01	1	2				
SALAS, DANIEL	121734	09	M	H	1													0			2	1	01	0				0	0	0	0	0	1	01	1	1				
SALINAS, VALERIE M	120709	09	F	H	1																	98	0					0	0	0	0	0	1	01	0	1				
SALVADOR, MARIA I	120604	09	F	H	1													0			2	1	01	0				0	0	0	0	0	1	01	1	1				
SANCHEZ, CARLOS D	122966	09	M	H	1													0			0	F	98	0				0	0	0	0	0	1	00	0	1				
SANTOS, CHRISTIAN A	121774	09	F	H	1													0			2	1	01	0				0	0	0	0	0	1	01	1	1				
TAMARIZ-ARGUELLES, DIANA Z	124867	09	F	H	0																	01	0					0	0	0	0	0	1	99	1	2				
VEGA, DIEGO A	120935	09	M	H	1													Y	10		0	5	98	0				0	0	0	0	0	1	99	0	1				
VELAZQUEZ, ALEX G	122308	09	M	H	1													0			2	1	01	0				0	0	0	0	0	1	99	1	1				
VELAZQUEZ GONZALEZ,	126733	09	M	H	1													0			2	1	01	0				0	1	0	0	0	1	01	1	1				

Sngl

	S	C	O O	P	B T	G E L	S m r P
Student	e Agg	T Wk	Prg Sp	Pri i /	S E	Stu Bll/ R	
ID	Grade x Eth	E Trans	Indv Wmn	Ed Dis i	1 T L	P Lang ESL S	

	Fed Par Conn Mil	Asylee/ Refugee Conn	Mil Conn	Foster Home Care less Youth Lunch Adv Risk Act	Unacc Redu Dis At Risk Act	Eco Curr
0	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0
13	0	0	0	0	0	0
14	0	0	0	0	0	0
15	0	0	0	0	0	0
16	0	0	0	0	0	0
17	0	0	0	0	0	0
18	0	0	0	0	0	0
19	0	0	0	0	0	0
20	0	0	0	0	0	0
21	0	0	0	0	0	0
22	0	0	0	0	0	0
23	0	0	0	0	0	0
24	0	0	0	0	0	0
25	0	0	0	0	0	0
26	0	0	0	0	0	0
27	0	0	0	0	0	0
28	0	0	0	0	0	0
29	0	0	0	0	0	0
30	0	0	0	0	0	0
31	0	0	0	0	0	0
32	0	0	0	0	0	0
33	0	0	0	0	0	0
34	0	0	0	0	0	0
35	0	0	0	0	0	0
36	0	0	0	0	0	0
37	0	0	0	0	0	0
38	0	0	0	0	0	0
39	0	0	0	0	0	0
40	0	0	0	0	0	0
41	0	0	0	0	0	0
42	0	0	0	0	0	0
43	0	0	0	0	0	0
44	0	0	0	0	0	0
45	0	0	0	0	0	0
46	0	0	0	0	0	0
47	0	0	0	0	0	0
48	0	0	0	0	0	0
49	0	0	0	0	0	0
50	0	0	0	0	0	0
51	0	0	0	0	0	0
52	0	0	0	0	0	0
53	0	0	0	0	0	0
54	0	0	0	0	0	0
55	0	0	0	0	0	0
56	0	0	0	0	0	0
57	0	0	0	0	0	0
58	0	0	0	0	0	0
59	0	0	0	0	0	0
60	0	0	0	0	0	0
61	0	0	0	0	0	0
62	0	0	0	0	0	0
63	0	0	0	0	0	0
64	0	0	0	0	0	0
65	0	0	0	0	0	0
66	0	0	0	0	0	0
67	0	0	0	0	0	0
68	0	0	0	0	0	0
69	0	0	0	0	0	0
70	0	0	0	0	0	0
71	0	0	0	0	0	0
72	0	0	0	0	0	0
73	0	0	0	0	0	0
74	0	0	0	0	0	0
75	0	0	0	0	0	0
76	0	0	0	0	0	0
77	0	0	0	0	0	0
78	0	0	0	0	0	0
79	0	0	0	0	0	0
80	0	0	0	0	0	0
81	0	0	0	0	0	

Free Eco Curr

***Total for Grade 09:**

29

**Total for Campus 002:

29

[Select Role](#) [Dashboard Generator](#) [Dashboard](#) **Performance on Tests**

Enter TSDS Number

Features & Tools

Average Score and Performance Distribution, by Assessment: BRYSS.ACADEMY, 2024-2025

Filtered By **Rosters:** All Rosters | **Test Administrations:** All Test Administrations |

Assessment Name	Program	Test Grade	Test Administration	Student Count	Average Score	Performance Distribution	Date Last Taken
TELPAS Grade 8	TELPAS	8	TELPAS 2025	23	n/a	Percent 22% 43% 35% Count 5 10 8	03/11/20...
TELPAS Kindergarten	TELPAS	KG	TELPAS 2025	45	n/a	Percent 98% 2% Count 44 1	03/07/20...
TELPAS Grade 1	TELPAS	1	TELPAS 2025	30	n/a	Percent 60% 40% Count 18 12	03/07/20...
TELPAS Grade 5	TELPAS	5	TELPAS 2025	38	n/a	Percent 16% 21% 37% 26% Count 6 8 14 10	03/05/20...
TELPAS Grade 2	TELPAS	2	TELPAS 2025	43	n/a	Percent 19% 60% 19% 2% Count 8 26 8 1	03/05/20...
TELPAS Grade 3	TELPAS	3	TELPAS 2025	39	n/a	Percent 10% 56% 28% 5% Count 4 22 11 2	03/03/20...
TELPAS Grade 7	TELPAS	7	TELPAS 2025	37	n/a	Percent 3% 27% 51% 19% Count 1 10 19 7	02/26/20...
TELPAS Grade 4	TELPAS	4	TELPAS 2025	36	n/a	Percent 17% 42% 36% 6% Count 6 15 13 2	02/26/20...
TELPAS Grade 6	TELPAS	6	TELPAS 2025	21	n/a	Percent 10% 48% 29% 14% Count 2 10 6 3	02/18/20...

Rows per page: 11 9 Items: 1 of 1

Select Role

Dashboard Generator

Dashboard

Performance on Tests

Campus Performance on Test

Roster Performance on Test

Enter TSDS Number

Features & Tools

Score, Performance and Points Earned on **TELPAS Grade 9** (TELPAS 2025) of EOC English 1, by Student and Reporting Category: 2024-2025

Filtered By **Rosters:** All Rosters | **Test Administrations:** TELPAS 2025 | **Standards Keys** OFF

Standards	Student	TSDS Number	Total	Total	1.0 Listening	1.1 Listening - Word Meaning	1.2 Listening - Basic Understanding	1.3 Listening - Analyzing and Evaluating	2.0 Speaking
				Composite Rating					
	State			Percent2%13%39%35%11% Count2K13.5K40.5K36.1K11.4K					
	ESC			Percent2%13%37%37%11% Count4253.6K10.4K10.1K3.2K					
	District			Percent6%25%47%22% Count4183416					
	Campus			I A AH Percent31%50%19% Count583					
	My Students			Percent31%50%19% Count583					
	ANZURES, JAVIER	4913366947		Advanced					
	BUSTAMANTE RAMI, MAURICIO	8859343623		Intermediate					
	CASTILLO, GEORGETTE	6936755461		Advanced High					
	COBOS, RENATA	9137578456		Intermediate					
	DUQUE, JULIO	8152589314		Advanced					
	ELIZONDO, ASHLEY	5916351674		Advanced					
	ENRIQUEZ, VICTOR	7659512846		Advanced					
	HERNANDEZ RODRI, DAYLEN	1789942721		Advanced High					

Date Range: 08/12/2024 - 06/03/2025

A	Number of Days Taught - 179	EE	PK	KG	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
B	Tot Days Membership - All Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
C	Tot Days Absent - All Students	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
D	Tot Days Present - All Students (B-C)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E	Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F	Total Eligible Days Present (D-E)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G1	BE-Elig Days Bilingual/ESL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G2	D1-Elig Days Bil Dual Lang	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G3	D2(EL)-Elig Days Bil Dual Lang	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G4	D2(EP)-Elig Days Bil Dual Lang	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
H1	Early Ed Eco Dis Elig Days	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
H2	Early Ed Lang Elig Days	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
H3	Early Ed Eco Dis & Lang Elig Days	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I	Eligible Days in Residential Facility	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
J	Eligible Days Pg Related Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
K	Eligible Days Sp. Ed. Mainstream	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
U	Percent Attendance	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%

L1	BE-Bil/ESL Refined ADA (G1/A)
L2	D1-Dual Lang Refined ADA (G2/A)
L3	D2(EL)-Bil Dual Lang Refined ADA (G3/A)
L4	D2(EP)-Bil Dual Lang Refined ADA (G4/A)
M	Residential Facility Refined ADA (I/A)
N	Spec. Ed. Refined ADA (K/A)
O1	Early Ed Eco Dis Refined ADA (H1/A)
O2	Early Ed Lang Refined ADA (H2/A)
O3	Early Ed Eco Dis and Lang Refined ADA (H3/A)
P	Preg Related Services FTE ((J * 0.2936) / A)
Q1	Career & Technical Ed FTE - Tier 1 (W1 / (6 * A))
Q2	Career & Technical Ed FTE - Tier 2 (W2 / (6 * A))
Q3	Career & Technical Ed FTE - Tier 3 (W3 / (6 * A))
R	Special Education FTE (X / (6 * A))
S	Regular Program Refined ADA (T - V)
T	Refined ADA (F/A)
V	Total Special Program FTE (Q1 + Q2 + Q3 + R)
W1	Career & Technical Contact Hours Total - Table II Tier 1
W2	Career & Technical Contact Hours Total - Table II Tier 2
W3	Career & Technical Contact Hours Total - Table II Tier 3
X	Special Education Contact Hours Total - Table III

Alondra Academur

Date Range: 08/12/2024 - 06/03/2025

	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Total
A Number of Days Taught - 179	0.00	0.00	0.00	4,583.00	0.00	0.00	0.00	4,583.00
B Tot Days Membership - All Students	0.00	0.00	0.00	196.00	0.00	0.00	0.00	196.00
C Tot Days Absent - All Students	0.00	0.00	0.00	4,387.00	0.00	0.00	0.00	4,387.00
D Tot Days Present - All Students (B-C)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
E Ineligible Days Present	0.00	0.00	0.00	4,387.00	0.00	0.00	0.00	4,387.00
F Total Eligible Days Present (D-E)	0.00	0.00	0.00	3,033.00	0.00	0.00	0.00	3,033.00
G1 BE-Elig Days Bilingual/ESL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G2 D1-Elig Days Bil Dual Lang	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G3 D2(EL)-Elig Days Bil Dual Lang	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
G4 D2(EP)-Elig Days Bil Dual Lang	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
H1 Early Ed Eco Dis Elig Days	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
H2 Early Ed Lang Elig Days	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
H3 Early Ed Eco Dis & Lang Elig Days	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
I Eligible Days in Residential Facility	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
J Eligible Days Pg Related Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
K Eligible Days Sp. Ed. Mainstream	0.00	0.00	0.00	354.00	0.00	0.00	0.00	354.00
U Percent Attendance	0.00%	0.00%	0.00%	95.72%	0.00%	0.00%	0.00%	95.72%

All Grades	Total
L1 BE-Bil/ESL Refined ADA (G1/A)	16.94
L2 D1-Dual Lang Refined ADA (G2/A)	0.00
L3 D2(EL)-Bil Dual Lang Refined ADA (G3/A)	0.00
L4 D2(EP)-Bil Dual Lang Refined ADA (G4/A)	0.00
M Residential Facility Refined ADA (I/A)	0.00
N Spec. Ed. Refined ADA (K/A)	1.98
O1 Early Ed Eco Dis Refined ADA (H1/A)	0.00
O2 Early Ed Lang Refined ADA (H2/A)	0.00
O3 Early Ed Eco Dis and Lang Refined ADA (H3/A)	0.00
P Preg Related Services FTE ((J * 0.2936) / A)	0.00
Q1 Career & Technical Ed FTE - Tier 1 (W1 / (6 * A))	0.00
Q2 Career & Technical Ed FTE - Tier 2 (W2 / (6 * A))	4.09
Q3 Career & Technical Ed FTE - Tier 3 (W3 / (6 * A))	0.00
R Special Education FTE (X / (6 * A))	1.27
S Regular Program Refined ADA (T - V)	19.15
T Refined ADA (F/A)	24.51
V Total Special Program FTE (Q1 + Q2 + Q3 + R)	5.36
W1 Career & Technical Contact Hours Total - Table II Tier 1	0.00
W2 Career & Technical Contact Hours Total - Table II Tier 2	4,387.00
W3 Career & Technical Contact Hours Total - Table II Tier 3	0.00
X Special Education Contact Hours Total - Table III	1,360.88

Attendance
Days Academy

Sec	Inst	Inst Name	Class Role	Non Campus Based	S E M	Beg Per	End Per	Days	Met	Wks of Mnth	Room	Rpt Card Grd Type	Max Seats	High Qual PK	Stu Instr	PK Sch Opnm Nbrs	Home Room Ind	On Ramps	Grd Rstr+	Prgrd Rstr +	Sex Rstr	Team Cd	Core Cd	Crd Lvl	Incd on Cnflct	Per Cntrl	Teacher Cert
Course Number 0202																											
Title ENGLISH 1																											
91	819	BURQUETE	01	00	3	04	04	MTWThF				N	025			0							L	H	Y	2	N
92	819	BURQUETE	01	00	3	03	03	MTWThF				N	025			0							L	H	Y	2	N
Course Number 0211																											
Title ALG 1																											
91	953	MENA	01	00	3	06	06	MTWThF				N	025			0								H	Y	2	N
Course Number 0213																											
Title GEOM																											
91	953	MENA	01	00	3	05	05	MTWThF				N	025			0								H	Y	2	N
Course Number 0216																											
Title BIO																											
91	834	VELASQUEZ	01	00	3	03	03	MTWThF				N	025			0								H	Y	2	N
92	834	VELASQUEZ	01	00	3	04	04	MTWThF				N	025			0								H	Y	2	N
Course Number 0220																											
Title W GEO																											
91	501	TORTEYA	01	00	3	06	06	MTWThF				N	025			0								H	Y	2	N
92	501	TORTEYA	01	00	3	02	02	MTWThF				N	025			0								H	Y	2	N
Course Number 0233																											
Title SPAN 2																											
91	700	HERNANDEZ	01	00	3	07	07	MTWThF				N	025			0								H	Y	2	N
92	951	CISNEROS RO	01	00	3	07	07	MTWThF				N	025			0								H	Y	2	N
Course Number 0246																											
Title BIM 1																											
91	951	CISNEROS RO	01	00	3	02	02	MTWThF				N	025			0								H	Y	0	Y
92	951	CISNEROS RO	01	00	3	05	05	MTWThF				N	025			0								H	Y	0	Y
Course Number 0250																											
Title ART 1																											
91	952	DOUGLAS	01	00	3	08	08	MTWThF				N	025			0								H	Y	2	N
Course Number 0382																											
Title SPANISH 1 SP																											
91	951	CISNEROS RO	01	00	2	07	07	MTWThF				N	025			0								H	Y	2	N
94	951	CISNEROS RO	01	00	1	07	07	MTWThF				N	025			0								H	Y	2	N

Sec	Inst	Inst Name	Class Role	Non Campus Based	S E Beg M Per	End Per	Days	Met	Wks of Mnth	Room	Max Seats	Rpt Card	Grd Type	Crs Seq	PK Curr	High Qual PK	Situ Instr	PK Sch Type	Child-Care Opn Nbrs	Home Room Ind	On Ramps	Grd Rstr+	Prgrd Grd Rstr +	Sex Rstr	Team Cd	Core Cd	Crld Lvl	Incd on Cnflct	Per Cntrl	Teacher Cert
Course Number 0383			Title		SPANISH 2																									
91	951	CISNEROS RO	01	00	2	07	07	MTWThF			025	N								0							H	Y	2	N
95	700	HERNANDEZ	01	00	1	07	07	MTWThF			025	N								0							H	Y	2	N
96	951	CISNEROS RO	01	00	1	07	07	MTWThF			025	N								0							H	Y	2	N
Course Number 0394			Title		SPANISH 3 DC																									
91	700	HERNANDEZ	01	00	2	07	07	MTWThF			025	N								0							H	Y	0	N
92	700	HERNANDEZ	01	00	1	07	07	MTWThF			025	N								0							H	Y	0	N
Course Number 0395			Title		SPANISH 4 DC																									
91	700	HERNANDEZ	01	00	2	07	07	MTWThF			025	N								0							H	Y	0	N
Course Number 5106			Title		PHYSICAL EDUC																									
91	901	RODRIGUEZ	01	00	3	08	08	MTWThF			025	N								0							H	Y	0	N
Course Number 5135			Title		STUDY HALL																									
91	954	GONZALEZ	01	00	3	01	01	MTWThF			025	N								0							H	Y	0	N
Course Number 8000			Title		DC-CollReadi																									
91	951	CISNEROS RO	01	00	1	01	01	MTWThF			025	N								0							H	Y	2	N
92	951	CISNEROS RO	01	00	2	01	01	MTWThF			025	N								0							H	Y	2	N
Course Number 8001			Title		COLL READ ST																									
91	951	CISNEROS RO	01	00	3	01	01	MTWThF			025	N								0							H	Y	2	N
Course Number 8008			Title		MUSICAPPREC1DC																									
91	950	VILLARREAL	01	00	3	01	01	MTWThF			025	N								0							H	Y	0	N
Course Number 8009			Title		MUSIC APPREC 1																									
91	950	VILLARREAL	01	00	3	01	01	MTWThF			025	N								0							H	Y	0	N

Master Schedule PEIMS Information
BRYSS ACADEMY HIGH SCHOOL

Sch Year: 2025

Bold indicates district data

Gray indicates invalid Svc ID

Inactive Instructor

Sec	Inst	Inst Name	Class Role Sem	Days Met	Per Beg	Per End	Beg Time	End Time	Entry Date	Withdraw Date	Non Based	Svc ID	Class Type	Pop Srv	Role ID	Crs Seq	High Qual	PK Curr	PK Instr	Stu Type	Child- Care Opn	Home Room Ind	On Ramps	Dual Crds	Adv Tech Crds	CTE Hrs	CTE Tier	Teacher Cert	College Sem1	Credit Sem2	
ENGLISH 1																															
91	819	BURGUETE	01	3	MTWThF	04	04		08/12/2024		00	03220100	01	01	087						0	0	0	0	0			N	0	0	
92	819	BURGUETE	01	3	MTWThF	03	03		08/12/2024		00	03220100	01	01	087						0	0	0	0	0			N	0	0	
ALG 1																															
91	953	MENA	01	3	MTWThF	06	06		08/12/2024		00	03100500	01	01	087						0	0	0	0	0			N	0	0	
GEOM																															
91	953	MENA	01	3	MTWThF	05	05		08/12/2024		00	03100700	01	01	087						0	0	0	0	0			N	0	0	
BIO																															
91	834	VELASQUEZ	01	3	MTWThF	03	03		08/12/2024		00	03010200	01	01	087						0	0	0	0	0			N	0	0	
92	834	VELASQUEZ	01	3	MTWThF	04	04		08/12/2024		00	03010200	01	01	087						0	0	0	0	0			N	0	0	
W GEO																															
91	501	TORTEYA	01	3	MTWThF	06	06		08/12/2024		00	03320100	01	01	087						0	0	0	0	0			N	0	0	
92	501	TORTEYA	01	3	MTWThF	02	02		08/12/2024		00	03320100	01	01	087						0	0	0	0	0			N	0	0	

Date Run: 6/26/2025 12:57 PM

Cnty-Dist: 101-806

Campus: 002

Master Schedule PEIMS Information

BRYSS ACADEMY HIGH SCHOOL

Sch Year: 2025

Program ID: SGR0110

Page: 2 of 4

Bold indicates district data

Gray indicates Invalid Svc ID

Inactive Instructor

Sec	Inst	Inst Name	Class Role Sem	Days Met	Per Beg	Per End	Time	Entry Date	Withdraw Date	Non Campus Based	Svc ID	Class Type	Pop Srv	Role ID	Crs Seq	High			Child-			Home Room	On Ramps	Dual Crds	Adv Tech Crds	CTE Hrs	CTE Tier	Teacher Cert	College Sem1	Credit Sem2
																PK Curr	PK Qual	PK Stu	PK Type	Nbrs	Opri									
Course Number			0233	Title			SPAN 2																							
91	700	HERNANDEZ	01 3	MTWThF	07	07		08/12/2024		00	03440200	01 01	087				0	1	0			0		1	0		N	3	0	
92	951	CISNEROS	01 3	MTWThF	07	07		08/12/2024		00	03440200	01 01	087				0	0	0			0		0	0		N	0	0	
Course Number			0246	Title			BIM 1																							
91	951	CISNEROS	01 3	MTWThF	02	02		08/12/2024		00	13011400	01 01	087				0	0	0			0		0	0	1	2	Y	0	0
92	951	CISNEROS	01 3	MTWThF	05	05		08/12/2024		00	13011400	01 01	087				0	0	0			0		0	0	1	2	Y	0	0
Course Number			0250	Title			ART 1																							
91	952	DOUGLAS	01 3	MTWThF	08	08		08/12/2024		00	03500100	01 01	087				0	0	0			0		0	0		N	0	0	0
Course Number			0382	Title			SPANISH 1 SP																							
91	951	CISNEROS	01 2	MTWThF	07	07		01/07/2025		00	03440110	01 01	087	0			0	0	0			0		0	0		N	0	0	0
94	951	CISNEROS	01 1	MTWThF	07	07		08/12/2024		00	03440110	01 01	087	0			0	0	0			0		0	0		N	0	0	0
Course Number			0383	Title			SPANISH 2																							
91	951	CISNEROS	01 2	MTWThF	07	07		01/07/2025		00	03440220	01 01	087	0			0	0	0			0		0	0		N	0	0	0
95	700	HERNANDEZ	01 1	MTWThF	07	07		08/12/2024		00	03440220	01 01	087	0			0	1	0			0		1	0		N	3	0	0
96	951	CISNEROS	01 1	MTWThF	07	07		08/12/2024		00	03440220	01 01	087	0			0	0	0			0		0	0		N	0	0	0

Master Schedule PEIMS Information
BRYSS ACADEMY HIGH SCHOOL
Sch Year: 2025

Sec	Inst	Inst Name	Class Role Sem	Days Met	Per Beg	Per End	Beg Time	End Time	Entry Date	Withdraw Date	Non Based	Svc ID	Class Type	Pop Srv	Role ID	Crs Seq	High Qual	PK Curr	PK Instr	Stu Type	Child- Care Opn	Home Room	On Ramps	Dual Tech Crds	Adv Crds	CTE Hrs	CTE Tier	Teacher Cert	College Sem1	Credit Sem2
Course Number			0394	Title		SPANISH 3 DC																								
91	700	HERNANDEZ	01 2	MTWThF	07	07			01/07/2025		00	03440330	01 01	087							0	1	0				N	0	3	
92	700	HERNANDEZ	01 1	MTWThF	07	07			08/12/2024		00	03440330	01 01	087							0	1	0				N	3	0	
Course Number			0395	Title		SPANISH 4 DC																								
91	700	HERNANDEZ	01 2	MTWThF	07	07			01/07/2025		00	03440440	01 01	087							0	1	0				N	0	3	
Course Number			5106	Title		PHYSICAL EDUC																								
91	901	RODRIGUEZ	01 3	MTWThF	08	08			08/12/2024		00	84200032	01 01	087							0	0	0				N	0	0	
Course Number			5135	Title		STUDY HALL																								
91	954	GONZALEZ	01 3	MTWThF	01	01			01/07/2025		00	85000035	01 01	087							0	0	0				N	0	0	
Course Number			8000	Title		DC-CollReadi																								
91	951	CISNEROS	01 1	MTWThF	01	01			08/12/2024		00	03270100	01 01	087	0						0	1	0				N	3	0	
92	951	CISNEROS	01 2	MTWThF	01	01			01/07/2025		00	03270100	01 01	087	0						0	1	0				N	0	3	
Course Number			8001	Title		COLL READ ST																								
91	951	CISNEROS	01 3	MTWThF	01	01			08/12/2024		00	03270100	01 01	087	1						0	0	0				N	0	0	

Sec	Inst	Inst Name	Class Role Sem	Days Met	Per Beg	Per End	Time	Entry Date	Withdraw Date	Non Campus Based	Svc ID	Class Pop Type Srv	Role ID	Role Crs Seq	PK Curr	High Qual	PK Stu	Child- Care Sch Type	Home Room Ind	On Ramps	Dual Tech Crds	Adv Tech Crds	CTE Hrs	CTE Tier	Teacher Cert	College Sem1	Credit Sem2	
Course Number																												
91	950	VILLARREAL	8008	01	3	MTWThF	01	01		00	03155600	01	01	087					0		1	0		N		3	3	
Course Number																												
91	950	VILLARREAL	8009	01	3	MTWThF	01	01		00	03155600	01	01	087					0		0	0		N		0	0	

Format: Course Title	Course-Section, Enrollment	Room Number, Days	MET	TEA Course Number	Class Role
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[illegible]

Format: Course Title

**Course-Section, Enrollment
Room Number, Days MET
TEA Course Number
Class Role**

[illegible]

Format: Course Title

**Course-Section, Enrollment
Room Number, Days MET
TEA Course Number
Class Role**

[illegible]

Date Run: 6/26/2025 01:01 PM
Cnty-Dist: 101-806
Campus: 002

Schedule of Classes

Sch Year: 2025
Semester: 2

Program ID: SGR2500
Page: 2.1 of 3

Format: Course Title	Course-Section, Enrollment	Room Number, Days MET	TEA Course Number	Class Role
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[illegible]

Date Run: 6/26/2025 01:01 PM
Cnty-Dist: 101-806
Campus: 002

Schedule of Classes
BRYSS ACADEMY HIGH SCHOOL
Sch Year: 2025

Program ID: SGR2500
Page: 3.1 of 3

Format:	Course Title
Course-Section, Enrollment	
Room Number, Days MET	
TEA Course Number	
Class Role	

[illegible]