

Brownsville Independent School District

District Improvement Plan

2019-2020

Accountability Rating: A



Board Approval Date: November 6, 2019
Public Presentation Date: November 6, 2019

Mission Statement

Brownsville Independent School District will graduate students who are prepared to excel in higher education and successfully pursue career opportunities in a changing global society by maximizing resources to ensure equitable opportunities for all students.

BISD Board Goals and Priorities Revised April 2019

- 1. Academic Excellence (provide additional support to increase student achievement in the district)**
- 2. College and Career Readiness**
- 3. Fiscal Management of all District Operations (Provide for a balanced budget with competitive employee compensation and benefits) and
Maintain, Upgrade and Build New Facilities (Provide an environment conducive to improved and purposeful learning)**
- 4. Student Enrollment, Recruitment, and Retention (provide additional opportunities to recruit, retain, and engage students)**
- 5. Parent and Community Relations (Provide additional opportunities to recruit, retain, and engage parents and community members)**

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation.

That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Vision

Brownsville ISD Strategic Objectives from Five-year Strategic Plan:

- **All students will graduate.**
- **All students will meet and/or exceed state and national standards of achievement.**
- **All students will graduate college ready and prepared to excel in their respective career choices.**
- **All students will become productive, responsible and contributing members of society.**

THE STATE OF TEXAS PUBLIC EDUCATION CHAPTER 4 OBJECTIVES

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education. (expanded 2017)

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society. (added 2017)

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained. (prior Obj. 5)

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards. (prior Obj. 6)

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning. (prior Obj. 7)

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (prior Obj. 8)

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (prior Obj. 9)

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

Value Statement

Brownsville ISD Core Beliefs

We believe that:

- **Everyone in our community has inherent values, talents, and strengths.**
- **High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success.**
- **Students are our number one resource.**
- **Academic success nurtures lifelong learning.**
- **Everyone flourishes in a safe and healthy educational environment.**
- **The success of each student, educator and family is vital for the future growth and sustainability of our community.**
- **The community and families share responsibility for the development and mentoring of our students.**

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Goals

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

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

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

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

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

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)

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

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

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

RDA Strategies

Title I Schoolwide Elements

- ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

- 1.1: Comprehensive Needs Assessment

- ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

- 2.1: Campus Improvement Plan developed with appropriate stakeholders
- 2.2: Regular monitoring and revision
- 2.3: Available to parents and community in an understandable format and language
- 2.4: Opportunities for all children to meet State standards
- 2.5: Increased learning time and well-rounded education
- 2.6: Address needs of all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

- 3.1: Develop and distribute Parent and Family Engagement Policy
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Comprehensive Needs Assessment

Revised/Approved: March 18, 2019

Needs Assessment Overview

The Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer south of San Antonio, Texas. Approximately 6,800 employees have accepted the challenge of serving a population of about 44,000 students. BISD recognizes and addresses the unique cultural lifestyle of South Texas with a broad selection of academic activities and programs for all students. These programs range from Early College High Schools and P-TECH campuses to support programs for students with special needs. Limited English speaking students are served through the Bilingual or English as a Second Language programs. There is significant pride in the progress BISD has made in recent years with regard to state-mandated testing. Better scores have translated into more seniors fulfilling degree requirements and graduating career-ready and college-connected. Academically, both the Southern Association of Colleges and Schools and the Texas Education Agency have accredited Brownsville public schools.

Brownsville ISD has made continuous overall improvement since the 2012-2013 school year. The number of Public Education Grant identified campuses has decreased from six to none over the past several years and BISD has never had more than one campus per year under the Texas Accountability system rated as Improvement Required since 2013 and this year has none rated overall D or F. The areas of the table below highlighted in green indicate an increase over the 2018 Accountability Ratings. Some of the change in relative performance is due to the revised Economically Disadvantaged calculation that changed the district's percentage from 95.8% down to 88.5%.

For 2019-2020, BISD campuses are rated A, B, or C overall in the new TEA Accountability system. BISD has joined Cohort 2 of the Texas Education Agency System of Great Schools to be able to benefit from the supports offered to accelerate the availability of high quality seats for all BISD students. The following table provides the BISD 2019 Accountability Ratings Overall Summary with the district's letter rating. For more specific student performance information, please refer to the TEA 2019 Accountability information at <https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html?srch=C>

2019 Accountability Ratings Overall Summary for Brownsville ISD

<u>Domain/ Component</u>	<u>Component Score</u>	<u>Scaled Score</u>	<u>Rating</u>
<u>Overall</u>		91	<u>A</u>
<u>Student Achievement</u>		87	<u>B</u>
STAAR Performance	52	83	
College, Career, and Military Readiness	67	92	
Graduation Rate	95.4	85	
<u>School Progress</u>		92	<u>A</u>
Academic Growth	69	79	C
Relative Performance (Economically Disadvantaged: 88.5%)	60	92	A
<u>Closing the Gaps</u>	82	87	<u>B</u>

Demographics

Demographics Summary

The Brownsville Independent School District (BISD), encompassing 95 square miles, is the largest employer south of San Antonio, Texas. BISD has over 2,900 teachers and over 600 instructional aides providing instruction to our 45,535 students based on 2018-2019 TAPR data. BISD's student population is over 98% Hispanic, 95.8% economically disadvantaged, 32.5% English Learners (almost all Spanish), and has 66.9% of our students identified as At-Risk based on state criteria. BISD serves over 11,000 students through Special Education, Dyslexia, and 504 services based on individual needs. Almost 90% of BISD teachers are Hispanic and 98% have at least a Bachelor's degree and are highly qualified under the Every Student Succeeds Act (ESSA).

BISD is an integral part of the Brownsville community and refuses to allow the status of Brownsville as one of the poorest cities of its size in the United States to have a negative impact on the education of our students. BISD is very aware that we are no longer the only provider of education in Brownsville and continues to strive to ensure that we are still the "Best Choice" for local students. BISD offers universal feeding under Provision 2 for all students that includes breakfast, lunch and dinner as well as a summer feeding program. Our students are provided with health services at every campus that include periodic health screenings by the campus's licensed nurse or registered nurse.

Demographics Strengths

Despite being a high poverty area (one of the poorest cities in the United States), Brownsville and the school district are respected for not "acting" poor. The district and community work diligently to make sure students come first and have a wide range of opportunities to use to advance out of poverty through education. Although the latest available data indicates that less than 25% of area adults have higher education degrees, BISD graduated over 90% of the students in the Class of 2017 within four years and over 95% of those graduated on the regular or advanced plans.

The BISD 2018-2019 ESSA Equity Plan Committee ranked campuses based on poverty levels and minority percentages. The committee examined the following campus data from 2016-2017 and 2017-2018: percentage of teachers with 0-2 years of experience, percentage of teachers teaching out of field based on emergency certifications, T-TESS Evaluations overall ratings, student attendance, all subject/all grade failure rates, all subject/all grade STAAR/EOC passing rates, and other area information. When comparing the top quartiles based on minority and/or poverty percentages, the committee did continue to find some gaps but noted that the district has significantly smaller gaps than the State of Texas.

In 2018-2019, the Extended Day Enrichment Program (EDEP) continued to be offered at all elementary campuses providing academic services along with supper to address the need of families to have a safe and educational setting for young children during the week. On average, over 3,500 students participate daily afterschool in this program throughout the school year in addition to the several thousand attending accelerated instruction to provide tutorials for struggling learners. The pre-kindergarten programs for three- and four-year-old students continues to expand, especially in offering full day programs at almost all BISD elementary campuses.

Demographic Challenges (Needs)

Daily student attendance percentages continue to show a drop from 2015-2016 (96.0%) to 2016-2017 (95.8%) which is the latest data in TAPR reports. Preliminary 2018-2019 data indicates a slightly downward trend although the district continues to match or exceed the state and region. BISD Fall Snapshot data shows over 3% or almost 1,500 students are classified as homeless.

1. need to expand efforts to recruit and retain students at all grade levels
2. need to decrease the disproportionality of students receiving special program services, especially those identified for special education, being sent to ISS, OSS, and DAEP
3. need for expansion of programs and services supporting parental, community and business involvement with students and schools
4. need for incentives to increase attendance by students and teachers
5. need to address the current last in first out guideline for reassigning faculty and staff in a way that is fair to faculty and campuses
6. need for incentives to support teacher retention and improve school climate
7. need to use appropriate technologies to increase opportunities beyond those available in the south border region of Texas
8. need for continued support for students of poverty to receive the health and nutritional supports necessary to be healthy students and increase attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: District enrollment continues to decline. **Root Cause:** Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Student Academic Achievement

Student Academic Achievement Summary

During the 2018-2019 school year, the Curriculum and Instruction Department provided support to district instructional staff in the areas of ELA, Math, Social Studies, Science, Early Childhood, and Physical Education / Health. Through the analysis of data using Tango software, Eduphoria, TEA summary reports, and various surveys, district and campus needs were identified and then ranked by the DEIC membership in April 2019.

BISD and Texas STAAR/EOC Data for 2017-2019 from TAPR Reports

STAAR Performance Rates	Year	BISD	Econ Disadv	EL (Current & Mon.)	Special Ed
All Grades All Subjects	2019	81%	79%	74%	50%
At Approaches Grade Level or Above	2018	78%	78%	61%	47%
	2017	76%	76%	60%	43%
At Meets Grade Level or Above	2019	52%	49%	41%	26%
	2018	49%	48%	24%	25%
	2017	45%	44%	24%	22%
At Masters Grade Level	2019	23%	21%	16%	11%
	2018	21%	20%	8%	10%
	2017	18%	17%	7%	8%

The entire BISD 2019 TAPR report is attached as an addendum to this plan.

Student Academic Achievement Strengths

In 2018-2019, a major factor contributing to district strengths continued to be the consistency in professional development opportunities across core areas supported on campus and in classrooms. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments. Other academic strengths included:

Frequent visitation of classrooms, involving modeling, coaching, and providing instructional support ensured constant monitoring of classroom

- instruction based on the diverse needs of the campus.
2. Collaboration of district and campus staff in analyzing of assessment data was critical to student outcome.
 3. Expansion of early childhood programs
 4. STEM curriculum required the implementation of project-based learning at all middle schools and introduced 6 cluster STEAM Academies at selected elementary campuses.
 5. Co-curricular and extra-curricular activities such as History Fair, Science Fair, Destination Imagination, Brainsville, STEM activities, Coding, Career and Technical CTOs, and Fine Arts were offered to BISD students to help keep them engaged and be able to apply experiences beyond the classroom, campus and district.

Student Academic Achievement Challenges (Needs):

Based on 2018 scores and progress throughout 2018-2019, BISD saw the following needs (note 2019 final results will not be out until October of 2019):

1. Need to improve Reading/literacy skills at all levels and in all content areas as well as Writing across the curriculum by providing supplemental instructional resources including materials and personnel.
2. Need to decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels
3. Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources.
4. Need to strengthen Early Childhood school readiness and continued expansion of district early childhood programs and services
5. Need to increase STEM/STEAM project-based learning integration into classroom instruction, especially at the elementary level.
6. Need to increase vertical alignment within the content areas to support spiraling of instruction and improve preparation for dual enrollment/Advanced Placement
7. Need to increase interdisciplinary planning across the content areas to better transfer of learning and increased rigor
8. Need for more effective use of assessment and monitoring software by classroom teachers and campus administrators
9. Need for additional workshops to focus on the revised blueprints of content in tested grade levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Reading/literacy skills at all grades and in all content areas are still below expectations based on latest available district and state assessments. **Root Cause:** (carried over from prior year) Continued need to implement literacy strategies across all content areas and at all grade levels with needed frequency and fidelity.

Problem Statement 2: Significant gaps still exist between all student performance and students serviced by Bilingual and Special Education Programs. **Root Cause:** (carried over from prior year) Continued need for differentiated student-centered instruction and implementation of RtI with fidelity and needed frequency.

District Processes & Programs

District Processes & Programs Summary

BISD has continued restructuring and relocating of departments over the past few years to strengthen the communication and collaboration between and among related departments and programs. Beginning with the 2016-2017 school year, area administrators started working with strategically chosen campuses instead of clusters; however, with in January 2019, the district reverted to cluster-based leadership at the Assistant Superintendent level. In part this was to ensure that strong campuses within the clusters worked more closely with their peer campuses that were not as strong and also to better support the vertical alignment within the 6 feeder patterns.

In the Curriculum Department, each respective content area developed, implemented, and monitored district frameworks that reflected research-based strategies and best practices. All core content areas conducted grade-level, department, chairperson meetings, content clinics, and on-campus/in-classroom professional development. The Fall and Spring Literacy Conferences focused on raising the district performance on all state assessments by supporting literacy strategies across the curricula. Furthermore, Curriculum and Instruction conducted campus monitoring through meeting with administrators, planning with teachers, classroom observations with feedback, and through district assessments.

English Language Arts

The district compiled an Action Plan for ELA in the summer 2017 that is to continue to be implemented for 2018-2019 through strategies included in the current District Improvement Plan. The ELA Action Plan provides guidelines for the implementation of the ELA Plan created in the summer of 2016 with the key strategies, activities, and monitoring actions that are needed to take place at each level. The documents also identified key personnel for following up on the implementation. Reading initiatives for 2018-2019 again included a Fall and Spring Literacy Conference to support literacy across grade levels and content areas.

Fiction and non-fiction literature was expected to be used as the basis for not only reading but writing throughout the district at all appropriate grade levels. In the area of writing, the major activities for 2018-2019 were the continuation of the “Dr. Kay” strategies for all teachers of core content areas at elementary and secondary levels. The district established the Edgenuity software as the basis for all credit recovery classes at the secondary level as well as supports for retesting for EOCs and TSI preparation.

Mathematics

The main activities for elementary math teachers were focused on professional learning communities with representation from each campus and on-campus/in-campus supports based on specific needs identified by campus leadership. Secondary math teachers were provided sustained professional development through department meetings and co-planning on campus and in-classroom activities.

Science

Teachers from both middle school and high school were also given the opportunity to participate in literacy strategy trainings that were provided by trainers from CPO, Vernier, Coach, Cut Ups, and Summit k12. The purpose of the trainings was to implement literacy strategies during laboratory activities in the classroom.

Social Studies

Social Studies professional development sessions continued to focus on interdisciplinary planning and instruction to sustain and strengthen social studies at the elementary level. At the secondary level, trainings continued to support the integration of primary sources, sheltered instruction, and additional intervention strategies.

Technology

The Technology Services Department provides support to all district wide campuses and offices for computing, networking, web services, and enterprise Technology systems. Our responsibilities include the following areas: Instructional Technology, Technology Training, Network, Voice/Data/Internet Systems, and more. Our technology department team is responsible for the management of the infrastructure throughout our school district.

District Processes & Programs Strengths

In 2018-2019, a major factor continuing to contribute to our strengths were the professional development opportunities across core areas that included special program teachers—especially Special Education and Career and Technical Education. Walkthroughs and observations showed the implementation of the strategies acquired during the staff developments. Co-curricular and extra-curricular activities such as CTE, Fine Arts, History, Science, and Math continued to see some increases in participation and students advancement beyond the district and region. STEM activities increased to include the middle school GreenpowerUSA car race and Coding instruction was expanded to include grade six BISD students.

Frequent visitation to campuses and classrooms ensured constant monitoring of classroom instruction based on the diverse needs of the district. Many on campus, in classroom activities involved modeling, coaching, and providing instructional support to both administration as well as teachers. Collaboration of district and campus staff in analyzing of assessment data was critical to improve student outcomes and address required System Safeguard improvement.

Significant gains have been made in the District Dropout Rate, Completion Rate, and Graduation Rate in the 2011-2018 academic school years. The increases are due to the concerted collaborative effort between district-level personnel and campus staff. Campuses have increased the number of graduates and decreased the number of dropouts by using prescriptive methods of intervention to assist students in passing state mandated tests and courses.

Research shows that high student attendance rates and campuses reaching their annual performance objectives will increase all students' educational potential. Determination of the final 2017-2018 attendance rate is pending but is expected to be about 96.6%. Although this rate is below the district's attendance goal, the BISD attendance rate has consistently remained above the state rate set at 95%.

District-wide Processes & Programs Challenges (Needs)

1. Need to improve Reading/literacy skills at all levels and in all content areas as well as Writing across the curriculum.
2. Need to address middle school students' problem with bullies (47% agree on both 2019 and 2018 surveys there is a problem with bullies at this school), up from 39% for 2016) (although 76% indicate feel safe for last 2 years' surveys).
3. Need to expand efforts to recruit and retain students at all grade levels.
4. Need to close the gaps between the academic achievement, Dropout Rate, Completion Rate, and Graduation Rate of all students to that of the At-Risk students in the District which indicates a need for improved implementation of the Bilingual, Special Education, Dyslexia, 504, At-Risk and other programmatic supports for struggling learners.
5. Need more professional development for teachers and administrators for instructional technology integration, meeting the needs of Special Education students, dealing with the social and emotional (and disciplinary) needs of students, and differentiation of instruction for all students.
6. ***Need to address curricular, technology, and safety/health resulting from COVID 19 Emergency Declaration: Closed--Instructing status and prepare for opening of school year under COVID 19 Federal and State recommendations. (added 5-18-2020)***

Program Specific Needs:

Title Program funds will be targeted to address the following identified areas of need:

1. Need for certified teachers and paraprofessionals to supplement instruction and reduce class size in an effort to improve student achievement and address the needs of low achieving students; (funds: Title I-A, Title II-A, and Title IV-A)
2. Need for supplemental instructional supplies, materials, equipment and technology related hardware and software. (Funds: Title I-A and Title IV-A)
3. Need for curriculum specialists in core content areas to assist teachers improve instruction; (Fund: Title I-A)
4. Need professional development opportunities to retain District and private school teachers and staff, including stipends and/or travel funds to attend state and out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings; (Funds: Title I-A, Title II-A, and Title IV-A)
5. Need for certification stipends for high demand areas (Funds: Title I-A and Title II-A) including for dual enrollment program teachers.
6. Need to provide STEM/STEAM/Coding activities in order to improve science, technology, engineering and math skills; (Funds: Title I-A, Title II-A, and Title IV-A)
7. Need for additional parental activities in an effort to increase family engagement and student academic success. (Fund: Title I-A)
8. Need to provide required supplemental student support services to eligible private schools and homeless students, as well as out-of-state travel for teachers of eligible students (Funds: Title I-A, Title II-A, and Title IV-A)

Career and Technical Education Needs:

1. Need to expand the use of technology by CTE teachers and students
2. Need to initiate, improve, expand and modernize CTE programs to ensure they are of sufficient size, scope, quality and effectiveness including prescriptive professional development for CTE staff
3. Need to establish and expand viable Business relationships with members of the community as Advisory Committee Members for the district and campuses.
4. Need to increase the number of work-based learning experiences for students to introduce them to all aspects of an industry;

5. Need to expand and revise programs that address the needs of special population students participating in CTE

Technology Needs:

1. Need to improve campus hardware and software
2. Need to increase Campus Technology Support staff numbers and capabilities
3. Need for professional development in technology integration into instruction (over 40% of teachers indicated the need for technology training on the Spring 2018 staff survey) for teachers and provide professional development for campus and district administrator for supporting and implementing educational technology.
4. Need to increase the available infrastructure to support on-line testing and student access including using Bring your own device (BYOD)
5. Need to improve means for parents and students to access on-line resources

Parent and Family Engagement Needs:

1. Need to expand programs and services supporting parental, community and business involvement with students and schools.
2. Need to provide more information to students about programs for Special Education, Bilingual and Migrant students.
3. Need to provide more parental activities to increase family engagement and student academic success.
4. Need to provide more professional development for technology integration for support staff.
5. Need to provide computers, printers, scanners, cell phones, tablets and the service maintenance.

Migrant Needs: After reviewing various data sources, the Migrant Education Department has determined that while many of the campuses are working diligently with the migrant students to ensure their academic success, there is still much to accomplished to improve the migrant students' performance especially in Grades 3-8 STAAR and the number of first grade students being retained.

1. Need to increase extended-day opportunities for first grade migrant students by having our elementary teachers focus on the lower grades.
2. Need to encourage campuses with the highest number of early grade migrant student retentions to conduct tutorials with their campus allocations.
3. Need to increase university and college awareness, College Assistance Migrant Program (CAMP) awareness by providing students the opportunity to visit Texas colleges and universities with and without CAMP programs to increase application and enrollment of Migrant students to higher learning institutions.
4. Need to continue to require elementary and middle school migrant teachers to access new computer programs and assessment results, using software such as Eduphoria and Tango, to improve instruction.
5. Need to provide additional resources for high school teachers in order to ensure that high school migrant students are prepared for and continue to perform well on End of Course (EOC) Assessments.
6. Need to provide migrant clerks with training in order to expedite the posting of information on NGS and provide smooth transition/transmission of student information upon entry and withdrawal.
7. Need to increase parental involvement and awareness of new graduation requirements for migrant students, overall awareness of the Migrant Program, and conduct a Migrant Program Evaluation by June 30th as required by ESSA Consolidated Federal Grant Application.
Need to maintain migrant student high school graduation rates by making budget allocations in order to provide access to Credit by Exam forms that

will need to be purchased.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Reading/literacy skills at all grades and in all content areas are still below expectations based on latest available district and state assessments. **Root Cause:** (carried over from prior year) Continued need to implement literacy strategies across all content areas and at all grade levels with needed frequency and fidelity.

Problem Statement 2: Significant gaps still exist between all student performance and students serviced by Bilingual and Special Education Programs. **Root Cause:** (carried over from prior year) Continued need for differentiated student-centered instruction and implementation of RtI with fidelity and needed frequency.

Perceptions

Perceptions Summary

Overall, while the district continues to be considered as the “Best Choice” by many parents and guardians, the continued decreases in enrollment have been interpreted by the BISD Board of Trustees as indicating a need to do more to market the district and highlight the significant recognitions garnered by students, campuses, and programs.

Data sources included in this summary are the BISD District compilations of Parent, Staff, and Student Campus Needs Assessment Surveys for 2014-2015 through 2018-2019. BISD’s Parent Surveys for 2018-2019 had 4,964 respondents (about 1200 more than Spring 2018 participation) with 62% responding in English and 38% responding in Spanish (a 4 percentage point shift to English over the past 2 years). This year, 54% of the parents surveyed had only one child attending schools in BISD while 31% had two children in the district (a slight increase over 2018).

Perceptions Strengths

The BISD Parent Survey indicators showed that parents were slightly less satisfied overall (under 80% for 2019 versus over 80% combining "strongly agree" and "agree" for the prior year) with the special program instruction provided while over 91% were in agreement that the regular education program "does a good job of educating students." Over 98% of parents agree that BISD teachers expect their children to do their very best. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 96%). About 65% (95% agreed) of all parents strongly agreed that they feel welcomed at their child's school. The Parental Involvement Department has identified the following as areas of strength:

1. Increased District parent participation at all levels
2. Combined strongly agree and agree statements are in the 95% range for parental support of schools and activities.
3. Over 1,800 informational parent meetings/trainings were conducted at the Campus and District level

Student survey data showed over 82% of the 10,205 elementary students who responded agree that they "Look forward to going to school each day." There was an increase from 72% of the 6,217 middle school students agreed with the statement in 2018 to 79% of the 7,569 students in 2019. In 2018, 66% of the 7,102 high school students agreed they looked forward to coming to school but this dropped slightly to 63% for 2019 of the 8,384 respondents. In response to "I think this is a good school," 78% of middle school agreed in 2018 up to 83% for 2019 while 80% of the high school students agree with the statement in 2018 dropped to slightly to 79%.

Perceptions Challenges (Needs):

Need to address perception among middle students at the secondary level that there is a problem with bullies (47% agree in both 2018 and 2019, up

from 39% for 2016) although 76% continue to feel safe. There was a drop this year in the strongly agree that their child is safe at the school both slightly improved (57% strongly agreed for 2019, 59% strongly agreed for 2018) compared to the Spring of 2017 (65%).

2. Need to address the significant differences in the responses regarding their peers for "strongly agree" for "Teachers consistently hold high academic expectations for all students." Elementary teacher respondents had over 64% strongly agree in 2019 and 59% in 2018. Middle school staff only had 49% strongly agree in 2019, down from 53% for 2018. High school staff had 38% strongly agree with the survey statement in 2019 up slightly from only 34% strongly agreed in 2018.
3. Need to provide more opportunities and/or reasons for predominately Spanish language parents to participate with campuses in parental involvement activities (only 54% of English respondents and 50% for Spanish respondents strongly agreed that they were involved in the school). Combined strongly agree and agree statements are in the 95% range but more parents need to strongly agree with statements to indicate a stronger support of our schools and their activities.
4. Need to address students' perception about cafeteria meals. (Surveys continue to show students say they liked the food served in the cafeterias with less than 40% of secondary students agreeing that they liked the lunch and less than 50% agreeing they liked breakfast.
5. Need to provide more awareness to parents of programs available for Special Education, Bilingual and Migrant identified students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: District enrollment continues to decline. **Root Cause:** Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Problem Statement 2: Students continue to report feeling safe at schools while expressing concerns about bullying at secondary campuses based on CCNA survey results. **Root Cause:** (from prior year) District-wide need for more social/emotional programs integrated into instruction and campus culture.

Priority Problem Statements

Problem Statement 1: Reading/literacy skills at all grades and in all content areas are still below expectations based on latest available district and state assessments.

Root Cause 1: (carried over from prior year) Continued need to implement literacy strategies across all content areas and at all grade levels with needed frequency and fidelity.

Problem Statement 1 Areas: Student Academic Achievement - District Processes & Programs

Problem Statement 2: Significant gaps still exist between all student performance and students serviced by Bilingual and Special Education Programs.

Root Cause 2: (carried over from prior year) Continued need for differentiated student-centered instruction and implementation of RtI with fidelity and needed frequency.

Problem Statement 2 Areas: Student Academic Achievement - District Processes & Programs

Problem Statement 3: District enrollment continues to decline.

Root Cause 3: Competition with charters, decreasing numbers of school age students, and perceptual concerns.

Problem Statement 3 Areas: Demographics - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Professional development needs assessment data
- TTESS data

- Equity data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Other additional data

Goals

Revised/Approved: May 13, 2019

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

Performance Objective 1: BISD student performance for all students, all grades, all subjects will exceed 2019 STAAR/EOC Approaches, Meets, and Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.





Evaluation Data Source(s) 1: STAAR/EOC performance reports













Summative Evaluation 1: Significant progress made toward meeting Performance Objective

















Targeted or ESF High Priority

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Next Year's Recommendation 1: Decrease the goal to 3 percentage points for 2020-2021

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>RDA</p> <p>Equity Plan Strategy</p> <p>1) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>Elementary: Sharon Wells Math, Language Enrichment, Envision, Coding Initiative programs, The Writers' Academy, TANGO software (PK-8).</p> <p>Secondary: LUCHA Program, STEM/STAMP, Edgenuity, Rosetta Stone</p> <p>K-12: Eduphoria AWARE, ELLEVATION, Mind Play, EL Writing Portfolios (including digital portfolios), Balanced Literacy Model, Pearson Math, Write for Success, TLI Cognitive Routines/Strategies, Inclusion (co-teach) Model, Dyslexia Lab, Texas Gateways, Adaptive Curriculum, EduSmart.</p> <p>Insert Spanish translation of the strategy...</p> <p>Population: All student groups Timeline: July 2019 to June 2020 DCNA: SA #1-3, 6 and 8 Revision approved by DEIC 9-16-2019</p>	2.4	Assistant Superintendents, C&I Administrators, and Specialists/Lead Teachers	<p>Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, 3-12, Fluency checks noted in elementary report cards</p> <p>Summative Impact: STAAR and EOC scores, TPRI/TJL Data, TELPAS and TERRA NOVA/Supera TMSFA</p> <p>+The district will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments.</p>				
<p>Problem Statements: Student Academic Achievement 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: 199 Local funds - 10.00, 162 State Compensatory - 50000.00, 211 Title I-A - 868585.00, 163 State Bilingual - 0.00, 263 Title III-A Bilingual - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs. Populations: All students and teachers for these students in core content areas. Timeline: every six weeks DCNA: SA#1-2	2.6	C&I Administrators, Dyslexia/504 Department Lead teachers	Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports Summative Impact: Improved STAAR scores, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.				
Funding Sources: 199 Local funds - 0.00, 162 State Compensatory - 0.00							
3) Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE Timeline: July 2019 to June 2020 DCNA: SA #1-2, Progs C&I #1	2.4	Assistant Superintendents, C&I Administrators, Specialists/Lead Teachers	Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks Summative: STAAR scores, EOC scores, EOY CIRCLE, CPALLS+ and OWL results +The district will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.				
Funding Sources: 199 Local funds - 0.00, 162 State Compensatory - 0.00, 211 Title I-A - 0.00							
4) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 12th Grade Students Timeline: July 2019 to June 2020 DCNA: SA #1-2, Progs C&I #1	2.6	Human Resources Administration, Federal Programs Administrators, Principals	Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Personnel Requisitions, Monthly Payroll Analysis, Walk-Throughs Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +5% Improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, TERRA NOVA Test Results				
Funding Sources: 255 Title II, Part A (TPTR/Class Size) - 1079535.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) *Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title II-A) *Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title I-A & Title II-A) Population: PK-3 to 12th Students Timeline: August 2019 to June 2020 CNA: SA#2, Demographics #4 and 5	2.6	Human Resources Administrators, Special Programs Administrators Principals	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE and TERRA NOVA Test Results for supported students.				
Funding Sources: 255 Title II, Part A (TPTR/Class Size) - 916629.00, 289-TIV Title IV-A Student Support and Acad. Enri - 657810.00, 211 Title I-A - 3253372.00							
6) Support campuses to develop 1 hr. academic accelerated instruction programs for student athletes to increase student-athletes focus on academic excellence, while committing to practicing sport skills each day. Population: All secondary student athletes Timeline: August 2019-May 2020 DCNA: SA#1		District Athletic Administration and Campus Principal	Formative Results: Progress reports, Report cards Summative Impact: Improved STAAR/EOC results for athletes				
7) Supplemental student support services will be provided to eligible private school students who are most in need of academic assistance. *Research-based professional development and its travel needs will be provided to teachers of eligible students. *Family and school engagement activities will increase parental involvement and will address the needs of eligible parents. Population: Eligible Private School Students Timeline: annually CNA: Progs-Title: #8		Federal Programs Administrators and Private School Administrators	Formative: Lesson Plans, Classroom Walk-Throughs, Classroom Grades, Six/Nine Week Grades Summative: End-of-year classroom grades +5% Increase on ITBS scores				
Funding Sources: 211 Title I-A - 237160.00, 255 Title II, Part A (TPTR/Class Size) - 79248.00, 289-TIV Title IV-A Student Support and Acad. Enri - 63969.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Reading/literacy skills at all grades and in all content areas are still below expectations based on latest available district and state assessments. Root Cause 1: (carried over from prior year) Continued need to implement literacy strategies across all content areas and at all grade levels with needed frequency and fidelity.
Problem Statement 2: Significant gaps still exist between all student performance and students serviced by Bilingual and Special Education Programs. Root Cause 2: (carried over from prior year) Continued need for differentiated student-centered instruction and implementation of RtI with fidelity and needed frequency.
School Processes & Programs
Problem Statement 1: Reading/literacy skills at all grades and in all content areas are still below expectations based on latest available district and state assessments. Root Cause 1: (carried over from prior year) Continued need to implement literacy strategies across all content areas and at all grade levels with needed frequency and fidelity.
Problem Statement 2: Significant gaps still exist between all student performance and students serviced by Bilingual and Special Education Programs. Root Cause 2: (carried over from prior year) Continued need for differentiated student-centered instruction and implementation of RtI with fidelity and needed frequency.

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





Performance Objective 2: BISD early childhood (PK-2) performance will increase by 5 percentage points over end-of-year 2019 results.













Evaluation Data Source(s) 2: OWL, CPALLS+, CIRCLE data. Progress based on MOY to MOY due to COVID 19 cancelling most end of year assessments.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Decrease the goal to 2 percentage points due to COVID-19 and new screener being added for 2020-2021

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) BISD will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria with NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria as well as other criteria. (supports Board Goal #1 priority) Population: PK-3 and 4-year-old students as of Sept. 1st Timeline: Annually DCNA: SA#4, SPP-C&I #3		Assistant Superintendents, Curriculum Administrators, NINOS Head Start staff	Formative: Teacher/student ratios 22:1 or less, Teacher Observations, BOY and MOY CIRCLE Test results, NWT Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE BOY to EOY improvement by 10% points. Note: TANGO Trends will track the CIRCLE data				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. HEB Read3 Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software Population: PK-All student groups Timeline: August 2019-May 2020 DCNA: CNA: SA#4, SPP-C&I #3		Assistant Superintendents, C&I Administrators, Specialists	Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Usage and Progress Monitoring Reports, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments				
3) Identified migrant three year old children will have the opportunity to enroll into the A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Population: 3-4 year old Migrant Students Timeline: August 2019 to May 2020 CNA: Progs-Migrant#1		District Migrant Staff	Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program				
Funding Sources: 212 Title I-C (Migrant) - 500.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: BISD Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates.









Evaluation Data Source(s) 3: Research Driven Accountability (RDA--was PBMA) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college.

Next Year's Recommendation 3: CCMR goals need to be included in 2020-2021

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2019 - July 2020 CNA: SA#1-3, Prog-CTE#1 & 5		CTE Administrative Staff Career Placement Officers Campus Assistant Principals	Formative: Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology. Summative: Increased numbers of students receiving endorsements, certifications and licenses.				
Funding Sources: 164 State Career and Technical Education - 0.00, 244 Perkins Grant (Fed. CTE) - 0.00							
2) BISD district and campus staff will collaborate with the P-TECH Planning grant TEA technical service provider to develop implementation plans for P-TECH Porter and Hanna Early College High Schools based on the P-TECH Blueprint. Population: Hanna and Porter ECHS staff and students Timeline: July 2019 to June 2020 CNA: See Planning Grant application, Prog-CTE#1 & 5		Assistant Superintendents, C&I Administrators, CTE Administrator, DAAS Administrator	Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) or Industry Certification Innovative Academy (ICIA) ECHS.				
Funding Sources: XXX Grant Funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							

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

Performance Objective 4: BISD will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.









Evaluation Data Source(s) 4: TSIs reports, dual enrollment credit reports, AP score reports, ECHS Blueprint













Summative Evaluation 4: Met Performance Objective

Targeted or ESF High Priority

TEA Priorities: 3. Connect high school to career and college.

Next Year's Recommendation 4: Add Dual Enrollment program to address non-cohort student participation and success.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implement a comprehensive Texas Success Initiative (TSI) prep or remediation plan beginning in the 8th grade and continuing through high school with the expectation that all BISD students will graduate college ready. Population: all secondary students Timeline: July 2019 to June 2020 CNA: SA#1-2, 6, and 7	2.5	Assistant Supts for C&I Administrator for Department of Advanced Academics ECHS Campus Principals	Formative Results: TSI test taking and passing data by campus and grade Summative Impact: Increased percentage of students passing each and all TSI assessments at each grade level over previous year.				
2) Implement the school within a school early college high school model at all comprehensive high schools for 9th-10th grade cohort students using the TEA ECHS Blueprint as the guide and ensuring all Blueprint benchmarks are met. Population: all ECHS staff and students Timeline: July 2019 to June 2020 CNA: SA#6-7		Asst. Supt. for C&I, Administrator for Department of Advanced Academics Campus Principals ECHS Directors	Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas				
Funding Sources: 199 Local funds - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) BECHS will implement the wall-to-wall ECHS model for students in grades 9-12 using the TEA Blueprint as its guide and ensuring all benchmarks are met annually. Population: all BECHS staff and students Timeline: July 2019 to June 2020 DCNA: SA#6-7		Administrator for Department of Advanced Academics Campus Principals ECHS Directors	Formative Results: ECHS cohort enrollment and retention reports with student demographics, minutes and reports presented to ECHS Cabinet Summative Impact: Meet or exceed ECHS Blueprint in all areas				
	Funding Sources: 199 Local funds - 0.00						
4) Increase vertically aligned course offerings in grades K-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness. Population: all K-12 students and teachers Timeline: August 2019 to May 2020 DCNA: SA#6-7	2.4	Curriculum Administrators DAAS and Fine Arts Administrators	Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores				
	Funding Sources: 289-TIV Title IV-A Student Support and Acad. Enri - 168000.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

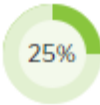



Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 5: 50% of migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase 5%. (revised 10-21-2019)

Evaluation Data Source(s) 5: Results-based Data Analysis Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Being moved to Migrant Action Plan as required by TEA Migrant Program

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) *All migrant students will receive grade appropriate school supplies, clothing and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. *All PFS migrant students will receive supplemental supports services before other migrant students. *All migrant students will have an opportunity to attend a PFS Learning Academy. *All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2019 to May 2020 DCNA: SA#1, SPP-Migrant#2, 4, and 5		District Migrant Coordinator and Principals	Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased	 25%	 55%	 85%	
Funding Sources: 212 Title I-C (Migrant) - 245000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Migrant 8th and 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams. Population: 8th and 9th grade migrant students Timeline: January 2020 DCNA: SA#2, Progs#3		District Migrant Coordinator and Campus Principals	Formative: Six Weeks grades and PFS Monitoring Tool Summative: +Increased Algebra I and EOC passing rates				
Funding Sources: 212 Title I-C (Migrant) - 6000.00							
3) The Migrant Department will conduct an evaluation of the Migrant Education Program in order to determine specific interventions/programs needed to better service migrant students. Timeline: May 2020 DCNA: SPP-Migrant#8		Migrant Services Coordinator	Formative Results: Copy of Program Evaluation Summative Results: Increase in students receiving services				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
4) All migrant students will be provided with training and support in the use of academic tools and resources to increase success in reading and mathematics. Population: all migrant students Timeline: August 2019 to May 2020		District Migrant Coordinator Migrant Counselor Campus Migrant staff	Formative: Training sign-in sheets Summative: increased reading and math state assessment scores for migrant students				
Funding Sources: 212 Title I-C (Migrant) - 1000.00							
5) The campus migrant clerks will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Population: PFS and Migrant Students Timeline: August 2019 to June 2020 DCNA: SA Strength #5, SPP-C&I #4		Migrant Coordinator Campus Principals Migrant Campus staff	Formative: Attendance roster into Migrant lab, Phone logs, 3 wk progress reports, and Six Weeks grades Summative: +End of year state assessment scores				
Funding Sources: 212 Title I-C (Migrant) - 160000.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							









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









Performance Objective 6: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education, and CTE programs by 5% over 2018-2019 participation.













Evaluation Data Source(s) 6: Regional and state competition participation numbers

















Summative Evaluation 6: Significant progress made toward meeting Performance Objective





















Next Year's Recommendation 6: May need to adjust to address COVID 19 impact on showcase opportunities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Elementary, Middle School, and High School Teachers will be provided with training and materials to promote participation in STEAM and Robotic Competitions at the campus, district, and regional level. Population: Grades 3-12 teachers and students Timeline: July 2019 - June 2020 DCNA: SA#5		Curriculum Specialists for Math and Science, Science Fair Coordinators, STEM Coordinator	Formative Results: Training documentation and evaluations Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes.				
Funding Sources: 199 Local funds - 0.00, 211 Title I-A - 0.00, 289-TIV Title IV-A Student Support and Acad. Enri - 88045.00							
2) Science Fair Sponsors and Coordinators will be provided with training and materials to promote participation at the campus, district, regional, state, and international level by increasing student awareness of Science Technology, Engineering and Mathematics concepts building a pathway for STEM and college/ career readiness. Population: Grades 3-12 teachers and students Timeline: July 2019 to June 2020 DCNA: SA#5 and 7		Curriculum Specialists for Math and Science, Science Fair Coordinators, Math and Science Department Chairs	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. +Increase number of students in STEM classes				
Funding Sources: 199 Local funds - 0.00, 164 State Career and Technical Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Connect high school to career and college 3) Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI. Population: Grades K-12 teachers and students (especially G/T identified students) Timeline: August 2019 to May 2020 DCNA: SA#7, SPP-C&I #4		Advanced Academics Administrator Advanced Academics Lead Teachers Campus Administration	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Brainsville Inventions (3rd-12th) 10% increase in student participation at the district level. +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels. +Poet's Convention (6th-8th) 10% increase in student participation at the district level. +Stock Market Games(4th-12th) 10% increase in student participation at the district level. +UIL Academics (4th-12th) 10% increase in student participation at the district and state level.				
Funding Sources: 199 Local funds - 0.00, 199 G/T Advanced Academics - 0.00							
TEA Priorities Connect high school to career and college 4) CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSO's) so that leadership, communication and soft skills may be developed. Population: CTE students Timeline: August 2019 to July 2020 DCNA: SPP-CTE#1-5		CTE Administration Campus Administrators Career Placement Officers	Formative Results: Documentation for Students competing at the regional, state and national levels. Summative Impact +increased participation and success in CTE-related competitions +Increase accolades for students in respective competitive areas				
Funding Sources: 199 Local funds - 0.00, 164 State Career and Technical Education - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Connect high school to career and college 5) Elementary, Middle School and High School teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. History Day Sponsors, Mock Trial sponsors and department chairs will be provided with training throughout the year in order to increase participation in competition at the district, regional, state and national level. Population: Grades 3-12 teachers Timeline: August 2019 - May 2020 DCNA: SA Strength #5, SPP-C&I #4		Curriculum Administrators Admin. for DAAS, Social Studies Specialists	Formative Results: Training agendas and flyers PDS attendance and evaluation reports Summative Impact: +10% increase in campus entries for History Day at the district, regional, and state level. +10% increase in campus entries for Mock Trial at the regional level. Maintain campus participation in Brownsville Kids Voting at the district level.				
	Funding Sources: 199 Local funds - 0.00, 199 G/T Advanced Academics - 0.00						
6) Teachers/sponsors will be provided with training and materials to promote participation in American Mathematics Competition (AMC) and Mathcounts at the campus, district, and regional level. Population: Grades 3-12 teachers and students Timeline: August 2019 to May 2020 DCNA: SA Strength #5, SPP-C&I #4		Curriculum Administrators Admin. for DAAS, Math Specialists	Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +AMC (6th to 12th) 10% increase in student participation at the district level. +at least 4 middle school campuses will participate in Mathcounts competition in 2018-2019				
	Funding Sources: 199 Local funds - 0.00						
7) BISD will host the annual District Spelling Bee for all elementary and middle school campuses to qualify students to advance to the regional Spelling Bee. Population: All 3-8th grade students Timeline: November 2019 to February 2020 DCNA: SA Strength #5, SPP-C&I #4		Curriculum Administrators, ELA Specialists	Formative Results: Spelling Bee results for district, regional and state levels Summative Impact: +participation in Spelling Bee by all Elementary and Middle School Campuses +Increased level of competition success beyond district and regional levels				
	Funding Sources: 199 Local funds - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) All elementary and middle school campuses will participate in in-school opportunities and after school opportunities to learn coding for Elementary and Middle School students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Population: Elementary and Middle School Coding program participating students Timeline: August 2019 to May 2020 DCNA: SA Strength #5, SPP-C&I #4		Instructional Technology Services Administration, Technology Lead Teachers, Principals	Formative Results: 1. "Club" rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance				
	Funding Sources: 199 Local funds - 0.00, 289-TIV Title IV-A Student Support and Acad. Enri - 123100.00						
9) Elementary and secondary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events, and public performances. Population: all students K-12 Timeline: August 2019 to May 2020 DCNA: SA Strength #5, SPP-C&I #4		District Fine Arts Administrators, Principals Campus directors	Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases				
	Funding Sources: 199 Local funds - 0.00						
10) Increase enrollment in fine arts programs by conducting recruitment concerts and visits Population: all K-12 students and teachers Timeline: November 2019 to May 2020 DCNA: SA Strength #5, SPP-C&I #4		District Fine Arts Administrators, Principals Campus directors	Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments over prior year				
	Funding Sources: 199 Local funds - 0.00						
11) To increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics. Population: All Student athletes Timeline: November 2019 to May 2020 DCNA: SA Strength #5, SPP-C&I #4		Athletic Department administration, Campus Principals, Athletic Coordinators	Formative Results: Campus master schedules, P.E. teacher/Coach class rosters and team rosters, choice slips. Summative Impact: increased PEIMS Enrollment Reports, Athletic Coordinator Reports				
	Funding Sources: 199 Local funds - 0.00						





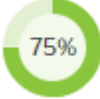



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Schedule Cluster campus visits with student-athletes and their feeder schools to present athletic programs in order to increase participation in athletic programs at all levels. Population: All Students Timeline: January 2020 to May 2020 DCNA: SA Strength #5, SPP-C&I #4		Athletic Department Administrator, Campus Principals, Athletic Coordinators	Formative Results: Presentation Schedules, Choice slips for athletic classes. Summative Impact: increased Team and Class rosters on Rank One				
Funding Sources: 199 Local funds - 0.00							
13) Conduct Sports camps at each level and a 6th grade try-out at the end of the year to increase participation in athletic programs. Population: All secondary students and incoming 6th grade students Timeline: May 2020 DCNA: SA Strength #5, SPP-C&I #4		Athletic Department Administrator, Campus Principals, Athletic Coordinators	Formative Results: Sign-in sheets, Try-out reports, choice slips, master schedule Summative Impact: Increased enrollment in Pre-Athletic Programs				
Funding Sources: 199 Local funds - 0.00							
14) Expand the number of teams at the middle school level for tennis (boys and girls) and baseball teams (boys only) for all campuses (pending CFO approval for additional funds for officials, coaching stipends, meals, and transportation) Population: All middle school students Timeline: October 2019 to February 2020 DCNA: SA Strength #5, SPP-C&I #4		Athletic Department Administrator, Campus Principals, Athletic Coordinators	Formative Results: Team rosters, Master Schedules Summative Impact: Improved Rank One Sport Information compared to prior year.				
Funding Sources: 199 Local funds - 0.00							
15) Increase Space-related STEM/STEAM opportunities for BISD students including Space Settlement Design Tournament and Space Entrepreneur Summer Academy as well as other activities during the school year. Population: secondary students Timeline: July 2019 to June 2020 DCNA: SA#5 and 7, SPP-CTE#1-5		Administrators for C&I, CTE, and funding sources	Formative: student surveys Summative: Student participation in Space activities and surveys				
Funding Sources: 164 State Career and Technical Education - 35000.00, 211 Title I-A - 100000.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

Performance Objective 1: All BISD facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 3)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan, progress on major upgrades of facilities.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All district program areas and campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		District Administration Campus Administration Facilities and maintenance staff	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage				
Funding Sources: 199 Local funds - 0.00							
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Population: All department and campus facilities Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		District Administration Campus Administration Facilities and maintenance staff	Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
Funding Sources: 199 Local funds - 0.00							









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campus and program staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Population: all students and staff Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		District Administration Campus Administration Facilities and maintenance staff	Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities				
Funding Sources: No Funds Required - 0.00							
4) Provide middle school 4-lane tracks to promote a safe running and walking area for all P.E./ Athletics students to work on TEA TEKS fitness goals that will improve the students' cardiovascular endurance and overall fitness. Beginning with Besteiro MS, then Lucio MS and then Vela MS--continuing as TRE funds are designated. Population: All middle school students Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		Athletic Department Administrator Facilities and Maintenance, Campus Principals, Athletic Coordinators	Formative Results: Evaluation Report of existing facilities, District and Campus budgets, Master Schedules Summative Impact: Improved Fitness Gram, Rank One Sport Information, and Completed facilities				
Funding Sources: 199 Local funds - 0.00							
5) Turf the Pace, Hanna, Veterans, and Rivera high-school football/soccer game fields which will provide opportunities for Athletics/P.E. students to complete the TEA TEKS for team sports on a safe terrain. Upgrading P.E. fields which serve as a classroom for students, will motivate them to participate in District athletic programs. Population: All high school students Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		Athletic Administrator, Campus Principals (HS), Athletic Coordinators (HS)	Formative Results: budget allocations, Number of games/practices cancelled during the individual sport seasons due to inclement weather. Summative Impact: Reduced injuries, less maintenance cost for maintaining/stripping fields, and fewer game cancellations				
Funding Sources: 199 Local funds - 0.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

Performance Objective 2: Plan draft (specification description) for a multi-purpose Performing Arts Center including input from all appropriate stakeholders.

Evaluation Data Source(s) 2: Presented draft plans--Note: Board originally approved LOI agreement but has tabled the process until next year.

Summative Evaluation 2: No progress made toward meeting Performance Objective













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will create a Multi-purpose performing arts Center Committee including representation from all appropriate stakeholders to meet to develop the plan. Population: BISD Stakeholders Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		District Administration, Campus Administration Facilities and Maintenance staff	Plan to be used to move forward with the design and funding of a multi-purpose center. Formative: committee agendas and minutes Summative: Plan of design for use to establish funding				
	Funding Sources: 199 Local funds - 0.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

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

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

Evaluation Data Source(s) 1: Fiscal reports for district, internal and external audit reports and FIRST ratings. Additional expenditures due to COVID-19 are being offset where possible from other budgeted funds that cannot be currently expended.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		District Administration, Campus Administration, DEIC/SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports				
	Funding Sources: 211 Title I-A - 2168623.63						
2) BISD will use available funds to address the needs created by the district designation of "Closed--Instructing" per emergency declarations by the Governor of Texas and the Texas Education Agency. Population: BISD Stakeholders Timeline: March 2020 to June 2020 DCNA: COVID 19 pending DEIC approval May 18, 2020		Deputy Superintendent for Business and Operations Chief Financial Officer	Summative: fund reports for addressing COVID 19				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers. Teachers increases were included in the budget for 2019-2020 and will be continued.

Summative Evaluation 2: Some progress made toward meeting Performance Objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Population: high poverty/ high minority/ low performing campuses students Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority		CFO, HR Administration	Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan				
	Funding Sources: 199 Local funds - 0.00						
2) Develop incentives for teachers from business and community resources to improve attendance and performance. Population: Teachers at all campuses Timeline: July 2019 to June 2020 DCNA: Board Goal #4 priority							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The district will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. Population: all BISD faculty and staff Timeline: July 2019 to June 2020 DCNA: Board Goal #3 priority and ESSA Plan priority		HR Department staff Campus SBDM Committees	Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates				
Funding Sources: 199 Local funds - 0.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							


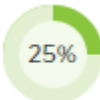
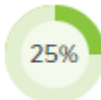





Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: All District program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to expand digital engagement for the district.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues and will establish a district-wide rotation to ensure participation of all campuses. Population: BISD Stakeholders Timeline: July 2019 to June 2020 DCNA: Board Goal #4 priority		PIO, District Administration, Campus Administration	Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles				
	Funding Sources: 199 Local funds - 0.00						
2) Departments and campuses will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: July 2019 to June 2020 DCNA: Board Goal #4 priority		PIO, District Administration, Campus Administration	Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/ showcases				
	Funding Sources: 199 Local funds - 0.00						













Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) All departments and campuses will update websites at least weekly including showcasing student and community activities. Population: BISD Stakeholders Timeline: July 2019 to June 2020 DCNA: Board Goal #4 priority		PIO, District Administration, Campus Administration	Campus and district websites will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results				
Funding Sources: 199 Local funds - 0.00							
4) Increase Parent and Community awareness of Distribution of District Wide Attendance Initiatives held each semester by Pupil Services Department. Population: all BISD students Timeline: one each in Fall and Spring Semesters DCNA: Board Goal #4 priority		Superintendent CFO, Pupil Services Administrator, PEIMS Administrator, Public Information Administrator	Formative results: Published list of campuses receiving awards, Awarding of donated funds and prizes Summative impact: +Increased PEIMS District and Attendance Percentage rates.				
Funding Sources: 199 Local funds - 0.00							
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

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

Performance Objective 2: The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Source(s) 2: School calendar showing earlier start date.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will provide information through various media on the District of Innovation Plan. Population: BISD Stakeholders Timeline: July 2019 - June 2020 Need: Decreasing enrollment/ Board approved goal		Public Information Officer, District Administration	Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative: list of media distribution of information and questions asked at presentations/ public venues Summative: passing of DOI by Board and approval of revised district calendar				
2) The DEIC Calendar committee will provide multiple options to be considered by the Administration to submit to the BISD Board of Trustees for approval. *Revisions to be made to address COVID 19 Closed--Instructing and TEA guidance for opening for the 2020-2021 school year. Population: BISD Stakeholders Timeline: November 2019 - March 2020 Need: Decreasing enrollment/ Board approved goal (revised 5-18-2020 to address COVID 19)		Deputy Superintendents, DEIC Calendar subcommittee, Assistant Superintendent for C&I	Formative: draft Academic Calendars Summative: Adopted Academic Calendar				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

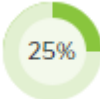







Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)













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

Evaluation Data Source(s) 1: BAC placement data for 2017-2018, 2018-2019 and 2019-2020, PEIMS discipline report data, PowerSchool report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Students will begin with home campuses at beginning of 2020-2021 and keep same decrease.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) In order to prevent discipline incidents and/or referrals to BAC all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Population: All Students/parents; campus personnel Timeline: July 2019 to June 2020 DCNA: Demo#2		Pupil Services Administrator Campus Behavior Coordinators	Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Impact: end of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide				
Funding Sources: 199 Local funds - 0.00							
2) Campuses will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campuses will use the district database software programs to document and monitor RtI plans. Population: All Students Timeline: July 2019 to June 2020 DCNA: Demo#2		District RtI Administrator Campus RtI Administrator Campus Counselor	Formative Results: RTI documentation, Discipline reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data Decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC.				
Funding Sources: 199 Local funds - 0.00, 162 State Compensatory - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Review of all proposed discretionary and mandatory removals/placements including documented interventions of all special education students will be done by Special Services and BAC administration. Population: All special education students Timeline: July 2019 to June 2020 DCNA: Demo#2		Special Services Administration BAC Administration	Formative Results: BAC packet checklist forms and documented interventions showing approval from both BAC and Special Services Summative Impact: +Decrease in the number of special education students removed to BAC compared to previous school year. +Reduce the disproportionate placement of special population students to BAC.				
	Funding Sources: 199 Local funds - 0.00						
4) Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and de-escalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus. Population: All Students Timeline: July 2019 to June 2020 DCNA: Demo#2		Guidance & Counseling Administrator, Campus Behavior Coordinator and/or designee	Formative Results: Student sign-in sheets, Counselor's logs, Audits, Evaluation sheets, Training sign-in sheets Summative Impact: +Discipline PEIMS Report Data reflecting a reduction in placements to a DAEP per campus.				
	Funding Sources: 199 Local funds - 0.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							









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






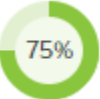






Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Need to monitor more closely as students return to regular campuses settings.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campuses will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: July 2019 to June 2020 DCNA: Demo#2		District RtI Administrator Special Services Behavior Specialists Campus RtI Administrator	Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.				
Funding Sources: 199 Local funds - 0.00							
2) Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: July 2019 to June 2020 DCNA: Demo#2		Pupil Services Administrator, Security Services Administrator	Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Population: all students Timeline: July 2019 to June 2020 DCNA: Demo#2, SPP-C&I #3		RTI Administrator, Special Educational Service Administrator, Police and Security Administrator, PEIMS Administrator, and Campus Administration	Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease				
Funding Sources: 199 Local funds - 0.00, 162 State Compensatory - 0.00							
4) Campus Counselors and community/non-profit organizations, will address current mental health, safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education. Population: All Students, Counselors, Campus staff, and parents/guardians Timeline: July 2019 to June 2020 DCNA: Demo#2, SPP-C&I #3		Guidance & Counseling Department	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				
Funding Sources: 289-TIV Title IV-A Student Support and Acad. Enri - 316210.00							
5) Decrease removals to OSS or to DAEP through the implementation of an ISS program at each secondary campus by providing the cost of a full-time-equivalent (FTE) certified teacher to staff the ISS classroom (if budget approved). Population: All secondary students Timeline: July 2019 to June 2020 DCNA: Demo#2, SPP-C&I #3		Pupil Services administration Campus Administration	Formative Results: Master Schedule, FTE assignment Summative Impact: discipline data shows decrease in removals to OSS or to DAEP compared to previous year				







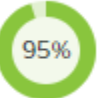

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<div><div><div><div></div><div>100%</div></div><div>= Accomplished</div></div><div><div><div></div></div><div>= Continue/Modify</div></div><div><div><div></div><div>0%</div></div><div>= No Progress</div></div><div><div><div></div></div><div>= Discontinue</div></div></div>							

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

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

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plans. Population: All Students and staff at all campuses and departments Timeline: July 2019 to June 2020 DCNA: State requirement		Security Services Department	Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019				
	Funding Sources: 199 Local funds - 0.00						
2) Place and assign security officers throughout the year at each elementary, middle and high school. Two Officers will be stationed at each comprehensive High School (including BAC and BLA. One officer at BECHS and Lincoln Park and all Middle Schools. Population: All Students Timeline: July 2019 to June 2020 DCNA: Demo#2, SPP-C&I #3		Security Services Department	Formative Results: Security Officers and Police Officers work schedule assignments Summative Impact: +end of year assignments indicating all campuses have officer and or security officer in place				
	Funding Sources: 199 Local funds - 0.00						









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Security Staff, Campus Administration, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community, Emergency Response Team (CERT), and Truancy. Population: All Students, staff and parents/guardians Timeline: July 2019 to June 2020 DCNA: Demo#2, SPP-C&I #3		Security Services Administration	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				
	Funding Sources: 289-TIV Title IV-A Student Support and Acad. Enri - 49000.00						
4) Campuses will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: July 2019 to June 2020 DCNA: Demo#2, SPP-C&I #3		Security Services Campus Administration	Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills.				
	Funding Sources: 199 Local funds - 0.00						
5) BISD will initiate professional train the trainers for teaching campus faculty and staff appropriate procedures for all hazards (including active shooter procedures) beginning with high schools and middle schools then continuing with elementary campuses with turn around of training within one month of TOT during 2019-2020. Population: Campus faculty and staff Timeline: July 2019 to June 2020 DCNA: Demo#2, SPP-C&I #3		Security Services Campus Administration	Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT				
	Funding Sources: 199 Local funds - 0.00						
<div><div></div><div>= Accomplished</div></div> <div><div></div><div>= Continue/Modify</div></div> <div><div></div><div>= No Progress</div></div> <div><div></div><div>= Discontinue</div></div>							









Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (BISD Board Goal #5) (TEA Ch. 4, Obj. 1)





Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.





Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates









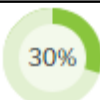
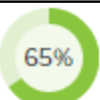
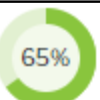

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

















Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>Electronic equipment/Software will be provided for parent contact; home visits, phone calls and/or obtain signatures, document history of parent contact through eSchools for attendance purposes and provide training for Building Capacity.; i.e. computer, tablets, scanner, printer and charging cart.</p> <p>Collaborative efforts in providing a district-wide parent notification system; School Messenger. Liaisons will monitor and follow-up on documentation after parent notifications are mailed out regarding student absences.</p> <p>Further development for document alignment on eSchools for Parent and Attendance Liaisons.</p> <p>Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: August 2019 to May 2020 DCNA: Demo#3, DPPS- Tech#1, PFE #1,3; PERC#3 & 5, PFEN #5,6; SPP-Parental #1 and 3 ESSA Element/ priority</p>		Federal Programs Administrator Parent & Family Engagement Administrator, Migrant and State Compensatory Coordinators	<p>Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores</p> <p>Increase attendance % rate Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs. Increase on-time graduation Increase parents surveyed with greater understanding of migrant program</p>				
<p>Funding Sources: 199 Local funds - 36000.00, 211 Title I-A - 364739.37, 212 Title I-C (Migrant) - 30000.00</p>							
<p>2) Conduct the following annual Title I-A required activities: * Disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website.</p> <p>Timeline: August 2019 to May 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority Population: Parents Timeline: Feb. 2020 to April 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority</p>		Parent and Family Engagement Administrator and Staff	<p>Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas</p> <p>Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations</p>				
<p>Funding Sources: 211 Title I-A - 500.00, 199 Local funds - 3000.00</p>							









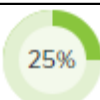







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Ensure representation of community and parent involvement in the decision-making process; DPAC, LPAC and SBDM's. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: Feb. 2020-May 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority		Parent and Family Engagement Administrator and Staff	Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members				
	Funding Sources: 211 Title I-A - 500.00						
4) Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers. *Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. -District-wide parent conferences, cluster meetings, Fairs and seminars. *Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Population: Parents and Community Timeline: Aug. 2019-May 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority		Parent and Family Engagement Administrator and Staff Public Information Officer Human Resource Specialist	Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets Summative impact: +Increased Partnerships and Parent Volunteers by 5%				
	Funding Sources: 199 Local funds - 9000.00, 211 Title I-A - 3000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Meet with the Title I-A District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups. Population: Parents Timeline: October 2019 and March 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3		Parent and Family Engagement Administrator and Staff Bilingual, GT, Migrant, Special Ed. Administrators Principals Parent Liaisons	Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions				
	Funding Sources: 211 Title I-A - 4500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Provide flexible meeting times for Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) -College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. <p>Obtain the necessary equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents.</p> <p>Population: Parents</p> <p>Timeline: Aug. 2019-May 2020</p> <p>DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3</p> <p>ESSA Element/ priority</p>		<p>Parent and Family Engagement Staff, Special Services Administrator, Family Center Staff and Department Staff Technology Services Staff C&I Specialist Dyslexia Dept. Administrator</p>	<p>Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p>				
<p>Funding Sources: 166 State Special Ed. - 139000.00, 199 Local funds - 1000.00, 211 Title I-A - 5000.00, 212 Title I-C (Migrant) - 0.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. Population: Parent and Family Engagement and Migrant funded Staff and Parents Timeline: Aug. 2019-May 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3		Parent and Family Engagement and Migrant Coordinators and Staff	Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments				
Funding Sources: 211 Title I-A - 10000.00, 212 Title I-C (Migrant) - 5000.00							
8) Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved. Population: Parents Timeline: August 2019-May 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority		Parent and Family Engagement Administrator and Staff	Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals				
9) BISD Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD webpage and disseminated by Parent Liaisons and Pre-kindergarten teachers. Population: all Pre-kindergarten faculty, staff and parents Timeline: July 2019 to May 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3		Curriculum Early Childhood staff Campus principals	Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with BISD Pre-K program				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Parents of migrant PK-2nd grade students will be provided with monthly sessions on how to access resources to academically support their children more effectively, especially for literacy. *Migrant parents will be provided with strategies and means to access reading and math resources to support their children. Population: PFS and Migrant Student and Parents Timeline: August 2019-June 2020 CNA: Demo#5, Perc#1-2, Progs-Migrant#8		District Migrant Coordinator Migrant Funded: Parent Liaison Recruiters MSC	Formative: Pre- and Post-Parent Surveys Summative: EOY Assessment Results +Increased Promotion Rate				
	Funding Sources: 212 Title I-C (Migrant) - 1000.00						
11) All migrant parents will be invited to participate in a Migrant Send-Off activity in which District and community agencies will provide information which will assist in the transition from one District to another. Population: Migrant Parents and Students Timeline: March 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3		District Migrant Coordinator Migrant Counselor Parent Liaison Recruiters	Formative: Sign-In Sheets Summative: +Increased # of students returning with grades				
	Funding Sources: 212 Title I-C (Migrant) - 1000.00						
12) Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation. Population: All migrant parents Timeline: November 2019 and March 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3		District Migrant Coordinator Migrant Parent Liaison	Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities				
	Funding Sources: 212 Title I-C (Migrant) - 250.00						
13) A district-wide Migrant Parent Advisory Committee (PAC) will provide meaningful consultation to ensure that the planning, implementation, and evaluation of local MEP activities and services is relevant to migrant students. Population: Migrant parents and students Timeline: October 2019, December 2019, February 2020, March 2020, April 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3		District Migrant Coordinator Migrant Parent Liaison	Formative: Sign-In Sheets & Evaluations Summative: +Increased parental involvement over prior year				
	Funding Sources: 212 Title I-C (Migrant) - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
14) Migrant funded parent liaison will assist the district campuses by providing awareness sessions to parents upon request. Population: Parents Timeline: September 2019 - June 2019		District Migrant Coordinator Migrant Parent Liaison	Formative Results: BISD Instructional Feedback Form Summative Impact: More parents will report awareness of Migrant Program.				
Funding Sources: 212 Title I-C (Migrant) - 10000.00							
15) Each Title I-A, campus has and provides a School-Parent-Student Compact that outlines how the parents, the entire school staff, students and the parents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State's high standards. Elementary campuses will conduct a parent/teacher conference to review the S-P-S Compact. Timeline: August 2019 to May 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority		Parent and Family Engagement Administrator and Staff	Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				
16) Convene an annual Title I-A Meeting to notify parents of their school's participation in the Title I-A program, to explain the program requirements, and to inform parents of their right to be involved. Timeline: August 2019 to December 2019 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority		Parent and Family Engagement Administrator and Staff	Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				
17) Conduct Parent Consultation for feedback and evaluate/review results of the effectiveness of the campus Parent and Family Engagement program. Develop, review/revise jointly with parents and agreed upon the Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/campus level and the S-P-S Compact for 2020-2021. Population: Parents Timeline: Feb. 2020 to April 2020 DCNA: Demo#3, Perc#3 & 5, SPP-Parental #1-3 ESSA Element/ priority		Parent and Family Engagement Administrator and Staff	Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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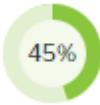



Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)









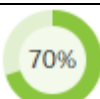
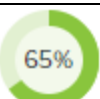
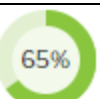

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance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









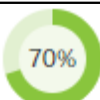
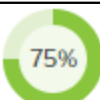
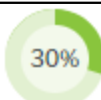

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations













Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue and increase program specific online professional develop

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2019 to June 2020 DCNA: SA#1-9, SPP-C&I #1, 4, 5, Progs-Title#3 & 4		Assistant Superintendents, C&I Administrators, Specialists	Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 percentage point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.				
Funding Sources: 211 Title I-A - 1467712.00, 162 State Compensatory - 45635.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Assist campuses with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Population: All stakeholders Timeline: July 2019 to June 2020 DCNA: SA#1-9, SPP-C&I #1, 4, 5, Progs-Title#3 & 4		Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers	Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA				
Funding Sources: No Funds Required - 0.00, 289-TIV Title IV-A Student Support and Acad. Enri - 129750.00							
3) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2019 to June 2020 DCNA: SA#1-9, SPP-C&I #1, 4, 5, Progs-Title#3 & 4		Assistant Superintendents C&I Administrators Specialists/ District Lead Teachers	Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.				
4) Increase the rigor of the district Honors and Advanced Placement program of instruction at the middle and high school levels based on a progression of aligned courses and through annual training. Populations: All subpopulation students and teachers for these students in core content areas and CTE Timeline: July 2019 to June 2020 DCNA: SA#1,& 9, SPP-C&I #4 & 5, Progs-Title#3 & 4		Assistant Superintendents C&I Administrators Principals	Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Pre-AP/AP Student Applications, Pre-AP/AP Commitment/Contract Training agendas and evaluations Summative Impact: Improve STAAR and EOC student scores, AP tests and other college readiness assessment results by 5 percentage points.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, Arts, and Mathematics initiative and Middle School STEM program. Population: STEAM Teachers for elementary and MS STEM Teachers Timeline: July 2019 to June 2020 DCNA: SA#1 & 5, SPP-C&I 5, Progs-Title#3 & 4		Assistant Superintendents, C&I Administrators, Specialists Principals	Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The district will have a 2 percentage point increase in the middle school STEM program student enrollment, a 5 percentage point increase in the number of students seeking the HS STEM endorsement, and a 5 percentage point increase in enrollment in the STAMP or SPACE Academy cohorts at all ECHS campuses.				
Funding Sources: 289-TIV Title IV-A Student Support and Acad. Enri - 0.00							
6) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Population: All grade level teachers Timeline: July 2019 to June 2020 DCNA: SA#1 & 9, SPP-C&I #4 & 5, Progs-Title#3 & 4		Curriculum Administration Principals Professional development department Coordinator	Formative: Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS +A 5 percentage point increase in the number of students meeting the passing standards on state assessments				
7) District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: PK-3 to 12th teachers Timeline: July 2019 to June 2020 DCNA: SA#1 & 9, SPP-C&I #4 & 5, Progs-Title#3 & 4		Special Programs Administrator and Supervisors Principals, Deans of Instruction	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results				
Funding Sources: 211 Title I-A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Timeline: July 2019 to June 2020 DCNA: SA#1 & 4, SPP-C&I #1, 4 & 7, SPP-Title#3 & 4, Demo#3		Special Programs Administrator and Supervisors Principals, Deans of Instruction	Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.				
9) Fine arts students and teachers will be provided professional development training annually. Population: all K-12 students and teachers Timeline: July 2019 to June 2020 DCNA: SA Strength #5		District fine arts supervisors, Campus directors and teachers	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions				
10) Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Population: Migrant support staff Timeline: July 2019 to June 2020 DCNA: SA#1 & 4, SPP-C&I #1, 4 & 7, SPP-Title#3 & 4, SPP-Migrant#4		District Migrant Coordinator Campus Administration	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments				
Funding Sources: 212 Title I-C (Migrant) - 850.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
11) Professional development opportunities will be provided to campus and district personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-risk Students Timeline: July 2019 to June 2020 DCNA: SA#1 & 4, SPP-C&I #1, 4 & 7, SPP-Title#3 & 4		Area Assistant Superintendents Principals, Deans of Instruction State Compensatory Education and Homeless Youth	Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention				
	Funding Sources: 162 State Compensatory - 0.00, 206 McKinney Vento Grant - 5500.00						
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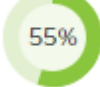











Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

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

Evaluation Data Source(s) 2: Professional development records for CTE, numbers of students in under-served pathways, survey data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Offer more online professional development opportunities for CTE teachers, to mitigate overall cost









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Career and Technical Education Department will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce. Population: CTE faculty Timeline: July 2019 to June 2020 DCNA: SA #7, SPP-CTE #1, 2, 5		CTE Administration Career Placement Officers HS Administrators	Formative Results: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Summative Impact: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions.				
2) Project Lead the Way (PLTW) and career cluster alignment trainings will enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and engagement. Population: CTE faculty Timeline: July 2019 to June 2020 DCNA: SA #7, SPP-CTE #1, 2, 5		CTE Department Administration Principals and appraisers	Formative Results: lesson plans, walkthroughs and observations including trainings and strategies Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: 100% of BISD teachers who teach English Language Learners, including Special Education teachers who instruct ELs in math, science, social studies, or ELA/Reading, will become Bilingual / ESL certified this school year.

Evaluation Data Source(s) 3: Professional Development records and SBEC Teacher Certification records,

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide teachers who service ELs and need to be Bilingual/ESL certified with professional development activities and other financial support. Activities include: *Stipends and other expenses related to certification test preparation, *Coaching for teacher of ELs, *funds to attend BIL/ESL Educational conferences, symposiums, and other professional development activities, and *other allowable support for attaining BIL/ESL certification. Population: Teachers serving BIL/ESL students Timeline: September 2019 to December 2019 CNA: TEA TEC Chapter 89 requirement		Bilingual Dept. Administrator Campus administration	100 % of teachers who service ELs will become Bilingual / ESL certified by June 2019. Formative Results: PDS Session attendance and Evaluation Reports, Summative Impact: Documented teacher certifications for all teachers assigned EL students. Completion of activities in BIL/ESL required compliance plans.				
Funding Sources: 163 State Bilingual - 0.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							



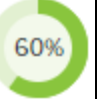

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)





Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2018-2019. (Future Ready Curriculum, Instruction, and Assessment) (DEIC approved 9-16-2019)









Evaluation Data Source(s) 1: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: Need to become more focused in what softwares are being used both Google/SeeSaw and content specific.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Population: All Students Timeline: August 2019 - June 2020 DCNA: SA#3, SPP-Tech #1		ISET Director Educational Technology Integration Specialist Curriculum Specialists	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. 5. Improved fidelity of software use Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks				
Funding Sources: 289-TIV Title IV-A Student Support and Acad. Enri - 110728.00, 211 Title I-A - 3000000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The District will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Through information gathered from other school districts, as well as regional and national organizations with expertise on the topic we will identify instruments that can be used to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning.</p> <p>Population: All Educators Timeline: August 2019 - June 2020 DCNA: SA#</p>		<p>Educational Technology Integration Specialist, ISET Director, Curriculum Specialists</p>	<p>Formative Results:</p> <ol style="list-style-type: none"> 1. Survey 2. Instructional Observations 3. Student focus groups 4. Personalized technology goal <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks 				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The District will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography). Population: All Students at risk of dropping out Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Curriculum Specialists	Formative Results: 1. Survey 2. Instructional Observations 3. Student focus groups 4. Personalized technology goal 5. Weekly check of lesson plans 6. Weekly and/or six weeks evaluation of student projects and/or subject grades 7. Regular inspection of attendance records 8. Examination of semester passing rates Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks 6. Summaries of annual performance reports 7. Summaries of parent surveys 8. Summaries of staff development evaluations 9. Pass/failure rates 10. Attendance/drop summary reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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









Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2018-2019, leveraging human capital in personalized learning.









Future Ready Use of Space and Time (DEIC approved 9-16-2019)

Evaluation Data Source(s) 2: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Based on a common foundation of quality software and resources.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Curriculum Specialists	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks				
Funding Sources: 289-TIV Title IV-A Student Support and Acad. Enri - 70000.00							
2) The District will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Curriculum Specialists	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The District will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Curriculum Specialists	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions Summative Impact: 1. Test scores 2. End of Year grades 3. Electronic portfolios 4. Future Ready Survey results 5. Benchmarks				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













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

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

Future Ready Robust Infrastructure (DEIC approved 9-16-2019)

Evaluation Data Source(s) 3: Network connectivity, 1:1 ratios, Score Cards

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The district will establish a scorecard for successful investment in devices and other technologies prior to implementation ensuring a short-term deployment strategy that aligns to the district's longer-term technology plan as a preliminary step. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Curriculum Specialists	Formative Results: 1. Score Card Summative Impact: 1. Score Card 2. Purchasing Records				
2) In order to ensure appropriate WIFI connectivity for all stakeholders, a speed test will be conducted across the district in the early fall, mid-year and spring. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist and ISET Director	Formative Results: 1) Score Card for appropriate connectivity of wired and wireless networks Summative Results: 1) Score Card for appropriate connectivity of wired and wireless networks				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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





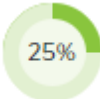
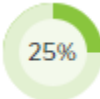
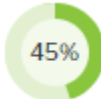





Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy (DEIC approved 9-16-2019)

Evaluation Data Source(s) 4: Updated policies, reports of data breaches

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Next Year's Recommendation 4: Lot of considerations to be included as the district moves to learning anytime/anywhere learning.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The district will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data. Population: All Students Timeline: August 2019- June 2020 DCNA: SA		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: 1. Benchmarks 2. Teacher observations Summative Results: 1. Test scores 2. End of year grades 3. Survey				
2) The district will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: 1. Benchmarks 2. Teacher observations Summative Results: 1. Test scores 2. End of year grades 3. Survey all stakeholders				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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










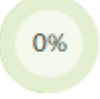
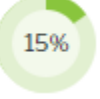





Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. Future Ready Community Partnerships (DEIC approved 9-16-2019)

Evaluation Data Source(s) 5: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Next Year's Recommendation 5: Committee re-established with community stakeholders to accelerate and expand.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: 1. Attendance records 2. Surveys Summative Results: 1. Attendance records 2. Surveys				
2) The District will collaborate with the local chamber of commerce to network with local businesses to provide students with presentations entrepreneurship and soft/advanced skills needed in the workforce. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Attendance records Surveys Presentations Agendas Summative Results: Attendance records Surveys Presentations Agendas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The District will create a database of leaders with expertise in technology integration to provide classroom level partnerships. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Attendance records Surveys Presentations Agendas Summative Results: Attendance records Surveys Presentations Agendas				
4) The District will begin creating global partnerships utilizing GlobalSchoolNet.org. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Attendance records Surveys Presentations Agendas Summative Results: Attendance records Surveys Presentations Agendas				
5) The District will create partnerships with the City of Brownsville to ensure New Space Entrepreneur Academies are extended into the classroom through clubs and partnerships. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Curriculum Specialists	Formative Results: Attendance records Surveys Presentations Agendas Summative Results: Attendance records Surveys Presentations Agendas				
6) The District will train parents on the use of MDM parent portal to monitor the instructional use of the devices. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, Educational Technology, Digital Learning, and Innovation Director Campus TSTs	Formative Results: Attendance records Surveys Presentations Agendas Summative Results: Attendance records Surveys Presentations Agendas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)



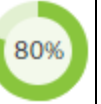

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative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














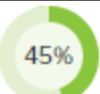
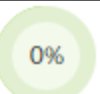

Future Ready Personalized Professional Learning (DEIC approved 9-16-2019)






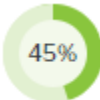






Evaluation Data Source(s) 6: Professional development records, walkthrough reports, classroom observations

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 6: COVID 19 requires this to be accelerated and expansions with over 1000 sessions offered.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Teachers, school leaders, and district leaders will participate in a minimum of 12 hours of face to face technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.</p> <p>*Cohort teachers will participate in a minimum of 12 hours of face to face technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology.</p> <p>Population: Teachers, School & District Leaders</p> <p>Timeline: August 2019 to May 2020</p> <p>DCNA: SA#</p>		Educational Technology Integration Specialist, ISET Director, Campus TSTs	<p>Formative Results:</p> <p>Benchmarks</p> <p>Projects</p> <p>Summative Results:</p> <p>Standardized tests</p> <p>Survey</p> <p>Transcripts</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Campuses will allow the Media Specialists, Deans, Technology Administrators, and Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: TSTs Timeline: August 2019 to May 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Campus TSTs	Formative Results: Benchmarks Projects Summative Results: Standardized tests Survey				
3) District, campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research- based professional development that will support effective transformational reform strategies, best practices and student learning. (Title I-A & Title II-A) Population: Teachers, School & District Leaders Timeline: August 2019 to June 2020 DCNA: SA		Educational Technology Integration Specialist, ISET Director, Campus TSTs	Formative Results: Benchmarks Projects Summative Results: Standardized tests Survey				
TEA Priorities Recruit, support, retain teachers and principals 4) Assist campuses with the development of traditional and online Professional Learning Communities that are based both on content and pedagogy to build instructional capacity starting at the individual classroom level. Population: Teachers, School & District Leaders Timeline: August 2019 to May 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Campus TSTs	Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALLS scores, TELPAS, TERRANOVA				
5) The District will hold a technology conference, a teacher-led conference, and a student-led conference at least once a year in order to promote and assist with the integration of technology in the classroom, school, and district and better prepare students and leaders for adopting innovation. Population: all students, parents, teachers, and school/district leaders Timeline: August 2019 to June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Campus TSTs	Formative Results: Benchmarks Projects Summative Results: Standardized tests Survey Digital Portfolio				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) The district will establish a Microsoft Innovative Educator (MIE) partnership with Microsoft, a Apple Certified/ Distinguished teacher program, and a Google Certified Teacher/Trainer/Innovator program. Through this training, the teachers will be discovering, highlighting and enabling innovation and achievement among students, teachers, and all school members. Population: Teachers, School & District Leaders Timeline: August 2019 to June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Campus TSTs	Formative Results: Benchmarks Projects Summative Results: Standardized tests Survey Digital Portfolios				
7) BISD will provide technology resources and professional development activities to support personalized, flexible, blended learning across all content areas. Population: Teachers, School & District Leaders Timeline: August 2019 to June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Campus TSTs	Formative Results: Benchmarks Projects Summative Results: Standardized tests Survey Digital Portfolio				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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









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

Future Ready: Budget and Resources (DEIC approved 9-16-2019)

Evaluation Data Source(s) 7: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Summative Evaluation 7: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The District will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all softwares purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Budget reports Software Usage Reports Software Monitoring Reports Summative Results: Budget reports Software Usage Reports Software Monitoring Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) BISD will define specific policies, implementation strategies, accountability metrics and timelines that will support a more efficient planning process across multiple budgets. BISD will measure factors like Return Of Investment (ROI) and bulk pricing in the budgetary planning process so that digital learning expenditures can be more clearly defined across the entire organization. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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





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









Future Ready Collaborative Leadership (DEIC approved 9-16-2019)













Evaluation Data Source(s) 8: Future Ready Framework survey results

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Next Year's Recommendation 8: Being replaced by other surveys to gather data for the BISD faculty, staff, students and community.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Research and select or adapt a model that will guide the change that needs to take place in your district. Choose a research-based model based on context and needs as determined by a needs assessment such as Kotter's 8-Step Change Model, the Concerns-Based Adoption Model (CBAM), Roger's Diffusion of Innovations, and Ely's Conditions for Change Resources for becoming familiar with different models for facilitating change are available online and in print, like James Ellsworth's Surviving Change: A Survey of Educational Change Models, which provides an overview of a variety of models designed for different purposes. Population: All Students Timeline: August 2019- June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Agendas Sign in Sheets Presentations Surveys Summative Results: Agendas Sign in Sheets Presentations Surveys				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Identify who the agents of change are at the district and school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them. Population: Teachers, School & District Leaders Timeline: August 2019 to June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Agendas Sign in Sheets Presentations Surveys Summative Results: Agendas Sign in Sheets Presentations Surveys				
3) Identify who the agents of change are at the district and school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them. Population: Teachers, School & District Leaders Timeline: August 2019 to June 2020 DCNA: SA#		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Agendas Sign in Sheets Presentations Surveys Summative Results: Agendas Sign in Sheets Presentations Surveys				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Create a plan for change that addresses these components, and others that may arise during the needs assessment. Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success. Accelerate creation of plan to address COVID 19 Instructional Continuity. Population: Teachers, School & District Leaders Timeline: August 2019 to June 2020 DCNA: SA and COVID 19 Closed--Instructing Revised 5-18-2020		Deputy Superintendent for C&I and Human Resources Technology Services Administrator	Formative Results: Agendas Sign in Sheets Presentations Surveys Summative Results: Agendas Sign in Sheets Presentations Surveys				
5) BISD will use technology surveys conducted for addressing Closed--Instructing and preparing for the 2020-2021 School year instead of the Future Ready Framework Technology Survey in Spring 2020 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies for technology for the 2020-2021 District Improvement Plan. Population: Teachers, School & District Leaders Timeline: February to June 2020 DCNA: Technology Plan and COVID 19 Closed--Instructing needs		Educational Technology Integration Specialist, ISET Director, Technology Services Administrator	Formative Results: Agendas Sign in Sheets Presentations Surveys Summative Results: Agendas Sign in Sheets Presentations Surveys				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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









Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

















Evaluation Data Source(s) 1: District and campus attendance rates, At-Risk Student Attendance.



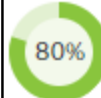



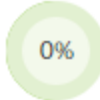

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Based on pandemic, the goal may need to be revised in 2020-2021

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campuses will address the district attendance rate goals in the Campus Improvement Plan by providing a plan including procedures, roles and responsibilities of staff involved in working with campus attendance and ensure daily updates of attendance. Population: All BISD students Timeline: August 2019 to June 2020 DCNA: SA #2		Pupil Services Administrator and Staff, PEIMS Staff, Campus Administration Parent Liaisons.	Formative Results: Pupil Services District Attendance Monitoring Visits, PEIMS Reports of Attendance Weekly Rates, Parent Truancy Court Notice Letters, No Credit process, and Student Attendance Plans Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				
2) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. Population: all BISD students PK to 12th grade Timeline: September 2019 to May 2020 DCNA: SA #2		Pupil Services Administrator Campus Administration Campus Attendance Personnel	Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Distribution of Campus Incentives at the end of every semester to all campuses who meet the District Student Attendance Goals of donations available. Population: all BISD Students Timeline: January 2020 and June 2020		Superintendent CFO Pupil Services Administrator PEIMS Administrator Campus Principals	Formative Results: Published list of campuses receiving incentives found on BISD website, KBSD, and in the Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates				
4) PEIMS Training on the implementation of new TSDS statewide system for Student Accounting will be provided to new District staff. Population: BISD Campus attendance Personnel Timeline: 2019 Fall Semester		PEIMS Administrator Campus Administrator	Formative Results: PEIMS Sign-In Sheets, PEIMS Reports Professional development Session Evaluation Report Summative Impact: PEIMS Reports with zero PID errors				
5) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2019 Fall Semester and 2020 Spring Semester		Pupil Services Administration and Staff, Campus Administration, Campus Staff Nurses, Counselors, and Parent Liaisons	Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase				
6) Migrant recruiters and clerks will attend the annual intensive Identification and Recruitment (ID&R) training in order to be certified as state recruiters. Migrant Education Program will utilize the comprehensive ID&R / Quality Control Plan of Action/ COE Procedural Flow Chart to systemically and thoroughly identify migrant students and their families and improve their attendance in BISD schools. Population: Migrant Office Staff Timeline: August 2019 and January 2020 DCNA: SPP-Migrant#6		District Migrant Coordinator MEP Staff-Clerks and Recruiters	Formative: PDS Transcripts, NGS Maximum Enrollment Report Promotion Continuity of Services, Region One audit Summative: +Increase in student ID&R numbers Migrant Recruiter & clerks certificate of attendance, +increase in migrant student enrollment				
	Funding Sources: 212 Title I-C (Migrant) - 500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) NGS Migrant clerks will: encode all required data into the NGS System and conduct all required activities, utilize the Migrant Student Information Exchange System to promote interstate coordination and timely records exchange, coordinate with Texas Migrant Interstate Program in order to serve students from BISD who may attend out-of-state schools. Timeline: July 2019 to June 2020 DCNA: Progs-Migrant#6		Migrant Services Coordinator Campus Migrant Clerks NGS Data Specialist	Formative: PDS Training certificates, NGS Reports, Region One Audit results Summative: Increase in number of students encoded in MSIX and referrals to TMIP				
	Funding Sources: 212 Title I-C (Migrant) - 0.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

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

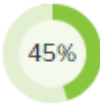



Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.













90% of migrant students in grades 9-12 will be on time for graduation; there will be a 5% increase in the number of 9-12 migrant students receiving supplemental services. (revised 10-21-2019)













Evaluation Data Source(s) 2: Drop-out and Graduation rate reports. Migrant specific program reports for program outcomes.









Summative Evaluation 2: Some progress made toward meeting Performance Objective









Targeted or ESF High Priority









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: grade 1-12 At-risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
Funding Sources: 162 State Compensatory - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Provide out-of-cohort students at the Brownsville Learning Academy Middle School and High School accelerated instruction, adequate space, supplies, and staff to increase the number of middle and high school students served and offered extended day services to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. Population: Middle and High School at risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
	Funding Sources: 162 State Compensatory - 0.00						
3) Provide a disciplinary alternative education program at the Brownsville Academic Center that will offer meaningful educational experiences for identified secondary students in a well disciplined environment that provides structure, accelerated instruction, and support services that will improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate, recidivism rate, and dropout rate. Population: Middle and High School At-risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
	Funding Sources: 162 State Compensatory - 0.00						
4) Provide At-Risk/ Supplemental Transitional Counselors (as needed and per adopted compensation plan) at all middle and high schools to monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, dual enrollment success, completion rate, and reduce the retention rate and dropout rate. Population: Middle and High School At-risk Students Timeline: August 2019 to May 2020 (daily) DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Progress Monitoring Assessment Scores including TSI, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate +Increased Dual enrollment credits earned				
	Funding Sources: 162 State Compensatory - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Provide Program Specialists to monitor and coordinate dropout intervention programs for students at all high schools in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School At-risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS At-Risk Progress Report , Dropout Monitor Report, and Special Programs Report, Student Logs, Progress Monitoring Assessment Scores, Student Progress Reports Summative: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
Funding Sources: 162 State Compensatory - 0.00							
6) Provide secondary campuses and Alternative Education Programs with a probation officer to work with students who are on probation to improve probated students' achievement, attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. Population: High School At-risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
Funding Sources: 162 State Compensatory - 0.00							
7) Provide Communities in School (CIS) Site Coordinators to secondary campuses and Alternative Education Programs in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: High School At-Risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
Funding Sources: 162 State Compensatory - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Provide pregnant and teen parents Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), and day care facilities as available at Lincoln Park in order to improve student achievement, attendance, graduation rates, completion rates, and decrease the retention rate and dropout rate. Population: Middle and High School AR Students; Pregnant and Parent Students Timeline: August 2019 to June 2020 DCNA: SA#2, 8		State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved EOC/STAAR, Attendance Rate, Recidivism Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
Funding Sources: 162 State Compensatory - 0.00							
9) A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School At-risk Students Timeline: August 2019 to May 2020 (as needed) DCNA: SA#2, 8		State Compensatory Education and Title I-Part A Administrators, Campus Administration, Homeless Youth Coordinator	Formative Results: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
Funding Sources: 162 State Compensatory - 0.00, 211 Title I-A - 189927.00, 206 McKinney Vento Grant - 39234.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) The District Migrant Counselor (DMC) will provide supplemental support services to migrant students in the following areas: * Graduation plans * Development of Individual Migrant Student Action Plans * Coordination for leadership opportunities, Inter-state and intra-state (TMIP) activities * Monitoring of course completion for PFS students, and late entry/early withdrawals for all migrant students * Credit accrual opportunities * Provide timely information and assistance to migrant students and parents regarding on-time Graduation and post-secondary education * Conduct district initiatives for migrant students * Assist with OSY Initiative and monitoring of campus migrant staff Population: PFS & Migrant Students and Migrant Parents Timeline: August 2019 to May 2020 DCNA: SA#2, 8, SPP-Migrant#6		MSC District Migrant Coordinator	Formative: Monthly reports on credit completion Summative: PBMAS Report +Increased on-time graduation and on-time promotion and decreased dropout rate				
	Funding Sources: 212 Title I-C (Migrant) - 80000.00						
11) A leadership conference for middle school migrant students will be held to assist the participants with improved leadership, learning and study skills and share pertinent information for a successful academic experience. Population: Middle School PFS and Migrant students Timeline: March 2020 CNA: SPP-Migrant#3		District Migrant Coordinator MSC Migrant Parent Liaison Migrant campus clerks	Formative: Assessment scores and Six Weeks grades Summative: EOY Assessment results and EOY promotion rates				
	Funding Sources: 212 Title I-C (Migrant) - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Each high school migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed. *High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual/ Recovery programs to ensure on time graduation. *A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded. *Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg. Population: HS Migrant students Timeline: August 2019 to June 2020 DCNA: SPP-Migrant#6		District Migrant Coordinator HS Principal HS Migrant Teachers HS Migrant Clerk MSC	Formative: Desk audit of migrant files Summative: +increased On-time promotion and on-time graduation +Decreased dropout rates +PBMAS improved staging				
Funding Sources: 212 Title I-C (Migrant) - 460000.00							
<div> = Accomplished = Continue/Modify = No Progress = Discontinue</div>							

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





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













Evaluation Data Source(s) 3: STAAR/EOC reports disaggregated for At-Risk students.













Summative Evaluation 3: Some progress made toward meeting Performance Objective



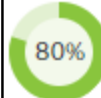



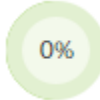

Targeted or ESF High Priority

Next Year's Recommendation 3: No 2020 STAAR/EOC data available due to COVID 19

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School at-risk Students Timeline: August 2019 to June 2020 DCNA: SA#2, 8	2.5	Principals, Deans of Instruction, Area Assistant Superintendents, State Compensatory Education and Title I- Part A	Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students				
Funding Sources: 162 State Compensatory - 0.00, 289-TIV Title IV-A Student Support and Acad. Enri - 324075.00, 211 Title I-A - 1350767.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 2) Provide campuses with additional core area Teachers that will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary, Middle and High School At-risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8	2.5	State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
	Funding Sources: 162 State Compensatory - 0.00						
3) Provide Deans of Instruction to conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary, Middle, and High School At-risk Students Timeline: August 2019 to May 2020 DCNA: SA#1-9		Curriculum and Instruction Department and State Compensatory Education administration Campus Administration	Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR/EOC, At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate				
	Funding Sources: 162 State Compensatory - 0.00						
TEA Priorities Improve low-performing schools 4) Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: Elementary, Middle, and High School At-risk Students; Dyslexic Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8	2.5	Curriculum, Dyslexia and State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year				
	Funding Sources: 162 State Compensatory - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Improve low-performing schools 5) Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: August 2019 to May 2020 DCNA: SA#2, 8	2.6	State Compensatory Education administration Campus Administration	Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate				
	Funding Sources: 162 State Compensatory - 0.00						
6) The academic progress of 1st grade students will be monitored by migrant-funded staff to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: 1st grade migrant students Timeline: August 2019 to June 2020 DCNA: SPP-Migrant#1		District Migrant Coordinator Campus Principals Migrant Funded teachers DM Counselor MSC	Formative: PFS Monitoring Tool, BOY, MOY Assessment results, Report Card grades Summative: EOY Assessment results Increased promotion rates				
	Funding Sources: 212 Title I-C (Migrant) - 70000.00						
7) Elementary and Middle School migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the migrant enrichment summer program. High school migrant students will have access to migrant summer for credit recovery in order to ensure on-time graduation. Population: All Migrant students Timeline: June 2020 CNA: Progs-Migrant#6		District Migrant Coordinator Campus Principals Migrant Teachers Migrant Clerks MSC	Formative: Sixth weeks grades and PFS Monitoring Tool Summative: +Increased promotion rates and State test performance				
	Funding Sources: 212 Title I-C (Migrant) - 60000.00						









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) In order to increase awareness of migrant student needs, BISD campus faculty and staff, through the monthly distribution of the PFS Monitoring Tool and through scheduled meetings, will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 2019 to May 2020 DCNA: SPP-Migrant #4-6	2.5	District Migrant Coordinator Campus Principals Migrant Funded Teachers MSC	Formative: PFS Monitoring Tools, Assessment Results, Placement into Interventions Summative: Improved EOY Assessment Results for CIRCLE PM/TPRI/Tejas LEE/ STAAR, PBMAS Report Performance and Staging				
Funding Sources: 212 Title I-C (Migrant) - 1000.00							
<div><div> = Accomplished</div><div> = Continue/Modify</div><div> = No Progress</div><div> = Discontinue</div></div>							

















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

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

Evaluation Data Source(s) 4: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) To promote physically and emotionally healthy students, the district will provide equipment and utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: August 2019 to May 2020 DCNA: SA#2, 7 and SPP Title #2		Assistant Superintendents, C&I Administrators, Specialists, Principals	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Purchase orders Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
	Funding Sources: 289-TIV Title IV-A Student Support and Acad. Enri - 1482502.00						
2) Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2019 to May 2020 DCNA: Demo #4		Health Services Administrator	Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The UTRGV Mobile Unit will be providing clinical care services to BISD students. Population: all BISD students Timeline: August 2019 to May 2020 DCNA: Demo #3		Health Services Administrator	Formative Results: Monthly reports of services provided Summative impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.				
4) The district will conduct a winter coat drive to provide needy students with warm clothing to promote better attendance at school and support student health. Population: At-Risk Students Timeline: November - December 2019 DCNA: Demo #8		At-Risk Department Administrators	Formative Results: Distribution list of warm clothing provided to students Summative Impact: improve attendance of At-Risk students				
	Funding Sources: 162 State Compensatory - 2750.00						
5) The district will establish protocols for the safe operation of the district during the COVID 19 Declared Emergency and develop plans for continued operation of the district in a manner that provides for the continued health and safety of all stakeholders. Population: All stakeholders Timeline: March to June 2020 DCNA: PP#6 and COVID 19 Closed--Instructing		District Cabinet Level positions	Summative: Limitations in exposure and cases of COVID 19.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. Elementary: Sharon Wells Math, Language Enrichment, Envision, Coding Initiative programs, The Writers' Academy, TANGO software (PK-8). Secondary: LUCHA Program, STEM/STAMP, Edgenuity, Rosetta Stone K-12: Eduphoria AWARE, ELLEVATION, Mind Play, EL Writing Portfolios (including digital portfolios), Balanced Literacy Model, Pearson Math, Write for Success, TLI Cognitive Routines/Strategies, Inclusion (co-teach) Model, Dyslexia Lab, Texas Gateways, Adaptive Curriculum, EduSmart. Insert Spanish translation of the strategy... Population: All student groups Timeline: July 2019 to June 2020 DCNA: SA #1-3, 6 and 8 Revision approved by DEIC 9-16-2019

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Brownsville ISD follows a continuous improvement cycle. This means that the district is both continuously and periodically reviewing data to assess and re-assess progress towards meeting district goals and performance objectives. Campus staff, parent and student needs assessment perceptual surveys are conducted every Spring and data is aggregated to the district level to be used as part of the comprehensive needs assessment. The DEIC meets monthly and during these meetings, progress reports are made along with a full mid-year progress presentation in January on all performance areas. The membership of the DEIC includes parents, community members, business members and elected teachers and non-teaching professionals from around the entire district. This group reviews quarter 3 progress and a range of data sources (refer to data documentation section) to review existing strengths and needs to determine any changes in these areas. The committee members re-ranked needs and determined priority areas along with BISD Board priorities to complete the CNA process at the April and May DEIC meetings in 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus and program area needs assessments are aggregated to use in determining the needs to be addressed through the district improvement plan (see CNA information). The District Education Improvement Committee is broken into goal area subcommittees that meet with the support of program area staff to review, revise and update the prior year improvement plan. Annually the DEIC approved plan is submitted for BISD Board of Trustees approval of the district goals and performance targets. The major revisions to the 2019-2020 plan were approved by the DEIC on May 13, 2019. A complete list of the DEIC members is included as part of this plan.

2.2: Regular monitoring and revision

The District Improvement Plan strategies are monitored quarterly and revised by the DEIC supported by program area facilitators as needed based on the most current data from multiple sources related to the goals and performance objectives. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State Compensatory funds and non-salary local funds are included in plans, as appropriate. Updates to the plan are noted by revision dates in the specific strategies or performance objectives during the current year. The initial plan for 2019-2020 was approved by the DEIC membership on May 13, 2019.

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

The District and Campus Improvement Plans are currently written in English and translated to Spanish upon request. The district and campuses are seeking a feasible process for getting all plans completely translated as of the summer of 2019. The plans are currently available via campus websites and in paper at every campus as well as through the District.

RLR

2.4: Opportunities for all children to meet State standards

Most of the strategies for meeting State standards are found in Goal 1 which focuses on improving all instruction district-wide. The linked strategies are the major ones addressing opportunities across the district.

2.5: Increased learning time and well-rounded education

The district directs funding to all campuses to support extended day, week and summer learning time opportunities. In addition, the district has departmental staff supporting special education services, dyslexia and 504 services, Bilingual/ESL services, and Advanced Academic Services. Most of these staff work with the implementation of these programs at the campus level and monitoring compliance with program requirements.

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

The main strategies for struggling students are found in Goal 9. These include extended learning time, additional activities for retention, dropout prevention, etc. Refer to selected strategies for key strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

The district staff provide campuses with guidance and support for regular scheduled weekly meetings and for additional meetings to provide opportunities at times outside of the regular school day. This district also hosts a variety of parental involvement meetings during the school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Homeless	Administration	McKinney Vento Act	3

District Educational Improvement Council

Committee Role	Name	Position
Administrator	Rene Gutierrez	Superintendent
Meeting Facilitator	Dr. Dora E. Saucedo	Assistant Superintendent for C&I
Meeting Facilitator	Roni Louise Rentfro	District Coordinator of School Improvement
Classroom Teacher	Arturo Trevino, T2	Aiken Elementary Teacher--Music
Classroom Teacher	Sandra Arredondo, T2	Benavides Elementary Teacher--Grade 3
Classroom Teacher	Paulette Martinez, T2	Besteiro MS Teacher--ELA
Classroom Teacher	Catalina Brown, T1	BLA 6-12 Teacher--Science
Classroom Teacher	Patricia Martinez, T1	Breeden Elementary Teacher--Special Education
Classroom Teacher	Michelle Ybarra, T1	Brite Elementary Teacher--PK
Classroom Teacher	Ninfa Garcia, T1	BAC Teacher--Reading/DEIC Vice-President
Classroom Teacher	Eduardo Abrego, T1	BECHS Teacher--PE
Classroom Teacher	Sylvia McDonough, T2	Burns Elementary Teacher--PK
Classroom Teacher	Carmen Garcia, T1	Canales Elementary Teacher--Grade 2
Classroom Teacher	Lisa Evans, T1	Castaneda Elementary Teacher--Special Education
Classroom Teacher	David Salas, T2	Champion Elementary Teacher--Music
Classroom Teacher	Maria Castillo, T1	Cromack Elementary Teacher--Grade 3
Classroom Teacher	Lilian Gonzalez, T2	Del Castillo Elementary Teacher--Grade 2
Classroom Teacher	Maribel Martinez, T1	Egly Elementary Teacher--Special Education
Non-classroom Professional	Lisa Ruediger, O2	El Jardin Elementary Media Specialist
Classroom Teacher	Edgar Diaz, T2	Faulk MS Teacher--Art
Classroom Teacher	Melisa Chavez, T1	Gallegos Elementary Teacher--Grade 2
Non-classroom Professional	Juana V. Herrera, O1	Garcia MS Counselor

Committee Role	Name	Position
Classroom Teacher	Martina Vera, T1	Garden Park Elementary Teacher--Grade 1
Classroom Teacher	Laura Carpio, T2	Garza Elementary Teacher--PK
Classroom Teacher	Blanca Rodriguez	Gonzalez Elementary
Classroom Teacher	Martin Velasco, T1	Hanna ECHS/P-TECH Teacher--ROTC
Classroom Teacher	Edith Costa, T2	Hudson Elementary Teacher--Grade 3
Classroom Teacher	Sandra Hotcaveg, T2	Keller Elementary Teacher--Grade 3
Classroom Teacher	Patience Nelson, T1	Lincoln Park School Teacher--CEI Program
Classroom Teacher	Andrea Ortiz, T1	Lopez ECHS Teacher--Professional Communications
Classroom Teacher	Cynthia Gamboa, T1	Lucio MS Teacher--Science
Classroom Teacher	Celia de Lara, T2	Manzano MS Teacher--Technology
Classroom Teacher	Luz Marshall, T1	Martin Elementary Teacher--KN
Classroom Teacher	Viviana Trejo, T2	Morningside Elementary Teacher--Grade 4
Classroom Teacher	Mathew Gracia, T2	Oliveira MS Teacher--Math
Classroom Teacher	Sonia Hinojosa, T1	Ortiz Elementary Teacher--Special Education
Classroom Teacher	Anna Gabbert, T2	Pace ECHS Teacher--Special Education/DEIC President
Classroom Teacher	Eliseo Garza, T2	Palm Grove Elementary Teacher--PK/DEIC Secretary
Non-classroom Professional	Sylvia Miranda, O2	Paredes Elementary Counselor
Classroom Teacher	Jaime Garcia, T1	Pena Elementary Teacher--Grade 3
Non-classroom Professional	Marisa Davies, O1	Perez Elementary Media Specialist
Non-classroom Professional	Martha Barrios, O2	Perkins MS Media Specialist
Classroom Teacher	Sabrina Mathers, T1	Porter ECHS/P-TECH Teacher--Dyslexia
Classroom Teacher	Maria Bodden, T2	Pullam Elementary Teacher--Grade 2
Classroom Teacher	Veronica Campos, T2	Putegnat Elementary Teacher--KN
Classroom Teacher	Felisa Van Cise, T2	Rivera ECHS Teacher

Committee Role	Name	Position
Classroom Teacher	Victor Rangel, T1	Russell Elementary Teacher--Music
Classroom Teacher	Natalie Herfindahl, T2	Sharp Elementary Teacher--Special Education
Classroom Teacher	Celia Saiz-Broussard, T1	Skinner Elementary Teacher--Grade 1
Non-classroom Professional	Virginia Guzman, O2	Southmost Elementary Dean of Instruction
Non-classroom Professional	Norma Perea, O1	Stell MS Counselor
Classroom Teacher	Leticia Rodriguez, T1	Stillman MS Teacher--Science/DEIC Parliamentarian
Non-classroom Professional	Miguel Mendoza, O1	Vela MS Counselor
Classroom Teacher	Rachel Guerrero, T1	Vermillion Elementary Teacher--Special Education
Classroom Teacher	Ana Patricia Gonzalez, T2	Veterans ECHS Teacher--Social Studies
Non-classroom Professional	Ernie Vela, O2	Villa Nueva Elementary Assistant Principal
Non-classroom Professional	Leticia Longoria, O2	Yturria Elementary Media Specialist
District-level Professional	Micaela Escobar, D2	BISD Administrator on Special Assignment for Finance
District-level Professional	Maria Gonzales, D1	Curriculum Specialist for Early Childhood
Business Representative	Noe Granado	Sales Representative
Business Representative	Alexandra Ybarra	BHSST
Community Representative	Angelica Fuentes, Ph.D.	TSC Professor
Community Representative	Norma Lopez	Retired Teacher

District Education Improvement Committee

Committee Role	Name	Position
Meeting Facilitator	Roni Louise Rentfro	DCSI
Meeting Facilitator	Dr. Norma Ibarra-Cantu	Administrator for Secondary C&I
Meeting Facilitator	Dolores Emerson	Administrator for Elementary C&I
Classroom Teacher	Sarah Crixell, T2	BLA HS Teacher
Classroom Teacher	Dulce Rios-Puente, T2	BLA MS Math Teacher
Classroom Teacher	Raquel Banda, T2-R	Breeden Elem. 1st Grade Teacher
Classroom Teacher	Citlali Gonzalez, T2	Brite Elem. Teacher
Classroom Teacher	Ninfa Garcia, T2	BAC Lucha Teacher
Classroom Teacher	Alberto Garcia, T2	BECHS AVID Teacher
Classroom Teacher	Sylvia McDonough, T1	Burns Elem. Teacher
Classroom Teacher	Irma Ruiz, T2	Canales Elem. KG Teacher
Classroom Teacher	Lisa Evans, T2	Castaneda Elem. Special Education Teacher
Classroom Teacher	Maria Luisa Castillo, T2-R	Cromack Elem. 3rd Grade Teacher
Classroom Teacher	David Salas, T1	Champion Elem. Music Teacher
Classroom Teacher	Lillian Gonzalez, T1	Del Castillo Elem. 2nd grade Teacher
Classroom Teacher	Maribel Martinez, T2	Egly Elem. Special Education Teacher
Non-classroom Professional	Lisa Ruediger, O1	El Jardin Elem. Librarian
Classroom Teacher	Edgar Diaz, T1	Faulk MS Art Teacher
Classroom Teacher	Melissa Chavez, T2-R	Gallegos Elem. 2nd Grade Teacher
Classroom Teacher	Deborah Hill, T2	Garcia MS Dyslexia Teacher
Classroom Teacher	Martina Vera, T2	Garden Park Elem. 2nd Grade Teacher
Classroom Teacher	Laura Carpio, T1	Garza Elem. PK-3 Teacher

Committee Role	Name	Position
Non-classroom Professional	Ninfa Zavala, O2	Gonzalez Elem. Dean
Non-classroom Professional	Mary Lou John, O2	Hanna ECHS Librarian
Classroom Teacher	Edith Costa, T1	Hudson Elem. 3rd Grade Teacher
Classroom Teacher	Sandra Hotcaveg, T1-R	Keller Elem. Teacher
Classroom Teacher	Patience Nelson, T2	Lincoln Park HI Teacher
Classroom Teacher	Zuri Sierra, T1	Longoria Elem. Special Education Teacher
Classroom Teacher	Andrea Benavides, T2	Lopez ECHS CTE Communications Teacher
Classroom Teacher	Patricia Orozco, T2-R	Lucio MS Special Education Teacher
Classroom Teacher	Celia de Lara, T1	Manzano MS Tech Teacher
Classroom Teacher	Luz Marshall, T2	Martin Elem. KG Teacher
Classroom Teacher	Viviana Trejo, T1	Morningside Elem. 4th Grade Teacher
Classroom Teacher	Matthew Gracia, T1	Oliveira MS Math Teacher
Classroom Teacher	Brenda Lopez, T1-R	Ortiz Elem. Dyslexia Teacher
Classroom Teacher	Anna Gabbert, T1	Pace ECHS Special Education Teacher
Classroom Teacher	Eliseo Garza, T1	Palm Grove Elem. PK-4 Teacher
Non-classroom Professional	Sylvia Miranda, O1	Paredes Elem. Counselor
Classroom Teacher	Steven Garza, T2	Pena Elem. Special Education Teacher
Classroom Teacher	Celina Garza, T2-R	Perez Elem. PK Teacher
Non-classroom Professional	Martha Barrios, O1	Perkins MS Librarian
Non-classroom Professional	Christine Reed, O2	Porter ECHS Librarian
Classroom Teacher	Maria Bodden, T1	Pullam Elem. Teacher
Classroom Teacher	Veronica Campos, T1	Putegnat Elem. KN Teacher
Classroom Teacher	Elizabeth Valdez, T1	Resaca Elem. 3rd Grade Teacher
Classroom Teacher	Victor Rangel, Jr., T2-R	Russell Elem. Music Teacher
Classroom Teacher	Natalie Herfindahl, T1	Sharp Elem. Special Education Teacher
Classroom Teacher	Adriana Garcia, T2	Skinner Elem. Kindergarten Teacher

Committee Role	Name	Position
Non-classroom Professional	Virginia Guzman, O1	Southmost Elem. Dean
Non-classroom Professional	Norma Perea, O2-R	Stell MS Counselor
Classroom Teacher	Leonila Garcia, T2	Stillman MS Reading/Spanish Teacher
Classroom Teacher	Marivel Guerrero, T2	Vela MS English Teacher
Classroom Teacher	Rachel Guerrero, T2	Vermillion Elem. BI Teacher
Classroom Teacher	Ana P. Gonzalez, T1-R	Veterans ECHS Teacher
Classroom Teacher	Leticia Alaniz-Alonso, T2	Victoria Hts. Elem Teacher
Non-classroom Professional	Ernie Vela, O1	Villa Nueva Elem. Asst. Principal
Non-classroom Professional	Leticia Longoria, O1	Yturria Elem. Librarian
Parent	Sofia Pineda, 17-18	Parent--Bilingual
Parent	Rosie Williams, 18-19	Parent--Volunteer
Business Representative	Noe Granado, 17-18	K-12 Summitt Learning
Business Representative	Alexandra Ybarra,	Behavioral Health Solutions of South Texas
Community Representative	Angelica Fuentes,	Texas Southmost College Dean
District-level Professional	Rosa Pones, D2	Administrator for Health Services
District-level Professional	Micaela Escobar, D1	District representative
Classroom Teacher	Arturo Trevino, T1	Aiken Elem. Music Teacher
Classroom Teacher	Felisa Van Cise, T1-R	Rivera ECHS Teacher
Classroom Teacher	Sandra Arredondo, T1	Benavides Elem. 3rd Grade Teacher
Classroom Teacher	Paulette Martinez, T1	Besteiro MS ELA Teacher
Administrator	Sylvia Hatton	Interim Superintendent of Schools
Meeting Facilitator	Dr. Timothy Cuff	Asst. Supt. for C&I
Community Representative	Norma Lopez, 17-18	Retired Teacher

District Leadership Team

Committee Role	Name	Position
Meeting Facilitator	Roni Louise Rentfro	DCSI
District-level Professional	Timothy Cuff	Asst. Supt. for Support Services
District-level Professional	Alma Cardenas Rubio	Asst. Supt. for ISET
District-level Professional	Dr. Norma Ibarra-Cantu	Administrator for Secondary C&I
District-level Professional	Dolores Emerson	Administrator for Elementary C&I
Administrator	Carlos Olvera	Administrator for BIL/ESL
Administrator	Juan Chavez	Administrator for CTE
Administrator	Mary Lou Esparza	Administrator for Federal Programs
Administrator	Adriana Lippa	Interim Administrator for Special Programs
Administrator	Pam Van Ravenswaay	Administrator for Assessment
Administrator	Lee Garcia	Administrator for PEIMS
Administrator	Estela Barrientes	Coordinator for Migrant Education
Administrator	Rosalva Larrasquitu	Coordinator for Parental Involvement
District-level Professional	Maria V. Gonzalez	Administrative Support for Early Childhood
Administrator	Merrill Hammons	Administrator for College, Career, and Military Readiness
District-level Professional	Dr. Anyisia Trevino	Deputy Superintendent for C&I and Human Resources
District-level Professional	Dr. Dora E. Saucedo	Assistant Superintendent for C&I and Assessment
Administrator	Julie Salinas	Administrator for Dyslexia/504
Administrator	Randy Park	Administrator for Pupil Services
Administrator	Diana Clough	Coordinator for Homeless Youth Project

District Funding Summary

No Funds Required					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Club and community contributions		\$0.00
7	1	2	Professional Development supplies		\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10.00
1	1	2			\$0.00
1	1	3			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	6	1			\$0.00
1	6	2			\$0.00
1	6	3			\$0.00
1	6	4			\$0.00
1	6	5			\$0.00
1	6	6			\$0.00
1	6	7			\$0.00
1	6	8			\$0.00
1	6	9			\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	10			\$0.00
1	6	11			\$0.00
1	6	12			\$0.00
1	6	13			\$0.00
1	6	14			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	4	TRE allocations for projects		\$0.00
2	1	5			\$0.00
2	2	1			\$0.00
3	2	1			\$0.00
3	3	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	2	1			\$0.00
5	2	3			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	3	4			\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	3	5			\$0.00
6	1	1	Salary/Wages PFE staff		\$36,000.00
6	1	2		199-61-6399-16	\$3,000.00
6	1	4			\$9,000.00
6	1	6			\$1,000.00
Sub-Total					\$49,010.00
Budgeted Fund Source Amount					\$49,010.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Software	162-11-6295	\$50,000.00
1	1	2			\$0.00
1	1	3			\$0.00
5	1	2			\$0.00
5	2	3			\$0.00
7	1	1	Dyslexia teacher professional development	162-13-6200	\$45,635.00
7	1	11	See campus plans for allocation of funds		\$0.00
9	2	1			\$0.00
9	2	2	refer to campus plans for allocation of funds and staffing		\$0.00
9	2	3	See BAC Improvement Plan for allocation of funds and staffing		\$0.00
9	2	4	See campus plans for salaries for At-Risk Counselors		\$0.00
9	2	5	See campus plans for allocation of funds for salaries		\$0.00
9	2	6	See campus plans for allocation of funds and staff		\$0.00
9	2	7	see campus plans for allocation of funds		\$0.00
9	2	8	See campus plan for funding allocation		\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	9	See campus plans for allocation of any funds		\$0.00
9	3	1	Refer to individual campus plans for allocation of these funds.		\$0.00
9	3	2	See campus plans for teachers and salary allocations		\$0.00
9	3	3	See campus plans for allocation of salaries and FTE		\$0.00
9	3	4	See campus plans for allocation of staff and salaries		\$0.00
9	3	5	See campus plans for allocation of funds		\$0.00
9	4	4	Winter Coat Drive	162-61	\$2,750.00
Sub-Total					\$98,385.00
Budgeted Fund Source Amount					\$98,385.00
+/- Difference					\$0
164 State Career and Technical Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	6	2			\$0.00
1	6	4			\$0.00
1	6	15	Space Entrepreneur Summer Academy	164-11-6299	\$35,000.00
Sub-Total					\$35,000.00
Budgeted Fund Source Amount					\$35,000.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	6			\$139,000.00
Sub-Total					\$139,000.00
Budgeted Fund Source Amount					\$139,000.00
+/- Difference					\$0

206 McKinney Vento Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	11	McKinney Vento Travel	206-61-6411	\$5,500.00
9	2	9	McKinney Vento Grant Supplies	206-61-6399	\$39,234.00
Sub-Total					\$44,734.00
Budgeted Fund Source Amount					\$44,734.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Sharon Wells Math materials	211-13-6399	\$166,892.00
1	1	1	Curriculum Supplies and Materials	211-13-6399	\$408,860.00
1	1	1	Tango Software	211-13-6249	\$235,797.00
1	1	1	Sharon Wells Consulting Services	211-13-6291	\$47,036.00
1	1	1	Sharon Wells Misc. Operating Cost	211-13-6497	\$10,000.00
1	1	3			\$0.00
1	1	5	3 yr old Stipend	211-11-6117	\$67,200.00
1	1	5	Title I Teacher	211-11-6119	\$3,186,172.00
1	1	7	Funds for Private School Title I activities		\$237,160.00
1	6	1			\$0.00
1	6	15	Space Settlement Design Tournament	211-11-6299	\$100,000.00
3	1	1	Faculty and staff at campus locations		\$2,168,623.63
6	1	1	Salary/Wages - Parent Trainers	211-61-6129	\$216,002.00
6	1	1	Resources for PowerSchool	211-61-6299	\$17,000.00
6	1	1	Homeless Program support technology	211-61-6398	\$2,900.00
6	1	1	Resources Need for School Messenger	211-61-6299	\$8,453.90
6	1	1	Resource for cell service staff	211-61-6256	\$32,000.00
6	1	1	Resources for capital outlay	211-61-6398	\$46,278.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Resource for software - Adobe Pro	211-61-6395-65	\$2,095.00
6	1	1	Resources needed for DocuSign software		\$40,010.47
6	1	2		211-61-6399	\$500.00
6	1	3	Resources for material/supplies	211-61-6399	\$500.00
6	1	4			\$3,000.00
6	1	5			\$4,500.00
6	1	6			\$5,000.00
6	1	7			\$10,000.00
7	1	1	Professional Development and Specialists		\$0.00
7	1	1	Supplemental Curriculum Specialists and staff		\$1,467,712.00
7	1	7			\$0.00
8	1	1	Electronic Equipment	211-11-6398-00	\$3,000,000.00
9	2	9	Homeless staffing		\$92,827.00
9	2	9	Homeless Support Activities		\$97,100.00
9	3	1	Extended Year Activity Funding	211-11-6118	\$1,350,767.00
Sub-Total					\$13,024,386.00
Budgeted Fund Source Amount					\$13,024,386.00
+/- Difference					\$0
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$500.00
1	5	1			\$245,000.00
1	5	2			\$6,000.00
1	5	3			\$0.00
1	5	4			\$1,000.00

212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5			\$160,000.00
6	1	1			\$30,000.00
6	1	6			\$0.00
6	1	7			\$5,000.00
6	1	10			\$1,000.00
6	1	11			\$1,000.00
6	1	12			\$250.00
6	1	13			\$2,000.00
6	1	14			\$10,000.00
7	1	10			\$850.00
9	1	6			\$500.00
9	1	7			\$0.00
9	2	10			\$80,000.00
9	2	11			\$1,500.00
9	2	12			\$460,000.00
9	3	6			\$70,000.00
9	3	7			\$60,000.00
9	3	8			\$1,000.00
Sub-Total					\$1,135,600.00
Budgeted Fund Source Amount					\$1,135,600.00
+/- Difference					\$0
255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplemental staff		\$1,079,535.00
1	1	5	Class Size Reduction Teacher	255-11-6119	\$916,629.00

255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Funds for Private Schools Title II-A Activities		\$79,248.00
Sub-Total					\$2,075,412.00
Budgeted Fund Source Amount					\$2,075,412.00
+/- Difference					\$0
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Class Size Reduction Teacher	289-11-6119	\$657,810.00
1	1	7	Funds for Private Schools Title IV-A Activities	TEC	\$63,969.00
1	4	4	Dual Enrollment Course Stipends	289-11-6117	\$168,000.00
1	6	1	STEAM Pilot Resources	289-11-6398	\$59,650.00
1	6	1	STEAM Pilot Resources	289-11-6299	\$350.00
1	6	1	STEM Program supports		\$28,045.00
1	6	8	Girls Can Code	289-11-6118-	\$50,000.00
1	6	8	Coding Stipend	289-11-6117	\$68,000.00
1	6	8	Elementary Coding Transportation	289-11-6494	\$5,100.00
5	2	4	Guidance programs addressing student supports for mental health	289-T4C	\$316,210.00
5	3	3	Staff Development for BISD Police for classroom Presentations	289-T4S	\$49,000.00
7	1	2	SEESAW Learning Inc. Software for campuses	289-11-6299	\$61,750.00
7	1	2	HOONUIT LLC. ONLINE PROFESSIONAL LEARNING	289-13-6299	\$68,000.00
7	1	5	2nd Annual ISET Conference at Veterans Memorial ECHS	289-13-TEC	\$0.00
8	1	1	Technology Services	289-51-6639	\$110,728.00
8	1	1	Educational Technologies Activities		\$0.00
8	2	1	EDUCATIONAL TECHNOLOGY RESOURCES	289-TEC	\$70,000.00
9	3	1	Summer School Title IV Activities	289-11-699	\$324,075.00
9	4	1	Playground Equipment for Elementary Campuses	289-11-6399-00-XXX-Y24-T4H-0	\$1,482,502.00

289-TIV Title IV-A Student Support and Acad. Enri				
Goal	Objective	Strategy	Resources Needed	Account Code
				Sub-Total
				\$3,583,189.00
				Budgeted Fund Source Amount
				\$3,583,189.00
				+/- Difference
				\$0
				Grand Total
				\$20,184,716.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

District Number: **031901**

2019 Accountability Rating: **A**

2019 Special Education Determination Status:

Meets Requirements

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

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	79%	80%	*	80%	83%	-	100%	-	-	49%	85%	80%	78%	79%	77%
	2018	77%	79%	80%	100%	80%	86%	*	80%	-	*	49%	85%	80%	79%	80%	76%
At Meets Grade Level or Above	2019	45%	46%	46%	*	46%	67%	-	60%	-	-	25%	48%	46%	46%	44%	41%
	2018	43%	42%	42%	60%	42%	68%	*	40%	-	*	24%	51%	42%	41%	41%	34%
At Masters Grade Level	2019	27%	27%	26%	*	26%	50%	-	40%	-	-	8%	15%	26%	23%	23%	22%
	2018	25%	22%	22%	0%	22%	55%	*	40%	-	*	6%	23%	22%	22%	21%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	83%	85%	*	85%	89%	-	100%	-	-	58%	93%	86%	81%	84%	85%
	2018	78%	82%	86%	100%	86%	96%	*	80%	-	*	59%	85%	86%	85%	86%	84%
At Meets Grade Level or Above	2019	49%	53%	56%	*	56%	56%	-	100%	-	-	31%	56%	56%	54%	54%	53%
	2018	47%	51%	54%	100%	53%	78%	*	80%	-	*	31%	73%	54%	47%	53%	49%
At Masters Grade Level	2019	25%	26%	27%	*	27%	44%	-	40%	-	-	14%	30%	28%	24%	25%	24%
	2018	23%	24%	27%	60%	27%	35%	*	60%	-	*	14%	35%	28%	23%	26%	24%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	80%	83%	100%	83%	91%	*	*	-	*	51%	84%	83%	84%	82%	80%
	2018	73%	75%	79%	*	78%	100%	-	*	*	-	47%	79%	79%	74%	78%	73%
At Meets Grade Level or Above	2019	44%	47%	51%	100%	51%	74%	*	*	-	*	25%	44%	52%	49%	49%	44%
	2018	46%	46%	49%	*	49%	82%	-	*	*	-	30%	53%	49%	45%	48%	42%
At Masters Grade Level	2019	22%	23%	23%	67%	23%	35%	*	*	-	*	8%	19%	24%	20%	21%	18%
	2018	24%	23%	23%	*	23%	64%	-	*	*	-	13%	32%	24%	21%	23%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	81%	82%	100%	82%	87%	*	*	-	*	53%	75%	83%	80%	81%	78%
	2018	78%	83%	86%	*	86%	92%	-	*	*	-	54%	81%	86%	82%	85%	84%
At Meets Grade Level or Above	2019	48%	51%	53%	100%	52%	70%	*	*	-	*	28%	59%	53%	49%	50%	48%
	2018	49%	52%	56%	*	56%	69%	-	*	*	-	30%	43%	57%	53%	55%	50%
At Masters Grade Level	2019	28%	28%	30%	83%	29%	57%	*	*	-	*	14%	22%	30%	27%	28%	25%
	2018	27%	28%	30%	*	30%	31%	-	*	*	-	13%	29%	31%	29%	30%	27%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	74%	78%	100%	78%	91%	*	*	-	*	41%	75%	78%	75%	76%	73%
	2018	63%	69%	74%	*	74%	83%	-	*	*	-	36%	84%	74%	73%	74%	70%
At Meets Grade Level or Above	2019	35%	40%	44%	100%	44%	74%	*	*	-	*	21%	31%	45%	41%	42%	37%
	2018	39%	43%	48%	*	48%	83%	-	*	*	-	24%	32%	48%	47%	47%	42%
At Masters Grade Level	2019	11%	13%	14%	50%	14%	17%	*	*	-	*	6%	6%	14%	12%	12%	10%
	2018	11%	11%	14%	*	14%	17%	-	*	*	-	12%	5%	14%	13%	13%	11%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	91%	*	91%	94%	-	*	*	-	61%	100%	91%	89%	90%	88%
	2018	84%	86%	90%	*	90%	95%	-	100%	-	*	57%	91%	90%	88%	90%	87%
At Meets Grade Level or Above	2019	54%	54%	56%	*	56%	56%	-	*	*	-	28%	46%	56%	58%	54%	50%
	2018	54%	55%	59%	*	59%	80%	-	71%	-	*	31%	48%	60%	56%	59%	53%

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District STAAR Performance

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

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

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

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- contin- uously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	65%	67%	100%	67%	77%	-	100%	*	-	32%	56%	70%	58%	65%	46%
	2018	67%	63%	64%	86%	64%	57%	-	88%	*	-	25%	63%	69%	47%	64%	40%
At Meets Grade Level or Above	2019	49%	44%	45%	60%	45%	42%	-	86%	*	-	16%	13%	48%	35%	42%	19%
	2018	48%	42%	43%	71%	43%	50%	-	75%	*	-	14%	42%	48%	29%	43%	18%
At Masters Grade Level	2019	8%	5%	6%	40%	6%	4%	-	57%	*	-	4%	0%	6%	3%	5%	1%
	2018	8%	5%	5%	0%	5%	10%	-	38%	*	-	4%	0%	6%	3%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	89%	94%	100%	94%	92%	-	*	*	-	75%	87%	94%	92%	93%	94%
	2018	83%	86%	90%	100%	90%	88%	-	100%	*	*	59%	85%	91%	87%	90%	89%
At Meets Grade Level or Above	2019	61%	67%	82%	100%	82%	82%	-	*	*	-	51%	73%	83%	76%	81%	81%
	2018	55%	58%	71%	57%	71%	58%	-	100%	*	*	33%	76%	74%	59%	71%	63%
At Masters Grade Level	2019	37%	45%	62%	80%	62%	59%	-	*	*	-	27%	63%	62%	58%	60%	59%
	2018	32%	34%	48%	29%	48%	25%	-	100%	*	*	16%	45%	50%	37%	47%	38%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	87%	90%	100%	90%	83%	-	*	-	-	68%	84%	91%	86%	89%	84%
	2018	87%	85%	88%	100%	88%	83%	-	100%	*	-	60%	83%	90%	82%	88%	80%
At Meets Grade Level or Above	2019	62%	56%	60%	80%	60%	57%	-	*	-	-	31%	63%	63%	49%	58%	43%
	2018	59%	52%	55%	50%	55%	42%	-	86%	*	-	22%	50%	58%	42%	54%	34%
At Masters Grade Level	2019	25%	18%	18%	20%	18%	20%	-	*	-	-	7%	26%	19%	13%	16%	8%
	2018	24%	17%	16%	17%	16%	8%	-	71%	*	-	6%	8%	17%	11%	16%	6%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	92%	94%	100%	94%	95%	-	100%	*	-	76%	82%	95%	92%	94%	87%
	2018	92%	91%	92%	*	92%	92%	-	100%	-	-	70%	94%	93%	90%	92%	85%
At Meets Grade Level or Above	2019	73%	67%	72%	80%	71%	80%	-	100%	*	-	43%	73%	74%	61%	70%	49%
	2018	70%	63%	68%	*	67%	80%	-	100%	-	-	38%	81%	69%	62%	67%	46%
At Masters Grade Level	2019	45%	35%	40%	40%	40%	65%	-	63%	*	-	18%	27%	42%	31%	38%	18%
	2018	40%	31%	33%	*	32%	44%	-	50%	-	-	12%	31%	34%	27%	32%	15%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	81%	95%	81%	79%	*	93%	54%	60%	50%	81%	82%	75%	79%	74%
	2018	77%	77%	78%	93%	78%	80%	*	95%	58%	90%	47%	78%	80%	70%	78%	71%
At Meets Grade Level or Above	2019	50%	50%	52%	83%	52%	57%	*	84%	46%	20%	26%	46%	53%	46%	49%	41%
	2018	48%	47%	49%	64%	49%	56%	*	79%	42%	50%	25%	45%	50%	41%	48%	38%
At Masters Grade Level	2019	24%	22%	23%	48%	23%	31%	*	57%	31%	0%	11%	21%	24%	19%	21%	16%
	2018	22%	20%	21%	29%	21%	28%	*	57%	25%	40%	10%	20%	22%	17%	20%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	74%	76%	92%	76%	75%	*	94%	60%	*	42%	79%	77%	68%	74%	68%
	2018	74%	72%	74%	93%	74%	72%	*	93%	40%	100%	39%	75%	76%	61%	73%	65%
At Meets Grade Level or Above	2019	48%	45%	47%	76%	47%	50%	*	74%	40%	*	21%	40%	49%	41%	44%	35%
	2018	46%	43%	44%	61%	44%	51%	*	70%	20%	40%	21%	40%	46%	35%	44%	31%
At Masters Grade Level	2019	21%	18%	18%	40%	18%	27%	*	52%	20%	*	7%	17%	19%	12%	16%	12%
	2018	19%	16%	17%	21%	17%	28%	*	53%	20%	20%	8%	18%	18%	12%	16%	11%

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	85%	86%	100%	86%	85%	*	95%	*	*	62%	85%	87%	82%	85%	83%
	2018	81%	83%	85%	95%	85%	88%	*	97%	*	*	58%	83%	85%	81%	84%	82%
At Meets Grade Level or Above	2019	52%	55%	57%	94%	57%	61%	*	95%	*	*	32%	56%	58%	55%	55%	51%
	2018	50%	52%	55%	71%	54%	62%	*	90%	*	*	30%	53%	56%	48%	54%	48%
At Masters Grade Level	2019	26%	28%	31%	78%	31%	39%	*	65%	*	*	15%	26%	31%	29%	29%	25%
	2018	24%	25%	28%	48%	27%	30%	*	66%	*	*	13%	27%	28%	24%	27%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	73%	76%	100%	76%	74%	*	*	*	*	38%	74%	77%	68%	74%	69%
	2018	66%	68%	71%	*	71%	71%	-	86%	*	-	32%	67%	72%	62%	70%	64%
At Meets Grade Level or Above	2019	38%	41%	44%	100%	44%	57%	*	*	*	*	20%	35%	45%	37%	41%	34%
	2018	41%	42%	45%	*	44%	63%	-	43%	*	-	21%	25%	46%	38%	44%	35%
At Masters Grade Level	2019	14%	15%	15%	57%	15%	13%	*	*	*	*	7%	12%	15%	12%	13%	9%
	2018	13%	12%	13%	*	13%	20%	-	43%	*	-	11%	2%	13%	11%	12%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	84%	88%	84%	81%	-	90%	*	-	55%	82%	85%	81%	83%	77%
	2018	80%	81%	82%	100%	82%	84%	-	100%	*	*	52%	82%	83%	76%	82%	75%
At Meets Grade Level or Above	2019	54%	54%	55%	63%	55%	63%	-	90%	*	-	29%	51%	56%	47%	53%	43%
	2018	51%	50%	51%	50%	51%	52%	-	84%	*	*	25%	51%	53%	42%	50%	39%
At Masters Grade Level	2019	25%	23%	21%	13%	21%	27%	-	40%	*	-	11%	25%	22%	17%	19%	14%
	2018	23%	20%	19%	17%	19%	22%	-	58%	*	*	9%	17%	20%	14%	18%	13%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	81%	83%	100%	83%	80%	-	100%	*	-	58%	80%	83%	81%	82%	70%
	2018	78%	79%	80%	86%	80%	80%	-	100%	-	-	55%	78%	81%	76%	79%	65%
At Meets Grade Level or Above	2019	55%	52%	54%	83%	53%	63%	-	91%	*	-	32%	45%	55%	49%	51%	32%
	2018	53%	50%	51%	71%	51%	57%	-	92%	-	-	31%	49%	52%	48%	50%	30%
At Masters Grade Level	2019	33%	28%	29%	33%	29%	44%	-	64%	*	-	15%	18%	30%	25%	27%	12%
	2018	31%	26%	26%	43%	26%	33%	-	62%	-	-	11%	29%	27%	23%	25%	11%

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

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

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

		State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	44%	48%	-	48%	28%	*	*	*	-	26%	47%	43%
	2018	38%	40%	44%	-	44%	64%	-	*	*	-	23%	44%	40%
Mathematics	2019	45%	53%	57%	-	58%	23%	*	*	*	*	42%	57%	56%
	2018	47%	53%	57%	*	57%	72%	-	-	*	-	39%	57%	54%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	84%	*	84%	83%	-	*	*	-	41%	83%	72%
Students Requiring Accelerated Instruction														
	2019	22%	20%	16%	*	16%	17%	-	*	*	-	59%	17%	28%
STAAR Cumulative Met Standard														
	2019	86%	89%	91%	*	91%	94%	-	*	*	-	55%	90%	83%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	99%	100%	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	9%	5%	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	89%	92%	*	92%	89%	-	*	*	-	64%	92%	87%
Students Requiring Accelerated Instruction														
	2019	17%	11%	8%	*	8%	11%	-	*	*	-	36%	8%	13%
STAAR Cumulative Met Standard														
	2019	90%	94%	96%	*	96%	100%	-	*	*	-	80%	96%	95%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	-	100%	-	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2019	24%	22%	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	76%	77%	*	77%	64%	-	*	*	-	34%	75%	49%
Students Requiring Accelerated Instruction														
	2019	22%	24%	23%	*	23%	36%	-	*	*	-	66%	25%	51%
STAAR Cumulative Met Standard														
	2019	85%	83%	84%	*	85%	68%	-	*	*	-	45%	83%	64%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	95%	-	95%	100%	-	-	-	-	98%	95%	94%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2019	13%	11%	15%	-	16%	*	-	-	-	-	7%	16%	13%
Retained in Grade 8														
	2019	38%	30%	38%	-	38%	-	-	-	-	-	*	38%	40%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	83%	80%	-	80%	53%	-	*	-	-	46%	79%	74%
Students Requiring Accelerated Instruction														

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

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
Bilingual Education/English as a Second Language

(Current EL Students)

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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 01	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Mathematics	2018	38%	40%	44%	47%	47%	-	-	-	35%	35%	-	31%	40%	40%
	2019	45%	53%	57%	58%	58%	-	-	-	56%	*	56%	32%	57%	56%
	2018	47%	53%	57%	62%	62%	-	-	-	49%	49%	*	52%	55%	54%

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

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

County Name: CAMERON

District Number: 031901

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

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

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

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

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

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

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

District Name: BROWNSVILLE ISD
County Name: CAMERON
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

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

District Name: BROWNSVILLE ISD
 County Name: CAMERON
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 01	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	7.0%	4.1%	*	4.1%	4.0%	-	0.0%	-	-	1.0%	4.2%	3.7%
2016-17	2.2%	2.9%	1.8%	*	1.8%	0.0%	*	*	-	-	2.3%	1.8%	1.1%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.9%	4.9%	*	5.0%	0.0%	-	0.0%	-	-	55.9%	5.1%	0.5%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	2.7%	0.0%	*	0.0%	0.0%	-	0.0%	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	3.2%	0.0%	*	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%

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

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

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

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

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

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

District Name: BROWNSVILLE ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Student Information

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

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

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

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

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

District Name: BROWNSVILLE ISD
County Name: CAMERON
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

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

District Name: BROWNSVILLE ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

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

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

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

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

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

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

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

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

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

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

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

**Texas Education Agency
2019 RESULTS DRIVEN ACCOUNTABILITY**

County-District Number: 031901
District Name: BROWNSVILLE ISD

Bilingual Education/English as a Second Language

Region 01

1. BE STAAR 3-8 Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	79.8	82.8	2,644	3,192	Report Only
(ii) Reading	2019	73.0	75.4	2,407	3,192	Report Only
(iii) Science	2019	66.5	71.7	651	908	Report Only
(iv) Social Studies	2019	75.0	*	*	*	Report Only
(v) Writing	2019	64.3	64.4	636	987	Report Only

2. ESL STAAR 3-8 Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	70.7	69.2	1,619	2,339	Report Only
(ii) Reading	2019	57.5	51.8	1,254	2,420	Report Only
(iii) Science	2019	57.5	54.2	403	743	Report Only
(iv) Social Studies	2019	39.5	46.0	327	711	Report Only
(v) Writing	2019	46.4	51.4	416	810	Report Only

3. ELs (Not Served in BE/ESL) STAAR 3-8 Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	72.5	74.8	107	143	Report Only
(ii) Reading	2019	63.7	65.3	94	144	Report Only
(iii) Science	2019	60.0	74.2	23	31	Report Only
(iv) Social Studies	2019	45.2	37.5	*	*	Report Only
(v) Writing	2019	52.6	52.4	22	42	Report Only

4. ELs Years-After-Exit (YsAE) STAAR 3-8 Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	70.0 - 100	88.7	3,004	3,385	0
(ii) Reading	2019	70.0 - 100	86.6	3,112	3,593	0
(iii) Science	2019	65.0 - 100	86.7	1,105	1,274	0
(iv) Social Studies	2019	65.0 - 100	75.9	425	560	0
(v) Writing	2019	70.0 - 100	83.5	1,038	1,243	0

5. ELs STAAR EOC Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	76.2	92.1	621	674	Report Only
(ii) Science	2019	71.2	78.0	594	762	Report Only
(iii) Social Studies	2019	75.0	83.0	482	581	Report Only
(iv) English Language Arts	2019	34.5	34.5	622	1,804	Report Only

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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6. ELs Annual Dropout Rate (Grades 7-12)

	<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>DROPOUTS</i>	<i>ATTEND</i>	<i>PERFORMANCE LEVEL</i>
2019	0 - 1.8	1.4	54	3,879	0
2018			67	3,891	
2017			65	3,585	

7. ELs Graduation Rate

	<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>GRADUATES</i>	<i>CLASS</i>	<i>PERFORMANCE LEVEL</i>
2019	80.0 - 100	84.2	415	493	0
2018			429	538	
2017			269	355	

8. TELPAS Reading Beginning Proficiency Level Rate

	<i>STATE RATE</i>	<i>DISTRICT RATE</i>	<i>BEGINNING</i>	<i>TESTED</i>	<i>PERFORMANCE LEVEL</i>
2019	9.8	11.0	829	7,518	Report Only

9. TELPAS Composite Rating Levels for Students in U.S. Schools Multiple Years

	<i>STATE RATE</i>	<i>DISTRICT RATE</i>	<i>BEG./INT.</i>	<i>TESTED</i>	<i>PERFORMANCE LEVEL</i>
2019	25.5	25.2	1,016	4,031	Report Only

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Career and Technical Education

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1. CTE STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	94.2	1,802	1,913	0
	2018			1,611	1,765	
	2017			2,093	2,311	
(ii) Science	2019	75.0 - 100	91.7	2,783	3,034	0
	2018			2,774	3,074	
	2017			2,832	3,168	
(iii) Social Studies	2019	70.0 - 100	94.9	2,698	2,842	0
	2018			2,736	2,909	
	2017			2,599	2,737	
(iv) English Language Arts	2019	60.0 - 100	72.4	4,969	6,860	0
	2018			4,974	7,067	
	2017			4,914	7,498	

2. CTE ELs STAAR EOC Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	74.3	93.3	434	465	Report Only
(ii) Science	2019	71.6	79.4	454	572	Report Only
(iii) Social Studies	2019	77.7	83.4	362	434	Report Only
(iv) English Language Arts	2019	36.2	36.9	503	1,363	Report Only

3. CTE Economically Disadvantaged STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	94.0	1,641	1,745	0
	2018			1,583	1,736	
	2017			2,050	2,262	
(ii) Science	2019	75.0 - 100	90.9	2,370	2,606	0
	2018			2,657	2,955	
	2017			2,722	3,047	
(iii) Social Studies	2019	70.0 - 100	94.4	2,295	2,431	0
	2018			2,617	2,790	
	2017			2,510	2,645	
(iv) English Language Arts	2019	60.0 - 100	69.8	4,108	5,882	0
	2018			4,754	6,823	
	2017			4,720	7,256	

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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4. CTE SPED STAAR EOC Passing Rate

		<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>PASSED</i>	<i>TESTED</i>	<i>PERFORMANCE LEVEL</i>
<i>(i) Mathematics</i>	2019	65.0 - 100	80.6	241	299	0
	2018			156	246	
	2017			197	310	
<i>(ii) Science</i>	2019	75.0 - 100	70.5	184	261	0 RI
	2018			159	275	
	2017			161	253	
<i>(iii) Social Studies</i>	2019	70.0 - 100	73.7	179	243	0
	2018			137	200	
	2017			134	199	
<i>(iv) English Language Arts</i>	2019	60.0 - 100	29.0	212	731	3
	2018			176	717	
	2017			140	710	

5. CTE Annual Dropout Rate (Grades 9-12)

	<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>DROPOUTS</i>	<i>ATTEND</i>	<i>PERFORMANCE LEVEL</i>
2019	0 - 2.8	*	*	*	0
2018			74	11,639	
2017			72	11,234	

6. CTE Graduation Rate

	<i>PL 0 CUT POINTS</i>	<i>DISTRICT RATE</i>	<i>GRADUATES</i>	<i>CLASS</i>	<i>PERFORMANCE LEVEL</i>
2019	80.0 - 100	97.2	2,613	2,688	0
2018			2,517	2,600	
2017			2,415	2,487	

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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1. Title I, Part A STAAR 3-8 Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	78.3	84.4	14,064	16,660	Report Only
(ii) Reading	2019	73.9	79.7	14,114	17,699	Report Only
(iii) Science	2019	73.4	81.0	4,975	6,142	Report Only
(iv) Social Studies	2019	62.9	70.5	2,105	2,987	Report Only
(v) Writing	2019	63.5	75.8	4,461	5,887	Report Only

2. Title I, Part A STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	94.8	3,133	3,306	0
	2018			3,003	3,271	
	2017			3,454	3,840	
(ii) Science	2019	75.0 - 100	90.1	3,141	3,487	0
	2018			3,299	3,720	
	2017			3,276	3,792	
(iii) Social Studies	2019	70.0 - 100	94.3	3,098	3,285	0
	2018			3,240	3,498	
	2017			3,132	3,376	
(iv) English Language Arts	2019	60.0 - 100	69.1	5,584	8,084	0
	2018			5,716	8,566	
	2017			5,666	9,117	

3. Title I, Part A Annual Dropout Rate (Grades 7-12)

		PL 0 CUT POINTS	DISTRICT RATE	DROPOUTS	ATTEND	PERFORMANCE LEVEL
	2019	0 - 1.8	1.0	212	21,346	0
	2018			227	21,565	
	2017			221	21,681	

4. Title I, Part A Graduation Rate

		PL 0 CUT POINTS	DISTRICT RATE	GRADUATES	CLASS	PERFORMANCE LEVEL
	2019	80.0 - 100	93.5	3,024	3,235	0
	2018			3,029	3,321	
	2017			2,827	3,085	

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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5. Migrant STAAR 3-8 Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	70.0 - 100	77.3	170	220	0
	2018			180	246	
	2017			148	213	
(ii) Reading	2019	70.0 - 100	70.4	159	226	0
	2018			174	244	
	2017			141	220	
(iii) Science	2019	65.0 - 100	70.2	59	84	0
	2018			46	83	
	2017			44	71	
(iv) Social Studies	2019	65.0 - 100	55.0	22	40	1
	2018			27	53	
	2017			13	35	
(v) Writing	2019	70.0 - 100	66.2	51	77	1
	2018			61	90	
	2017			45	78	

6. Migrant STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	88.4	61	69	0
	2018			30	35	
	2017			42	51	
(ii) Science	2019	75.0 - 100	87.7	50	57	0
	2018			42	50	
	2017			57	71	
(iii) Social Studies	2019	70.0 - 100	98.3	*	*	0
	2018			57	62	
	2017			45	51	
(iv) English Language Arts	2019	60.0 - 100	60.0	78	130	0
	2018			70	126	
	2017			82	157	

7. Migrant Annual Dropout Rate (Grades 7-12)

	PL 0 CUT POINTS	DISTRICT RATE	DROPOUTS	ATTEND	PERFORMANCE LEVEL
2019	0 - 1.8	1.3	6	447	0
2018			5	396	
2017			10	540	

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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8. Migrant Graduation Rate

	PL 0 CUT POINTS	DISTRICT RATE	GRADUATES	CLASS	PERFORMANCE LEVEL
2019	80.0 - 100	89.0	65	73	0
2018			77	84	
2017			87	97	

9. Foster Care STAAR 3-8 Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	66.0	73.3	22	30	Report Only
(ii) Reading	2019	61.1	59.4	19	32	Report Only
(iii) Science	2019	62.2	*	*	*	Report Only
(iv) Social Studies	2019	48.1	*	*	*	Report Only
(v) Writing	2019	50.0	53.3	8	15	Report Only

10. Foster Care STAAR EOC Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	60.6	*	*	*	Report Only
(ii) Science	2019	71.8	*	*	*	Report Only
(iii) Social Studies	2019	79.6	*	*	*	Report Only
(iv) English Language Arts	2019	46.6	66.7	6	9	Report Only

11. Foster Care Annual Dropout Rate (Grades 7-12)

	STATE RATE	DISTRICT RATE	DROPOUTS	ATTEND	PERFORMANCE LEVEL
2019	4.0	*	*	*	Report Only

12. Foster Care Graduation Rate

	STATE RATE	DISTRICT RATE	GRADUATES	CLASS	PERFORMANCE LEVEL
2019	63.4	*	*	*	Report Only

13. Homeless STAAR 3-8 Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	67.5	68.4	359	525	Report Only
(ii) Reading	2019	62.9	59.0	319	541	Report Only
(iii) Science	2019	62.6	61.2	101	165	Report Only
(iv) Social Studies	2019	52.4	43.8	32	73	Report Only
(v) Writing	2019	50.4	54.1	98	181	Report Only

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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14. Homeless STAAR EOC Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	73.5	88.4	107	121	Report Only
(ii) Science	2019	79.0	79.6	82	103	Report Only
(iii) Social Studies	2019	83.4	79.7	63	79	Report Only
(iv) English Language Arts	2019	52.3	45.7	121	265	Report Only

15. Homeless Annual Dropout Rate (Grades 7-12)

	STATE RATE	DISTRICT RATE	DROPOUTS	ATTEND	PERFORMANCE LEVEL
2019	3.8	2.3	19	836	Report Only

16. Homeless Graduation Rate

	STATE RATE	DISTRICT RATE	GRADUATES	CLASS	PERFORMANCE LEVEL
2019	80.0	80.3	163	203	Report Only

17. Military STAAR 3-8 Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	87.5	92.5	49	53	Report Only
(ii) Reading	2019	85.0	89.5	51	57	Report Only
(iii) Science	2019	85.7	77.8	21	27	Report Only
(iv) Social Studies	2019	78.9	63.2	12	19	Report Only
(v) Writing	2019	76.2	92.3	*	*	Report Only

18. Military STAAR EOC Passing Rate

		STATE RATE	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	89.8	*	*	*	Report Only
(ii) Science	2019	94.0	90.9	*	*	Report Only
(iii) Social Studies	2019	96.2	95.5	*	*	Report Only
(iv) English Language Arts	2019	79.0	69.6	39	56	Report Only

19. Military Annual Dropout Rate (Grades 7-12)

	STATE RATE	DISTRICT RATE	DROPOUTS	ATTEND	PERFORMANCE LEVEL
2019	0.6	*	*	*	Report Only

20. Military Graduation Rate

	STATE RATE	DISTRICT RATE	GRADUATES	CLASS	PERFORMANCE LEVEL
2019	95.8	*	*	*	Report Only

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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Special Education

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Region 01

1. SPED STAAR 3-8 Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	70.0 - 100	59.2	1,566	2,647	1
	2018			1,475	2,529	
	2017			1,255	2,435	
(ii) Reading	2019	70.0 - 100	46.9	1,245	2,654	2
	2018			1,117	2,437	
	2017			988	2,444	
(iii) Science	2019	65.0 - 100	49.7	458	921	2
	2018			392	832	
	2017			350	788	
(iv) Social Studies	2019	65.0 - 100	42.3	176	416	2
	2018			171	409	
	2017			112	338	
(v) Writing	2019	70.0 - 100	37.5	339	904	3
	2018			276	859	
	2017			262	836	

2. SPED Year-After-Exit (YAE) STAAR 3-8 Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	70.0 - 100	80.3	61	76	0
	2018			64	75	
	2017			73	93	
(ii) Reading	2019	70.0 - 100	80.0	64	80	0
	2018			56	75	
	2017			69	95	
(iii) Science	2019	65.0 - 100	73.9	17	23	0
	2018			*	*	
	2017			30	36	
(iv) Social Studies	2019	65.0 - 100	90.9	*	*	0
	2018			*	*	
	2017			*	*	
(v) Writing	2019	70.0 - 100	68.6	24	35	1
	2018			12	17	
	2017			22	36	

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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3. SPED STAAR EOC Passing Rate

		PL 0 CUT POINTS	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL
(i) Mathematics	2019	65.0 - 100	77.5	358	462	0
	2018			260	409	
	2017			291	466	
(ii) Science	2019	75.0 - 100	68.6	267	389	0 RI
	2018			249	413	
	2017			255	432	
(iii) Social Studies	2019	70.0 - 100	76.0	269	354	0
	2018			246	349	
	2017			222	339	
(iv) English Language Arts	2019	60.0 - 100	32.0	340	1,062	2
	2018			304	1,070	
	2017			278	1,141	

4. SPED STAAR Alternate 2 Overall Participation Rate

	STATE RATE	DISTRICT RATE	STAAR ALTERNATE	ATTEND	PERFORMANCE LEVEL
2019	1.4	2.0	383	18,855	Report Only

5. SPED Annual Dropout Rate (Grades 7-12)

	PL 0 CUT POINTS	DISTRICT RATE	DROPOUTS	ATTEND	PERFORMANCE LEVEL
2019	0 - 1.8	1.5	38	2,573	0
2018			33	2,534	
2017			48	2,488	

6. SPED Graduation Rate

	PL 0 CUT POINTS	DISTRICT RATE	GRADUATES	CLASS	PERFORMANCE LEVEL
2019	80.0 - 100	74.6	247	331	1
2018			250	325	
2017			238	306	

7. SPED Regular Early Childhood Program Rate (Ages 3-5)

	PL 0 CUT POINTS	DISTRICT RATE	SETTINGS RECP	SPED STUDENTS	PERFORMANCE LEVEL
2019	30.0 - 100	30.8	*	*	0
2018			*	*	
2017			*	*	

8. SPED Regular Class ≥80% Rate (Ages 6-21)

	PL 0 CUT POINTS	DISTRICT RATE	SETTINGS ≥80%	SPED STUDENTS	PERFORMANCE LEVEL
2019	70.0 - 100	61.8	*	*	1

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#). For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented. Required Improvement for the STAAR performance indicators measures improvements in districts' rates regardless of changes to students' individual passing standards.

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9. SPED Regular Class <40% Rate (Ages 6-21)

	PL 0 CUT POINTS	DISTRICT RATE	SETTINGS <40%	SPED STUDENTS	PERFORMANCE LEVEL
2019	0 - 10.0	19.5	*	*	2
2018			*	*	
2017			*	*	

10. SPED Separate Settings Rate (Ages 6-21)

	STATE RATE	DISTRICT RATE	SEPARATE SETTINGS	SPED STUDENTS	PERFORMANCE LEVEL
2019	0.3	*	*	*	Report Only

11. SPED Representation (Ages 3-21)

	SPED STUDENTS	ALL STUDENTS
2019	5,389	44,377

12. SPED OSS and Expulsion ≤10 Days Rate (Ages 3-21)

	STATE RATE	DISTRICT RATE	SPED OSS/EXP≤10	SPED STUDENTS	PERFORMANCE LEVEL
2019	6.2	6.2	*	*	Report Only

13. SPED OSS and Expulsion >10 Days Rate (Ages 3-21)

	STATE RATE	DISTRICT RATE	SPED OSS/EXP>10	SPED STUDENTS	PERFORMANCE LEVEL
2019	0.4	*	*	*	Report Only

14. SPED ISS ≤10 Days Rate (Ages 3-21)

	STATE RATE	DISTRICT RATE	SPED ISS≤10	SPED STUDENTS	PERFORMANCE LEVEL
2019	10.7	8.7	*	*	Report Only

15. SPED ISS >10 Days Rate (Ages 3-21)

	STATE RATE	DISTRICT RATE	SPED ISS>10	SPED STUDENTS	PERFORMANCE LEVEL
2019	0.8	*	*	*	Report Only

16. SPED Total Disciplinary Removals Rate (Ages 3-21)

	PL 0 CUT POINTS	DISTRICT RATE	SPED REMOVALS	SPED STUDENTS	PERFORMANCE LEVEL
2019	0 - 19.0	34.3	*	*	2

Detailed information on the assignment of performance levels can be found in the 2019 Results Driven Accountability Manual. For performance levels assigned through Required Improvement and Special Analysis (other than NA SA where applicable), both current and previous years' district rates are presented.

For SPED indicators #9 - #16, data pertaining to significant disproportionality (SD) are provided only for districts that exceed the established SD threshold.

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Summary

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Performance Level Summary by Each Program Area

	PERFORMANCE LEVEL									INDICATOR		
	0, 0 SA, 0 RI	1, 1 SA	2, 2 SA	3, 3 SA	4, 4 SA	NA, NA SA	No Data	Report Only	SD, SD RP	Total #	Rated #	PL Mean
BE/ESL	7							21		28	7	0.0
CTE	13			1				4		18	14	0.2
ESSA	15	2						38		55	17	0.1
SPED	13	4	6	1				6		30	24	0.8

Federally Required Elements

For information about the four indicators below, visit [LEA Determinations](#) or contact the Division of Special Student Populations at (512)463-9414.

For assistance with data collection and reporting requirements for these indicators, contact your [regional education service center special education contact](#).

INDICATOR	PERFORMANCE LEVEL
State Performance Plan (SPP) Compliance Indicators	0
Valid, Reliable, and Timely Data	0
Status of Uncorrected Noncompliance	0
Financial Audits	0

Detailed information on the assignment of performance levels can be found in the [2019 Results Driven Accountability Manual](#).

The Federally Required Elements indicators were included in the summary table and the performance mean calculation of the SPED program area.

Priority for Service (PFS) Action Plan for Migrant Students

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

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

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none">• Have failed one or more of the state assessments (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none">• Who have made a qualifying move within the previous 1-year period; <p>AND</p> <ul style="list-style-type: none">• Have been designated LEP in the Student Designation section of the New Generation System (NGS) Supplemental Program Component; <u>or</u>• For students in grades K-2, who have been retained, or are overage for their current grade level.

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

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

School District: Brownsville ISD
Region: One

Priority for Service (PFS) Action Plan

Filled Out By: Estela L. Barrientes
Date: July 30, 2019

School Year: 2019- 2020


Note: Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Pan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).


<p>Goal(s): To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.</p>	<p>Objective(s):</p> <ul style="list-style-type: none"> ➤ PFS students will have access to supplemental instructional opportunities. ➤ 80% of PFS students will be on grade level within 2 years. ➤ 70% of PFS students will meet the state academic achievement standards (STAAR)
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Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
<ul style="list-style-type: none"> Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services. 	September 2019 –June 2020 (on the last work day of each month)	NGS Specialist Campus Migrant Clerks Migrant Service Coordinator	NGS PFS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	August 14, 2019	MSC Migrant Counselor	Snapshot of DIP containing PFS Action Plan
Additional Activities			

<ul style="list-style-type: none"> Distribute NGS PFS report to all campus principals on a monthly basis on the first work day of the month. Cover letter with a thorough explanation of the report will be attached. 	September 2019- June 2020	MSC NGS Specialist Campus Migrant Clerks	NGS – PFS Monthly Report Cluster Delivery Sheets with Signatures
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports. 	August - October 2019	MSC Migrant Counselor	Sign-In Sheets Agenda Copies of Handouts
<ul style="list-style-type: none"> During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria. 	October 2019	MSC Migrant Recruiters	PAC Agenda Copy of Handout
<ul style="list-style-type: none"> During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children. 	December 2019- March 2020	MSC Migrant Recruiters Migrant Campus Clerks Migrant Teachers Parent Liaison Migrant Counselor	Signed copy of PFS student's report card
Additional Activities			
<ul style="list-style-type: none"> 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Ongoing throughout the year	MSC Migrant campus clerks Migrant Teachers Migrant Counselor	DIP Sign-In sheets for PFS Learning Academies, Lab Sign-in Sheets, Math Academy, MS Leadership Academy, Path to Scholarships

<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Ongoing throughout the year	Migrant Teachers Migrant Clerks MSC Parent Liaison Migrant Counselor	Tutorial Sign-In Sheets Distribution Forms Referral Forms
<ul style="list-style-type: none"> The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Ongoing throughout the year	MSC Parent Liaison Migrant Counselor Migrant Teachers	Community Resources Booklet
Additional Activities			
<ul style="list-style-type: none"> The district will host a Learning Academy for PFS students only with a focus on ELA for high school PFS students and Reading for middle school and elementary school PFS students. 	November 2019	MSC Counselor Migrant Clerks Migrant Teachers	Sign-In Sheets Transportation Requests Agenda
<ul style="list-style-type: none"> An individualized PFS Progress Review Form will be completed twice per quarter via the Project P.R.I.D.E online application and submitted to Region One. 	Twice per quarter	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Project P.R.I.D.E. reports PFS Reports


7.30.19
 LEA Signature Date Completed


8/1/19
 ESC Signature Date Received

STUDENT WELFARE
FREEDOM FROM BULLYING

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Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student's educational opportunities; or

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

Policy

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

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

**Prevention and
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

Retaliation

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

Timely Reporting

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

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(LOCAL)

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.