

# **Brownsville Independent School District**

## **Besteiro Middle School**

**2019-2020**

**Accountability Rating: C**



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

# Mission Statement

Brownsville Independent School District, rich in cultural heritage, will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Our school and community will collaborate to prepare students to face the challenges of the future by providing a college and career ready 21st century learning environment.

# Vision

Besteiro Middle School provides academic excellence for all students.

# Value Statement

Besteiro Middle School believes

staff are committed to rigorous standards-based curriculum that is student centered, relevant, and integral.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The SBDM committee will meet once every six weeks to review the CIP goals and to amend appropriate to campus needs.

**Data Sources Reviewed:** The following sources provided valuable data for Demographics in regards to the identification of needs: Enrollment Reports

1. Attendance Reports
2. Ethnicity
3. Mobility/Stability
4. Teacher-Student Ratios
5. Completion, Dropout rates, Failure Rates
6. Course / Class Assignments
7. Pre-AP/ AP Placement Enrollment
8. ESL/XL Enrollment
9. Teacher Attendance
10. Student Attendance Rates
11. Discipline
12. Benchmark Data
13. Campus parent participation records
14. SAT/ACT scores
15. Fitness Gram Data

The student population at Besteiro Middle School is approximately 703 and serves students in grades 6th, 7th, and 8th Grade. According to the PEIMS Data Review of our campus profile, 99.1% of the student population is Hispanic, and .09% is Non-Hispanic. Additionally, 99% of the student body is classified as economically disadvantaged. The PEIMS report also shows that \*\*\*\* of Besteiro's student population are classified as English Language Learners, which many are first-generation Mexican Immigrants, and 1\*\*\*\* of Besteiro's total population are Special Education students. Additionally, the retention rate was \*% for all and at-risk students. The Attendance Rate was \*% for all students and \*% for at-risk students. Moreover, the Dropout Rate was \*% for all students and \*% for at-risk students.

## **Demographics Strengths**

1. Students are willing to attend tutorials
2. Campus has Migrant Tutorials
3. Campus has Phone Master to communicate with parents
4. Teachers work on Failure list & inform parents
5. Students participate in extracurricular activities, fine arts, athletics and clubs.
6. Strong parental support; attendance at open house and parent meetings.

## **Demographic Needs:**

1. Attendance rate..
2. Mobility...
3. New comers/interrupted instruction...

# Student Academic Achievement

## Student Academic Achievement Summary

The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report / TEA School Accountability Report
- STAAR Summary Report-Group Performance
- Eduphoria/Tango data, 6 weeks tests, Semester Exams,Benchmark tests

6th-8th Grade All Students STAAR Summary: 2015-2016

Reading: 6th Grade (51%), 7th Grade (54%), 8th grade (75%)

Writing: 7th Grade (64%)

Math: 6th grade (53 %), 7th Grade(51%) 8th grade (81%)

Science: 8th Grade (78%)

Social Studies: 8th Grade (69%)

The trends identified when student performance scores were compared over a period of two-three years demonstrate that students need additional learning time in Reading and Math as indicated by STAAR scores.

Performance variations between all student groups:

6th Reading: At-Risk (41%), Economically Disadvantaged (62%) Hispanic (62%) White (NA%) Female (71%) Male(50%) Gifted and Talented (97%) LEP (27%) Migrant (71%) Special Education(34%)

7th Reading: At-Risk (47%), Economically Disadvantaged (61%) Hispanic (61%) White (NA%) Female (63%) Male(54%) Gifted and Talented (87%) LEP (32%) Migrant (57%) Special Education(40%)

8th Reading: At-Risk (46%), Economically Disadvantaged (72%) Hispanic (72%) White (NA%) Female (68%) Male(54%) Gifted and Talented (100%) LEP (36%) Migrant (41%) Special Education(32%)

7th Writing: At-Risk (54%), Economically Disadvantaged (65%) Hispanic (65%) White (NA%) Female (73%) Male(55%) Gifted and Talented (90%) LEP (34%) Migrant (70%) Special Education(38%)



6th Math: At-Risk (47%), Economically Disadvantaged (67%) Hispanic (67%) White (NA%) Female (70%) Male(60%) Gifted and Talented (93%) LEP (45%) Migrant (53%) Special Education(45%)

7th Math: At-Risk (40%), Economically Disadvantaged (52%) Hispanic (52%) White (NA%) Female (56%) Male(51%) Gifted and Talented (87%) LEP (25%) Migrant (48%) Special Education(33%)

8th Math: At-Risk (60%), Economically Disadvantaged (79%) Hispanic (79%) White (NA%) Female (72%) Male(65%) Gifted and Talented (100%) LEP (66%) Migrant (53%) Special Education(71%)

Science: At-Risk (39%), Economically Disadvantaged (57%) Hispanic (57%) White (NA%) Female (56%) Male(54%) Gifted and Talented (94%) LEP (34%) Migrant (50%) Special Education(32%)

Social Studies: At-Risk (27%), Economically Disadvantaged (42%) Hispanic (42%) White (NA%) Female (39%) Male(41%) Gifted and Talented (81%) LEP (38%) Migrant (38%) Special Education(21%)

### **Student Academic Achievement Strengths**

1. 2013 Accountability Summary- Reference Reading/ELA Academic Achievement Distinction earned.
2. 2014 Accountability Summary -Reading ELA Distinction Academic Achievement Earned: Mathematics
3. 25 Students qualified for Early college in reading.
4. 2014 STAAR Algebra I 100% pass rate.
5. 2015 STAAR Algebra I 100% pass rate.
6. 2016 STAAR Algebra I 100% pass rate.

### **Student Achievement Needs:**

1. Improve Reading/literacy skills at all levels and in all content areas by implementing a campus wide book study during the scheduled time as well as Writing across the curriculum.
2. Decrease performance gaps between Special Education, Bilingual/ESL, and At-Risk students for all content areas at all grade levels by integrating SIOP and differentiated instruction strategies.
3. Improve technology integration and use of effective computer assisted instruction in all classrooms. Technology training is necessary for effective instruction and upto date trends.
4. Provide professional development on effective instructional strategies across contents to increase academic performance for all subpopulation indicators (ELL, GT, AP, CIF, Text Structures).
5. Provide transportation for after school and Saturday academy tutorials.
6. Hold a Summer Bridge Program in order to provide an orientation to incoming 6th grade students to assist with the transition from elementary school to middle school.

7. Providing students with the necessary resources needed for continuous instruction.

## **School Processes & Programs**

### **School Processes & Programs Summary**

CNA Procedures for Staff Quality, Recruitment and Retention:

**Besteiro Middle School fosters a positive and safe climate and embraces the culture of the surrounding community. Besteiro Middle School faculty and staff promote high levels of achievement to ensure student success. Besteiro Middle School has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed by department and team meeting members so that stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018-2019 Campus Improvement Plan.**

**Data Sources Reviewed: The following sources provided valuable data for Staff Quality, Recruitment and Retention in regards to the identification of needs:**

**Teacher Certification / Qualification Data**

**Staff Effectiveness in Relation to Student Achievement PDAS / Walkthroughs**

**Special Program Qualifications Professional Development Data Department and Team Meetings**

# Peer Coaching

## CNA Procedures for School Context and Organization:

**Besteiro Middle School** has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018-2019 Campus Improvement Plan. Besteiro Middle School will utilize the Raptor program in order to screen all visits to school in order to maintain security and order and to the best of our abilities maintain a conducive learning and safe environment.

**Data Sources Reviewed:** The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

School Structure

Master Schedule

Supervision Structure Duty Rosters

Schedule for Student Support Services: Library, Counseling, Computer Lab School Map

Program Services: Extracurricular Activities, After School Programs Teaming, STEM Activities and competitions such as Electric Car, Science Fair, College 1st (GEAR UP) and 21st Century activities

Implementation of new programs which will serve as support for student learning and teacher teaching as of but not limited to Edgenuity, ESL/Bilingual Programs (Dualingo, Readworks, Edgenuity, Mind Play, Flip Grid), Writing Criterion, Science and Math.

Implementation of The 7 Habits of Highly Effective Teen Ageds developed by Franklin Covey which will help students apply personal leadership principles to the tough choices they face every day.

## School Processes & Programs Strengths

**Findings/Analysis Results:** The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

1. Walkthrough Data
2. Professional Development attendance
3. GT / AP Compliance

## Staff Quality, Recruitment, and Retention Needs

**Summary of Needs:** After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Staff Quality, Recruitment and Retention areas of improvement would be addressed:

1. Increase teacher and administration's participation in professional development, decreasing discipline referrals and increasing student attendance on campus.
2. The teachers, administration, and counselors require additional training on effective strategies, differentiating instruction based on student needs or/and data throughout the year at weekly meetings through intensive intervention research based literacy instruction, a book study, and practices provided by Campus Administration and Curriculum & Instruction Specialists. Campus will consult with Region One for Professional Development opportunities. The campus will also supply travel money to attend Region One Trainings and Texas Assessment Conference. All AP and Pre- Ap teachers will attend professional development opportunities to enhance their individual teaching skills to help students be successful in the classroom. In addition, teachers will be paid to work after school and Saturday sessions to develop action plans, rotation scheduling, curriculum writing, etc. using recent interim assessment data.
3. The teachers will receive additional training on the Review 360 in order to reduce ISS, OSS, and student removals.
4. The teachers will be expected to conduct peer coaching
5. Teacher retention will be maintained by providing district stipends for certifications, and for attending various professional development sessions.
6. Special Education teachers will attend regular education trainings provided by the District and Campus in order to improve instruction in inclusion and resource classes and increase Sp.Ed. Students test scores and grades.

To best support Besteiro's campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Staff Quality, Recruitment and Retention are set forth in all sections of the 2018-2019 Campus Improvement Plan.

- 1) Parents are invited to attend open house, team meetings, school performances, weekly meetings, and district events.
- 2) Students receive recognition for honor roll, fine arts, and athletic standings.

3) Teacher unity and philosophies align with the school mission.

4) Besteiro will implement an incentive and recognition plan for teachers and staff that will increase the percentage of staff that agree on the 2019 CNA that they are supported and valued at the campus.

**Findings/Analysis Results:** The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

1. Duty Rosters are available.
2. Administrative team meets with department chairs / lead teachers.
3. School structures.
4. Master Schedule includes department and teaming by grade level
5. Students are encouraged to participate in Extracurricular activities.

## School Context and Organization Needs

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Context and Organization areas of improvement would be addressed:

1. Increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement.
2. Increase the number of students who actively participate in Accelerated Reading by providing students with books and library availability in the morning and afterschool and by having incentives for students who reach a certain number of points.
3. Ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers.
4. Implementation of The 7 Habits of Highly Effective Teen Agers developed by Franklin Covey which will help students apply personal leadership principles to the tough choices they face every day.
5. To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Context and Organization are set forth in the 2019-2020 Campus Improvement Plan.
6. To address technology needs at Besteiro Middle School and assuring that they are being met the following actions are taking place: increasing the the number of computers/tablets/laptops accessible to students, greater utilization of computer-based professional development, increased use of technology-enhanced lessons, and greater use of new innovative software.
7. In order to increase access speeds and maximize instructional time, the library support students and staff members by making state adopted resources accessible through the use of the latest computers/laptops.

8. Besteiro middle school will purchase Newline True Touch HD LED multitouch Display Monitors with Windows software installed (7) in order to supplement available technology on campus to have a more immersive learning experience for the whole class, small groups and individual needs.
9. Besteiro will also equipped teachers with redcats in order to amplify voice and better serve auditory needs for students.

# Perceptions

## Perceptions Summary

### CNA Procedures for School Culture and Climate:

Besteiro MS has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018-2019 Campus Improvement Plan.

**Data Sources Reviewed:** The following sources provided valuable data for School Culture and Climate in regards to the identification of needs: Surveys  
Questionnaires

Classroom and Walkthrough data. Parent Conferences

Open House information

### CNA Procedures for Family and Community Involvement:

Besteiro M.S. has conducted campus surveys in each of the components of the Campus Improvement Plan. The survey results were reviewed during a faculty meeting so that all stakeholders were made aware of results. The entire faculty along with SBDM members reviewed the results of the survey, STAAR scores, TELPAS scores, SELP/SSLP, and 7th Grade Fluency Test and Algebra I Scores. The faculty was then divided into committees and assigned the 2018-2019 CIP to review the plan and decide what improvements needed to be incorporated. Each committee then submitted a revised CIP to be utilized during 2018-2019 and made recommendations as to what activities, resources and funds needed to be allocated towards the 2018- 2019 Campus Improvement Plan.

**Data Sources Reviewed:** The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

Family and Community participation Parent Volunteer Information

Parent and Community Partnership Data Mobility / Stability

Demographic Data



Parent Evaluations and feedback

Award for having the most parental involvement participation

## **Perceptions Strengths**

**Findings/Analysis Results:** The following strengths were identified after all findings were analyzed by the SBDM Committee.

1. Positive School Climate
2. Students / Parents feel campus is safe and encouraging place
3. High turn out during Open House
4. Improvements to facilities

## **School Culture and Climate Needs**

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following School Culture and Climate areas of improvement would be addressed:

1. Promote more parent participation in Parent Meetings by sending out Parent Meeting flyers with students, calling parents at home, sending school messenger notifications, and making home visits. This is inclusive of the migrant population.
2. Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing the number of parents who sign up to get access to their child's grades. This is inclusive of the migrant population.
3. Provide parents with "Academic Night" in order to communicate with parents regarding their child's academic grades in order to increase parental involvement and communication. This is inclusive of the migrant population. (Supplies)
4. Provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc.
5. Provide a health school environment to assist in meeting the needs of the general school population and those with health conditions. Initiate and maintain effective procedures for materials, supplies and student records. This is inclusive of the migrant population.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to School Culture and Climate are set forth in all sections of the 2018-2019 Campus Improvement Plan

**Findings/Analysis Results:** The following strengths/area of improvement were identified after all findings were analyzed by the SBDM Committee.

1. Parents understood their child's report card.
2. Progress Reports.
3. Meetings were held in the language parents understood.
4. Campus has a welcoming environment and provides enriching classes for parents.

## **Family and Community Involvement Needs**

Summary of Needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Family and Community areas of improvement would be addressed for all student populations including migrant students.

1. Increase the number of parents with Home Access Center by providing training during parent meetings and offering assistance when parents stop by the campus office. This is inclusive of the migrant population.
2. Increase the number of participation in parent meetings by sending parent notification flyers, calling parents and making home visits to notify them of upcoming meetings/attendance concerns. By having parent night during the school year for additional parental involvement opportunities and providing light snacks and supplies/materials. This is inclusive of the migrant population.
3. Encourage parents to be active participants in students' academic and discipline by sending parent meeting flyers home and calling parents to encourage attendance and by coordinating parent conferences and field trips to enhance participation. This is inclusive of the migrant population.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2018-2019 Campus Improvement Plan.

# Priority Problem Statements

# 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
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

# Goals





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













**Performance Objective 1:** Besteiro student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR 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 not available due to COVID-19. Benchmark data was used to determine progress.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective









**Next Year's Recommendation 1:** Meet performance objective









Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Besteiro will provide campus wide instructional resources to all teachers and students to ensure delivery and learning of rigorous instruction based on District Curriculum and District Initiatives in order to prepare all students; as well as professional development based on identified needs (PD may include extra duty pay and or stipends as well as or CPE hours accordingly). Variety of workbooks/ consumables that focus on various aspects among others to be included as necessary throughout the school year to address student needs. Population: All Students Timeline: August 2019-May 2020	2.4	Principal Dean of Instruction Assistant Principals Department Chairs Curriculum Specialists	Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback From data (walk through from curriculum specialists), lead teachers, BOY, MOY, EOY, PD session evaluations, Report Cards. Summative Results: STAAR, EOC scores, TELPAS, the increase in the number of students meeting the 2019-2020 passing standards on the district-developed assessments and the State Assessments				
<b>Funding Sources:</b> 211 Title I-A - 19914.00, 162 State Compensatory - 10751.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 2) Besteiro Middle School will monitor the implementation of the RTI model in its 3 tiers for math, reading and behavior with additional training, documentation and interventions are based on identified needs. Population: All students and teachers for these students in core content areas. Timeline: August 2019-May 2020	2.6	Administrators, (Principal, Assistant Principals, Dean), Dyslexia/504 Department Lead teachers, C&I	Formative-sessions of Professional Development, agendas and evaluations as well as RTI plan progress monitoring reports, Classroom observation, reports . Summative-Improved STAAR scores, data, TELPAS, Tier decrease, increase the support from the first semester to the second semester.				
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 3) Besteiro will analyze campus assessment data to determine specific instructional intervention needs that will drive planning for PDs providing teachers or lead teachers with an after school or Saturday stipend in order to perform framework revisions, lesson plans, rotation scheduling and maintenance/ committee meetings. Population: All students and sub-populations, and teachers for those students in core areas, Special Education and CTE. Timeline: August 2019-May 2020	2.4, 2.6	Principal, Assistant Principals, Dean, Department Chairs	Formative-Training Calendars, Agendas, professional development evaluations, classroom walk throughs, data from campus, six weeks assessments, check points assessments, district benchmarks. Summative-STAAR, EOC scores, T-TESS data, PDS transcripts				
	<b>Funding Sources:</b> 162 State Compensatory - 5200.00						
4) Teachers will work in collaboration with specialists in content areas, CTE, Special Education, Bilingual / ESL Departments in order to provide support in the classroom while making sure curriculum alignment is up to par with the district. Population: All students Timeline: August 2019-May 2020	2.4, 2.5, 2.6	Principal, Dean, Assistant Principal, Department Chairs and Teachers	Formative -Walk throughs, Progress reports, report cards. Summative STAAR, District Benchmark exams, EOC scores.				










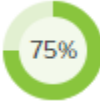










Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 5) Besteiro will provide tutorials, pull-outs, and Saturday Academies for students based on assessment data. Tutorials and Saturday Academies will be provided for identified low-performing students and at risk students to prepare for state assessments, district assessments and to succeed on their daily academic needs. Population: All students Timeline: August 2019-May 2020	2.6	Principal, Dean, Assistant Principals, Department Chairs and Teachers	Formative six weeks passing / failing reports, benchmarks, attendance. Summative STAAR scores, TELPAS, PBMAS				
6) Teachers will incorporate a Literacy initiative/curriculum to apply literary elements and reinforce reading comprehension, and skills; not limited to AR (Accelerated Reading Program, Apex) Population: All students Timeline: August 2019-May 2020	2.4, 2.5, 2.6	Principal, Dean, Assistant Principals, Department Chairs, Teachers, Librarian	Formative, AR Points, Six weeks Exams, Semester Exams, Benchmarks, report cards, program reports. Summative STAAR scores				
7) Dyslexia teacher and Aide will support identified students in order to increase student achievement. Activities will include: Computer Lab, students in the inclusion setting, small group intensive instruction, SSI planning and preparation Population: All students, TI, ESL, EL, AR, GT, SE, Migrant, DYS, AP Timeline: August 2019-May 2020	2.4, 2.5	Principal, Dean, Assistant Principals	Formative: Student report card grades, Parent phone Log, Student Summative: STAAR Scores				
8) Campus instructional aides will provide classroom support and monitor implementation of appropriate instructional strategies and will assist At-Risk students with core academic activities in order to improve student performance and attend professional development in the latest strategies. Population: All students Timeline: August 2019-May 2020	2.4	Principal, Dean, Assistant Principal, Teachers	Formative -Benchmark , Student progress, report cards and classroom observation-work. Summative STAAR Scores				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) GT Student success will increase when teachers continue identifying GT students in their teams to assure correct placement and instruction of these students. Gifted and Talented (GT) learners will be clustered and serviced through the GALAXY (GT) /Honors classes program to develop their critical and creative thinking, problem solving and decision making skills appropriate for gifted learning. Instructional strategies that add depth and complexity through Differentiation Model must accommodate the unique needs of the gifted and talented learner. GT teachers must have professional development that includes 30 GT Core hours prior to their GT class assignment and a minimum of 6 GT ongoing hours annually. GT Teachers will encourage student originality and creativity through the participation of district programs such as Brainsville Inventions, Destination Imagination, and UIL Academics. Population: 6-8 grade students, ESL, Migrant, SE, EL, TI, GT, DYS, PreAP Timeline: August 2019-May 2020	2.4, 2.5	Dean Of instruction, Principal, Counselors, Teachers, Advanced Academics	Formative- Student assessments Classroom observations Walkthroughs Lesson Plans Summative- Increase % of Commended on STAAR; School Benchmarks and Six Weeks Grades, GT Compliance report, Student Performance Rerord, eschool Plus generated Master Schedule				
10) STEM 6th-8th grade students participate in STEM/ program instructed by Stem trained teachers. They will also provide classroom resources and manipulative activities to assist students in academic success such as the Electric Cars for Science STEM activity. Define STEM will be implemented. Population: 6-8 grade students, ESL, Migrant, SE, EL, TI, GT, DYS, PreAP Timeline: August 2019-May 2020	2.4, 2.5	Principal, Assistant Principals, STEM Teachers, Dean of Instruction	Formative STAAR scores from previous year Benchmark results Summative Report card Grades STAAR Scores				
<b>Funding Sources:</b> 211 Title I-A - 500.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
11) SSI Students in need of SSI intensive accelerated instruction will be provided learning opportunities during and after school tutorials instructed by highly qualified reading and math teachers. Population: All students Timeline: Jan.-May 2020	2.4, 2.5, 2.6	SSI Tutorial teachers, Dean of instruction, Principal	F: Walkthroughs Progress reports S: STAAR Exam				
12) Summer Bridge Besteiro Middle School will implement a transitional program for feeder elementary campuses in which students are informed of middle school expectations. The transitional plan will not be limited to offering core classes in reading and math. Two teachers will be assigned to plan accordingly using the District's scope and sequence. The program will provide necessary supplies and materials as needed. Timeline summer during school year 2019-2020		Principal, Dean of Instruction					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>13) Special Education</p> <p>SE teachers will attend regular education trainings provided by the district and campus in order to improve instruction in inclusion and resource classes and increase SE students' scores and grades. Improve performance of students receiving SE services by providing opportunities for Special Education and Regular teachers to attend staff development and conferences on</p> <p>SP. Ed. Topics: Resource Reading, English, Math;</p> <p>Redirection; Life Skills; Inclusion; Learning Disabilities;</p> <p>Behavioral Disabilities; Co-Teaching; Modifications;</p> <p>STAAR and STAAR ALT2 Special Education teachers will have the opportunities to attend Regular Education Staff development.</p> <p>Administration</p> <p>Special Education</p> <p>Personnel</p> <p>Strategies and resources utilized to effectively instruct and</p> <p>assess students with Special Education services will</p> <p>include: Direct Inclusion in 6th, 7th and 8th grade for Reading and Math. Some SE students will be getting</p> <p>services in English, Science and Social Studies through a</p> <p>paraprofessional or SE teacher. Regular and SE teachers will collaborate</p> <p>every three weeks to discuss SE students' progress</p> <p>Coordination</p> <p>Day. SE Departments' Action Plan to improve STAAR scores. SE students will be provided with a study guide to take</p> <p>home for Reading and Math that includes vocabulary,</p> <p>calculator (for those that qualify for it) and strategies targeted towards the STAAR</p>	2.4, 2.5, 2.6	Principal Assistant Principals Dean of Instruction Special Education Personnel General Education Teachers	Formative : Student report card grades, Parent phone Log, Student Summative STAAR Scores				

assessment. Timeline: August 2019-May 2020							
14) Counselors will offer classroom presentations to cope with issues that teenagers and middle school students may be presented with in their lives. They will also have general supplies readily available for students. Population: All students Timeline: August 2019-May 2020	2.4, 2.5, 2.6, 3.1	Administration-Principal, Assistant Principal, Dean, Counselors, At-Risk counselor, Gear Up counselor, Counseling Department	Formative Curriculum documents Summative School climate, Scores, Tests.				
15) Administration will ensure that campus needs are met. Instructional materials, supplies and furniture will be ordered based on needs. Machinery and supplies will be maintained to ensure that teachers focus on instruction. Population: Faculty Timeline: August 2019-May 2020	2.4	Administration	Formative: walkthroughs, observations and surveys Summative: teacher feedback/surveys				
<b>Funding Sources:</b> 211 Title I-A - 7938.00							
<b>Additional Targeted Support Strategy</b> 16) Besteiro Middle School students will have access on a regular basis to the library and all their equipment to supplement teachers' instruction as well as to do research, homework help and reference materials. Librarian and library aid may utilize funds to have school's library well equipped to provide for student needs. Librarian will plan school activities in sync with the calendar activities that will involve not only students, but staff, faculty and parents. Population: All students Timeline: August 2019-May 2020	2.5	Principal, Dean, Assistant Principal, Librarian and proper supervisor	Formative: student participation in library time, checking out books, events, field trips and symposiums as well as the participation in literacy activities Summative: Higher rates of students participate in higher ed activities, camps, STAAR and passing rates				
17) Besteiro MS will hire a dean of instruction who is highly qualified to assist teachers plan for effective implementation of instruction.	2.6	Administration	T-PESS, student performance, progress reports.				
<b>TEA Priorities</b> Connect high school to career and college 18) Advanced Placement (AP) Teachers, counselors, and administration will inform students of available resources on college board website along with exam schedule. Besteiro MS will provide course description and AP exam requirements. Population: AP students Timeline: August 2019-May 2020	2.5	Principal, Dean, 8th Grade Counselor, AP teacher	Formative: Number of students taking AP exam Summative: AP College Board exam results				

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

**Performance Objective 2:** Besteiro 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) 2:** PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

**Summative Evaluation 2:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will be provided with instructional resources and computer assisted instruction that reinforces implementation of BISD based on identified areas of need. Also students will be taught the necessary skills to develop a personal career portfolio that can be updated as they advance their education. Population: All student groups Timeline: August 2019-May 2020	2.6	Principal, Dean, Assistant Principal, District Lead Teachers, C&I personnel Technology Teachers TST	Formative District Benchmark data (Fall and Spring), Instructional feedback (walk through data), PDS surveys; lesson plans and student's work Summative campus will show and increase on performance assessments.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













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









**Performance Objective 3:** Besteiro will implement the early college high school model to maintain designation and improve performance as measured by the ECHS Blueprint.

**Evaluation Data Source(s) 3:** TSIs reports, AP score reports, career exploration enrollment

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Counselors will present information on BISD magnet school programs and Magnet Career Night to students and parents. Students will be advised on Career Pathways available in HS. Population: Students and parents Timeline: Oct. 2019-May 2020	2.5	Administration, Counselors, AT-Risk Counselor	Formative: Monthly logs, sign in sheets. Summative: Number of student accepted into a magnet school, choice slips.				
2) Besteiro will implement a plan to prep for TSI.2 and math beginning with 8th graders. The expectation is that all BISD students graduate and are college ready. Population: All secondary students Timeline: August 2019-May 2020	2.6	Principal, Dean, Assistant Principals, 8th grade Counselor, Advanced Academics	Formative: TSI test taking and passing data by campus and grade Summative: Increased percentage of students passing each and all TSI assessments over previous attempts.				
3) Besteiro will increase meetings to vertically align courses with feeder elementary schools and HS to ensure equitable access for all students on all campuses. Population: All students and teachers Timeline: August 2019-May 2020	2.5	Elementary Principals, Elementary Deans, Elementary 5th grade Teachers, MS Principal, MS Dean, MS Teachers, HS Principal, HS Dean, HS Teachers,	Formative Results in performance ratings, evaluations, Summative improved assessment scores.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) 21st Century The program provides activities that provide students with access to academic enrichment and other activities that are specifically designed to reinforce and complement the regular academic program to help students meet the challenging state academic standards. Population: All students Timeline: August 2019-May 2020	2.5	21st Century campus coordinator, administration	Summative: Improved assessment scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							















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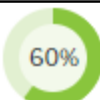
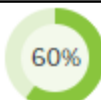





**Performance Objective 4:** 80% of Migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

**Evaluation Data Source(s) 4:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Besteiro Migrant students will be properly identified and will receive grade appropriate school supplies, clothing, shoes and hygiene items as needed in order to provide them with the necessary tools to meet academic expectations while completing their work in the classroom and at home. Population: All Besteiro Migrant Students Timeline: August 2019-May 2020	2.4	Migrant Funded Personnel, District Migrant Coordinator	Formative: Distribution forms, PFS , reports, composite of services Summative: Increased on-time promotion and on-time graduation rates				
<b>Funding Sources:</b> 212 Title I-C (Migrant) - 0.00							
2) Migrant clerk will carryout annual identification and recruitment IDR training in order to secure the most current information needed to appropriately assist with the campus identification and recruitment initiative. Assist with the annual IDR residency verification initiative Population: Migrant students Timeline: Sept.-Oct. 2019	2.4	Campus Administration, Migrant Teacher, Migrant Clerk	Formative IDR Training, NGS Mass enrollment report Eschool Solutions Summative Texas Education Agency IDR Certificates Residency Verification reports.				
3) Migrant Clerk will distribute migrant information and currently enrolled listing to all teachers and administrators in order to facilitate pertinent information in a timely manner throughout the year. Population: all PFS migrant students Timeline: August 2019-May 2020	2.4	Campus Administration, Migrant Teacher, Migrant Clerk	Formative NGS Reports Summative Completed surveys, documentation of services, monitoring tools, migrant clerk evaluation.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Migrant Campus funded staff will attend Migrant Education Region One workshops, local, regional and state migrant conferences in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year. Population: all PFS students Timeline: August 2019-May 2020	2.4	Campus Administrators, Migrant Teacher and Migrant clerk	Formative Region one workshop information, flyer or workshop #, forms, BISD professional leave form with approved signatures. Summative workshop certificate, agendas and or handouts.				
5) All Migrant students will have the opportunity to attend the district's summer school programs to ensure timely promotion or as an enrichment. Population: All PSF students Timeline: June 2020	2.4	Campus Administration, Migrant Teacher and Migrant Clerk	Formative Eligibility forms, Attendance rosters, Participation Surveys. Summative Completion reports, EOY program assessment results.				
6) The migrant campus clerk will attend the required New Generation System NGS state required training in order to secure the needed skills to accurately and appropriately input the data for migrant students into the migrant state database.  NGS and BISD eSchool Plus entries will be monitored daily to ensure the IDR data and information has been appropriately coded in a timely manner. Population: PFS migrant students Timeline: August 2019-May 2020	2.4	Campus Administration Migrant Teacher Migrant Clerk Migrant funded recruiters data PEIMS Data Clerk	Formative NGS Annual Training Summative NGS Certificates PBMAS Report correctly coded migrant on NGS				
7) Migrant survey will be utilized at the end of the school year to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Population: PFS Migrant students Timeline: Apr.-June 2020	2.4	Campus Administration, Migrant funded personnel	Increase on-time graduation				
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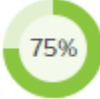






**Goal 1:** Besteiro students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7 and 11)

























**Performance Objective 5:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2019-2020 participation.



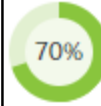





**Evaluation Data Source(s) 5:** Regional and state competition participation numbers

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 5:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will travel throughout the year to various events that will enhance their curricular and co-curricular experiences to provide a well-rounded education to each student. A Honor Roll students will be rewarded with a field trip per semester. Population: All Students Timeline: August 2019-May 2020 CNA pg. 9	2.5	Administration and Sponsors	Travel Logs				
<b>Funding Sources:</b> 199 Local funds - 0.00							
2) Besteiro Band students will participate in UIL Band, Solo and Ensemble, UIL concert and sight reading comprehension, TMEA All-Region, Honor Band competition and all-city band clinic and concert. Population: Performing Band Students Timeline: August 2019-May 2020	2.5	Administration, Teachers, Band Directors, Competition Judges	Formative: Performances / # of students participating Summative: Gradebooks, performance results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Besteiro Choir Students will participate in All City Choir Clinic / Concert and compete in TMEA Region, Choir Solo and Ensemble including UIL Choir concert and Sight-Reading Competition. Choir students will attend summer choir camps. Population: Choir students Timeline: August 2019-June 2020	2.5	Administration, Teachers, Choir Directors, Competition Judges	Formative: Performances / # of students participating Summative: Gradebooks, performance results				
4) Art students will participate in activities and compete in district, community and/or valley art competitions/ exhibitions such as the Student International Art Show and the regional Jr. VASE Visual Arts Scholastic Event. Population: Art students Timeline: August 2019-May 2020	2.5	Administration, Teachers, Art Teacher, Competition Judges	Formative: Performances / # of students participating Summative: Gradebooks, performance results				
5) Besteiro students practice different techniques and media to use different materials to create a variety of art and will be provided with appropriate material to enhance the GT program. Population: Art, GT students Timeline: August 2019-May 2020	2.5	Administration, Teachers, Technology and or career exploration Teacher, Competition Judges	Formative: Performances / # of students participating Summative: Gradebooks, performance results				
6) UIL One Act Play students will participate in a middle school clinic and competition. Population: UIL One Act Play students Timeline: August 2019-May 2020	2.5	Administration, UIL One Act Play teacher	Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings				
<b>Funding Sources:</b> 199 Local funds - 125.00							
7) Destination Imagination teacher sponsors and students will participate in D.I. workshops and competitions. Population: 6-8 DI students Timeline: August 2019-May 2020	2.5	Administration, DI Sponsors	Formative: Monthly Logs, Sign In Sheets Summative: Competition Results				
8) SE teachers will support Special Olympics and its students throughout the school year. Population: SE students Timeline: Nov. 2019-Mar. 2020	2.5	Administration, Special Ed Teachers, Adaptive PE Teachers	Special Olympics Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Besteiro students will be recognized at the end of year for academic accomplishments to showcase their hard work. Population: All students Timeline: May 2020		Counselors, administration	Formative: Student performance / # of students participating Summative: Gradebooks, performance results				
	Funding Sources: 211 Title I-A - 2000.00						
<div> = Accomplished</div> <div> = Continue/Modify</div> <div> = No Progress</div> <div> = Discontinue</div>							

## Goal 2: Besteiro, 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 2)

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

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Exceed performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) All staff members will turn off the lights to their assigned rooms whenever not in use. Population: All staff Timeline: August 2019-May 2020		Administration, Non- Teaching Professionals, Teachers, and all Classified Personnel	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly Energy Use Report Summative: Yearly Energy Use Report				
2) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.  Population: All Students Timeline: August 2019-May 2020		Administration, Safety coordinators, maintenance personnel	Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation. Summative: SHAC recommendations				
<b>Funding Sources:</b> 162 State Compensatory - 720.00							
= Accomplished            = Continue/Modify            = No Progress            = Discontinue							









**Goal 3: Besteiro 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:** Besteiro 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, campus, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will meet all encumbrance and percentage spent fund deadlines as expected by all district departments. Population: All staff and students Timeline: August 2019-May 2020		Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs	Formative: Reports generated through the BI-TECH online system.  Summative: End of Year reports generated through the BI-TECH online system.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













**Goal 3:** Besteiro 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:** Besteiro 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.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchasing procurement policies will be followed with fidelity to ensure that there is not a budget shortfall/ deficit at the end of the year. Population: All staff and students Timeline: August 2019- May 2020		Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	Formative: Reports generated through the BI-TECH online system.  Summative: End of Year reports generated through the BI-TECH online system				
2) A system will be in place to keep track of all funds that are encumbered or processed in the BI-TECH system to ensure that all monies are spent. Population: All staff and students Timeline: August 2019-May 2020		Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs.	Formative: Reports generated through the BI-TECH online system.  Summative: End of Year reports generated through the BI-TECH online system.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





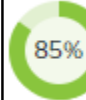





**Goal 3:** Besteiro will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 3:** The district and campuses will create and provide faculty and staff recognition 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

**Next Year's Recommendation 3:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Faculty and Staff will be recognized for their professional development and accomplishments throughout their teaching career both with the campus and district in order to improve campus morale and climate by the same token support retention. Population: Faculty and staff Timeline: August 2019-May 2020		District Administrators, Principal, Dean and Assistant Principals	Formative recognition at the end of each six weeks and annually Summative Teacher turnover and campus retention campus morale and climate				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							













## Goal 4: Besteiro 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:** Besteiro 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:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will supply the BISD Public Information dept. with news, student and staff accomplishments throughout the school year to ensure maximum positive school publicity. Population: All staff and students Timeline: August 2019-May 2020	2.5	Administration, Department/Program Heads, and Sponsors.	Formative: Newspaper Clippings, BISD Website Highlight, and Besteiro Website.  Summative: Enrollment Reports				
2) The campus will responsibly create and maintain a social media page to highlight student achievements.  Population: All staff and students Timeline: August 2019-May 2020	2.5	Administration and Campus TST	Formative Besteiro Webpage				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









## Goal 5: Besteiro 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 2019-2020, PEIMS discipline report data, Review360 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:** Exceed performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Maintain the district's standard for students assigned to a Disciplinary Alternative Education Program (DAEP). Besteiro will maintain the district's standard in attendance rates, pre/post assessment results, drop-out rates, sub groups representation in order to comply with district's goal. Population: All Students Timeline: August 2019-May 2020	2.5, 2.6	Administration, Counselors, Teachers	Formative: Attendance, Benchmark data Summative: PEIMS Data AEIS Data				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









**Goal 5:** Besteiro 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 2019-2020 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:** Met Performance Objective

**Next Year's Recommendation 2:** Exceed performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Parents will be notified of any discipline referral outlined in the Student Code of Conduct as mandated by policy. As per District Policy, students are allowed to bring their own electronic device to school ONLY to use it for instructional and academic purposes when directed by teacher and previously stated in the lesson plan and daily activity. Teachers will be provided with supplies to voluntarily store electronic devices. Population: All students Timeline: August 2019-May 2020	2.5, 2.6, 3.1	Administration, Counselors, Teachers	Formative: Completed Referral Forms Summative: Discipline Referrals / Reports				
2) Provide training for administrators and new teachers/ current staff in district and out of district: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. District adopted Eschools for discipline management. Population: Administration, counselors and teachers Timeline: August 2019-May 2020	2.5, 2.6	Administration, Counselors, Teachers	Formative: Agenda Sign-in sheets Summative: Discipline Referrals, Discipline Reports				
<b>Funding Sources:</b> 211 Title I-A - 3975.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals. Population: All Students Timeline: August 2019- May 2020	2.5, 2.6	Administration, Counselors, Teachers	Formative: Student academic progress, number of discipline referrals, Counselor student log Summative: PEIMS Discipline Reports				
4) Counselors will provide individual and/or group counseling sessions as needed in order to ensure that students needs are addressed. Population: All students Timeline: August 2019-May 2020	2.6	Administration, Counseling, Teachers	Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









**Goal 5:** Besteiro 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

**Next Year's Recommendation 3:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/ Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue as a preventive measure. Population: All students Timeline: August 2019-May 2020	2.6	Administration, Counselors, Teachers	Formative: Attendance Roster, Professional Development Evaluation Summative: PEIMS Discipline Report				
2) Campuses must have an identification security system. All faculty must obtain and display an Identification Card while on school grounds. All students must obtain an identification card while on school grounds. Visitors must present an identification at sign-in and escorted at all times. Population: All students, staff and visitors Timeline: August 2019- May 2020	2.6	Administration, Counselors, Teachers	Formative: Training Sign-up sheets Summative: Safety reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature, must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Soft Lock Down, Severe Weather, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: All students and staff Timeline: August 2019- May 2020	2.5, 2.6	Administration, Counselors, Teachers, Crisis Intervention Team	Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Safety reports, Fire Drill documentation				
4) Office staff will receive training to conduct a sex offender search on all visitors in order to minimize the number of intruders on campus as well as registered sex offenders using Raptor ID Check System Population: All students Timeline: August 2019-May 2020	<b>Funding Sources:</b> 211 Title I-A - 525.00						
5) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year. In addition, a Police Officer will be stationed on campus. Campus Officers, when possible, will address current trends with students, parents, campus faculty and staff, Gang Awareness, Bullying, Dating Violence, Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan(EOP), Safety Procedures as a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Population: All Students Timeline: August 2019-May 2020		Administration, BISD Security Services	Formative: Evaluations, Sign-In Sheets, Summative: PEIMS Discipline Reports				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							


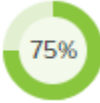




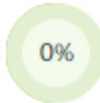

**Goal 5:** Besteiro will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 4:** Besteiro will implement throughout the school year 2019-2020 The 7 habits for Effective Teen Aged by Franklin Covey which helps students apply personal leadership principles to the tough choices they face every day. All Stakeholders at Besteiro Middle School will be part of this Campus wide implementation.

**Evaluation Data Source(s) 4:** Students will acquire personal and academic principles which will lead them to take better decisions not only in school yet in their personal life and will be reflected in the environment at school, less referrals and apply it also in studying and academic habits.

**Summative Evaluation 4:** Met Performance Objective

**Next Year's Recommendation 4:** Exceed performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Implementation of The 7 Habits for Effective Teens program developed by Franklin Covey. CNA 10	2.5, 2.6, 3.1	Counselors, Dean, Principal, Assistant Principal, Teachers and Students	Formative Increase learning time and climate throughout the entire learning community (school) and life at home. Summative six weeks report of referrals will decrease significantly as students take ownership of their actions.				
<b>Funding Sources:</b> 211 Title I-A - 23206.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







**Goal 6: Besteiro staff, 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. (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









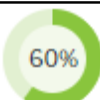
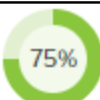


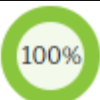



**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Conduct the following annual Title I-A required activities: Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level. Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds. Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program. Population: All parents Timeline: August 2019-May 2020	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	Formative: Campus Parental Involvement Policy, SPS Compact, meeting documentation. Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement, school policy, parent-student compact, Campus Improvement Plan Population: All parents Timeline: August 2019-May 2020	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	Formative: Calendar Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent Representative List, SBDM List of Participants, Compact and Policy.  Summative: Composite of meeting minutes, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
3) Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy, student code of conduct, student-parent-school compact, parental involvement policy, Emergency Operation Procedures , volunteer guidelines and opportunities. Population: All parents Timeline: August 2019-May 2020	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	Formative: Agendas, Sign-in sheets, Fliers, Brochures, Handouts, Session Evaluations, Student Code of Conduct.  Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
4) Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus. Parent Center will disseminate information, services and/or referrals to agencies that address the needs in the following areas: Effective teaching strategies, Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) Building Capacity: College Readiness, Drop-out and Violence Prevention. Family Education, Community agencies/organizations, Inform Community on Campus Performance Report Card and Home Access Center. Refreshments, supplies/materials will be provided at parent meetings to help increase parent participation. Population: All parents. Timeline: August 2019- June 2020  PERC: #2	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	Formative: Parent Conference, Fliers, Sign-In Sheets, Conference Agendas, Conference Evaluations, Home Access Center Report  Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
<b>Funding Sources:</b> 211 Title I-A - 1800.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Implement academic team parent trainings, parent child learning experiences/ celebrations, sessions to promote parents' engagement in their students' academic career, as well as progress reports, parent-student-counselor conferences, IP Phone for parent communication. Population: All parents and students Timeline: August 2019-May 2020	3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	Formative: Parent Invitations Sign-in sheet Parent Evaluations Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals				
6) Funds will be allocated to provide a Parent Liaison for the purpose of educating parents, monitoring attendance, conducting home visits and to oversee parental involvement activities aimed at increasing parent participation. Funding for home visit mileage will be designated to reimburse mileage spent on the Parent Liaison's home visits. Monies will be allocated for purchasing of general supplies, food for meetings and miscellaneous operating costs aimed at helping to involve parents in the education of their children and ensuring student success. Population: Parents and students Timeline: August 2019-May 2020	2.6, 3.1, 3.2	Administration, Counselors, Teachers, Parent Liaison	Formative: Benchmark Scores, Student Progress Reports, and Classroom Observations, Monthly Contact Log Composite Report.  Summative: Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals..				
<b>Funding Sources:</b> 211 Title I-A - 900.00, 162 State Compensatory - 300.00							
7) Solicit community partners for each academic team to promote academic excellence via business and community ventures. Activities include breakfast clubs, evening sessions, etc. Population: Community partners and parents Timeline: August 2019-May 2020	3.1	Administration, Counselors, Teachers, Parent Liaison	Formative: Parent Invitations, Sign-in sheet, Parent Evaluations. Summative: Parent Evaluations, Composite of End of Year survey, Title I-A Parental Involvement Compliance Checklist STAAR/EOC Results, Parent & Student Attendance Rate, Discipline Referrals.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





## Goal 7: Besteiro 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)













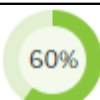
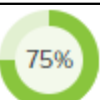
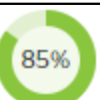





**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance 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:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Targeted Support Strategy</b> <b>ESF Levers</b> Lever 5: Effective Instruction 1) Provide teachers with professional development opportunities to enhance implementation of instructional strategies including, yet not limited to RTI, SIOP, ELLevation strategies, Differentiated Instruction, CIF (Common Instructional Frameworks), Texas Literacy, fluency, reading comprehension skills, Google, Microsoft, S3 Strategies. Population: All teachers Timeline: August 2019-May 2020	2.4	Principal, Dean of Instruction, Advanced Academics, Department Chairs	Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives  Formative: Training evaluations and walk-throughs with constructive feedback, lesson plans, Summative: District, Campus, and State assessment instruments  Besteiro MS will show a 5 percentage point increase in the number of students meeting the 2020 passing standard on the State assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required core and on-going trainings, as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Population: All GT/and sub pops, as well as teachers in core content areas and Special Education. Timeline: August 2019-May 2020	2.5	Principal, Dean of Instruction, Advanced Academics, Department Chairs	Curriculum Frameworks Instructional Feedback Form District developed assessments Campus developed assessments Evidence of TLI sustained initiatives  Formative: Training evaluations and walk-throughs with constructive feedback, lesson plans, Summative: District, Campus, and State assessment instruments  Besteiro MS will show a 5 percentage point increase in the number of students meeting the 2020 passing standard on the State assessments.				
3) Increase the rigor of the comprehensive Advance and Honors program and placement program of instruction at the middle school level based on a progression of aligned courses through annual training. Population: All sub populations of students and teachers for these students in core content areas, SE and CTE Timeline July 2019- May 2020		Principals, Dean of Instruction, and Department Chairs and campus administrators	Formative results: District monitoring instrument, class rosters, Honors, AP student applications, contract training agendas and evaluations. Summative -improve STAAR and EOC student scores, AP tests and other college readiness assessments.				
4) 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. Population: All grade level teachers Timeline: July 2019-June 2020		Campus Administration and department chairs	Formative RTI plans and progress monitoring reports, sign in sheets, workshop agendas, PD's session roster and evaluations. Summative STAAR Scores, TELPAS and TMSFA				
5) Fine Arts Teachers will be provided with professional development training opportunities. Population: All Fine Arts teachers Timeline: August 2019-May 2020		Campus Administration Fine art department	Formative sign in sheets, PD's evaluations, student performance ratings Summative Increased EOY recognition.				
6) Migrant Education program instructional staff will be provided with professional development to improve migrant students' reading and math skills. Population: Migrant support staff Timeline: August 2019-May 2020		Campus Administration Migrant Clerk Migrant department	Formative results sign in sheets for professional development, PD evaluations, student performing rating Summative increased EOY performance on state and local assessments.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Professional development and curriculum writing opportunities will be provided to support campus personnel to enhance the provision of services for At-Risk students in order to improve academic achievement, improve attendance and decrease the drop-out rate to less than 1%. Professional Development will include: ID of At-Risk students through state and local criteria, graduation rates, completion and drop-out rates, and immediate enrollment of homeless & unaccompanied youth per the McKinney-Vento Act and the Budget and Program Compliance. Population: All At-Risk students Timeline: August 2019-May 2020		Principal, Dean, Assistant Principals, Teachers, CIS Personnel, At-Risk Counselor	Formative PD evaluation reports, verified homeless and or unaccompanied youth enrollment letters, eSchool Plus special programs report, eSchool Plus at risk program report, progress monitorin assessment scores, student progress reports. Summative increased STAAR and lower at-risk dropout rate				
	Funding Sources: 162 State Compensatory - 25000.00						
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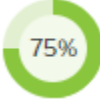










**Goal 7:** Besteiro Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

**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:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative in the middle school STEM program. Population: STEM teachers Timeline: July 2019-June 2020		Campus administration and department chairs	Formative PD session evaluations, benchmark scores, program application counts. Summative STAAR scores, BISD instructional feedback from walkthroughs which will indicate implementation of developed project-based learning experiences.				
2) Campus personnel and stakeholders will attend opportunities at the national, state and regional level; as well as in-district conferences to engage in research based professional development opportunities that will support effective transformation reform strategies, best practices and student learning. Population: All teachers Timeline: July 2019-June 2020	2.4	Campus administration	Formative classroom grades campus benchmark scores, teacher observations, student progress reports, lesson plans, curriculum feedback, walkthroughs, PD evaluations. Summative T-TESS or Job description/evaluation summative reports show improvement on State assessment including STAAR, and TERRA NOVA test results				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							







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

**Performance Objective 1:** All schools will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology













**Evaluation Data Source(s) 1:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports









**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet performance objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) Besteiro Middle School will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for desktop computers and laptops, new TruTouch monitors for the use of teachers' and students' 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- May 2020 CCNA: SA1	2.4, 2.5	Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration	Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +Benchmarks				
	<b>Funding Sources:</b> 211 Title I-A - 94137.00, 162 State Compensatory - 92765.00						



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Teachers will obtain a minimum of 12 technology hours of professional development annually to better prepare and assist with the integration of technology into the core subject areas. Training and support will be provided for all teachers and students on the prevention of Cyber Bullying and the integration of technology in the classroom. Population: All teachers Timeline: July 2019-May 2020 Need: District policy	2.5	Tech Services Professional Development Adm. Principal	Formative Results: 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training Summative Impact: 1. +T-TESS evaluations 2. +Application Management Reports 3. +Campus Technology Training records from T-TESS				
3) Campus will allow the Technology Support Teacher (TST) adequate daily time to support with the integration of technology within the classroom. Population: Campus faculty Timeline: August 2019-May 2020	2.5	Technology Services Admin. Chief Financial Officer	Formative Results: 1. Annual operating budget for technology 2. Purchase requests for technology equipment 3. Walk-throughs Summative Impact: 1. +Fixed Assets campus inventory 2. +Increased teacher and student technology usage				
4) Model and support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility/ modifications and needs of students. Specific settings include but are not limited to: Computer labs, Interactive tablets, teacher laptops, Redcats in order to amplify voice and sound to better instruct students. Sensors/Interface Technology, Interactive whiteboards, Document cameras, New TruTouch monitors, Student Response Systems, and graphing calculators. Population: All students grades 6-8 Timeline: August 2019-May 2020	2.4, 2.5	Principal/Dean, Dept Chairs & Campus Lead Teachers, Technology Service Staff	Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, Campus will have a 5 percentage point increase in the number of students meeting the 2018 state assessment passing standards				
<b>Funding Sources:</b> 162 State Compensatory - 10444.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>Additional Targeted Support Strategy</b> <b>RDA</b> 5) Model and support the integration of technology by providing administration with the proper equipment in order to monitor and implement usage within the classroom across all content areas. Population: Administration Timeline: August 2019-May 2020		Principal and funding source	on a more efficient resource to finish work load and achieve set goals and tasks.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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













**Performance Objective 1:** Reduce the Middle School Dropout Rate to less than 1%

**Evaluation Data Source(s) 1:** Drop-out and Graduation rate reports.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Meet performance objectives

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 requiring that teachers to make contact with parents and maintain a call log (IP Phones for Dept Heads to enhance parent/teacher communication, phone logs, home visit logs). with parents. Teachers will also contact parents of students who are failing or in danger of failing and At Risk students. Parent liaison will make home visits if needed in order to ensure daily updates of attendance. Parent liaison and counselor will assist in working with At-Risk population with different reports and documentation. Office supplies will be purchased to support this initiative. Population: All grade level students Timeline: August 2019-May 2020		Teachers, attendance clerk, parent liaison, counselors, PEIMS administrator and campus administrators	Formative results PEIMS reports for attendance, weekly rate of attendance, parent truancy court notice letters, no credit process, and student attendance plans, progress reports. Summative PEIMS increase campus attendance percentage rate. and drop on the regaining of credit and failure rate due to absences.				
2) To better support student achievement and improve student attendance, campus parent liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. As per district policy, parents of students with excessive absences will be issued warning notices, no credit letters, and/ or court notification as needed. Population: All students Timeline: August 2019-May 2020		Campus Administration, Parent Liaison, attendance clerk	Formative School messenger notification system reports eSchool attendance reports, district attendance monitoring forms, truancy court sworn affidavits filed, no credit letters. Summative impact Increase PEIMS campus attendance percentage rates				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) To reduce student absenteeism, campus staff will be proactive by monitoring students' attendance. After the 3rd absence, student will be monitored and will begin the truancy preventive measures in which students and parents will be called to a conference to prevent further student absenteeism. Population: All students identified Timeline: August 2019-May 2020		Campus administration, parent liaison, attendance clerk and teachers	Formative results BISD Student plan for truancy prevention measures, school attendance reports, School messenger Distribution of student attendance plans to parents and students. Summative impact: Increase PEIMS attendance rates.				
4) Migrant clerk will attend the annual incentive identification and recruitment training in order to be certified as state recruiter. Migrant Education Program will utilize the comprehensive ID&R /Quality Control Plan of Action/COE Procedural Flow Chart to systematically and thoroughly identify Migrant students and their families and improve their attendance in school. Population: Migrant clerk Timeline: August 2019-May 2020		Principal and Migrant clerks	Formative Professional development transcripts, maximum enrollment reports, continuous promotion of services Summative increase in the migrant report (students ), Migrant clerk certificate of attendance, increase the student enrollment.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							









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

**Performance Objective 2:** All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

**Evaluation Data Source(s) 2:** STAAR/EOC reports disaggregated for At-Risk students.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Meet performance objective

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 the extended day, at least twice a week. Regular /extended accelerated instruction programs will assist to improve At-Risk student achievement, graduation rate, completion rate and decrease the retention and dropout rate. Saturday tutorials will also be in place. Population: All students Timeline: October 2019-May 2020	2.5, 2.6	Principal, Assistant Principals, Dean of Instruction, department chairs and teachers	Formative Results: eSchoolPlus generated accelerated Instruction Schedule, Accelerated Instruction Attendance Report, Accelerated Instruction Lesson Plans, Accelerated Instruction Classroom Observations, School IPlus 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.				
<b>Funding Sources:</b> 162 State Compensatory - 9847.00							
2) Supplement the Dyslexia Program to provide language and literacy interventions as needed in order to improve student achievement, attendance, graduation rate, completion rate and reduce the retention and dropout rate. Population: Dyslexia students Timeline: August 2019-May 2020	2.4, 2.6	Campus Administrator, Dyslexia teacher and dyslexia clerk	Formative eSchool Plus, master schedule, teacher lesson plans, classroom observations, progress monitoring assessment scores, student progress reports. Summative: decreased retention rate compared to prior year.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) 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 and dropout rate. Population: At-Risk students Timeline: August 2019-May 2020	2.6	Campus administration	Formative eSchool Plus, master schedule, computer labs schedule, usage report of programs under implementation, teacher lesson plans, classroom observation, progress monitoring assessment scores, student progress reports. Summative Improve STAAR /EOC scores TELPAS and other state assessments. Attendance rate, retention rate, dropout rate, graduation rate and completion rate.				
4) 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. Population: All Migrant students Timeline: 2020 Summer Session	2.5	Principal, Migrant clerk, academic counselors.	Formative sixth weeks grades and PFS Monitoring tool. Summative: increase rates in state assessment performance.				
5) Besteiro's Library and classrooms will display cultural validation. Provide cultural books and subscriptions for reading materials for student motivation, cultural validation and provide a broader vision of the world. Provide students with diverse reading opportunities of current events through subscriptions to magazines and periodicals. Population: All students Timeline: August 2019-May 2020		Librarian, classroom teachers, administration.	Formative: research cultural role models, in library, classrooms and hallways. Summative Make visual checks to establish displays are up.				
<b>TEA Priorities</b> Recruit, support, retain teachers and principals 6) Teachers will comply with PLAAFP's and IEPs; as well as with IDEA requirements to address students' individual needs. Special Education teachers will coordinate with regular education classroom teachers every 6 weeks or as needed. Population: All SE students Timeline: August 2019-May 2020	2.4	SE Teacher, Assistant Principal in charge of Special Ed., Principal	Formative ARD documentation as per IEP, AEP Summative documented progress of annual goals and objectives as per IEP				
= Accomplished  = Continue/Modify  = No Progress  = Discontinue							













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

**Performance Objective 3:** 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) 3:** 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 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Meet 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, we will utilize the 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-May 2020	2.6	Administration, department chair, coaches and supervisor	Formative results : classroom observations, professional development evaluations, sing in sheets, workshops and their agendas. Summative fitness gram results increase, CATCH binder end of the year evaluation.				
2) In an effort to improve overall student health which increases student attendance and academic performance, Besteiro MS will have a full time nurse on campus with medical supplies for student needs. Population: All students Timeline: August 2019-May 2020		Campus Administration, Nurse and Nurse assistant	Formative Monthly reports of incidents . Summative 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				
3) Dean of Instruction will conduct research-based professional development sessions (which require substitutes support) on a systematic schedule to train, support and recruit highly qualified teachers that will help at-risk students.	2.6	Principal, Administrator for Special Programs, Administrator for State Comp.	Formative: Lesson Plans, Classroom observations, benchmark scores, IPRs, PD sign-in sheets Summative: STAAR scores				
<b>Funding Sources:</b> 162 State Compensatory - 3000.00							

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>							



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
8	1	5	Model and support the integration of technology by providing administration with the proper equipment in order to monitor and implement usage within the classroom across all content areas. Population: Administration Timeline: August 2019-May 2020

# RDA Strategies

Goal	Objective	Strategy	Description
8	1	5	Model and support the integration of technology by providing administration with the proper equipment in order to monitor and implement usage within the classroom across all content areas. Population: Administration Timeline: August 2019-May 2020

# State Compensatory

## Budget for Besteiro Middle School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6112-00-048-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,000.00
162-11-6118-00-048-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,504.00
162-11-6118-00-048-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$2,343.00
<b>6100 Subtotal:</b>		<b>\$12,847.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6299-00-048-Y-30-000	6299 Miscellaneous Contracted Services	\$720.00
162-32-6299-00-048-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	\$25,000.00
<b>6200 Subtotal:</b>		<b>\$25,720.00</b>
<b>6300 Supplies and Services</b>		
162-11-6396-00-048-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$980.00
162-11-6398-00-048-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$7,085.00
162-11-6398-62-048-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$4,542.00
162-11-6398-62-048-Y-30-337	6398 Computer Supplies/Software - Locally Defined	\$85,680.00
162-11-6399-00-048-Y-30-000-Y	6399 General Supplies	\$9,771.00
162-11-6399-00-048-Y-30-337	6399 General Supplies	\$112.00
162-11-6399-62-048-Y-30-000-Y	6399 General Supplies	\$5,902.00
162-61-6399-00-048-Y-30-WTF-Y	6399 General Supplies	\$150.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6300 Subtotal:</b>		<b>\$114,222.00</b>
<b>6400 Other Operating Costs</b>		
162-61-6499-53-048-Y-30-WTF-Y	6499 Miscellaneous Operating Costs	\$150.00
<b>6400 Subtotal:</b>		<b>\$150.00</b>

## Personnel for Besteiro Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Aguilar, Brenda	Dean of Instruction	SCE	1.00
Ceballos, Ivonne	Counselor At-Risk	SCE	1.00
Chavez, Mario	Counselor At-Risk	SCE	1.00
Cisneros, Maria Guadalupe	Reading Enrichment	SCE	1.00
Gonzalez, Omar	Support Teacher	SCE	1.00
Sauceda De Elizondo, Clarisa	6th Math	SCE	1.00

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised. After thorough review of multiple data sources and meetings with teachers/staff members and parents, our last meeting and adjournment for the 2018-2019 school year was held on May 31, 2019.

#### **Data Sources Used:**

- (1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)
- (2) Use of data from academic assessments - STAAR / EOC / BISD Benchmarks / CPAS
- (3) Data Analysis Meetings (BOY/MOY Benchmark Results)...record of dates, agendas, sign-in sheets with Dean of Instruction
- (4) Number of students failing per six weeks and ultimately attending summer school based on report card grade (six weeks failing reports)
- (5) Number of students on RtI's
- (6) Formal and informal communication with parents (communication logs).

#### **Summary of CNA:**

The above allowed the campus to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students. Areas of strengths and needs were identified and documented.

#### **CNA Process:**

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments. The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2018-2019 school year and to increase the Masters performance level in all content areas.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

The Site-Based Decision-Making (SBDM) Committee used the comprehensive needs assessment (CNA) to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the **2018-2019** and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability

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

Teachers at Besteiro meet on a weekly basis with Dean of Instruction in order to monitor and revise lesson delivery using relevant data. Academic Teams meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students. Department Chairs meet on a monthly basis with District Curriculum Specialist to get updates about curriculum. Teachers deliver the received information teachers at our campus. The RTI Committee meets ever six weeks in order to monitor student progress.

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

The CIP will be available to the parents and the community via the schools's website and discussions during weekly parent meetings.

If requested the campus Parent Liaison will also make the CIP (hard copy) available to parents and community members.

The CIP can and will be translated into any language the parent requests to the non-English speaking parents. Languages other than English: Spanish

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

Schoolwide Reform Strategies that the school will be implementing to address school needs: To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the state's Meets and Masters levels of academic performance, use effective methods and instructional strategies that are established by scientifically based research that strengthen the core academic program. Besteiro will increase the amount and quality of learning time, including the funding of an afterschool Title I Accelerated Instruction/ summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year. Teachers will include strategies for meeting the educational needs of historically underserved populations; include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or those not meeting the State student academic achievement standards.

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TELPAS, check points and benchmark tests, to implement new

instructional strategies, modify existing strategies and/or discontinue existing strategies to better and more effectively address student needs as determined by use of these instruments.

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

Highly-qualified teachers will deliver out the instructional program. Certified teachers who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, paying stipends for attainment of a Master's Degree, and continue paying stipends for ELA (English Language Arts), math, science and social studies.

The school will provide high-quality ongoing professional development throughout the school year for all staff including teachers, administrators, and paraprofessionals. Professional development activities will be geared to individual teachers' needs, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration will conduct classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which. Teachers will receive additional professional development in Co-Teaching, STEM problem-solving, Science TEKS, algebra readiness, teacher delivery methodology, classroom management, text structures, and STAAR assessments.

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

Students experiencing difficulty will be provided with effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily classroom assignments and assessments. Students not mastering the objectives will be provided additional assistance in the after school accelerated instruction program and/or enrichment courses based on their individual needs. In addition to accelerated instruction, students will have the opportunity to attend Besteiro Saturday Academies, 21st Century enrichment afterschool program and EOC rotations. The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources.

Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school accelerated instruction programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with other approved funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program. Besteiro Middle School will provide the state mandated State Compensatory Education Program through funded initiatives including after school accelerated instruction starting the fourth week of school. Students will be provided with accelerated instruction by personnel funded by State Compensatory Education. In addition, Besteiro Middle School will also utilize State Compensatory Education funds to provide computer based instruction to assist at-risk students academically.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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



Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

The Parent and Family Engagement Policy was distributed to all students at the beginning of the school year, along with the SCC, parent/nurse release forms, dress code policy, etc. The policy was also shared with parents at the Title I Parent Information Meeting. The Parent and Family Engagement Policy was provided to parents in both English and Spanish.

# 2019-2020 Needs Assessment Team

Committee Role	Name	Position
Administrator	Teresa Nunez	Principal
Meeting Facilitator	Lourdes de la Fuente (Left campus)	Dean
Classroom Teacher	Arael Tijerina	Technology
Classroom Teacher	Edith Cano	Special Ed.
Non-classroom Professional	Pedro Reyna	Librarian
Classroom Teacher	Paulette Martinez	English
Classroom Teacher	Maria Ong	ESL
Classroom Teacher	Maribel Degollado	Algebra 1
Classroom Teacher	Alba Delgado	Social Studies
Classroom Teacher	Nadia Villarreal	Science
Non-classroom Professional	Ivonne Ceballos	Counselor
Classroom Teacher	Patricia Salgado	Athletics
Parent	Norma Caraveo	Parent
Parent	Felipa Benavidez	Parent
Business Representative	Jose Martinez	Business Representative
Community Representative	Salvador Melgarejo	Community Representative
District-level Professional	Jose Garcia	Bilingual Specialist
Classroom Teacher	Mariell Martinez	Reading
Classroom Teacher	Norma Robles	Math
Meeting Facilitator	Brenda Aguilar	Dean of Instruction

# Campus Funding Summary

<b>199 Local funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	1	Student Travel	199-36-64-12-00-048-Y-99-0-00-Y	\$0.00
1	5	6	Royalty fees and playbooks	199-36-5399-00-048-Y-99-020-Y	\$125.00
<b>Sub-Total</b>					\$125.00
<b>Budgeted Fund Source Amount</b>					\$29,747.00
<b>+/- Difference</b>					<b>\$29,622.00</b>
<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Copy Paper	162-11-6396-00-048-Y-30-000-Y	\$980.00
1	1	1	General Supplies	16211639900048Y30000Y	\$9,771.00
1	1	3	Stipends for planning	162-13-6117-00-048-Y-30-000-Y	\$5,200.00
2	1	2	Contracted Services	16211629900048Y30000Y	\$720.00
6	1	6	Walk for the future	162-61-6499-53-048-Y-30-WTF-Y	\$150.00
6	1	6	Walk for the future	162-61-6499-00-048-Y-30-WTF-Y	\$150.00
7	1	7	Misc. contracted services	16232629900048Y24CISY	\$25,000.00
8	1	1	Equipment	16211639800048Y30000Y	\$7,085.00
8	1	1	Computer equipment for instruction	16211639862048Y30337Y	\$85,680.00
8	1	4	Equipment	16211639862048Y30000Y	\$4,542.00
8	1	4	General Supplies	16211639962048Y30000Y	\$5,902.00
9	2	1	At-Risk Tutorials	162-11-6118-00-048-Y-30-000-Y	\$2,343.00
9	2	1	SSI Tutorials	162-11-6118-00-048-Y-24-SSI-Y	\$7,504.00
9	3	3	Sal/Wages for Substitute teachers	162-11-6112-00-048-Y-30-000-Y	\$3,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$158,027.00
Budgeted Fund Source Amount					\$158,027.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General supplies	211-11-6399-00-048-Y-30-0F2-Y	\$7,314.00
1	1	1	Copy Paper	211-11-6396-00-048-Y-30-0F2-Y	\$2,000.00
1	1	1	Media Services	211-11-6399-16-048-Y-30-0F2-Y	\$2,000.00
1	1	1	Science Fair Planning Day	211-13-6117-00-048-Y-30-AYP-Y	\$300.00
1	1	1	After school and Saturday Planning	211-13-6117-00-048-Y-30-AYP-Y	\$5,300.00
1	1	1	General Supplies	211-11-6399-62-048-Y-30-0F2-Y	\$3,000.00
1	1	10	Electric Cars	211-11-6399-00-048-Y-30-STM-Y	\$500.00
1	1	15	Contracted maintenance and repair	211-11-6249-62-048-Y-30-0F2-Y	\$2,500.00
1	1	15	General Supplies	211-12-6399-00-048-Y-30-BDG-Y	\$5,438.00
1	5	9	Awards	211-11-6498-00-048-Y-30-0F2-Y	\$2,000.00
5	2	2	Admin. travel	211-23-6411-23-048-Y-30-0F2-Y	\$1,000.00
5	2	2	Review 360	211-11-6395-62-048-Y-30-0F2-Y	\$2,975.00
5	3	4	Raptor ID System	211-11-6395-62-048-Y-30-0F2	\$525.00
5	4	1	Consulting Services	211-13-6291-00-048-Y-30-0F2-Y	\$3,300.00
5	4	1	Membership	211-13-6291-00-048-Y-30-0F2-Y	\$19,906.00
6	1	4	Light Snacks	211-61-6499-53-048-Y-30-0F2-Y	\$900.00
6	1	4	Supplies/Materials	211-61-6399-00-048-Y-30-0F2-Y	\$900.00
6	1	6	Parent Liaison travel	211-61-6411-00-048-Y-30-0F2-Y	\$900.00
8	1	1	Desktop Computers	211-11-6398-62-048-Y-30-0F2-Y	\$46,137.00
8	1	1	Newline True Touch HD LED Multitouch Display	211-11-6398-00-048-Y-30-0F2--Y	\$30,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Education Laptops	211-11-6398-62-048-Y-30-0F2-Y	\$18,000.00
Sub-Total					\$154,895.00
Budgeted Fund Source Amount					\$154,895.00
+/- Difference					\$0
Grand Total					\$313,047.00

# Addendums

**2018-19 Campus STAAR Performance - Additional Student Groups**  
**District Name: BROWNSVILLE ISD**  
**Campus Name: BESTEIRO MIDDLE (031901048)**

		State	District	Campus	Econ Disadv
STAAR Performance Rates by Tested Grade, Subject, and Performance Level					
Grade 6 Reading					
At Approaches Grade Level or Above	2019	68%	64%	50%	49%
	2018	69%	65%	55%	55%
At Meets Grade Level or Above	2019	37%	31%	20%	20%
	2018	39%	32%	25%	25%
At Masters Grade Level	2019	18%	12%	6%	6%
	2018	19%	14%	10%	10%
Grade 6 Mathematics					
At Approaches Grade Level or Above	2019	81%	81%	66%	65%
	2018	77%	77%	67%	66%
At Meets Grade Level or Above	2019	47%	44%	32%	32%
	2018	44%	39%	25%	24%
At Masters Grade Level	2019	21%	17%	8%	8%
	2018	18%	14%	8%	8%
Grade 7 Reading					
At Approaches Grade Level or Above	2019	76%	73%	66%	67%
	2018	74%	72%	66%	66%
At Meets Grade Level or Above	2019	49%	46%	38%	38%
	2018	48%	42%	32%	32%
At Masters Grade Level	2019	29%	24%	17%	16%
	2018	29%	24%	18%	17%
Grade 7 Mathematics					
At Approaches Grade Level or Above	2019	75%	73%	61%	62%
	2018	72%	70%	56%	56%
At Meets Grade Level or Above	2019	43%	40%	27%	27%
	2018	40%	36%	20%	19%
At Masters Grade Level	2019	17%	15%	9%	8%
	2018	18%	15%	9%	8%
Grade 7 Writing					
At Approaches Grade Level or Above	2019	70%	74%	68%	67%
	2018	69%	68%	62%	62%
At Meets Grade Level or Above	2019	42%	44%	37%	37%
	2018	43%	41%	31%	31%
At Masters Grade Level	2019	18%	16%	11%	11%
	2018	15%	12%	7%	6%
Grade 8 Reading^					
At Approaches Grade Level or Above	2019	86%	86%	84%	84%
	2018	86%	85%	79%	79%
At Meets Grade Level or Above	2019	55%	53%	43%	41%
	2018	49%	46%	31%	31%
At Masters Grade Level	2019	28%	23%	14%	12%
	2018	27%	23%	17%	17%
Grade 8 Mathematics^					
At Approaches Grade Level or Above	2019	88%	90%	92%	92%
	2018	86%	88%	82%	81%
At Meets Grade Level or Above	2019	57%	51%	54%	54%
	2018	51%	47%	49%	48%
At Masters Grade Level	2019	17%	8%	12%	12%
	2018	15%	8%	11%	11%

Grade 8 Science At Approaches Grade Level or Above	2019	81%	78%	<b>88%</b>	88%
	2018	76%	72%	<b>80%</b>	80%
At Meets Grade Level or Above	2019	51%	44%	<b>60%</b>	59%
	2018	52%	46%	<b>53%</b>	53%
At Masters Grade Level	2019	25%	17%	<b>23%</b>	22%
	2018	28%	22%	<b>26%</b>	26%
Grade 8 Social Studies At Approaches Grade Level or Above	2019	69%	71%	<b>74%</b>	73%
	2018	65%	65%	<b>70%</b>	70%
At Meets Grade Level or Above	2019	37%	34%	<b>38%</b>	36%
	2018	36%	33%	<b>33%</b>	33%
At Masters Grade Level	2019	21%	17%	<b>17%</b>	16%
	2018	21%	18%	<b>15%</b>	15%
End of Course Algebra I At Approaches Grade Level or Above	2019	85%	94%	<b>100%</b>	100%
	2018	83%	90%	<b>100%</b>	100%
At Meets Grade Level or Above	2019	61%	82%	<b>98%</b>	98%
	2018	55%	71%	<b>88%</b>	88%
At Masters Grade Level	2019	37%	62%	<b>80%</b>	78%
	2018	32%	48%	<b>69%</b>	69%
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	81%	<b>72%</b>	72%
	2018	77%	78%	<b>69%</b>	69%
At Meets Grade Level or Above	2019	50%	52%	<b>40%</b>	39%
	2018	48%	49%	<b>35%</b>	34%
At Masters Grade Level	2019	24%	23%	<b>15%</b>	14%
	2018	22%	21%	<b>15%</b>	15%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	76%	<b>67%</b>	66%
	2018	74%	74%	<b>67%</b>	67%
At Meets Grade Level or Above	2019	48%	47%	<b>33%</b>	33%
	2018	46%	44%	<b>30%</b>	30%
At Masters Grade Level	2019	21%	18%	<b>12%</b>	11%
	2018	19%	17%	<b>15%</b>	15%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	86%	<b>74%</b>	74%
	2018	81%	85%	<b>70%</b>	70%
At Meets Grade Level or Above	2019	52%	57%	<b>42%</b>	41%
	2018	50%	55%	<b>35%</b>	34%
At Masters Grade Level	2019	26%	31%	<b>16%</b>	15%
	2018	24%	28%	<b>15%</b>	15%
All Grades Writing At Approaches Grade Level or Above	2019	68%	76%	<b>68%</b>	67%
	2018	66%	71%	<b>62%</b>	62%
At Meets Grade Level or Above	2019	38%	44%	<b>37%</b>	37%
	2018	41%	45%	<b>31%</b>	31%
At Masters Grade Level	2019	14%	15%	<b>11%</b>	11%
	2018	13%	13%	<b>7%</b>	6%
All Grades Science At Approaches Grade Level or Above	2019	81%	84%	<b>88%</b>	88%
	2018	80%	82%	<b>80%</b>	80%
At Meets Grade Level or Above	2019	54%	55%	<b>60%</b>	59%
	2018	51%	51%	<b>53%</b>	53%
At Masters Grade Level	2019	25%	21%	<b>23%</b>	22%
	2018	23%	19%	<b>26%</b>	26%
All Grades Social Studies At Approaches Grade Level or Above	2019	81%	83%	<b>74%</b>	73%
	2018	78%	80%	<b>70%</b>	70%
At Meets Grade Level or Above	2019	55%	54%	<b>38%</b>	36%
	2018	53%	51%	<b>33%</b>	33%
At Masters Grade Level	2019	33%	29%	<b>17%</b>	16%
	2018	31%	26%	<b>15%</b>	15%





School Type: Middle

Non-Econ Disadv	Male	Female	Special Ed	Non-Special Ed	At Risk	Non-At Risk	Migrant	Non-Migrant
80% * 40% * 0% *	49% 58% 19% 29% 5% 7%	50% 52% 21% 22% 6% 13%	22% 22% 16% 22% 3% 6%	55% 58% 21% 25% 6% 10%	29% 40% 6% 12% 1% 3%	90% 96% 47% 64% 14% 30%	* 17% * 0% * 0%	49% 56% 19% 26% 5% 10%
80% * 60% * 0% *	62% 72% 32% 34% 8% 7%	70% 62% 32% 16% 8% 8%	35% 33% 16% 15% 3% 4%	72% 72% 36% 26% 9% 8%	54% 58% 16% 15% 2% 2%	90% 94% 66% 55% 20% 24%	* 33% * 17% * 0%	66% 68% 32% 25% 8% 8%
* * * * *	62% 59% 35% 34% 14% 19%	71% 73% 41% 30% 20% 16%	33% 40% 26% 30% 4% 20%	72% 71% 40% 33% 19% 17%	57% 64% 25% 27% 7% 13%	96% 94% 80% 88% 47% 65%	50% 78% 0% 44% 0% 22%	67% 66% 39% 32% 17% 17%
* * * * *	65% 60% 29% 22% 7% 9%	58% 53% 25% 18% 11% 8%	33% 38% 19% 24% 7% 16%	66% 60% 29% 19% 9% 7%	50% 53% 17% 15% 4% 5%	98% 100% 60% 82% 24% 47%	33% 80% 0% 30% 0% 10%	62% 55% 28% 19% 9% 8%
* * * * *	62% 58% 33% 30% 10% 5%	74% 67% 42% 32% 13% 8%	33% 26% 22% 26% 15% 15%	73% 69% 40% 32% 11% 5%	59% 59% 23% 27% 7% 5%	96% 100% 84% 82% 27% 29%	50% 100% 0% 30% 0% 10%	68% 60% 38% 31% 12% 6%
100% * 100% * 60% *	81% 77% 42% 30% 13% 12%	87% 83% 43% 33% 14% 23%	38% 38% 28% 16% 14% 3%	92% 87% 45% 34% 13% 19%	82% 73% 37% 16% 8% 8%	96% 100% 84% 78% 56% 46%	100% 60% 33% 0% 17% 0%	84% 80% 43% 32% 13% 17%
- * - * - *	89% 78% 51% 43% 12% 10%	94% 86% 57% 57% 13% 12%	69% 50% 28% 23% 21% 7%	97% 89% 60% 55% 10% 12%	91% 80% 52% 45% 10% 12%	100% 100% 82% 85% 45% 8%	100% 43% 67% 0% 50% 0%	91% 83% 54% 51% 11% 12%

100%	87%	90%	55%	94%	87%	96%	100%	88%
-	79%	81%	46%	87%	73%	100%	43%	81%
100%	64%	57%	31%	65%	56%	92%	83%	60%
-	55%	51%	21%	60%	41%	94%	0%	55%
60%	27%	19%	21%	24%	19%	56%	17%	23%
-	32%	18%	5%	31%	15%	64%	0%	27%
100%	79%	69%	52%	77%	70%	100%	100%	73%
-	73%	65%	31%	78%	62%	96%	43%	71%
100%	43%	33%	28%	40%	32%	84%	33%	38%
-	35%	30%	15%	37%	22%	70%	14%	34%
80%	18%	16%	24%	16%	11%	60%	33%	17%
-	16%	15%	8%	17%	9%	36%	0%	16%
100%	100%	100%	-	100%	100%	100%	-	100%
-	100%	100%	*	100%	100%	100%	-	100%
100%	96%	100%	-	98%	98%	100%	-	98%
-	89%	86%	*	90%	77%	95%	-	88%
100%	78%	82%	-	80%	73%	100%	-	80%
-	73%	64%	*	71%	55%	78%	-	69%
83%	71%	74%	41%	78%	67%	94%	76%	72%
87%	70%	69%	37%	75%	63%	98%	60%	70%
74%	40%	41%	23%	43%	32%	71%	34%	40%
53%	37%	32%	21%	37%	25%	77%	18%	35%
45%	14%	16%	12%	16%	10%	35%	18%	15%
20%	16%	14%	9%	16%	9%	44%	6%	16%
79%	64%	70%	30%	73%	59%	93%	75%	66%
83%	66%	69%	35%	72%	60%	97%	55%	68%
64%	32%	35%	23%	35%	24%	64%	25%	34%
33%	31%	28%	23%	31%	19%	74%	20%	30%
36%	10%	13%	6%	13%	6%	32%	13%	12%
17%	13%	17%	10%	16%	9%	42%	10%	15%
79%	73%	75%	45%	79%	68%	94%	69%	74%
83%	73%	67%	41%	75%	64%	97%	57%	70%
71%	41%	43%	20%	46%	34%	69%	38%	42%
67%	39%	30%	21%	37%	26%	75%	17%	35%
43%	14%	17%	10%	17%	11%	31%	25%	16%
17%	16%	13%	9%	15%	8%	43%	4%	15%
*	62%	74%	33%	73%	59%	96%	50%	68%
*	58%	67%	26%	69%	59%	100%	100%	60%
*	33%	42%	22%	40%	23%	84%	0%	38%
*	30%	32%	26%	32%	27%	82%	30%	31%
*	10%	13%	15%	11%	7%	27%	0%	12%
*	5%	8%	15%	5%	5%	29%	10%	6%
100%	87%	90%	55%	94%	87%	96%	100%	88%
-	79%	81%	46%	87%	73%	100%	43%	81%
100%	64%	57%	31%	65%	56%	92%	83%	60%
-	55%	51%	21%	60%	41%	94%	0%	55%
60%	27%	19%	21%	24%	19%	56%	17%	23%
-	32%	18%	5%	31%	15%	64%	0%	27%
100%	79%	69%	52%	77%	70%	100%	100%	73%
-	73%	65%	31%	78%	62%	96%	43%	71%
100%	43%	33%	28%	40%	32%	84%	33%	38%
-	35%	30%	15%	37%	22%	70%	14%	34%
80%	18%	16%	24%	16%	11%	60%	33%	17%
-	16%	15%	8%	17%	9%	36%	0%	16%



# **2018-19 Texas Academic Performance Report**

District Name: **BROWNSVILLE ISD**

Campus Name: **BESTEIRO MIDDLE**

Campus Number: **031901048**

2019 Accountability Rating: **C**

Distinction Designations:

**Academic Achievement in Science**

**Academic Achievement in Social Studies**

**Postsecondary Readiness**

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District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 6 Reading																	
At Approaches Grade Level or Above		2019	68%	64%	<b>50%</b>	*	49%	-	-	-	-	22%	*	51%	38%	49%	40%
		2018	69%	65%	<b>55%</b>	-	55%	-	-	-	-	22%	50%	58%	36%	55%	47%
At Meets Grade Level or Above		2019	37%	31%	<b>20%</b>	*	20%	-	-	-	-	16%	*	22%	8%	20%	14%
		2018	39%	32%	<b>25%</b>	-	25%	-	-	-	-	22%	33%	27%	12%	25%	12%
At Masters Grade Level		2019	18%	12%	<b>6%</b>	*	6%	-	-	-	-	3%	*	6%	4%	6%	3%
		2018	19%	14%	<b>10%</b>	-	10%	-	-	-	-	6%	33%	11%	4%	10%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above		2019	81%	81%	<b>66%</b>	*	66%	-	-	-	-	35%	*	67%	58%	65%	60%
		2018	77%	77%	<b>67%</b>	-	67%	-	-	-	-	33%	83%	69%	54%	66%	59%
At Meets Grade Level or Above		2019	47%	44%	<b>32%</b>	*	33%	-	-	-	-	16%	*	33%	29%	32%	23%
		2018	44%	39%	<b>25%</b>	-	25%	-	-	-	-	15%	50%	25%	19%	24%	16%
At Masters Grade Level		2019	21%	17%	<b>8%</b>	*	8%	-	-	-	-	3%	*	8%	8%	8%	4%
		2018	18%	14%	<b>8%</b>	-	8%	-	-	-	-	4%	0%	9%	0%	8%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above		2019	76%	73%	<b>66%</b>	-	66%	-	-	-	-	33%	71%	67%	61%	67%	52%
		2018	74%	72%	<b>66%</b>	-	66%	-	-	-	-	40%	*	67%	63%	66%	56%
At Meets Grade Level or Above		2019	49%	46%	<b>38%</b>	-	38%	-	-	-	-	26%	43%	37%	50%	38%	23%
		2018	48%	42%	<b>32%</b>	-	32%	-	-	-	-	30%	*	33%	25%	32%	19%
At Masters Grade Level		2019	29%	24%	<b>17%</b>	-	17%	-	-	-	-	4%	14%	16%	22%	16%	7%
		2018	29%	24%	<b>18%</b>	-	18%	-	-	-	-	20%	*	18%	13%	17%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above		2019	75%	73%	<b>61%</b>	-	61%	-	-	-	-	33%	71%	63%	42%	62%	50%
		2018	72%	70%	<b>56%</b>	-	56%	-	-	-	-	38%	*	56%	56%	56%	49%
At Meets Grade Level or Above		2019	43%	40%	<b>27%</b>	-	27%	-	-	-	-	19%	14%	27%	26%	27%	15%
		2018	40%	36%	<b>20%</b>	-	20%	-	-	-	-	24%	*	21%	11%	19%	13%
At Masters Grade Level		2019	17%	15%	<b>9%</b>	-	9%	-	-	-	-	7%	0%	9%	11%	8%	1%
		2018	18%	15%	<b>9%</b>	-	9%	-	-	-	-	16%	*	9%	7%	8%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above		2019	70%	74%	<b>68%</b>	-	68%	-	-	-	-	33%	86%	69%	53%	67%	52%
		2018	69%	68%	<b>62%</b>	-	62%	-	-	-	-	26%	*	63%	54%	62%	53%
At Meets Grade Level or Above		2019	42%	44%	<b>37%</b>	-	37%	-	-	-	-	22%	29%	37%	42%	37%	21%
		2018	43%	41%	<b>31%</b>	-	31%	-	-	-	-	26%	*	34%	12%	31%	21%
At Masters Grade Level		2019	18%	16%	<b>11%</b>	-	11%	-	-	-	-	15%	0%	12%	5%	11%	4%
		2018	15%	12%	<b>7%</b>	-	7%	-	-	-	-	15%	*	7%	4%	6%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above		2019	86%	86%	<b>84%</b>	-	84%	-	-	-	-	38%	*	86%	70%	84%	81%
		2018	86%	85%	<b>79%</b>	-	79%	-	-	-	-	38%	*	81%	68%	79%	67%
At Meets Grade Level or Above		2019	55%	53%	<b>43%</b>	-	43%	-	-	-	-	28%	*	46%	23%	41%	32%
		2018	49%	46%	<b>31%</b>	-	31%	-	-	-	-	16%	*	31%	29%	31%	13%

District Name: BROWNSVILLE ISD  
Campus Name: BESTEIRO MIDDLE  
Campus Number: 031901048

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

Total Students: 698  
Grade Span: 06 - 08  
School Type: Middle

		State	District	Campus	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)
At Masters Grade Level	2019	28%	23%	14%	-	14%	-	-	-	-	-	14%	*	14%	10%	12%	6%
	2018	27%	23%	17%	-	17%	-	-	-	-	-	3%	*	17%	18%	17%	6%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	92%	-	92%	-	-	-	-	-	69%	*	90%	96%	92%	91%
	2018	86%	88%	82%	-	82%	-	-	-	-	-	50%	*	83%	74%	81%	80%
At Meets Grade Level or Above	2019	57%	51%	54%	-	54%	-	-	-	-	-	28%	*	53%	59%	54%	50%
	2018	51%	47%	49%	-	49%	-	-	-	-	-	23%	*	49%	48%	48%	43%
At Masters Grade Level	2019	17%	8%	12%	-	12%	-	-	-	-	-	21%	*	13%	7%	12%	12%
	2018	15%	8%	11%	-	11%	-	-	-	-	-	7%	*	11%	13%	11%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	88%	-	88%	-	-	-	-	-	55%	*	89%	83%	88%	87%
	2018	76%	72%	80%	-	80%	-	-	-	-	-	46%	*	81%	68%	80%	72%
At Meets Grade Level or Above	2019	51%	44%	60%	-	60%	-	-	-	-	-	31%	*	60%	60%	59%	53%
	2018	52%	46%	53%	-	53%	-	-	-	-	-	21%	*	55%	43%	53%	36%
At Masters Grade Level	2019	25%	17%	23%	-	23%	-	-	-	-	-	21%	*	24%	20%	22%	19%
	2018	28%	22%	26%	-	26%	-	-	-	-	-	5%	*	26%	25%	26%	17%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	71%	74%	-	74%	-	-	-	-	-	52%	*	73%	77%	73%	65%
	2018	65%	65%	70%	-	70%	-	-	-	-	-	31%	*	71%	61%	70%	62%
At Meets Grade Level or Above	2019	37%	34%	38%	-	38%	-	-	-	-	-	28%	*	39%	33%	36%	28%
	2018	36%	33%	33%	-	33%	-	-	-	-	-	15%	*	33%	36%	33%	19%
At Masters Grade Level	2019	21%	17%	17%	-	17%	-	-	-	-	-	24%	*	16%	23%	16%	11%
	2018	21%	18%	15%	-	15%	-	-	-	-	-	8%	*	14%	21%	15%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	100%	-	100%	-	-	-	-	-	-	-	100%	*	100%	100%
	2018	83%	90%	100%	-	100%	-	-	-	-	-	*	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	82%	98%	-	98%	-	-	-	-	-	-	-	98%	*	98%	96%
	2018	55%	71%	88%	-	88%	-	-	-	-	-	*	-	89%	83%	88%	100%
At Masters Grade Level	2019	37%	62%	80%	-	80%	-	-	-	-	-	-	-	79%	*	78%	71%
	2018	32%	48%	69%	-	69%	-	-	-	-	-	*	-	70%	67%	69%	69%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	72%	*	72%	-	-	-	-	-	41%	84%	73%	67%	72%	64%
	2018	77%	78%	69%	-	69%	-	-	-	-	-	37%	64%	71%	60%	69%	60%
At Meets Grade Level or Above	2019	50%	52%	40%	*	40%	-	-	-	-	-	23%	29%	41%	38%	39%	30%
	2018	48%	49%	35%	-	35%	-	-	-	-	-	21%	21%	36%	27%	34%	22%
At Masters Grade Level	2019	24%	23%	15%	*	15%	-	-	-	-	-	12%	3%	15%	14%	14%	9%
	2018	22%	21%	15%	-	15%	-	-	-	-	-	9%	7%	15%	13%	15%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	67%	*	67%	-	-	-	-	-	30%	80%	68%	57%	66%	57%
	2018	74%	74%	67%	-	67%	-	-	-	-	-	35%	55%	69%	56%	67%	56%
At Meets Grade Level or Above	2019	48%	47%	33%	*	33%	-	-	-	-	-	23%	30%	34%	25%	33%	23%
	2018	46%	44%	30%	-	30%	-	-	-	-	-	23%	18%	31%	22%	30%	15%
At Masters Grade Level	2019	21%	18%	12%	*	12%	-	-	-	-	-	6%	10%	12%	11%	11%	5%
	2018	19%	17%	15%	-	15%	-	-	-	-	-	10%	18%	15%	12%	15%	7%



District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

		State	District	Campus	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%	86%	<b>74%</b>	*	74%	-	-	-	-	-	45%	80%	74%	70%	74%	68%
	2018	81%	85%	<b>70%</b>	-	70%	-	-	-	-	-	41%	73%	71%	63%	70%	62%
At Meets Grade Level or Above	2019	52%	57%	<b>42%</b>	*	42%	-	-	-	-	-	20%	20%	42%	42%	41%	33%
	2018	50%	55%	<b>35%</b>	-	35%	-	-	-	-	-	21%	36%	35%	29%	34%	25%
At Masters Grade Level	2019	26%	31%	<b>16%</b>	*	16%	-	-	-	-	-	10%	0%	16%	12%	15%	10%
	2018	24%	28%	<b>15%</b>	-	15%	-	-	-	-	-	9%	0%	15%	11%	15%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	<b>68%</b>	-	68%	-	-	-	-	-	33%	86%	69%	53%	67%	52%
	2018	66%	71%	<b>62%</b>	-	62%	-	-	-	-	-	26%	*	63%	54%	62%	53%
At Meets Grade Level or Above	2019	38%	44%	<b>37%</b>	-	37%	-	-	-	-	-	22%	29%	37%	42%	37%	21%
	2018	41%	45%	<b>31%</b>	-	31%	-	-	-	-	-	26%	*	34%	12%	31%	21%
At Masters Grade Level	2019	14%	15%	<b>11%</b>	-	11%	-	-	-	-	-	15%	0%	12%	5%	11%	4%
	2018	13%	13%	<b>7%</b>	-	7%	-	-	-	-	-	15%	*	7%	4%	6%	4%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>88%</b>	-	88%	-	-	-	-	-	55%	*	89%	83%	88%	87%
	2018	80%	82%	<b>80%</b>	-	80%	-	-	-	-	-	46%	*	81%	68%	80%	72%
At Meets Grade Level or Above	2019	54%	55%	<b>60%</b>	-	60%	-	-	-	-	-	31%	*	60%	60%	59%	53%
	2018	51%	51%	<b>53%</b>	-	53%	-	-	-	-	-	21%	*	55%	43%	53%	36%
At Masters Grade Level	2019	25%	21%	<b>23%</b>	-	23%	-	-	-	-	-	21%	*	24%	20%	22%	19%
	2018	23%	19%	<b>26%</b>	-	26%	-	-	-	-	-	5%	*	26%	25%	26%	17%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	<b>74%</b>	-	74%	-	-	-	-	-	52%	*	73%	77%	73%	65%
	2018	78%	80%	<b>70%</b>	-	70%	-	-	-	-	-	31%	*	71%	61%	70%	62%
At Meets Grade Level or Above	2019	55%	54%	<b>38%</b>	-	38%	-	-	-	-	-	28%	*	39%	33%	36%	28%
	2018	53%	51%	<b>33%</b>	-	33%	-	-	-	-	-	15%	*	33%	36%	33%	19%
At Masters Grade Level	2019	33%	29%	<b>17%</b>	-	17%	-	-	-	-	-	24%	*	16%	23%	16%	11%
	2018	31%	26%	<b>15%</b>	-	15%	-	-	-	-	-	8%	*	14%	21%	15%	6%

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 6 ELA/Reading	2019	42	30	<b>19</b>	*	20	-	-	-	-	-	14	*	20	12	20	17
	2018	47	38	<b>35</b>	-	35	-	-	-	-	-	17	58	35	31	35	29
Grade 6 Mathematics	2019	54	35	<b>22</b>	*	23	-	-	-	-	-	14	*	21	37	23	20
	2018	56	41	<b>24</b>	-	24	-	-	-	-	-	20	58	24	29	25	20
Grade 7 ELA/Reading	2019	77	77	<b>72</b>	-	72	-	-	-	-	-	72	71	72	72	72	63
	2018	76	79	<b>75</b>	-	75	-	-	-	-	-	67	*	75	80	75	74
Grade 7 Mathematics	2019	63	59	<b>53</b>	-	53	-	-	-	-	-	44	43	55	34	54	45
	2018	67	65	<b>70</b>	-	70	-	-	-	-	-	56	*	71	66	70	71
Grade 8 ELA/Reading	2019	77	77	<b>74</b>	-	74	-	-	-	-	-	60	*	75	70	74	76
	2018	79	81	<b>82</b>	-	82	-	-	-	-	-	69	*	81	88	82	80
Grade 8 Mathematics	2019	84	92	<b>97</b>	-	97	-	-	-	-	-	84	*	97	96	97	98
	2018	81	92	<b>95</b>	-	95	-	-	-	-	-	79	*	96	90	95	95
End of Course Algebra I	2019	75	91	<b>99</b>	-	99	-	-	-	-	-	-	-	99	*	99	98
	2018	72	85	<b>93</b>	-	93	-	-	-	-	-	-	-	93	92	93	100
All Grades Both Subjects	2019	69	69	<b>57</b>	*	57	-	-	-	-	-	45	60	56	58	57	52
	2018	69	71	<b>65</b>	-	65	-	-	-	-	-	55	64	65	67	65	62
All Grades ELA/Reading	2019	68	67	<b>55</b>	*	55	-	-	-	-	-	45	70	55	54	55	51
	2018	69	69	<b>66</b>	-	66	-	-	-	-	-	58	68	65	71	66	63
All Grades Mathematics	2019	70	71	<b>58</b>	*	58	-	-	-	-	-	45	50	57	63	58	53
	2018	70	72	<b>64</b>	-	64	-	-	-	-	-	53	59	64	64	64	62

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>41%</b>	-	41%	-	-	-	-	-	11%	42%	37%
	2018	38%	44%	<b>38%</b>	-	38%	-	-	-	-	-	13%	37%	35%
Mathematics	2019	45%	57%	<b>56%</b>	-	56%	-	-	-	-	-	32%	56%	51%
	2018	47%	57%	<b>48%</b>	-	48%	-	-	-	-	-	29%	47%	43%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-
STAAR Met Standard (Non-Proficient in Previous Year)														
	Promoted to Grade 6	2019	9%	*	*	-	*	-	-	-	-	-	*	-
<b>Grade 5 Mathematics</b>														
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	Promoted to Grade 6	2019	24%	*	*	-	*	-	-	-	-	-	*	*
<b>Grade 8 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	77%	<b>74%</b>	-	74%	-	-	-	-	-	14%	74%	54%
Students Requiring Accelerated Instruction														
	2019	22%	23%	<b>26%</b>	-	26%	-	-	-	-	-	86%	27%	46%
STAAR Cumulative Met Standard														
	2019	85%	84%	<b>82%</b>	-	82%	-	-	-	-	-	14%	82%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	95%	<b>93%</b>	-	93%	-	-	-	-	-	-	93%	93%
<b>Grade 8 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	<b>83%</b>	-	83%	-	-	-	-	-	38%	83%	77%
Students Requiring Accelerated Instruction														
	2019	18%	20%	<b>17%</b>	-	17%	-	-	-	-	-	62%	17%	23%
STAAR Cumulative Met Standard														
	2019	88%	88%	<b>91%</b>	-	91%	-	-	-	-	-	57%	91%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	90%	<b>83%</b>	-	83%	-	-	-	-	-	-	83%	80%

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>72%</b>	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	77%	78%	<b>69%</b>	-	-	-	-	-	50%	49%	*	-	50%	50%
At Meets Grade Level or Above	2019	50%	52%	<b>40%</b>	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	48%	49%	<b>35%</b>	-	-	-	-	-	13%	13%	*	-	13%	13%
At Masters Grade Level	2019	24%	23%	<b>15%</b>	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	22%	21%	<b>15%</b>	-	-	-	-	-	2%	2%	*	-	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>67%</b>	-	-	-	-	-	48%	-	48%	-	48%	48%
	2018	74%	74%	<b>67%</b>	-	-	-	-	-	44%	44%	*	-	44%	44%
At Meets Grade Level or Above	2019	48%	47%	<b>33%</b>	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	46%	44%	<b>30%</b>	-	-	-	-	-	6%	6%	*	-	6%	6%
At Masters Grade Level	2019	21%	18%	<b>12%</b>	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	19%	17%	<b>15%</b>	-	-	-	-	-	2%	2%	*	-	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	<b>74%</b>	-	-	-	-	-	61%	-	61%	-	61%	61%
	2018	81%	85%	<b>70%</b>	-	-	-	-	-	54%	53%	*	-	54%	54%
At Meets Grade Level or Above	2019	52%	57%	<b>42%</b>	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	50%	55%	<b>35%</b>	-	-	-	-	-	18%	18%	*	-	18%	18%
At Masters Grade Level	2019	26%	31%	<b>16%</b>	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	24%	28%	<b>15%</b>	-	-	-	-	-	3%	3%	*	-	3%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	<b>68%</b>	-	-	-	-	-	44%	-	44%	-	44%	44%
	2018	66%	71%	<b>62%</b>	-	-	-	-	-	35%	35%	-	-	35%	35%
At Meets Grade Level or Above	2019	38%	44%	<b>37%</b>	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	41%	45%	<b>31%</b>	-	-	-	-	-	9%	9%	-	-	9%	9%
At Masters Grade Level	2019	14%	15%	<b>11%</b>	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	13%	<b>7%</b>	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>88%</b>	-	-	-	-	-	79%	-	79%	-	79%	79%
	2018	80%	82%	<b>80%</b>	-	-	-	-	-	64%	64%	-	-	64%	64%
At Meets Grade Level or Above	2019	54%	55%	<b>60%</b>	-	-	-	-	-	35%	-	35%	-	35%	35%
	2018	51%	51%	<b>53%</b>	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	25%	21%	<b>23%</b>	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	23%	19%	<b>26%</b>	-	-	-	-	-	5%	5%	-	-	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	<b>74%</b>	-	-	-	-	-	51%	-	51%	-	51%	51%
	2018	78%	80%	<b>70%</b>	-	-	-	-	-	57%	57%	-	-	57%	57%
At Meets Grade Level or Above	2019	55%	54%	<b>38%</b>	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	53%	51%	<b>33%</b>	-	-	-	-	-	14%	14%	-	-	14%	14%
At Masters Grade Level	2019	33%	29%	<b>17%</b>	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	31%	26%	<b>15%</b>	-	-	-	-	-	2%	2%	-	-	2%	2%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>57%</b>	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	69%	71%	<b>65%</b>	-	-	-	-	-	62%	62%	*	-	62%	62%
All Grades ELA/Reading	2019	68%	67%	<b>55%</b>	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	69%	69%	<b>66%</b>	-	-	-	-	-	66%	65%	*	-	66%	66%
All Grades Mathematics	2019	70%	71%	<b>58%</b>	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	70%	72%	<b>64%</b>	-	-	-	-	-	59%	59%	*	-	59%	59%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	48%	<b>41%</b>	-	-	-	-	-	37%	-	37%	-	37%	37%

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 (Current EL Students)

		<b>State</b>	<b>District</b>	<b>Campus</b>	<b>Bilingual Education</b>	<b>BE-Trans Early Exit</b>	<b>BE-Trans Late Exit</b>	<b>BE-Dual Two-Way</b>	<b>BE-Dual One-Way</b>	<b>ESL</b>	<b>ESL Content</b>	<b>ESL Pull-Out</b>	<b>LEP No Services</b>	<b>LEP with Services</b>	<b>Total EL</b>
Mathematics	2018	38%	44%	<b>38%</b>	-	-	-	-	-	35%	35%	-	-	35%	35%
	2019	45%	57%	<b>56%</b>	-	-	-	-	-	51%	-	51%	-	51%	51%
	2018	47%	57%	<b>48%</b>	-	-	-	-	-	43%	42%	*	-	43%	43%

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	*	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>93%</b>	*	93%	-	-	-	-	-	90%	93%	88%
Not Included in Accountability													
Mobile	4%	2%	<b>4%</b>	*	4%	-	-	-	-	-	6%	4%	6%
Other Exclusions	1%	2%	<b>3%</b>	*	3%	-	-	-	-	-	4%	3%	6%
Not Tested	1%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	*	0%	-	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>91%</b>	-	91%	-	-	-	-	-	93%	91%	83%
Not Included in Accountability													
Mobile	4%	3%	<b>6%</b>	-	6%	-	-	-	-	-	4%	6%	9%
Other Exclusions	1%	2%	<b>3%</b>	-	3%	-	-	-	-	-	3%	3%	8%
Not Tested	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD  
Campus Name: BESTEIRO MIDDLE  
Campus Number: 031901048

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

Total Students: 698  
Grade Span: 06 - 08  
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.4%	<b>95.4%</b>	-	95.4%	-	-	-	-	-	93.9%	95.4%	95.6%
2016-17	95.7%	95.8%	<b>95.6%</b>	-	95.6%	*	-	-	-	-	93.1%	95.7%	95.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	<b>0.4%</b>	-	0.4%	-	-	-	-	-	1.1%	0.4%	0.0%
2016-17	0.3%	0.2%	<b>0.2%</b>	-	0.2%	*	-	-	-	-	1.1%	0.2%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	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%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-



District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	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%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Student Information</b>	<b>----- Campus -----</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students	698	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	228	32.7%	6.8%	7.7%
Grade 7	225	32.2%	7.1%	7.5%
Grade 8	245	35.1%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	1	0.1%	0.1%	12.6%
Hispanic	697	99.9%	98.3%	52.6%
White	0	0.0%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	680	97.4%	88.5%	60.6%
Non-Educationally Disadvantaged	18	2.6%	11.5%	39.4%
Section 504 Students	68	9.7%	8.7%	6.5%
English Learners (EL)	277	39.7%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	25	3.2%	1.0%	1.4%
Students w/ Dyslexia	33	4.7%	5.4%	3.6%
At-Risk	549	78.7%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	108			
By Type of Primary Disability				
Students with Intellectual Disabilities	77	71.3%	55.3%	42.4%
Students with Physical Disabilities	0	0.0%	11.5%	21.9%
Students with Autism	8	7.4%	12.2%	13.7%
Students with Behavioral Disabilities	23	21.3%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	124	15.9%	15.0%	15.4%

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	124	15.9%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
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	2.3%	2.6%	0.4%	0.0%	1.6%	0.5%
Grade 7	5.2%	3.8%	0.6%	2.3%	2.2%	0.6%
Grade 8	1.6%	1.6%	0.4%	2.4%	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
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	21.6	21.9	20.4
Secondary:			
English/Language Arts	18.4	17.0	16.6
Foreign Languages	23.3	20.8	18.9
Mathematics	18.9	19.9	17.8
Science	20.6	20.1	18.9
Social Studies	20.6	19.8	19.3



District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	75.9	100.0%	100.0%	100.0%
Professional Staff:	63.9	84.2%	56.5%	64.1%
Teachers	49.8	65.6%	44.0%	49.8%
Professional Support	10.1	13.3%	9.5%	10.1%
Campus Administration (School Leadership)	4.0	5.3%	2.9%	3.0%
Educational Aides:	12.0	15.8%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	5.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	70.7	93.2%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	0.3%	10.6%
Hispanic	43.6	87.7%	90.3%	27.7%
White	4.2	8.4%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	1.0	2.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	21.6	43.4%	32.0%	23.8%
Females	28.2	56.6%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	42.4	85.1%	79.4%	73.6%
Masters	6.4	12.9%	19.0%	24.3%
Doctorate	1.0	2.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	11.0	22.1%	14.3%	28.9%
6-10 Years Experience	11.0	22.0%	17.6%	19.0%
11-20 Years Experience	20.5	41.1%	39.3%	29.3%
Over 20 Years Experience	7.3	14.7%	26.0%	15.7%
Number of Students per Teacher	14.0	n/a	15.2	15.1

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.8	6.3
Average Years Experience of Principals with District	8.0	8.4	5.4
Average Years Experience of Assistant Principals	6.0	8.4	5.3
Average Years Experience of Assistant Principals with District	5.3	8.2	4.7
Average Years Experience of Teachers:	13.1	15.1	11.1
Average Years Experience of Teachers with District:	11.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$46,253	\$49,170	\$50,408
6-10 Years Experience	\$47,803	\$50,423	\$52,786
11-20 Years Experience	\$53,990	\$55,575	\$56,041
Over 20 Years Experience	\$61,096	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$51,964	\$55,810	\$54,122
Professional Support	\$55,552	\$67,073	\$64,069
Campus Administration (School Leadership)	\$77,330	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD  
 Campus Name: BESTEIRO MIDDLE  
 Campus Number: 031901048

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

Total Students: 698  
 Grade Span: 06 - 08  
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	277	39.7%	34.1%	19.7%
Career & Technical Education	30	4.3%	31.3%	26.3%
Gifted & Talented Education	85	12.2%	12.0%	8.1%
Special Education	108	15.5%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	1.8%	2.7%	6.4%
Career & Technical Education	0.2	0.3%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	40.8	82.0%	78.8%	71.4%
Special Education	7.9	16.0%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

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

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

'\*\*\*^' 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](#)

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**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

STUDENT WELFARE  
FREEDOM FROM BULLYING

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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*

STUDENT WELFARE  
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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.

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**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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<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>
<b>Notice to Parents</b>	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.
<b>District Action</b>	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.



STUDENT WELFARE  
FREEDOM FROM BULLYING

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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.
<b>Confidentiality</b>	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.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	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.

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: BESTEIRO MIDDLE

Campus ID: 031901048

District Name: BROWNSVILLE ISD

Part (i): A clear and concise description of the State’s accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;  
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals												
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^A Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)

b. Other Academic Indicator for Non-High Schools: STAAR Growth Status

c. Graduation Rate: Federal Graduation Status

d. ELP Indicator: English Learner Language Proficiency Status

e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State’s system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;  
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89), C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and  
TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same three indicators, for three consecutive years, is considered “consistently underperforming.” Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);  
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.  
Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

**Part (i)(V)** the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

**Part (i)(VI)** the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

#### Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Two or More Races																			Non Econ Disadv		CWD		CWOD		EL		Male		Female		Migrant		Homeless		Foster Care		Military	
		State		District		Campus		Afr	Hispanic	White	Amer Ind	Asian	Pac Isl	Races	More	Econ Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military														
STAAR Percent at Approaches Grade Level or Above																																								
Grade 6																																								
Reading	All Students	67%	63%	50%	*	50%	-	-	-	-	-	-	-	-	-	49%	80%	22%	56%	30%	50%	50%	*	38%	*	-														
	CWD	33%	29%	22%	-	22%	-	-	-	-	-	-	-	-	-	22%	-	22%	-	7%	27%	13%	*	*	*	-														
	CWOD	71%	68%	56%	*	56%	-	-	-	-	-	-	-	-	-	55%	80%	-	56%	34%	55%	57%	*	50%	-	-														
	EL	42%	40%	30%	-	30%	-	-	-	-	-	-	-	-	-	29%	*	7%	34%	30%	31%	29%	*	40%	-	-														
	Male	62%	58%	50%	-	50%	-	-	-	-	-	-	-	-	-	49%	*	27%	55%	31%	50%	-	*	*	*	-														
	Female	71%	67%	50%	*	50%	-	-	-	-	-	-	-	-	-	50%	*	13%	57%	29%	-	50%	*	20%	*	-														
	Mathematics	All Students	80%	80%	66%	*	66%	-	-	-	-	-	-	-	-	-	66%	80%	35%	72%	53%	63%	70%	*	50%	*	-													
CWD	50%	48%	35%	-	35%	-	-	-	-	-	-	-	-	-	35%	-	35%	-	20%	32%	40%	*	*	*	-															
CWOD	83%	85%	72%	*	72%	-	-	-	-	-	-	-	-	-	72%	80%	-	72%	59%	70%	75%	*	50%	-	-															
EL	67%	68%	53%	-	53%	-	-	-	-	-	-	-	-	-	53%	*	20%	59%	53%	52%	55%	*	60%	-	-															
Male	78%	79%	63%	-	63%	-	-	-	-	-	-	-	-	-	62%	*	32%	70%	52%	63%	-	*	*	*	-															
Female	81%	81%	70%	*	70%	-	-	-	-	-	-	-	-	-	70%	*	40%	75%	55%	-	70%	*	60%	*	-															
Grade 7																																								
Reading	All Students	74%	71%	64%	-	64%	-	-	-	-	-	-	-	-	-	64%	*	31%	70%	48%	60%	69%	50%	50%	*	-														
	CWD	37%	36%	31%	-	31%	-	-	-	-	-	-	-	-	-	31%	-	31%	-	10%	37%	23%	*	*	*	-														
	CWOD	78%	77%	70%	-	70%	-	-	-	-	-	-	-	-	-	70%	*	-	70%	53%	64%	76%	60%	71%	*	-														
	EL	49%	45%	48%	-	48%	-	-	-	-	-	-	-	-	-	49%	*	10%	53%	48%	43%	56%	*	57%	*	-														
	Male	70%	67%	60%	-	60%	-	-	-	-	-	-	-	-	-	60%	*	37%	64%	43%	60%	-	*	50%	*	-														
	Female	79%	76%	69%	-	69%	-	-	-	-	-	-	-	-	-	70%	*	23%	76%	56%	-	69%	*	*	*	-														
	Mathematics	All Students	73%	71%	59%	-	59%	-	-	-	-	-	-	-	-	59%	*	34%	64%	45%	62%	56%	33%	60%	*	-														
CWD	43%	40%	34%	-	34%	-	-	-	-	-	-	-	-	-	34%	-	34%	-	30%	42%	23%	*	*	*	-															
CWOD	77%	76%	64%	-	64%	-	-	-	-	-	-	-	-	-	64%	*	-	64%	47%	66%	60%	20%	71%	*	-															
EL	57%	53%	45%	-	45%	-	-	-	-	-	-	-	-	-	46%	*	30%	47%	45%	45%	46%	*	57%	*	-															
Male	72%	70%	62%	-	62%	-	-	-	-	-	-	-	-	-	63%	*	42%	66%	45%	62%	-	*	67%	*	-															
Female	75%	73%	56%	-	56%	-	-	-	-	-	-	-	-	-	56%	*	23%	60%	46%	-	56%	*	*	*	-															
Grade 8																																								
Reading	All Students	84%	84%	83%	-	83%	-	-	-	-	-	-	-	-	-	82%	100%	37%	90%	67%	80%	85%	88%	*	*	-														
	CWD	47%	53%	37%	-	37%	-	-	-	-	-	-	-	-	-	37%	-	37%	-	9%	32%	45%	-	*	-	-														
	CWOD	88%	89%	90%	-	90%	-	-	-	-	-	-	-	-	-	90%	100%	-	90%	77%	91%	89%	88%	*	*	-														
	EL	62%	63%	67%	-	67%	-	-	-	-	-	-	-	-	-	67%	-	9%	77%	67%	54%	78%	80%	-	-	-														
	Male	81%	82%	80%	-	80%	-	-	-	-	-	-	-	-	-	79%	*	32%	91%	54%	80%	-	*	*	*	-														
	Female	88%	86%	85%	-	85%	-	-	-	-	-	-	-	-	-	85%	*	45%	89%	78%	-	85%	86%	*	*	-														
	Mathematics	All Students	87%	88%	90%	-	90%	-	-	-	-	-	-	-	-	90%	-	67%	95%	84%	88%	91%	88%	*	*	-														
CWD	58%	69%	67%	-	67%	-	-	-	-	-	-	-	-	-	67%	-	67%	-	55%	63%	73%	-	*	-	-															
CWOD	90%	92%	95%	-	95%	-	-	-	-	-	-	-	-	-	95%	-	-	95%	89%	97%	93%	88%	*	*	-															
EL	77%	84%	84%	-	84%	-	-	-	-	-	-	-	-	-	84%	-	55%	89%	84%	78%	89%	80%	-	-	-															
Male	84%	86%	88%	-	88%	-	-	-	-	-	-	-	-	-	88%	-	63%	97%	78%	88%	-	*	*	*	-															
Female	89%	89%	91%	-	91%	-	-	-	-	-	-	-	-	-	91%	-	73%	93%	89%	-	91%	86%	-	*	-															
Science	All Students	79%	77%	87%	-	87%	-	-	-	-	-	-	-	-	-	86%	100%	57%	92%	76%	87%	87%	75%	*	*	-														
	CWD	46%	44%	57%	-	57%	-	-	-	-	-	-	-	-	-	57%	-	57%	-	64%	63%	45%	-	*	-	-														
	CWOD	83%	82%	92%	-	92%	-	-	-	-	-	-	-	-	-	91%	100%	-	92%	79%	92%	91%	75%	*	*	-														
	EL	55%	52%	76%	-	76%	-	-	-	-	-	-	-	-	-	76%	-	64%	79%	76%	71%	81%	60%	-	-	-														
	Male	78%	75%	87%	-	87%	-	-	-	-	-	-	-	-	-	86%	*	63%	92%	71%	87%	-	*	*	*	-														
	Female	81%	78%	87%	-	87%	-	-	-	-	-	-	-	-	-	87%	*	45%	91%	81%	-	87%	71%	*	*	-														

		Two or More Races										Non Econ Disadv										Foster Care		
		State	District	Campus	Afr Amer	Hispanic	White	Ind	Asian	Pac Isl	More	Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military			
End of Course																								
Algebra I	All Students	83%	93%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	*	*	-		
	CWD	52%	74%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	87%	97%	100%	-	100%	-	-	-	-	-	100%	100%	-	100%	*	100%	100%	-	*	*	-		
	EL	73%	91%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	*	-		
	Male	79%	91%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	100%	-	-	-	*	-		
	Female	88%	95%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	-	100%	-	*	*	-		
STAAR Percent at Meets Grade Level or Above																								
Grade 6																								
Reading	All Students	36%	31%	20%	*	20%	-	-	-	-	-	20%	40%	16%	21%	5%	20%	20%	*	0%	*	-		
	CWD	19%	14%	16%	-	16%	-	-	-	-	-	16%	-	16%	-	0%	18%	13%	*	*	*	-		
	CWOD	38%	33%	21%	*	21%	-	-	-	-	-	20%	40%	-	21%	6%	20%	22%	*	0%	-	-		
	EL	14%	12%	5%	-	5%	-	-	-	-	-	5%	*	0%	6%	5%	6%	5%	*	0%	-	-		
	Male	33%	28%	20%	-	20%	-	-	-	-	-	19%	*	18%	20%	6%	20%	-	*	*	*	-		
	Female	40%	34%	20%	*	21%	-	-	-	-	-	20%	*	13%	22%	5%	-	20%	*	0%	*	-		
Mathematics	All Students	46%	43%	32%	*	32%	-	-	-	-	-	31%	60%	16%	35%	11%	32%	31%	*	0%	*	-		
	CWD	23%	18%	16%	-	16%	-	-	-	-	-	16%	-	16%	-	0%	18%	13%	*	*	*	-		
	CWOD	48%	47%	35%	*	35%	-	-	-	-	-	34%	60%	-	35%	13%	35%	34%	*	0%	-	-		
	EL	27%	25%	11%	-	11%	-	-	-	-	-	10%	*	0%	13%	11%	13%	7%	*	0%	-	-		
	Male	45%	43%	32%	-	32%	-	-	-	-	-	32%	*	18%	35%	13%	32%	-	*	*	*	-		
	Female	46%	42%	31%	*	31%	-	-	-	-	-	30%	*	13%	34%	7%	-	31%	*	0%	*	-		
Grade 7																								
Reading	All Students	48%	44%	35%	-	35%	-	-	-	-	-	35%	*	25%	37%	12%	32%	39%	0%	20%	*	-		
	CWD	21%	21%	25%	-	25%	-	-	-	-	-	25%	-	25%	-	0%	26%	23%	*	*	*	-		
	CWOD	51%	48%	37%	-	37%	-	-	-	-	-	37%	*	-	37%	13%	34%	41%	0%	29%	*	-		
	EL	19%	18%	12%	-	12%	-	-	-	-	-	12%	*	0%	13%	12%	10%	15%	*	29%	*	-		
	Male	44%	40%	32%	-	32%	-	-	-	-	-	32%	*	26%	34%	10%	32%	-	*	17%	*	-		
	Female	52%	48%	39%	-	39%	-	-	-	-	-	39%	*	23%	41%	15%	-	39%	*	*	*	-		
Mathematics	All Students	41%	39%	26%	-	26%	-	-	-	-	-	26%	*	19%	28%	15%	28%	24%	0%	10%	*	-		
	CWD	22%	20%	19%	-	19%	-	-	-	-	-	19%	-	19%	-	0%	21%	15%	*	*	*	-		
	CWOD	44%	42%	28%	-	28%	-	-	-	-	-	27%	*	-	28%	17%	29%	26%	0%	14%	*	-		
	EL	22%	20%	15%	-	15%	-	-	-	-	-	15%	*	0%	17%	15%	20%	9%	*	14%	*	-		
	Male	41%	38%	28%	-	28%	-	-	-	-	-	28%	*	21%	29%	20%	28%	-	*	17%	*	-		
	Female	42%	40%	24%	-	24%	-	-	-	-	-	24%	*	15%	26%	9%	-	24%	*	*	*	-		
Grade 8																								
Reading	All Students	53%	51%	41%	-	41%	-	-	-	-	-	40%	100%	27%	43%	14%	41%	41%	25%	*	*	-		
	CWD	22%	26%	27%	-	27%	-	-	-	-	-	27%	-	27%	-	0%	32%	18%	-	*	-	-		
	CWOD	57%	55%	43%	-	43%	-	-	-	-	-	42%	100%	-	43%	16%	44%	43%	25%	*	*	-		
	EL	19%	18%	14%	-	14%	-	-	-	-	-	14%	-	0%	16%	14%	20%	8%	0%	-	-	-		
	Male	49%	48%	41%	-	41%	-	-	-	-	-	40%	*	32%	44%	20%	41%	-	*	*	*	-		
	Female	58%	55%	41%	-	41%	-	-	-	-	-	40%	*	18%	43%	8%	-	41%	14%	*	*	-		
Mathematics	All Students	55%	49%	52%	-	52%	-	-	-	-	-	52%	-	27%	58%	41%	50%	54%	50%	*	*	-		
	CWD	27%	33%	27%	-	27%	-	-	-	-	-	27%	-	27%	-	0%	32%	18%	-	*	-	-		
	CWOD	59%	53%	58%	-	58%	-	-	-	-	-	58%	-	-	58%	49%	56%	59%	50%	*	*	-		
	EL	36%	38%	41%	-	41%	-	-	-	-	-	41%	-	0%	49%	41%	34%	47%	40%	-	-	-		
	Male	52%	47%	50%	-	50%	-	-	-	-	-	50%	-	32%	56%	34%	50%	-	*	*	*	-		
	Female	59%	51%	54%	-	54%	-	-	-	-	-	54%	-	18%	59%	47%	-	54%	43%	-	*	-		
Science	All Students	50%	43%	59%	-	59%	-	-	-	-	-	58%	100%	30%	63%	35%	62%	57%	63%	*	*	-		
	CWD	23%	21%	30%	-	30%	-	-	-	-	-	30%	-	30%	-	0%	32%	27%	-	*	-	-		
	CWOD	53%	46%	63%	-	63%	-	-	-	-	-	63%	100%	-	63%	41%	68%	60%	63%	*	*	-		
	EL	20%	17%	35%	-	35%	-	-	-	-	-	35%	-	0%	41%	35%	34%	35%	40%	-	-	-		
	Male	50%	43%	62%	-	62%	-	-	-	-	-	60%	*	32%	68%	34%	62%	-	*	*	*	-		
	Female	50%	42%	57%	-	57%	-	-	-	-	-	56%	*	27%	60%	35%	-	57%	57%	*	*	-		
End of Course																								
Algebra I	All Students	59%	81%	98%	-	98%	-	-	-	-	-	98%	100%	-	98%	*	96%	100%	-	*	*	-		
	CWD	24%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	63%	86%	98%	-	98%	-	-	-	-	-	98%	100%	-	98%	*	96%	100%	-	*	*	-		
	EL	40%	72%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	-	-	-	-	-		
	Male	53%	78%	96%	-	96%	-	-	-	-	-	96%	*	-	96%	*	96%	-	-	-	*	-		
	Female	65%	84%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	*	-	100%	-	*	*	-		
STAAR Percent at Masters Grade Level																								
Grade 6																								
Reading	All Students	17%	12%	6%	*	6%	-	-	-	-	-	6%	0%	3%	7%	1%	6%	6%	*	0%	*	-		
	CWD	6%	7%	3%	-	3%	-	-	-	-	-	3%	-	3%	-	0%	5%	0%	*	*	*	-		
	CWOD	18%	13%	7%	*	7%	-	-	-	-	-	7%	0%	-	7%	1%	6%	7%	*	0%	-	-		
	EL	4%	3%	1%	-	1%	-	-	-	-	-	1%	*	0%	1%	1%	2%	0%	*	0%	-	-		
	Male	14%	11%	6%	-	6%	-	-	-	-	-	6%	*	5%	6%	2%	6%	-	*	*	*	-		
	Female	20%	13%	6%	*	6%	-	-	-	-	-	6%	*	0%	7%	0%	-	6%	*	0%	*	-		

						Afr		Amer		Pac		Two or More	Econ	Non Econ									Foster	
		State	District	Campus	Amer	Hispanic	White	Ind	Asian	Isl	Races	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military		
Mathematics	All	20%	16%	8%	*	8%	-	-	-	-	-	8%	0%	3%	9%	1%	8%	9%	*	0%	*	-		
	Students																							
	CWD	9%	8%	3%	-	3%	-	-	-	-	-	3%	-	3%	-	0%	0%	7%	*	*	*	-		
	CWOD	22%	17%	9%	*	9%	-	-	-	-	-	10%	0%	-	9%	1%	10%	9%	*	0%	-	-		
	EL	8%	6%	1%	-	1%	-	-	-	-	-	1%	*	0%	1%	1%	2%	0%	*	0%	-	-		
	Male	20%	16%	8%	*	8%	-	-	-	-	-	8%	*	0%	10%	2%	8%	-	*	*	*	-		
	Female	20%	17%	9%	*	9%	-	-	-	-	-	9%	*	7%	9%	0%	-	9%	*	0%	*	-		
Grade 7 Reading	All	29%	23%	16%	-	16%	-	-	-	-	-	15%	*	6%	17%	5%	12%	19%	0%	10%	*	-		
	Students																							
	CWD	9%	9%	6%	-	6%	-	-	-	-	-	6%	-	6%	-	0%	5%	8%	*	*	*	-		
	CWOD	31%	25%	17%	-	17%	-	-	-	-	-	16%	*	-	17%	5%	14%	21%	0%	14%	*	-		
	EL	8%	6%	5%	-	5%	-	-	-	-	-	5%	*	0%	5%	5%	6%	3%	*	14%	*	-		
	Male	25%	20%	12%	-	12%	-	-	-	-	-	12%	*	5%	14%	6%	12%	-	*	17%	*	-		
	Female	32%	26%	19%	-	19%	-	-	-	-	-	19%	*	8%	21%	3%	-	19%	*	*	*	-		
Mathematics	All	16%	14%	9%	-	9%	-	-	-	-	-	9%	*	9%	9%	1%	7%	11%	0%	0%	*	-		
	Students																							
	CWD	7%	10%	9%	-	9%	-	-	-	-	-	9%	-	9%	-	0%	5%	15%	*	*	*	-		
	CWOD	17%	15%	9%	-	9%	-	-	-	-	-	8%	*	-	9%	1%	7%	10%	0%	0%	*	-		
	EL	6%	5%	1%	-	1%	-	-	-	-	-	1%	*	0%	1%	1%	2%	0%	*	0%	*	-		
	Male	16%	14%	7%	-	7%	-	-	-	-	-	7%	*	5%	7%	2%	7%	-	*	0%	*	-		
	Female	16%	14%	11%	-	11%	-	-	-	-	-	10%	*	15%	10%	0%	-	11%	*	*	*	-		
Grade 8 Reading	All	27%	23%	13%	-	13%	-	-	-	-	-	12%	60%	13%	13%	3%	13%	13%	13%	*	*	-		
	Students																							
	CWD	7%	10%	13%	-	13%	-	-	-	-	-	13%	-	13%	-	0%	11%	18%	-	*	-	-		
	CWOD	30%	25%	13%	-	13%	-	-	-	-	-	11%	60%	-	13%	3%	13%	13%	13%	*	*	-		
	EL	5%	3%	3%	-	3%	-	-	-	-	-	3%	-	0%	3%	3%	3%	3%	0%	-	-	-		
	Male	24%	19%	13%	-	13%	-	-	-	-	-	11%	*	11%	13%	3%	13%	-	*	*	*	-		
	Female	31%	27%	13%	-	13%	-	-	-	-	-	12%	*	18%	13%	3%	-	13%	14%	*	*	-		
Mathematics	All	17%	7%	12%	-	12%	-	-	-	-	-	12%	-	20%	10%	10%	12%	13%	38%	*	*	-		
	Students																							
	CWD	9%	11%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	0%	21%	18%	-	*	-	-		
	CWOD	18%	7%	10%	-	10%	-	-	-	-	-	10%	-	-	10%	12%	8%	12%	38%	*	*	-		
	EL	6%	4%	10%	-	10%	-	-	-	-	-	10%	-	0%	12%	10%	9%	11%	40%	-	-	-		
	Male	16%	8%	12%	-	12%	-	-	-	-	-	12%	-	21%	8%	9%	12%	-	*	*	-	-		
	Female	17%	7%	13%	-	13%	-	-	-	-	-	13%	-	18%	12%	11%	-	13%	43%	-	*	-		
Science	All	25%	17%	23%	-	23%	-	-	-	-	-	22%	60%	20%	23%	11%	27%	19%	13%	*	*	-		
	Students																							
	CWD	10%	11%	20%	-	20%	-	-	-	-	-	20%	-	20%	-	0%	21%	18%	-	*	-	-		
	CWOD	26%	18%	23%	-	23%	-	-	-	-	-	22%	60%	-	23%	13%	28%	19%	13%	*	*	-		
	EL	5%	4%	11%	-	11%	-	-	-	-	-	11%	-	0%	13%	11%	11%	11%	20%	-	-	-		
	Male	25%	17%	27%	-	27%	-	-	-	-	-	26%	*	21%	28%	11%	27%	-	*	*	*	-		
	Female	24%	16%	19%	-	19%	-	-	-	-	-	19%	*	18%	19%	11%	-	19%	14%	*	*	-		
End of Course																								
Algebra I	All	36%	61%	80%	-	80%	-	-	-	-	-	78%	100%	-	80%	*	78%	82%	-	*	*	-		
	Students																							
	CWD	9%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-		
	CWOD	39%	67%	80%	-	80%	-	-	-	-	-	78%	100%	-	80%	*	78%	82%	-	*	*	-		
	EL	19%	48%	*	-	*	-	-	-	-	-	*	-	-	*	*	*	*	-	-	-	-		
	Male	31%	56%	78%	-	78%	-	-	-	-	-	75%	*	-	78%	*	78%	-	-	-	*	-		
	Female	40%	66%	82%	-	82%	-	-	-	-	-	81%	*	-	82%	*	-	82%	-	*	*	-		
STAAR Percent at Approaches Grade Level or Above																								
All Grades																								
All Subjects	All	77%	80%	72%	*	72%	-	-	-	-	-	71%	82%	39%	77%	56%	70%	74%	70%	63%	71%	-		
	Students																							
	CWD	46%	51%	39%	-	39%	-	-	-	-	-	39%	-	39%	-	27%	42%	36%	*	38%	67%	-		
	CWOD	81%	85%	77%	*	77%	-	-	-	-	-	77%	82%	-	77%	61%	76%	79%	70%	71%	73%	-		
	EL	62%	65%	56%	-	56%	-	-	-	-	-	56%	33%	27%	61%	56%	51%	61%	65%	54%	*	-		
	Male	74%	77%	70%	-	70%	-	-	-	-	-	69%	88%	42%	76%	51%	70%	-	62%	70%	67%	-		
	Female	80%	82%	74%	*	74%	-	-	-	-	-	74%	75%	36%	79%	61%	-	74%	74%	52%	75%	-		
Reading	All	73%	74%	66%	*	66%	-	-	-	-	-	65%	79%	29%	72%	47%	62%	69%	72%	55%	67%	-		
	Students																							
	CWD	39%	41%	29%	-	29%	-	-	-	-	-	29%	-	29%	-	8%	32%	26%	*	17%	*	-		
	CWOD	78%	80%	72%	*	72%	-	-	-	-	-	72%	79%	-	72%	53%	69%	75%	75%	69%	67%	-		
	EL	54%	55%	47%	-	47%	-	-	-	-	-	47%	*	8%	53%	47%	41%	53%	67%	50%	*	-		
	Male	69%	71%	62%	-	62%	-	-	-	-	-	62%	86%	32%	69%	41%	62%	-	50%	67%	*	-		
	Female	78%	78%	69%	*	69%	-	-	-	-	-	69%	71%	26%	75%	53%	-	69%	83%	40%	60%	-		
Mathematics	All	81%	85%	73%	*	73%	-	-	-	-	-	73%	79%	44%	78%	60%	72%	74%	67%	64%	67%	-		
	Students																							
	CWD	53%	61%	44%	-	44%	-	-	-	-	-	44%	-	44%	-	33%	45%	44%	*	50%	*	-		
	CWOD	84%	89%	78%	*	78%	-	-	-	-	-	78%	79%	-	78%	64%	77%	78%	63%	69%	67%	-		
	EL	72%	78%	60%	-	60%	-	-	-	-	-	60%	*	33%	64%	60%	57%	63%	67%	58%	*	-		
	Male	79%	84%	72%	-	72%	-	-	-	-	-	71%	86%	45%	77%	57%	72%	-	67%	67%	*	-		
	Female	82%	86%	74%	*	74%	-	-	-	-	-	74%	71%	44%	78%	63%	-	74%	67%	60%	80%	-		
Science	All	80%	83%	87%	-	87%	-	-	-	-	-	86%	100%	57%	92%	76%	87%	87%	75%	*	*	-		
	Students																							

	Two or More Races																			Non Econ				Foster Care			
	State	District	Campus	Afr Amer	Hispanic	White	Ind	Asian	Pac Isl	Races	Econ Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Care	Military						
CWD	51%	55%	57%	-	57%	-	-	-	-	-	57%	-	57%	-	64%	63%	45%	-	*	-	-						
CWOD	84%	88%	92%	-	92%	-	-	-	-	-	91%	100%	-	92%	79%	92%	91%	75%	*	*	-						
EL	61%	67%	76%	-	76%	-	-	-	-	-	76%	-	64%	79%	76%	71%	81%	60%	-	-	-						
Male	79%	82%	87%	-	87%	-	-	-	-	-	86%	*	63%	92%	71%	87%	-	*	*	*	-						
Female	81%	84%	87%	-	87%	-	-	-	-	-	87%	*	45%	91%	81%	-	87%	71%	*	*	-						

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	51%	40%	*	40%	-	-	-	-	39%	73%	22%	43%	18%	39%	40%	34%	25%	48%	-
Students	CWD	24%	26%	22%	-	22%	-	-	-	-	22%	-	22%	-	0%	25%	18%	*	23%	33%	-
	CWOD	52%	55%	43%	*	43%	-	-	-	-	42%	73%	-	43%	21%	42%	43%	33%	26%	53%	-
	EL	29%	30%	18%	-	18%	-	-	-	-	18%	17%	0%	21%	18%	18%	18%	17%	13%	*	-
	Male	47%	50%	39%	-	39%	-	-	-	-	38%	76%	25%	42%	18%	39%	-	38%	33%	44%	-
	Female	52%	53%	40%	*	40%	-	-	-	-	40%	69%	18%	43%	18%	-	40%	32%	14%	50%	-
Reading	All	47%	46%	32%	*	32%	-	-	-	-	31%	64%	22%	34%	10%	31%	34%	22%	18%	44%	-
Students	CWD	21%	21%	22%	-	22%	-	-	-	-	22%	-	22%	-	0%	25%	18%	*	17%	*	-
	CWOD	50%	51%	34%	*	34%	-	-	-	-	33%	64%	-	34%	12%	32%	36%	19%	19%	50%	-
	EL	23%	22%	10%	-	10%	-	-	-	-	10%	*	0%	12%	10%	11%	9%	0%	17%	*	-
	Male	43%	43%	31%	-	31%	-	-	-	-	30%	71%	25%	32%	11%	31%	-	33%	25%	*	-
	Female	51%	49%	34%	*	34%	-	-	-	-	33%	57%	18%	36%	9%	-	34%	17%	10%	40%	-
Mathematics	All	51%	56%	41%	*	41%	-	-	-	-	40%	71%	20%	44%	21%	40%	41%	33%	23%	44%	-
Students	CWD	26%	32%	20%	-	20%	-	-	-	-	20%	-	20%	-	0%	23%	15%	*	17%	*	-
	CWOD	54%	61%	44%	*	44%	-	-	-	-	44%	71%	-	44%	25%	44%	45%	31%	25%	50%	-
	EL	37%	41%	21%	-	21%	-	-	-	-	21%	*	0%	25%	21%	22%	21%	22%	8%	*	-
	Male	50%	56%	40%	-	40%	-	-	-	-	39%	71%	23%	44%	22%	40%	-	33%	33%	*	-
	Female	51%	57%	41%	*	41%	-	-	-	-	41%	71%	15%	45%	21%	-	41%	33%	10%	60%	-
Science	All	53%	54%	59%	-	59%	-	-	-	-	58%	100%	30%	63%	35%	62%	57%	63%	*	*	-
Students	CWD	25%	29%	30%	-	30%	-	-	-	-	30%	-	30%	-	0%	32%	27%	-	*	-	-
	CWOD	56%	58%	63%	-	63%	-	-	-	-	63%	100%	-	63%	41%	68%	60%	63%	*	*	-
	EL	26%	30%	35%	-	35%	-	-	-	-	35%	-	0%	41%	35%	34%	35%	40%	-	-	-
	Male	53%	55%	62%	-	62%	-	-	-	-	60%	*	32%	68%	34%	62%	-	*	*	*	-
	Female	53%	53%	57%	-	57%	-	-	-	-	56%	*	27%	60%	35%	-	57%	57%	*	*	-

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	23%	15%	*	15%	-	-	-	-	14%	42%	10%	16%	5%	14%	16%	16%	8%	19%	-
Students	CWD	8%	11%	10%	-	10%	-	-	-	-	10%	-	10%	-	0%	9%	11%	*	15%	17%	-
	CWOD	25%	25%	16%	*	16%	-	-	-	-	15%	42%	-	16%	5%	15%	16%	18%	6%	20%	-
	EL	11%	11%	5%	-	5%	-	-	-	-	5%	0%	0%	5%	5%	4%	13%	4%	*	-	-
	Male	22%	22%	14%	-	14%	-	-	-	-	13%	47%	9%	15%	5%	14%	-	15%	11%	11%	-
	Female	24%	23%	16%	*	16%	-	-	-	-	15%	38%	11%	16%	4%	-	16%	16%	5%	25%	-
Reading	All	20%	17%	11%	*	11%	-	-	-	-	11%	36%	7%	12%	3%	10%	13%	11%	5%	11%	-
Students	CWD	7%	7%	7%	-	7%	-	-	-	-	7%	-	7%	-	0%	7%	8%	*	0%	*	-
	CWOD	22%	19%	12%	*	12%	-	-	-	-	12%	36%	-	12%	3%	11%	13%	13%	6%	17%	-
	EL	8%	7%	3%	-	3%	-	-	-	-	3%	*	0%	3%	3%	4%	2%	0%	8%	*	-
	Male	17%	15%	10%	-	10%	-	-	-	-	10%	43%	7%	11%	4%	10%	-	17%	8%	*	-
	Female	23%	20%	13%	*	13%	-	-	-	-	12%	29%	8%	13%	2%	-	13%	8%	0%	20%	-
Mathematics	All	26%	30%	16%	*	16%	-	-	-	-	15%	43%	10%	16%	4%	14%	17%	22%	9%	33%	-
Students	CWD	11%	15%	10%	-	10%	-	-	-	-	10%	-	10%	-	0%	8%	13%	*	17%	*	-
	CWOD	28%	33%	16%	*	17%	-	-	-	-	16%	43%	-	16%	5%	15%	18%	25%	6%	33%	-
	EL	16%	18%	4%	-	4%	-	-	-	-	4%	*	0%	5%	4%	4%	4%	22%	0%	*	-
	Male	25%	30%	14%	-	14%	-	-	-	-	13%	43%	8%	15%	4%	14%	-	17%	8%	*	-
	Female	26%	31%	17%	*	17%	-	-	-	-	16%	43%	13%	18%	4%	-	17%	25%	10%	40%	-
Science	All	24%	21%	23%	-	23%	-	-	-	-	22%	60%	20%	23%	11%	27%	19%	13%	*	*	-
Students	CWD	8%	11%	20%	-	20%	-	-	-	-	20%	-	20%	-	0%	21%	18%	-	*	-	-
	CWOD	26%	22%	23%	-	23%	-	-	-	-	22%	60%	-	23%	13%	28%	19%	13%	*	*	-
	EL	7%	8%	11%	-	11%	-	-	-	-	11%	-	0%	13%	11%	11%	11%	20%	-	-	-
	Male	25%	23%	27%	-	27%	-	-	-	-	26%	*	21%	28%	11%	27%	-	*	*	*	-
	Female	23%	19%	19%	-	19%	-	-	-	-	19%	*	18%	19%	11%	-	19%	14%	*	*	-

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

-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Academic Growth Score</b>											
<b>Reading</b>											
All Students	55	*	55	-	-	-	-	-	55	45	49
CWD	45	-	45	-	-	-	-	-	45	45	37
CWOD	57	*	57	-	-	-	-	-	57	-	52
EL	49	-	49	-	-	-	-	-	50	37	49
Male	51	-	51	-	-	-	-	-	51	44	48
Female	59	*	59	-	-	-	-	-	59	47	52
<b>Mathematics</b>											
All Students	58	*	58	-	-	-	-	-	58	47	50
CWD	47	-	47	-	-	-	-	-	47	47	43
CWOD	60	*	60	-	-	-	-	-	60	-	51
EL	50	-	50	-	-	-	-	-	50	43	50
Male	58	-	58	-	-	-	-	-	57	47	48
Female	59	*	59	-	-	-	-	-	59	49	52

**Part (iii)(II): Graduation Rate**

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
<b>Federal Graduation Rates</b>													
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018</b>													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

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

-' Indicates there are no students in the group.

^' Ever EL in grades 9-12

**Part (iv): English Language Proficiency**

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.  
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
256	34	13%

^' Indicates data reporting does not meet for Minimum Size.

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

-' Indicates zero observations reported for this group.

**Part (v): School Quality or Student Success (SQSS)**

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
<b>Student Success (Student Achievement Domain Score: STAAR Component Only)</b>											
STAAR Component Score	42	*	42	-	-	-	-	-	41	24	26
<b>School Quality (College, Career, and Military Readiness Performance)</b>											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

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

-' Indicates there are no students in the group.

**Part (vi): Goal Meeting Status**

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
<b>STAAR Performance Status</b>												
<b>Reading</b>												
Interim Goals (2018-2022)		44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met		N		N						Y	Y	N
Interim Goals (2023-2027)		52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met		N		N						N	N	N
Interim Goals (2028-2032)		62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met		N		N						N	N	N
Long-Term Goals		72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met		N		N						N	N	N
<b>Mathematics</b>												
Interim Goals (2018-2022)		46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met		N		Y						Y	N	N
Interim Goals (2023-2027)		54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met		N		N						N	N	N
Interim Goals (2028-2032)		63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met		N		N						N	N	N
Long-Term Goals		73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met		N		N						N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)												36%
Target Met												N
Interim Goals (2023-2027)												38%
Target Met												N
Interim Goals (2028-2032)												40%
Target Met												N
Long-Term Goals												40%
Target Met												N

Federal Graduation Status^

Interim Goals (2018-2022)		90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met												
Interim Goals (2023-2027)		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met												
Interim Goals (2028-2032)		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met												
Long-Term Goals		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met												

'+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).  
Blank cells above represent student group indicators that do not meet the minimum size criteria.

^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

			African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
<b>Participation Rate</b>																	
All Subjects	All	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	99%	100%	100%
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	Male	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	100%	99%	-	100%
	Female	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Reading	All	100%	*	100%	-	-	-	-	-	100%	100%	100%	99%	100%	99%	100%	100%
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	99%	*	99%	-	-	-	-	-	99%	100%	-	99%	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100%
	Male	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	100%	99%	-	100%
	Female	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%
Mathematics	All	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	99%	100%	100%
	Students																
	CWD	100%	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	*
	CWOD	100%	*	100%	-	-	-	-	-	100%	100%	-	100%	100%	99%	100%	100%
	EL	100%	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	100%	100%
	Male	99%	-	99%	-	-	-	-	-	99%	100%	100%	99%	100%	99%	-	100%
	Female	100%	*	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	100%



\*\*\* Indicates results are masked due to small numbers to protect student confidentiality.  
 - Indicates zero observations reported for this group.

**Part (viii)(I)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment, (EL: English learner)

[https://rptsvr1.tea.texas.gov/cqi/sas/broker?\\_service=marykay&year4=2018&year2=18&\\_debug=0&single=N&title=2018-19+Federal+Report+Card&...](https://rptsvr1.tea.texas.gov/cqi/sas/broker?_service=marykay&year4=2018&year2=18&_debug=0&single=N&title=2018-19+Federal+Report+Card&...) 8/12

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	5	0	5	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	7	0	7	0	0	0	0	0	2		
Referrals to Law Enforcement												
	Male	5	0	5	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	7	0	7	0	0	0	0	0	2		
<b>Students With Disabilities</b>												
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	4	0	4	0	0	0	0	0	0		0
	Female	7	0	7	0	0	0	0	0	0		4
	Total	11	0	11	0	0	0	0	0	0		4
Expulsions												
With Educational Services	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
School-Related Arrests												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	2	0	2	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	0		0
<b>All Students</b>												
Chronic Absenteeism												
	Male	44	0	44	0	0	0	0	0	14	14	2
	Female	32	0	32	0	0	0	0	0	8	11	2
	Total	76	0	76	0	0	0	0	0	22	25	4

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	1
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	35
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	9
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	4
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	4
On the basis of religion	0

**Part (viii)(II)** This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										
Male	-	-	-	-	-	-	-	-	-	-

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Accelerated Coursework	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
	Advanced Placement Courses	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

- Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

#### Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

#### High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	1.9%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	2.1	4.2%

- Indicates there are no data available in the group.

Blank cell Indicates data are not applicable to this report.

#### Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

#### Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-
Grade 6						
Reading	6,038	1%	52	2%	6	3%
Mathematics	6,036	1%	52	2%	6	3%

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 7						
Reading	5,616	1%	62	2%	6	3%
Mathematics	5,616	2%	62	2%	6	3%
Grade 8						
Reading	5,251	1%	63	2%	8	4%
Mathematics	5,254	2%	63	3%	8	5%
Science	5,250	1%	63	2%	8	4%
End of Course						
English I	5,150	1%	60	1%	-	-
English II	4,680	1%	46	1%	-	-
Algebra I	5,122	1%	61	2%	-	-
Biology	4,954	1%	49	1%	-	-
All Grades						
All Subjects	101,751	1%	1,107	2%	48	3%
Reading	45,064	1%	483	2%	20	3%
Mathematics	40,350	1%	438	2%	20	3%
Science	16,337	1%	186	2%	8	4%

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

'-' Indicates zero observations reported for this group.

**Part (xii): Statewide National Assessment of Educational Progress (NAEP)**

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

**State Level: 2019 Percentages at NAEP Achievement Levels**

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

**State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students**

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

\*\*) Indicates reporting standards not met.

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

**Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education**

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.