Brownsville Independent School District

Besteiro Middle School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

Board Approval Date: November 4, 2020
Public Presentation Date: November 16, 2020

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.

Besteiro Middle School fosters a unified community of LEADers and learners dedicated to inspiring success and fostering responsible citizenship.

Vision

Besteiro Middle School will have a safe, productive and orderly learning environment that meets the academic, social and developmental needs of all students; by practicing the 7 Habits of Highly Effective Teens.

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

Revised/Approved: May 21, 2020

Demographics

Demographics Summary

The SBDM committee will meet once every six weeks to review the CIP goals and to amend appropriate strategies 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 698 and serves students in grades 6th, 7th, and 8th grade. According to the 2018-19 Texas Academic Performance Report of our campus profile, 99.9% of the student population is Hispanic, and 0.1% is Non-Hispanic. Additionally, 97.4% of the student body is classified as economically disadvantaged. The PEIMS report also shows that 39.7% of Besteiro's student population are classified as English Learners, which many are first-generation Mexican Immigrants. 15% of Besteiro's total population are Special Education students. Additionally, the retention rate was 13.8% for all and at-risk students. The attendance rate was 95.4% for all students. The annual dropout rate was 0.4% for grades 7-8.

Any Besteiro student group that did not meet the state standard average is identified as the priority for needs. Based on the disaggregation of the STAAR test data, best practices will be used to address the needs of these groups of students as the priority needs. The following data originated from the 2018-19 TAPR.

Performance Variation between all student groups and all grades at the approaches grade level or above.

	All Students	Hispanic	White	Asian	Special Ed	Econ Disadv	EL
All Subjects	72%	72%	*	*	41%	72%	64%
Reading	67%	67%	*	*	30%	66%	57%

	All Students	Hispanic	White	Asian	Special Ed	Econ Disadv	EL
Mathematics	74%	74%	*	*	45%	74%	68%
Writing	68%	68%	*	*	33%	67%	52%
Science	88%	88%	*	*	55%	88%	87%
Social Studies	74%	74%	*	*	52%	73%	65%

Demographics Strengths

All teachers at Besteiro Middle School are highly qualified as defined by the State Board of Education. All teachers are certified to teach students identified as Gifted and Talented in core content areas and the Fine Arts. Besteiro has STEM trained teachers who challenge students in the areas of math and science. After school academic tutorials are offered from Monday through Thursday for all core subject areas.

1. Students are willing to attend tutorials
2. Campus has Phone Master to communicate with parents
3. Teachers closely monitor failure list & inform parents
4. Students participate in extracurricular activities, fine arts, athletics and clubs.
5. Strong parental support; attendance at open house and parent meetings.
6. Easily accessible data reports
7. Strong administrative and teacher support system
8. Availablity of web based programs such as EduSmart, DEFINE STEM, Lexia, Apex are used routinely by teachers.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to decrease the percent passing gap for SE and EL students in Reading, Writing, Science, Social Studies, and Mathematics by scheduling after school tutorials, Monday through Thursday including Saturday academies. **Data Analysis/Root Cause:** Due to large class sizes, tutorials for At-Risk students will reduce the number of students needing additional support.

Need Statement 2 (Prioritized): Need to decrease the disproportionality of students receiving special programs by providing more research-based interventions for struggling students. **Data Analysis/Root Cause:** Campus data shows a high number of students on RTI.

Need Statement 3 (Prioritized): Need for incentives to increase attendance by students and teachers. **Data Analysis/Root Cause:** Working to problem solve underlying issues for low attendance rate.

Need Statement 4 (Prioritized): Need to expand efforts to increase the percentage of English proficiency by providing research-based ESL strategies. **Data Analysis/Root Cause:** Proficiency in English is critical to better equip our students for the future.

Need Statement 5 (Prioritized): Need to expand efforts to recruit and retain students at all grade levels. **Data Analysis/Root Cause:** Students' interventions must be closely monitored and revised throughout the year to diminish the number of failures at EOY.

Need Statement 6 (Prioritized): Need to hire highly qualified core subject area teachers and dance instructor. **Data Analysis/Root Cause:** Our campus needs assessment data reflects a need to hire qualified core subject area teachers.

Need Statement 7 (Prioritized): Need to use appropriate technologies to increase opportunities for all students. **Data Analysis/Root Cause:** Our campus needs assessment

shows a need to appropriate technologies into the classroom and computer labs.

Student Learning

Student Learning 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 Learning 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.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to 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. **Data Analysis/Root Cause:** Reading scores reflect a need for new implementation strategies.

Need Statement 2 (Prioritized): Need to 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. **Data Analysis/Root Cause:** District assessment data shows gaps between special populations.

Need Statement 3 (Prioritized): Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources. **Data Analysis/Root Cause:** Administrative walk throughs reflect a need for more integration of technology into daily lessons.

Need Statement 4 (Prioritized): Need to provide professional development on effective instructional strategies across contents to increase academic performance for all subpopulation indicators (EL, GT, AP, CIF, Text Structures). **Data Analysis/Root Cause:** More rigor and high level questioning is needed to challenge students across grade levels.

Need Statement 5 (Prioritized): Need to provide transportation for after school and Saturday academy tutorials. **Data Analysis/Root Cause:** Low turnout due to limited after school transportation.

Need Statement 6 (Prioritized): Need to provide 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. **Data Analysis/Root Cause:** Familiarize incoming 6th graders with student responsibilities and expectations.

Need Statement 7 (Prioritized): Need to provide students with the necessary resources needed for continuous instruction. **Data Analysis/Root Cause:** Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

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 maintian a conduce ato 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 Agers 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.

Work closely with HR Department

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 Besteiros campus efforts and meet identified needs at the District and Campus level; Professional development, 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.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement. **Data Analysis/Root Cause:** District benchmark data reflects a need for additional tutorials/pullouts.

Need Statement 2 (Prioritized): Need to 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. **Data Analysis/Root Cause:** To promote reading skills outside the classroom.

Need Statement 3 (Prioritized): Need to expand efforts to ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers. **Data Analysis/Root Cause:** Peer instructional rounds have been successful in the past.

Need Statement 4 (Prioritized): Need to implement 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. **Data Analysis/Root Cause:** Our school would greatly benefit from integrating such habits to minimize behavior problems overall.

Need Statement 5 (Prioritized): Need to improve campus efforts in order to 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. **Data Analysis/Root Cause:** To benefit all stakeholders.

Need Statement 6 (Prioritized): Need to address technology needs by increasing 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. **Data Analysis/Root Cause:** We must ensure we are providing 21st century opportunities to have students progress with newer technologies. We must also ensure our campus is ready to deal with distant learning to better serve our students in the future.

Need Statement 7 (Prioritized): Need to increase internet speeds in order to maximize instructional time. **Data Analysis/Root Cause:** We must ensure we are providing 21st century opportunities to have students keep up with newer software within their time limits.

Need Statement 8 (Prioritized): Need to purchase Newline True Touch HD LED multitouch Display Monitors with Windows softaware 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. **Data Analysis/Root Cause:** In order to improve overall academic performance, this newer technology will make learning more engaging and maximize time on task.

Need Statement 9 (Prioritized): Need to equip teachers with redcats in order to amplify voice and better serve auditory needs for students. **Data Analysis/Root Cause:** In order to provide an equal opportunity to all students, the implementation of this device will deliver highly intelligible speech to everyone in the classroom.

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to 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. **Data Analysis/Root Cause:** Campus surveys show a decrease in parental involvement.

Need Statement 2 (Prioritized): Need to provide more opportunities for Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing thenumber of parents who sign up to get access to their child's grades. This is inclusive of the migrant population. **Data Analysis/Root Cause:** Information is being relayed properly regarding student achievement.

Need Statement 3 (Prioritized): Need to 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) **Data Analysis/Root Cause:** Improve parental involvement by offering numerous opportunities year round.

Need Statement 4 (Prioritized): Need to provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc. **Data Analysis/Root Cause:** Our school demographics reflect a need for such necessities.

Need Statement 5 (Prioritized): Need to 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. **Data Analysis/Root Cause:** Make learning accessible for all students.

Need Statement 6 (Prioritized): Need to 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. **Data Analysis/Root Cause:** Improve communication and accessibility for parents.

Need Statement 7 (Prioritized): Need to 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. **Data Analysis/Root Cause:** Improve parental involvement.

Need Statement 8 (Prioritized): Need to encourage active parent participation in students' academics 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. **Data Analysis/Root Cause:** Parental involvement is low due to factors involving language barriers, work schedules, and having a means of communication. We must work in partnership to attain greater student achievement results.

Priority Need Statements

Need Statement 1: Need to decrease the percent passing gap for SE and EL students in Reading, Writing, Science, Social Studies, and Mathematics by scheduling after school tutorials, Monday through Thursday including Saturday academies.

Data Analysis/Root Cause 1: Due to large class sizes, tutorials for At-Risk students will reduce the number of students needing additional support.

Need Statement 1 Areas: Demographics

Need Statement 2: Need to decrease the disproportionality of students receiving special programs by providing more research-based interventions for struggling students.

Data Analysis/Root Cause 2: Campus data shows a high number of students on RTI.

Need Statement 2 Areas: Demographics

Need Statement 3: Need for incentives to increase attendance by students and teachers.

Data Analysis/Root Cause 3: Working to problem solve underlying issues for low attendance rate.

Need Statement 3 Areas: Demographics

Need Statement 4: Need to expand efforts to increase the percentage of English proficiency by providing research-based ESL strategies.

Data Analysis/Root Cause 4: Proficiency in English is critical to better equip our students for the future.

Need Statement 4 Areas: Demographics

Need Statement 5: Need to expand efforts to recruit and retain students at all grade levels.

Data Analysis/Root Cause 5: Students' interventions must be closely monitored and revised throughout the year to diminish the number of failures at EOY.

Need Statement 5 Areas: Demographics

Need Statement 6: Need to hire highly qualified core subject area teachers and dance instructor.

Data Analysis/Root Cause 6: Our campus needs assessment data reflects a need to hire qualified core subject area teachers.

Need Statement 6 Areas: Demographics

Need Statement 7: Need to use appropriate technologies to increase opportunities for all students.

Data Analysis/Root Cause 7: Our campus needs assessment shows a need to appropriate technologies into the classroom and computer labs.

Need Statement 7 Areas: Demographics

Need Statement 8: Need to 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.

Data Analysis/Root Cause 8: Reading scores reflect a need for new implementation strategies.

Need Statement 8 Areas: Student Learning

Need Statement 9: Need to 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.

Data Analysis/Root Cause 9: District assessment data shows gaps between special populations.

Need Statement 9 Areas: Student Learning

Need Statement 10: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources.

Data Analysis/Root Cause 10: Administrative walk throughs reflect a need for more integration of technology into daily lessons.

Need Statement 10 Areas: Student Learning

Need Statement 11: Need to provide professional development on effective instructional strategies across contents to increase academic performance for all subpopulation indicators (EL, GT, AP, CIF, Text Structures).

Data Analysis/Root Cause 11: More rigor and high level questioning is needed to challenge students across grade levels.

Need Statement 11 Areas: Student Learning

Need Statement 12: Need to provide transportation for after school and Saturday academy tutorials.

Data Analysis/Root Cause 12: Low turnout due to limited after school transportation.

Need Statement 12 Areas: Student Learning

Need Statement 13: Need to provide 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.

Data Analysis/Root Cause 13: Familiarize incoming 6th graders with student responsibilities and expectations.

Need Statement 13 Areas: Student Learning

Need Statement 14: Need to provide students with the necessary resources needed for continuous instruction.

Data Analysis/Root Cause 14: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

Need Statement 14 Areas: Student Learning

Need Statement 15: Need to increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement.

Data Analysis/Root Cause 15: District benchmark data reflects a need for additional tutorials/pullouts.

Need Statement 15 Areas: School Processes & Programs

Need Statement 16: Need to 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.

Data Analysis/Root Cause 16: To promote reading skills outside the classroom.

Need Statement 16 Areas: School Processes & Programs

Need Statement 17: Need to expand efforts to ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers.

Data Analysis/Root Cause 17: Peer instructional rounds have been successful in the past.

Need Statement 17 Areas: School Processes & Programs

Need Statement 18: Need to implement 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.

Data Analysis/Root Cause 18: Our school would greatly benefit from integrating such habits to minimize behavior problems overall.

Need Statement 18 Areas: School Processes & Programs

Need Statement 19: Need to improve campus efforts in order to 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.

Data Analysis/Root Cause 19: To benefit all stakeholders.

Need Statement 19 Areas: School Processes & Programs

Need Statement 20: Need to address technology needs by increasing 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.

Data Analysis/Root Cause 20: We must ensure we are providing 21st century opportunities to have students progress with newer technologies. We must also ensure our campus is ready to deal with distant learning to better serve our students in the future.

Need Statement 20 Areas: School Processes & Programs

Need Statement 21: Need to increase internet speeds in order to maximize instructional time.

Data Analysis/Root Cause 21: We must ensure we are providing 21st century opportunities to have students keep up with newer software within their time limits.

Need Statement 21 Areas: School Processes & Programs

Need Statement 22: Need to purchase Newline True Touch HD LED multitouch Display Monitors with Windows softaware 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.

Data Analysis/Root Cause 22: In order to improve overall academic performance, this newer technology will make learning more engaging and maximize time on task.

Need Statement 22 Areas: School Processes & Programs

Need Statement 23: Need to equip teachers with redcats in order to amplify voice and better serve auditory needs for students.

Data Analysis/Root Cause 23: In order to provide an equal opportunity to all students, the implementation of this device will deliver highly intelligible speech to everyone in the classroom.

Need Statement 23 Areas: School Processes & Programs

Need Statement 24: Need to 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.

Data Analysis/Root Cause 24: Campus surveys show a decrease in parental involvement.

Need Statement 24 Areas: Perceptions

Need Statement 25: Need to provide more opportunities for Parent/Teacher collaboration meetings by providing parents with teacher conference times via school website and newsletter and increasing thenumber of parents who sign up to get access to their child's grades. This is inclusive of the migrant population.

Data Analysis/Root Cause 25: Information is being relayed properly regarding student achievement.

Need Statement 25 Areas: Perceptions

Need Statement 26: Need to provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc.

Data Analysis/Root Cause 26: Our school demographics reflect a need for such necessities.

Need Statement 26 Areas: Perceptions

Need Statement 27: Need to 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)

Data Analysis/Root Cause 27: Improve parental involvement by offering numerous opportunities year round.

Need Statement 27 Areas: Perceptions

Need Statement 28: Need to 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.

Data Analysis/Root Cause 28: Make learning accessible for all students.

Need Statement 28 Areas: Perceptions

Need Statement 29: Need to 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.

Data Analysis/Root Cause 29: Improve communication and accessibility for parents.

Need Statement 29 Areas: Perceptions

Need Statement 30: Need to 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.

Data Analysis/Root Cause 30: Improve parental involvement.

Need Statement 30 Areas: Perceptions

Need Statement 31: Need to encourage active parent participation in students' academics 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.

Data Analysis/Root Cause 31: Parental involvement is low due to factors involving language barriers, work schedules, and having a means of communication. We must work in partnership to attain greater student achievement results.

Need Statement 31 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals

Revised/Approved: May 21, 2020

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 Sources: STAAR/EOC performance reports not available due to COVID-19. Benchmark data was used to determine progress.

Strategy 1 Details	Reviews			
Strategy 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 and staff development based on identified needs (PD may include extra duty pay and or stipends as well as or CPE hours accordingly). Instructional materials and supplies will be ordered based on students' needs. New software will be used during the remote learning phase to facilitate instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	75%	
Milestone's/Strategy's Expected Results/Impact: 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				
Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Department Chairs Curriculum Specialists				
Title I Schoolwide Elements: 2.4 - **Population:** All Students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				
Need Statements: Student Learning 1, 4 - Perceptions 4				
Funding Sources: General Supplies - 211 Title I-A - 211-11-6399-00-048-Y-30-0F2-Y - $6,667, Toner - 162 State Compensatory - 162-11-6399-62-048-Y-30-000-Y - $10,000, Software - 162 State Compensatory - 162-11-6249-62-048-Y-30-000-Y - $7,000, Equipment - 211 Title I-A - 211-13-6399-00-048-Y-30-0F2-Y - $26,387, Copy Paper - 162 State Compensatory - 162-11-6396-00-048-Y-30-000-Y - $5,000, Copy Paper - 211 Title I-A - 211-11-6396-00-048-Y-30-0F2-Y - $3,000, General Supplies - 162 State Compensatory - 162-11-6399-00-048-Y-30-000 - $84,360, General Supplies - 199 Local funds - 199-11-6399-45-048-Y-11-000-Y - $10,600				

Strategy 2 Details	Reviews			
Strategy 2: Students will be provided with Summit K-12 practice to enhance and reinforce TELPAS activities in all subject areas throughout the school year. Oral language will be monitored through ELPS as noted in Forethought Lesson Plans. Professional development will be provided for teachers. In addition, substitutes will be utilized for finalizing the LPAC process during mid-year and end-of-year. Lexia Learning Systems will also be utilized to assist in bridging the gap with ELs.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, walk-throughs, and TELPAS samples Summative: Current LEP students reaching AH on TELPAS by using online tutorials **Staff Responsible for Monitoring:** Principal/ Assistant Principal LPAC Bilingual teachers ESL Clerk **Title I Schoolwide Elements:** 2.6 - **Population:** Bilingual students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 1, 2	30%	50%	80%	

Strategy 3 Details	Reviews			
Strategy 3: 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. Edgenuity will be used for credit recovery (21-22).	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Administrators, (Principal, Assistant Principals, Dean), Dyslexia/504 Department Lead teachers, C&I **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students and teachers for these students in core content areas. - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1, 5	30%	50%	75%	

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean, Department Chairs **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students and sub-populations, and teachers for those students in core areas, Special Education and CTE - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1, 5 - School Processes & Programs 1 **Funding Sources:** Stipends - 211 Title I-A - 211-13-6117-00-048-Y-30-AYP-Y - $7,811	30%	50%	70%	

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative -Walk throughs, Progress reports, report cards. Summative STAAR, District Benchmark exams, EOC scores. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Department Chairs and Teachers **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	40%	60%	

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative six weeks passing / failing reports, benchmarks, attendance. Summative STAAR scores, TELPAS, PBMAS **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Department Chairs and Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Improve low-performing schools - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 1 - Student Learning 5 **Funding Sources:** Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-048-Y-30-000-Y - $5,000	25%	40%	60%	
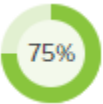
Strategy 7 Details	Reviews			
Strategy 7: Teachers will incorporate a Literacy initiative/ curriculum to apply literary elements and reinforce reading comprehension, and skills; not limited to AR (Accelerated Reading Program, Apex)	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative, AR Points, Six weeks Exams, Semester Exams, Benchmarks, report cards, program reports. Summative STAAR scores **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Department Chairs, Teachers, Librarian **Title I Schoolwide Elements:** 2.4 - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	20%	40%	

Strategy 8 Details	Reviews			
Strategy 8: 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	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Student report card grades, Parent phone Log, Student Summative: STAAR Scores **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals **Population:** All students, TI, ESL, EL, AR, GT, SE, Migrant, DYS, AP - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	70%	

Strategy 9 Details	Reviews			
Strategy 9: 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative -Benchmark , Student progress, report cards and classroom observation-work. Summative STAAR Scores **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Teachers **Title I Schoolwide Elements:** 2.6 - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	75%	

Strategy 10 Details	Reviews			
	Formative			**Summative**
Strategy 10: 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	**Oct**	**Jan**	**Mar**	**June**
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.	25%	50%	70%	

Milestone's/Strategy's Expected Results/Impact: 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

Staff Responsible for Monitoring: Dean Of instruction,
Principal,
Counselors,
Teachers,
Advanced Academics

Population: 6-8 grade students, ESL, Migrant, SE, EL, TI, GT, DYS, PreAP - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Strategy 11 Details	Reviews			
Strategy 11: 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 Car for Science STEM activity. Training will be provided to STEM teachers. Define STEM will be implemented.	Formative			Summative
	Oct	Jan	Mar	June
	25%	50%	70%	

Milestone's/Strategy's Expected Results/Impact: Formative STAAR scores from previous year
Benchmark results
Summative Report card Grades
STAAR Scores

Staff Responsible for Monitoring: Principal,
Assistant Principals,
STEM Teachers,
Dean of Instruction

Population: 6-8 grade students, ESL, Migrant, SE, EL, TI, GT, DYS, PreAP - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Need Statements: Student Learning 3, 7

Funding Sources: Travel & Subsistence - 211 Title I-A - 211-26-6412-00-048-Y-30-STM-Y - $500

Strategy 12 Details	Reviews			
Strategy 12: 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.	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%	0%	

Milestone's/Strategy's Expected Results/Impact: F: Walkthroughs Progress reports
S: STAAR Exam

Staff Responsible for Monitoring: SSI Tutorial teachers,
Dean of instruction,
Principal

Title I Schoolwide Elements: 2.5 - **Population:** 8th grade students - **Start Date:** January 6, 2021 - **End Date:** May 26, 2021

Need Statements: Demographics 1 - Student Learning 1, 2, 5

Funding Sources: Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-048-Y-24-SSI-Y - $7,056

Strategy 13 Details	Reviews			
	Formative			**Summative**
Strategy 13: 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.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Dean of Instruction **Population:** 6th grade students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2020 **Need Statements:** Demographics 5 **Funding Sources:** Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-048-Y-30-BDG-Y - $1,344	0%	0%	0%	

Strategy 14 Details	Reviews			
	Formative			Summative
Strategy 14: Special Education	Oct	Jan	Mar	June
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 SP. Ed. Topics: Resource Reading, English, Math; Redirection; Life Skills; Inclusion; Learning Disabilities; Behavioral Disabilities; Co-Teaching; Modifications; STAAR and STAAR ALT2 Special Education teachers will have the opportunities to attend Regular Education Staff development. Administration Special Education Personnel Strategies and resources utilized to effectively instruct and assess students with Special Education services will include: Direct Inclusion in 6th, 7th and 8th grade for Reading and Math. Some SE students will be getting services in English, Science and Social Studies through a paraprofessional or SE teacher. Regular and SE teachers will collaborate every three weeks to discuss SE students' progress Coordination Day. SE Departments' Action Plan to improve STAAR scores. SE students will be provided with a study guide to take home for Reading and Math that includes vocabulary, calculator (for those that qualify for it) and strategies targeted towards the STAAR assessment.	30%	50%	70%	
Milestone's/Strategy's Expected Results/Impact: Formative : Student report card grades, Parent phone Log, Student Summative STAAR Scores				
Staff Responsible for Monitoring: Principal Assistant Principals Dean of Instruction Special Education Personnel General Education Teachers				
Population: SE students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				
Need Statements: Demographics 6 - Student Learning 2, 7				

Strategy 15 Details	Reviews			
Strategy 15: 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.	Formative			Summative
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative Curriculum documents Summative School climate, Scores, Tests.
    Staff Responsible for Monitoring: Administration- Principal, Assistant Principal, Dean, Counselors, At-Risk counselor, Gear Up counselor, Counseling Department
    Population: All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
    Need Statements: Student Learning 7
    Funding Sources: General Supplies - 211 Title I-A - 211-31-6399-00-048-Y-30-0F2-Y - $1,000
	30%	40%	60%	

Strategy 16 Details	Reviews			
Strategy 16: 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.	Formative			Summative
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative: walkthroughs, observations and surveys Summative: teacher feedback/surveys
    Staff Responsible for Monitoring: Administration
    Population: Faculty - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
    Need Statements: Student Learning 1, 3, 7
    Funding Sources: General Supplies - 199 Local funds - 199-51-6399-00-048-Y-99-000-Y - $13,890, General Supplies - 211 Title I-A - 211-12-6399-00-048-Y-30-BDG-Y - $3,246
	30%	50%	75%	

Strategy 17 Details	Reviews			
Strategy 17: 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.	Formative			Summative
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: 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
    Staff Responsible for Monitoring: Principal, Dean, Assistant Principal, Librarian and proper supervisor
    Title I Schoolwide Elements: 2.4 - **Additional Targeted Support Strategy - Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
    Need Statements: School Processes & Programs 2
    Funding Sources: Reading materials - 199 Local funds - 199-12-6329-00-048-Y-99-000-Y - $4,500
	0%	0%	0%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to decrease the percent passing gap for SE and EL students in Reading, Writing, Science, Social Studies, and Mathematics by scheduling after school tutorials, Monday through Thursday including Saturday academies. **Data Analysis/Root Cause**: Due to large class sizes, tutorials for At-Risk students will reduce the number of students needing additional support.
Need Statement 5: Need to expand efforts to recruit and retain students at all grade levels. **Data Analysis/Root Cause**: Students' interventions must be closely monitored and revised throughout the year to diminish the number of failures at EOY.
Need Statement 6: Need to hire highly qualified core subject area teachers and dance instructor. **Data Analysis/Root Cause**: Our campus needs assessment data reflects a need to hire qualified core subject area teachers.

Student Learning
Need Statement 1: Need to 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. **Data Analysis/Root Cause**: Reading scores reflect a need for new implementation strategies.
Need Statement 2: Need to 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. **Data Analysis/Root Cause**: District assessment data shows gaps between special populations.
Need Statement 3: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources. **Data Analysis/Root Cause**: Administrative walk throughs reflect a need for more integration of technology into daily lessons.
Need Statement 4: Need to provide professional development on effective instructional strategies across contents to increase academic performance for all subpopulation indicators (EL, GT, AP, CIF, Text Structures). **Data Analysis/Root Cause**: More rigor and high level questioning is needed to challenge students across grade levels.
Need Statement 5: Need to provide transportation for after school and Saturday academy tutorials. **Data Analysis/Root Cause**: Low turnout due to limited after school transportation.
Need Statement 7: Need to provide students with the necessary resources needed for continuous instruction. **Data Analysis/Root Cause**: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

School Processes & Programs
Need Statement 1: Need to increase the recruitment of master teachers who are available to work tutorials or Saturday academies in order to increase student achievement. **Data Analysis/Root Cause**: District benchmark data reflects a need for additional tutorials/pullouts.
Need Statement 2: Need to 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. **Data Analysis/Root Cause**: To promote reading skills outside the classroom.
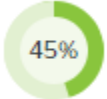
Perceptions
Need Statement 4: Need to provide students with essentials needed to improve their academic achievement such as school supplies, clothing (as available), shoes, hygienic supplies etc. **Data Analysis/Root Cause**: Our school demographics reflect a need for such necessities.

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 Sources: PBMAS reports, CTE enrollment PEIMS reports, CCMR reports

Strategy 1 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principal, Distric Lead Teachers, C&I personnel Technology Teachers TST **Population:** All student groups - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 3 - School Processes & Programs 5	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	30%	45%	60%	
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
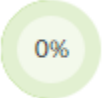
Performance Objective 2 Need Statements:

Student Learning
Need Statement 3: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources. **Data Analysis/Root Cause**: Administrative walk throughs reflect a need for more integration of technology into daily lessons.

School Processes & Programs
Need Statement 5: Need to improve campus efforts in order to 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. **Data Analysis/Root Cause**: To benefit all stakeholders.

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 Sources: TSIs reports, AP score reports, career exploration enrollment
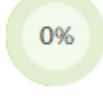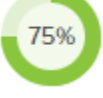
Strategy 1 Details	Reviews			
Strategy 1: Counselors will present information on BISD magnet school programs and Magnet Career Night to students and parents. Students will be advised on Career Pathways available in HS.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly logs, sign in sheets. Summative: Number of student accepted into a magnet school, choice slips. **Staff Responsible for Monitoring:** Administration, Counselors, AT-Risk Counselor **Population:** Students and parents - **Start Date:** October 1, 2020 - **End Date:** May 26, 2021	0%	0%	40%	

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, 8th grade Counselor, Advanced Academics **Population:** All secondary students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	0%	0%	

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Results in performance ratings, evaluations, Summative improved assessment scores. **Staff Responsible for Monitoring:** Elementary Principals, Elementary Deans, Elementary 5th grade Teachers, MS Principal, MS Dean, MS Teachers, HS Principal, HS Dean, HS Teachers, **Population:** Cluster teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	40%	50%	

Strategy 4 Details	Reviews			

Strategy 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.
   Milestone's/Strategy's Expected Results/Impact: Summative: Improved assessment scores
   Staff Responsible for Monitoring: 21st Century campus coordinator, administration
   Population: All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	Formative			**Summative**

	Oct	Jan	Mar	June
	30%	45%	60%	
0% No Progress	100% Accomplished	Continue/Modify	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 4: 80% of Migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

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

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Distribution forms, PFS , reports, composite of services Summative: Increased on-time promotion and on-time graduation rates **Staff Responsible for Monitoring:** Migrant Funded Personnel, District Migrant Coordinator **Population:** All Besteiro Migrant students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Funding Sources:** - 212 Title I-C (Migrant)	0%	0%	0%	

Strategy 2 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative IDR Training, NGS Mass enrollment report Eschool Solutions Summative Texas Education Agency IDR Certificates Residency Verification reports. **Staff Responsible for Monitoring:** Campus Administration, Migrant Teacher, Migrant Clerk **Population:** Migrant students - **Start Date:** September 1, 2020 - **End Date:** October 30, 2020	0%	50%	100%	

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative NGS Reports Summative Completed surveys, documentation of services, monitoring tools, migrant clerk evaluation. **Staff Responsible for Monitoring:** Campus Administration, Migrant Teacher, Migrant Clerk **Population:** All PFS migrant students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	50%	75%	
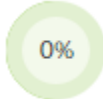
Strategy 4 Details	Reviews			
Strategy 4: Migrant Campus funded staff will attend Migrant Education Region One workshops, local, regional and state migrant conferences in order to secure the most current information impacting migrant students, migrant parents and the migrant program through the current school year.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Region one workshop information, flyer or workshop #, forms, BISD professional leave form with approved signatures. Summative workshop certificate, agendas and or handouts. **Staff Responsible for Monitoring:** Campus Administrators, Migrant Teacher and Migrant clerk **Population:** All PFS students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	50%	75%	

Strategy 5 Details	Reviews			
Strategy 5: All Migrant students will have the opportunity to attend the district's summer school programs to ensure timely promotion or as an enrichment.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Eligibility forms, Attendance rosters, Participation Surveys. Summative Completion reports, EOY program assessment results. **Staff Responsible for Monitoring:** Campus Administration, Migrant Teacher and Migrant Clerk **Population:** All PSF students - **Start Date:** June 1, 2021 - **End Date:** July 30, 2021	0%	0%	0%	

Strategy 6 Details	Reviews			
Strategy 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	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative NGS Annual Training Summative NGS Certificates PBMAS Report correctly coded migrant on NGS **Staff Responsible for Monitoring:** Campus Administration Migrant Teacher Migrant Clerk Migrant funded recruiters data PEIMS Data Clerk	0%	50%	100%	
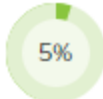
Strategy 7 Details	Reviews			
Strategy 7: Migrant survey will be utilized at the end of the school year to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. **Milestone's/Strategy's Expected Results/Impact:** Increase on-time graduation **Staff Responsible for Monitoring:** Campus Administration, Migrant funded personnel **Population:** PFS Migrant students - **Start Date:** April 1, 2021 - **End Date:** June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
	0%	50%	70%	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ 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 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 Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			

Strategy 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.
 	
    Milestone's/Strategy's Expected Results/Impact: Travel Logs
    Staff Responsible for Monitoring: Administration and Sponsors
    Population: All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
    Need Statements: Student Learning 7
	Formative			**Summative**

	Oct	Jan	Mar	June
	0%	20%	40%	
Strategy 2 Details	**Reviews**			

Strategy 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.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating
    Summative: Gradebooks, performance results
    Staff Responsible for Monitoring: Administration, Teachers, Band Directors, Competition Judges
    Population: All performing band students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
	Formative			**Summative**

	Oct	Jan	Mar	June
	20%	40%	60%	
Strategy 3 Details	**Reviews**			

Strategy 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.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating
    Summative: Gradebooks, performance results
    Staff Responsible for Monitoring: Administration, Teachers, Choir Directors, Competition Judges
    Population: Choir students - **Start Date:** August 12, 2020 - **End Date:** June 30, 2021
    Need Statements: Student Learning 7
	Formative			**Summative**

	Oct	Jan	Mar	June
	20%	30%	60%	

Strategy 4 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating Summative: Gradebooks, performance results **Staff Responsible for Monitoring:** Administration, Teachers, Art Teacher, Competition Judges **Population:** Art students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	50%	75%	

Strategy 5 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Performances / # of students participating Summative: Gradebooks, performance results **Staff Responsible for Monitoring:** Administration, Teachers, Technology and or career exploration Teacher, Competition Judges **Population:** Art, GT students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	40%	60%	

Strategy 6 Details	Reviews			
Strategy 6: UIL One Act Play students will participate in a middle school clinic and competition.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Student Portfolios Summative: Performance Ratings **Staff Responsible for Monitoring:** Administration, UIL One Act Play teacher **Population:** UIL One Act Play students - **Start Date:** September 1, 2020 - **End Date:** December 31, 2020 **Funding Sources:** Travel - 199 Local funds - 199-36-6412-00-048-Y-99-000-Y - $1,780	5%	0%	0%	

Strategy 7 Details	Reviews			
Strategy 7: Destination Imagination teacher sponsors and students will participate in D.I. workshops and and competitions.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly Logs, Sign In Sheets Summative: Competition Results **Staff Responsible for Monitoring:** Administration, DI Sponsors **Population:** 6-8 DI students - **Start Date:** September 1, 2020 - **End Date:** May 26, 2021	10%	75%	100%	

Strategy 8 Details	Reviews			
Strategy 8: SE teachers will support Special Olympics and its students throughout the school year.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Special Olympics Results **Staff Responsible for Monitoring:** Administration, Special Ed Teachers, Adaptive PE Teachers **Population:** SE students - **Start Date:** November 2, 2020 - **End Date:** March 31, 2021	0%	0%	0%	

Strategy 9 Details	Reviews			
Strategy 9: Besteiro students will be recognized at the end of year for academic accomplishments to showcase their hard work.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Student performance / # of students participating Summative: Gradebooks, performance results **Staff Responsible for Monitoring:** Counselors, administration **Population:** All students - **Start Date:** April 1, 2021 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 5 **Funding Sources:** Awards - 199 Local funds - 199-31-6498-00-048-Y-99-000-Y - $1,000	0%	40%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
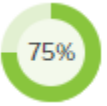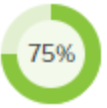
Performance Objective 5 Need Statements:

Student Learning
Need Statement 7: Need to provide students with the necessary resources needed for continuous instruction. **Data Analysis/Root Cause**: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.
School Processes & Programs
Need Statement 5: Need to improve campus efforts in order to 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. **Data Analysis/Root Cause**: To benefit all stakeholders.

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

Strategy 1 Details	Reviews			
Strategy 1: All staff members will turn off the lights to their assigned rooms whenever not in use.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly Energy Use Report Summative: Yearly Energy Use Report **Staff Responsible for Monitoring:** Administration, Non- Teaching Professionals, Teachers, and all Classified Personnel **Population:** All stuff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Oct**	**Jan**	**Mar**	**June**
	30%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 2: Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Safety evaluation, campus visitation documentation, proper maintenance documentation. Summative: SHAC recommendations **Staff Responsible for Monitoring:** Administration, Safety coordinators, maintenance personnel **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Oct**	**Jan**	**Mar**	**June**
	30%	50%	75%	

0% No Progress		100% Accomplished	→ Continue/Modify	✗ 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.
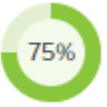
Evaluation Data Sources: Fiscal reports for district, campus, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
Strategy 1: The campus will meet all encumbrance and percentage spent fund deadlines as expected by all district departments.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system. **Staff Responsible for Monitoring:** Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs **Population:** All students and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 Sources: Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system **Staff Responsible for Monitoring:** Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs. **Population:** All students and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	70%	

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Reports generated through the BI-TECH online system. Summative: End of Year reports generated through the BI-TECH online system. **Staff Responsible for Monitoring:** Principal, Principal's Secretary, Dean, Program Leaders, and any other teacher and/or program that received monies from local, state, or federal programs. **Population:** All students and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✕ 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 Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative recognition at the end of each six weeks and annually Summative Teacher turnover and campus retention campus morale and climate **Staff Responsible for Monitoring:** District Administrators, Principal, Dean and Assistant Principals **Population:** Faculty and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	40%	65%	
0% No Progress 100% Accomplished → Continue/Modify ✕ 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 Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Newspaper Clippings, BISD Website Highlight, and Besteiro Website. Summative: Enrollment Reports **Staff Responsible for Monitoring:** Administration, Department/Program Heads, and Sponsors. **Population:** All students and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 5	30%	40%	60%	

Strategy 2 Details	Reviews			
Strategy 2: The campus will responsibly create and maintain a social media page to highlight student achievements.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Besteiro Webpage **Staff Responsible for Monitoring:** Administration and Campus TST **Population:** All students and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	70%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 5: Need to expand efforts to recruit and retain students at all grade levels. **Data Analysis/Root Cause**: Students' interventions must be closely monitored and revised throughout the year to diminish the number of failures at EOY.

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%.
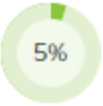
Evaluation Data Sources: BAC placement data for 2019-2020, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details			Reviews		
Strategy 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.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Attendance, Benchmark data Summative: PEIMS Data AEIS Data		35%	50%	70%	
Staff Responsible for Monitoring: Administration, Counselors, Teachers					
Title I Schoolwide Elements: 2.6 - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021					
0% No Progress 100% Accomplished → Continue/Modify ✕ 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 Sources: 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.

Strategy 1 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Completed Referral Forms Summative: Discipline Referrals / Reports **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	5%	5%	5%	

Strategy 2 Details	Reviews			
Strategy 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 and campus wide initiative to implement Review 360. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agenda Sign-in sheets Summative: Discipline Referrals, Discipline Reports **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Population:** Administration, counselors and teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 5 - School Processes & Programs 5 **Funding Sources:** Software - 162 State Compensatory - 162-11-6395-62-048-Y-30-000-Y - $13,500	**Formative**			**Summative**
	Oct	Jan	Mar	June
	20%	30%	50%	

Strategy 3 Details	Reviews			
Strategy 3: Provide conflict resolution skills through presentations for students in order to reduce the number of office referrals. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student academic progress, number of discipline referrals, Counselor student log Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	30%	30%	

Strategy 4 Details	Reviews			
Strategy 4: Counselors will provide individual and/or group counseling sessions as needed in order to ensure that students needs are addressed.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets, Counselor logs Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Administration, Counseling, Teachers **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Performance Objective 2 Need Statements:

Demographics
Need Statement 5: Need to expand efforts to recruit and retain students at all grade levels. **Data Analysis/Root Cause**: Students' interventions must be closely monitored and revised throughout the year to diminish the number of failures at EOY.
School Processes & Programs
Need Statement 5: Need to improve campus efforts in order to 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. **Data Analysis/Root Cause**: To benefit all stakeholders.

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

Strategy 1 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance Roster, Professional Development Evaluation Summative: PEIMS Discipline Report **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	75%	

Strategy 2 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Training Sign-up sheets Summative: Safety reports **Staff Responsible for Monitoring:** Administration, Counselors, Teachers **Population:** All students, staff and visitors - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	85%	

Strategy 3 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Safety reports, Fire Drill documentation **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Crisis Intervention Team **Population:** All students and staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	75%	

Strategy 4 Details	Reviews			
Strategy 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. Raptor Technologies will be renewed.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Training Sign-up sheets Log of Sex Offender Searches Summative: Safety **Staff Responsible for Monitoring:** Administration and Office Staff **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	

Strategy 5 Details	Reviews			
Strategy 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Evaluations, Sign-In Sheets, Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Administration, BISD Security Services **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	20%	50%	70%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ 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 2020-2021 The 7 habits for Effective Teen Agers 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 Sources: 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.

Strategy 1 Details		Reviews			
Strategy 1: Implementation of The 7 Habits for Effective Teens program developed by Franklin Covey.		**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative Increase learning time and climate throughout the entire learning community (school) and life at home.		**Oct**	**Jan**	**Mar**	**June**
Summative six weeks report of referals will decrease significantly as students take ownership of their actions. **Staff Responsible for Monitoring:** Counselors, Dean, Principal, Assistant Principal, Teachers and Students **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** School Processes & Programs 4 **Funding Sources:** Consulting Services - 211 Title I-A - 211-13-6291-00-048-Y-30-0F2-Y - $19,650		5%	10%	30%	
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 4 Need Statements:

School Processes & Programs
Need Statement 4: Need to implement 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. **Data Analysis/Root Cause**: Our school would greatly benefit from integrating such habits to minimize behavior problems overall.

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct the following annual Title I-A required activities: Review and revise a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level. Review and revise 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
	30%	50%	70%	
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parent Liaison **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** All parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

Strategy 2 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Calendar Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact Parent Representative List, SBDM List of Participants, Compact and Policy.	30%	50%	70%	
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. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parent Liaison **Population:** All parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

Strategy 3 Details	Reviews			
Strategy 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parent Liaison **Population:** All parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	70%	

Strategy 4 Details	Reviews			
Strategy 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parent Liaison **Population:** All parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Perceptions 1, 6, 7 **Funding Sources:** Misc operating costs - 211 Title I-A - 211-61-6499-53-048-Y-30-0F2-Y - $900, General Supplies - 211 Title I-A - 211-61-6399-00-048-Y-30-0F2-Y - $900	20%	50%	70%	

Strategy 5 Details	Reviews			
Strategy 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parent Liaison **Population:** All students and parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	40%	55%	

Strategy 6 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** 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.. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parent Liaison **Population:** All students and parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 3 - Perceptions 7, 8 **Funding Sources:** Employee Travel - 211 Title I-A - 211-61-6411-00-048-Y-30-0F2-Y - $900	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	75%	

Strategy 7 Details	Reviews			
Strategy 7: Solicit community partners for each academic team to promote academic excellence via business and community ventures. Activities include breakfast clubs, evening sessions, etc. **Milestone's/Strategy's Expected Results/Impact:** 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. **Staff Responsible for Monitoring:** Administration, Counselors, Teachers, Parent Liaison **Population:** Community partners and parents - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	0%	0%	0%	

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Need for incentives to increase attendance by students and teachers. **Data Analysis/Root Cause**: Working to problem solve underlying issues for low attendance rate.

Perceptions
Need Statement 1: Need to 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. **Data Analysis/Root Cause**: Campus surveys show a decrease in parental involvement.
Need Statement 6: Need to 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. **Data Analysis/Root Cause**: Improve communication and accessibility for parents.

Perceptions

Need Statement 7: Need to 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. **Data Analysis/Root Cause**: Improve parental involvement.

Need Statement 8: Need to encourage active parent participation in students' academics 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. **Data Analysis/Root Cause**: Parental involvement is low due to factors involving language barriers, work schedules, and having a means of communication. We must work in partnership to attain greater student achievement results.

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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Advanced Academics, Department Chairs **Title I Schoolwide Elements:** 2.6 - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	
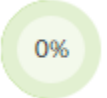
Strategy 2 Details	Reviews			
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required core and on-going trainings, as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. **Milestone's/Strategy's Expected Results/Impact:** 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. **Staff Responsible for Monitoring:** Principal, Dean of Instruction, Advanced Academics, Department Chairs **Population:** All GT/and sub pops, as well as teachers in core content areas and Special Education - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	50%	70%	

Strategy 3 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** 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. **Staff Responsible for Monitoring:** Principals, Dean of Instruction, and Department Chairs and campus administrators **Population:** All sub populations of students and teachers for these students in core content areas, SE and CTE - **Start Date:** July 23, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	0%	30%	65%	

Strategy 4 Details	Reviews			
Strategy 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. **Milestone's/Strategy's Expected Results/Impact:** Formative RTI plans and progress monitoring reports, sign in sheets, workshop agendas, PD's session roster and evaluations. Summative STAAR Scores, TELPAS and TMSFA **Staff Responsible for Monitoring:** Campus Administration and department chairs **Population:** All grade level teachers - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June
	30%	40%	60%	

Strategy 5 Details	Reviews			
Strategy 5: Fine Arts Teachers will be provided with professional development training opportunities.	Formative			Summative
Milestone's/Strategy's Expected Results/Impact: Formative sing in sheets, PD's evaluations, student performance ratings	Oct	Jan	Mar	June
Summative Increased EOY recognition. **Staff Responsible for Monitoring:** Campus Administration Fine art department	30%	50%	75%	
Population: All Fine Arts teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

Strategy 6 Details	Reviews			
Strategy 6: Migrant Education program instructional staff will be provided with professional development to improve migrant students' reading and math skills.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative results sign in sheets for professional development, PD evaluations, student performing rating Summative increased EOY performance on state and local assessments. **Staff Responsible for Monitoring:** Campus Administration Migrant Clerk Migrant department	0%	50%	70%	
Population: Migrant support staff - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				

Strategy 7 Details	Reviews			
Strategy 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	Formative			Summative
	Oct	Jan	Mar	June
	20%	60%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative PD evaluation reports, verified homeless and or unaccomanied 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 **Staff Responsible for Monitoring:** Principal, Dean, Assistant Principals, Teachers, CIS Personnel, At-Risk Counselor **Title I Schoolwide Elements:** 2.6				

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ 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 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 Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

Strategy 1 Details	Reviews			
Strategy 1: Provide respective teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engeneering, and Mathematics initiative in the middle school STEM program.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Campus administration and department chairs **Population:** STEM teachers - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021	30%	50%	80%	
Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative classroom grades campus benchmark scores, teacher observations, student progress reports, lesson plans, curriculum feedback, walthroughs, PD evaluations. SummativeT-TESS or Job description/evaluation summative reports show improvement on State assessment including STAAR, and TERRA NOVA test results **Staff Responsible for Monitoring:** Campus administration **Population:** All teachers - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Misc. operating costs - 199 Local funds - 199-23-6498-00-048-Y-99-000-Y - $12,975	0%	0%	0%	
0% No Progress 100% Accomplished → Continue/Modify ✗ 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 Sources:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Strategy 1 Details	Reviews			
Strategy 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	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
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.	30%	50%	85%	
Milestone's/Strategy's Expected Results/Impact: 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				
Staff Responsible for Monitoring: Career & Technology Education Adm. Special Programs Adm. Tech Services Adm. Campus Administration				
Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021				
Need Statements: Student Learning 3, 7 - School Processes & Programs 6, 8				
Funding Sources: Newline True Touch HD LED Multitouch Display - 162 State Compensatory - 162-11-6398-62-048-Y-30-000-Y - $7,800, Equipment - 211 Title I-A - 211-11-6398-62-048-Y-30-0F2-Y - $59,000, Chromebooks - 162 State Compensatory - 162-11-6398-62-048-Y-30-000-Y - $12,500				

Strategy 2 Details	Reviews			
Strategy 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Tech Services Professional Development Adm. Principal **Population:** All teachers - **Start Date:** June 1, 2020 - **End Date:** May 31, 2021	30%	60%	85%	

Strategy 3 Details	Reviews			
Strategy 3: Campus will allow the Technology Support Teacher (TST) adequate daily time to support with the integration of technology within the classroom.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Technology Services Admin. Chief Financial Officer **Population:** Faculty - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	60%	80%	

Strategy 4 Details	Reviews			
Strategy 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 and desktops, headsets, 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
	0%	50%	75%	
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Principal/Dean, Dept Chairs & Campus Lead Teachers, Technology Service Staff **Title I Schoolwide Elements:** 2.4 - **Population:** All students grades 6-8 - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Demographics 2 - Student Learning 3, 7 - School Processes & Programs 6, 8				

Strategy 5 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: More efficient resources to complete work load and achieve intended goals and tasks. **Staff Responsible for Monitoring:** Principal and funding source **Comprehensive Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability - Population:** Administration - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Need Statements:** Student Learning 3	20%	50%	75%	

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

Performance Objective 1 Need Statements:

Demographics

Need Statement 2: Need to decrease the disproportionality of students receiving special programs by providing more research-based interventions for struggling students. **Data Analysis/Root Cause**: Campus data shows a high number of students on RTI.

Student Learning

Need Statement 3: Need to improve technology integration and use of effective computer assisted instruction in all classrooms as well as increasing and updating technology resources. **Data Analysis/Root Cause**: Administrative walk throughs reflect a need for more integration of technology into daily lessons.

Need Statement 7: Need to provide students with the necessary resources needed for continuous instruction. **Data Analysis/Root Cause**: Based on prior year's data, our students at Besteiro require basic supplies and/or technologies.

School Processes & Programs

Need Statement 6: Need to address technology needs by increasing 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. **Data Analysis/Root Cause**: We must ensure we are providing 21st century opportunities to have students progress with newer technologies. We must also ensure our campus is ready to deal with distant learning to better serve our students in the future.
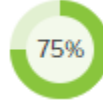
Need Statement 8: Need to purchase Newline True Touch HD LED multitouch Display Monitors with Windows softaware installed (7) in order to supplement available technology on campus to have a more immersive learning experience for the whole class, small groups and individual needs. **Data Analysis/Root Cause**: In order to improve overall academic performance, this newer technology will make learning more engaging and maximize time on task.

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 Sources: Drop-out and Graduation rate reports.

Strategy 1 Details		Reviews			
Strategy 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.		**Formative**			**Summative**
		Oct	Jan	Mar	June
		30%	50%	75%	
Milestone's/Strategy's Expected Results/Impact: 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.					
Staff Responsible for Monitoring: Teachers, attendance clerk, parent liaison, counselors, PEIMS administrator and campus administrators					
Population: All grade level students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021					
Strategy 2 Details		**Reviews**			
Strategy 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.		**Formative**			**Summative**
		Oct	Jan	Mar	June
		30%	50%	75%	
Milestone's/Strategy's Expected Results/Impact: 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					
Staff Responsible for Monitoring: Campus Administration, Parent Liaison, attendance clerk					
Population: All grade level students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021					

Strategy 3 Details	Reviews			
Strategy 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Campus administration, parent liaison, attendance clerk and teachers **Population:** All students identified - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	60%	

Strategy 4 Details	Reviews			
Strategy 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.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative Professional development transcritps, maximum enrollment reports, continuous promotion of services Summative increase in the migrant report (students), Migrant clerk certificate of attendance, increase the student enrollment. **Staff Responsible for Monitoring:** Principal and Migrant clerks **Population:** Migrant clerk - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	50%	75%	

Strategy 5 Details	Reviews			
Strategy 5: In order to create a community of caring students, Communities in Schools (CIS) will assist with school wide events such as Feast of sharing, National School Choice Week, Red Ribbon Week, support groups, hygiene drives, food drives, serve non-accompanied youth and homeless youth, and assist students and their families with community resources.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: eSchool Plus At-Risk progress reports, benchmark scores, student progress reports. Summative: STAAR, attendance rates, retention rates, completion rates, dropout rates **Staff Responsible for Monitoring:** Principal, Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.6 - **Population:** At-Risk students, TI students - **Start Date:** August 25, 2020 - **End Date:** June 10, 2021	30%	50%	75%	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ 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 Sources: STAAR/EOC reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Principal, Assistant Principals, Dean of Instruction, department chairs and teachers **Title I Schoolwide Elements:** 2.5 - **Population:** All students - **Start Date:** October 1, 2020 - **End Date:** May 8, 2021	0%	50%	70%	

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Campus Administrator, Dyslexia teacher and dyslexia clerk **Population:** Dyslexia students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	70%	

Strategy 3 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Campus administration **Title I Schoolwide Elements:** 2.5 - **Population:** At-Risk students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	20%	40%	50%	

Strategy 4 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative sixth weeks grades and PFS Monitoring tool. Summative: increase rates in state assessment performance. **Staff Responsible for Monitoring:** Principal, Migrant clerk, academic counselors. **Population:** All Migrant students - **Start Date:** June 1, 2020 - **End Date:** June 30, 2020	0%	30%	40%	

Strategy 5 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: research cultural role models, in library, classrooms and hallways. Summative Make visual checks to establish displays are up. **Staff Responsible for Monitoring:** Librarian, classroom teachers, administration. **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	0%	0%	0%	

Strategy 6 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative ARD documentation as per IEP, AEP Summative documented progress of annual goals and objectives as per IEP **Staff Responsible for Monitoring:** SE Teacher, Assistant Principal in charge of Special Ed., Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** All SE students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	30%	50%	75%	

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

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

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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. **Staff Responsible for Monitoring:** Administration, department chair, coaches and supervisor **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	25%	50%	80%	

Strategy 2 Details	Reviews			
Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: 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 **Staff Responsible for Monitoring:** Campus Administration, Nurse and Nurse assistant **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021 **Funding Sources:** General supplies - 199 Local funds - 199-33-6399-00-048-Y-99-000-Y - $500	25%	50%	75%	

Strategy 3 Details	Reviews			

Strategy 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

| **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom observations, benchmark scores, IPRs, PD sign-in sheets
Summative: STAAR scores
Staff Responsible for Monitoring: Principal, Administrator for Special Programs, Administrator for State Comp.
Population: Teachers - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021
Need Statements: Demographics 4 - Student Learning 2, 4 - School Processes & Programs 3
Funding Sources: Substitutes - 162 State Compensatory - 162-11-6112-18-048-Y-30-000 - $1,000 | 30% | 50% | 80% | |

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

Performance Objective 3 Need Statements:

Demographics
Need Statement 4: Need to expand efforts to increase the percentage of English proficiency by providing research-based ESL strategies. **Data Analysis/Root Cause**: Proficiency in English is critical to better equip our students for the future.

Student Learning
Need Statement 2: Need to 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. **Data Analysis/Root Cause**: District assessment data shows gaps between special populations.
Need Statement 4: Need to provide professional development on effective instructional strategies across contents to increase academic performance for all subpopulation indicators (EL, GT, AP, CIF, Text Structures). **Data Analysis/Root Cause**: More rigor and high level questioning is needed to challenge students across grade levels.

School Processes & Programs
Need Statement 3: Need to expand efforts to ensure that all teachers conduct peer coaching in order to learn strategies and get ideas from their peers. **Data Analysis/Root Cause**: Peer instructional rounds have been successful in the past.

State Compensatory

Personnel for Besteiro Middle School

Name	Position	Program	FTE
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

Comprehensve 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 2019-2020 school year was held in May 21, 2020.

The campus needs assessment took place on September 11, 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 streghthen the core academic program by constantly planning trageted skills, routines and developing quality interventnions 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 2019-2020 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.

Teresa Nunez	**Principal**
Brenda Aguilar	Dean of Instruction
Arael Tijerina	Technology
Edith Cano	Special Ed.
Pedro Reyna	Librarian
Paulette Martinez	English
Maria Ong	ESL
Maribel Degollado	Algebra I
Alba Delgado	Social Studies
Nadia Villarreal	Science
Ivonne Ceballos	Counselor
Patricia Salgado	Athletics
Mariell Martinez	Reading
Norma Robles	Math
Norma Caraveo	Parent
Felipa Benavidez	Parent
Jose Martinez	Business Representative
Salvador Melgarejo	Community Representative
Jose Garcia	Bilingual Specialist
Ernesto Saldivar, Jr.	Business Representative
Fermin Davila	Community Representative

2.2: Regular monitoring and revision

SBDM Committee monitored the Campus Improvement plan on:

September 11, 2019

December 16, 2019

May 14, 2020

SBDM also reviewed and revised the Campus Improvement Plan on May 21, 2020 to monitor and evaluate the campus needs and campus surveys.

Prooposed dates for 2020-2021:

September 2020

November 2020

March 2020

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

The CIP is available to local educational agency, parents and the community on Besteiro's website, the District website and in print upon request.

Upon request, the campus Parent Liaison will also make the CIP available in hard copy to parents and community members. Parts of the plan are presented and discussed during meetings involving parents in English and Spanish.

Any requested translation of information will be provided upon request.

2.4: Opportunities for all children to meet State standards

Besteiro Middle School will provide opportunities to struggling populations such as EL and Special Education students by providing research-based instructional resources along with additional support for struggling populations such as EL and SE students. Due to COVID-19, Remote Learning as initiated March 23, 2020- May 27, 2020.

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 Instructionl/ 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

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. 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.

Due to COVID-19, Remote Learning was initiated March 23, 2020 - May 27, 2020.

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 Besteiros 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

The parent liaison and the parents involved met with the SBDM Committee on May 21, 2020 to review, revise and edit the Parent and Family Engagement Policy and Compact. Due to COVID-19 meeting took place via Zoom.

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.

The Parent and Family Engagement Policy was distributed to all students at the begining 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.

3.2: Offer flexible number of parent involvement meetings

Besteiro Middle School will offer weekly parent meetings on Wednesdays at 1:00 PM.

Meetings at the beginning of the school year will be held 2-3 times per week due to nutrition classes.

Title I Personnel

Name	Position	Program	FTE
Maria Diaz	Library Aide	Federal Programs	1.00
Mary Davenport	Dyslexia Aide	Federal Programs	1.00
Nancy Mireles Schutz	Math Teacher	Federal Programs	1.00
Rosaelia Salinas	Parent Liaison	Federal Programs	1.00
Vacancy	Nurse	Federal Programs	.40

2020-2021 Needs Assessment Team

Committee Role	Name	Position
Administrator	Teresa Nunez	Principal
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	Kristopher Howell	Social Studies
Classroom Teacher	Nadia Villarreal	Science
Non-classroom Professional	Ivonne Ceballos	Counselor
Classroom Teacher	Patricia Salgado	Athletics
Parent	Angela Garcia	Parent
Parent	Maria Trinidad Rodriguez	Parent
Community Representative	Lucha Avrill	Community Representative
District-level Professional	Melissa Hernandez	CCMR Lead Teacher
Classroom Teacher	Mariell Martinez	Reading
Classroom Teacher	Norma Robles	Math
Meeting Facilitator	Brenda Aguilar	Dean of Instruction
Business Representative	Ernesto Saldivar, Jr.	Business Representative

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	199-11-6399-45-048-Y-11-000-Y	$10,600.00
1	1	16	General Supplies	199-51-6399-00-048-Y-99-000-Y	$13,890.00
1	1	17	Reading materials	199-12-6329-00-048-Y-99-000-Y	$4,500.00
1	5	6	Travel	199-36-6412-00-048-Y-99-000-Y	$1,780.00
1	5	9	Awards	199-31-6498-00-048-Y-99-000-Y	$1,000.00
7	2	2	Misc. operating costs	199-23-6498-00-048-Y-99-000-Y	$12,975.00
9	3	2	General supplies	199-33-6399-00-048-Y-99-000-Y	$500.00
				Sub-Total	$45,245.00
				Budgeted Fund Source Amount	$45,245.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Toner	162-11-6399-62-048-Y-30-000-Y	$10,000.00
1	1	1	Software	162-11-6249-62-048-Y-30-000-Y	$7,000.00
1	1	1	Copy Paper	162-11-6396-00-048-Y-30-000-Y	$5,000.00
1	1	1	General Supplies	162-11-6399-00-048-Y-30-000	$84,360.00
1	1	6	Professional Extra Duty Pay	162-11-6118-00-048-Y-30-000-Y	$5,000.00
1	1	12	Professional Extra Duty Pay	162-11-6118-00-048-Y-24-SSI-Y	$7,056.00
5	2	2	Software	162-11-6395-62-048-Y-30-000-Y	$13,500.00
8	1	1	Newline True Touch HD LED Multitouch Display	162-11-6398-62-048-Y-30-000-Y	$7,800.00
8	1	1	Chromebooks	162-11-6398-62-048-Y-30-000-Y	$12,500.00
9	3	3	Substitutes	162-11-6112-18-048-Y-30-000	$1,000.00
				Sub-Total	$153,216.00
				Budgeted Fund Source Amount	$153,216.00
				+/- Difference	$0.00

			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	$6,667.00
1	1	1	Equipment	211-13-6399-00-048-Y-30-0F2-Y	$26,387.00
1	1	1	Copy Paper	211-11-6396-00-048-Y-30-0F2-Y	$3,000.00
1	1	4	Stipends	211-13-6117-00-048-Y-30-AYP-Y	$7,811.00
1	1	11	Travel & Subsistence	211-26-6412-00-048-Y-30-STM-Y	$500.00
1	1	13	Professional Extra Duty Pay	211-11-6118-00-048-Y-30-BDG-Y	$1,344.00
1	1	15	General Supplies	211-31-6399-00-048-Y-30-0F2-Y	$1,000.00
1	1	16	General Supplies	211-12-6399-00-048-Y-30-BDG-Y	$3,246.00
5	4	1	Consulting Services	211-13-6291-00-048-Y-30-0F2-Y	$19,650.00
6	1	4	Misc operating costs	211-61-6499-53-048-Y-30-0F2-Y	$900.00
6	1	4	General Supplies	211-61-6399-00-048-Y-30-0F2-Y	$900.00
6	1	6	Employee Travel	211-61-6411-00-048-Y-30-0F2-Y	$900.00
8	1	1	Equipment	211-11-6398-62-048-Y-30-0F2-Y	$59,000.00
				Sub-Total	$131,305.00
				Budgeted Fund Source Amount	$131,305.00
				+/- Difference	$0.00
				Grand Total	$329,766.00

Addendums

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%

'^'　　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%
High Schools and K-12	Academic Achievement	50%
	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)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ 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%	*	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster 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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
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%	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	20%	16%	**8%**	*	8%	-	-	-	-	-	8%	0%	3%	9%	1%	8%	9%	*	0%	*	-
	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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	23%	**16%**	-	16%	-	-	-	-	-	15%	*	6%	17%	5%	12%	19%	0%	10%	*	-
	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 Students	16%	14%	**9%**	-	9%	-	-	-	-	-	9%	*	9%	9%	1%	7%	11%	0%	0%	*	-
	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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	27%	23%	**13%**	-	13%	-	-	-	-	-	12%	60%	13%	13%	3%	13%	13%	13%	*	*	-
	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 Students	17%	7%	**12%**	-	12%	-	-	-	-	-	12%	-	20%	10%	10%	12%	13%	38%	*	*	-
	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 Students	25%	17%	**23%**	-	23%	-	-	-	-	-	22%	60%	20%	23%	11%	27%	19%	13%	*	*	-
	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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Algebra I	All Students	36%	61%	**80%**	-	80%	-	-	-	-	-	78%	100%	-	80%	*	78%	82%	-	*	*	-
	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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	77%	80%	**72%**	*	72%	-	-	-	-	-	71%	82%	39%	77%	56%	70%	74%	70%	63%	71%	-
	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%	61%	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 Students	73%	74%	**66%**	*	66%	-	-	-	-	-	65%	79%	29%	72%	47%	62%	69%	72%	55%	67%	-
	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 Students	81%	85%	**73%**	*	73%	-	-	-	-	-	73%	79%	44%	78%	60%	72%	74%	67%	64%	67%	-
	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 Students	80%	83%	**87%**	-	87%	-	-	-	-	-	86%	100%	57%	92%	76%	87%	87%	75%	*	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster 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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	49%	51%	**40%**	*	40%	-	-	-	-	-	39%	73%	22%	43%	18%	39%	40%	34%	25%	48%	-
	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 Students	47%	46%	**32%**	*	32%	-	-	-	-	-	31%	64%	22%	34%	10%	31%	34%	22%	18%	44%	-
	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 Students	51%	56%	**41%**	*	41%	-	-	-	-	-	40%	71%	20%	44%	21%	40%	41%	33%	23%	44%	-
	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 Students	53%	54%	**59%**	-	59%	-	-	-	-	-	58%	100%	30%	63%	35%	62%	57%	63%	*	*	-
	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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	23%	23%	**15%**	*	15%	-	-	-	-	-	14%	42%	10%	16%	5%	14%	16%	16%	8%	19%	-
	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%	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 Students	20%	17%	**11%**	*	11%	-	-	-	-	-	11%	36%	7%	12%	3%	10%	13%	11%	5%	11%	-
	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 Students	26%	30%	**16%**	*	16%	-	-	-	-	-	15%	43%	10%	16%	4%	14%	17%	22%	9%	33%	-
	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 Students	24%	21%	**23%**	-	23%	-	-	-	-	-	22%	60%	20%	23%	11%	27%	19%	13%	*	*	-
	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
Academic Growth Score											
Reading											
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
Mathematics											
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
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
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
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	*	42	-	-	-	-	-	41	24	26
School Quality (College, Career, and Military Readiness Performance)											
%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 +
STAAR Performance Status											
Reading											
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
Mathematics											
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)

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

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Science	All Students	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	100%	100%	100%	-
	CWOD	**100%**	-	100%	-	-	-	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%	100%	100%
	Male	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	-	-	-	-	-	100%	*	100%	100%	100%	-	100%	100%

Non-Participation Rate

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	0%
	CWD	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	**0%**	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	1%	0%	0%
	EL	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	Male	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	-	0%
	Female	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	1%	0%	1%	0%	0%
	CWD	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	**1%**	*	1%	-	-	-	-	-	1%	0%	-	1%	0%	1%	0%	0%
	EL	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%
	Male	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	-	0%
	Female	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Mathematics	All Students	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	1%	0%	0%
	CWD	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	*
	CWOD	**0%**	*	0%	-	-	-	-	-	0%	0%	-	0%	0%	1%	0%	0%
	EL	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	0%	0%
	Male	**1%**	-	1%	-	-	-	-	-	1%	0%	0%	1%	0%	1%	-	0%
	Female	**0%**	*	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	0%
Science	All Students	**0%**	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	**0%**	-	0%	-	-	-	-	-	0%	-	0%	-	0%	0%	0%	-
	CWOD	**0%**	-	0%	-	-	-	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%	0%	0%
	Male	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%	-	*
	Female	**0%**	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	-	0%	0%

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

Part (viii): Civil Rights Data

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)

		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)
Students Without Disabilities												
In-School Suspensions												
	Male	5	0	5	0	0	0	0	0	2		
	Female	2	0	2	0	0	0	0	0	2		
	Total	7	0	7	0	0	0	0	0	4		
Out-of-School Suspensions												
	Male	37	0	37	0	0	0	0	0	16		
	Female	28	0	28	0	0	0	0	0	10		
	Total	65	0	65	0	0	0	0	0	26		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												

		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		
Students With Disabilities												
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
All Students												
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 religiion	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
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	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 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

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	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.

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

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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	**50%**	*	49%	-	-	-	-	-	22%	*	51%	38%	49%	40%
	2018	69%	65%	**55%**	-	55%	-	-	-	-	-	22%	50%	58%	36%	55%	47%
At Meets Grade Level or Above	2019	37%	31%	**20%**	*	20%	-	-	-	-	-	16%	*	22%	8%	20%	14%
	2018	39%	32%	**25%**	-	25%	-	-	-	-	-	22%	33%	27%	12%	25%	12%
At Masters Grade Level	2019	18%	12%	**6%**	*	6%	-	-	-	-	-	3%	*	6%	4%	6%	3%
	2018	19%	14%	**10%**	-	10%	-	-	-	-	-	6%	33%	11%	4%	10%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	**66%**	*	66%	-	-	-	-	-	35%	*	67%	58%	65%	60%
	2018	77%	77%	**67%**	-	67%	-	-	-	-	-	33%	83%	69%	54%	66%	59%
At Meets Grade Level or Above	2019	47%	44%	**32%**	*	33%	-	-	-	-	-	16%	*	33%	29%	32%	23%
	2018	44%	39%	**25%**	-	25%	-	-	-	-	-	15%	50%	25%	19%	24%	16%
At Masters Grade Level	2019	21%	17%	**8%**	*	8%	-	-	-	-	-	3%	*	8%	8%	8%	4%
	2018	18%	14%	**8%**	-	8%	-	-	-	-	-	4%	0%	9%	0%	8%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	**66%**	-	66%	-	-	-	-	-	33%	71%	67%	61%	67%	52%
	2018	74%	72%	**66%**	-	66%	-	-	-	-	-	40%	*	67%	63%	66%	56%
At Meets Grade Level or Above	2019	49%	46%	**38%**	-	38%	-	-	-	-	-	26%	43%	37%	50%	38%	23%
	2018	48%	42%	**32%**	-	32%	-	-	-	-	-	30%	*	33%	25%	32%	19%
At Masters Grade Level	2019	29%	24%	**17%**	-	17%	-	-	-	-	-	4%	14%	16%	22%	16%	7%
	2018	29%	24%	**18%**	-	18%	-	-	-	-	-	20%	*	18%	13%	17%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	**61%**	-	61%	-	-	-	-	-	33%	71%	63%	42%	62%	50%
	2018	72%	70%	**56%**	-	56%	-	-	-	-	-	38%	*	56%	56%	56%	49%
At Meets Grade Level or Above	2019	43%	40%	**27%**	-	27%	-	-	-	-	-	19%	14%	27%	26%	27%	15%
	2018	40%	36%	**20%**	-	20%	-	-	-	-	-	24%	*	21%	11%	19%	13%
At Masters Grade Level	2019	17%	15%	**9%**	-	9%	-	-	-	-	-	7%	0%	9%	11%	8%	1%
	2018	18%	15%	**9%**	-	9%	-	-	-	-	-	16%	*	9%	7%	8%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	74%	**68%**	-	68%	-	-	-	-	-	33%	86%	69%	53%	67%	52%
	2018	69%	68%	**62%**	-	62%	-	-	-	-	-	26%	*	63%	54%	62%	53%
At Meets Grade Level or Above	2019	42%	44%	**37%**	-	37%	-	-	-	-	-	22%	29%	37%	42%	37%	21%
	2018	43%	41%	**31%**	-	31%	-	-	-	-	-	26%	*	34%	12%	31%	21%
At Masters Grade Level	2019	18%	16%	**11%**	-	11%	-	-	-	-	-	15%	0%	12%	5%	11%	4%
	2018	15%	12%	**7%**	-	7%	-	-	-	-	-	15%	*	7%	4%	6%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**84%**	-	84%	-	-	-	-	-	38%	*	86%	70%	84%	81%
	2018	86%	85%	**79%**	-	79%	-	-	-	-	-	38%	*	81%	68%	79%	67%
At Meets Grade Level or Above	2019	55%	53%	**43%**	-	43%	-	-	-	-	-	28%	*	46%	23%	41%	32%
	2018	49%	46%	**31%**	-	31%	-	-	-	-	-	16%	*	31%	29%	31%	13%

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

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

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

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

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

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)

School Progress Domain - Academic Growth Score by Grade and Subject

		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)
Grade 6 ELA/Reading	2019	42	30	**19**	*	20	-	-	-	-	-	14	*	20	12	20	17
	2018	47	38	**35**	-	35	-	-	-	-	-	17	58	35	31	35	29
Grade 6 Mathematics	2019	54	35	**22**	*	23	-	-	-	-	-	14	*	21	37	23	20
	2018	56	41	**24**	-	24	-	-	-	-	-	20	58	24	29	25	20
Grade 7 ELA/Reading	2019	77	77	**72**	-	72	-	-	-	-	-	72	71	72	72	72	63
	2018	76	79	**75**	-	75	-	-	-	-	-	67	*	75	80	75	74
Grade 7 Mathematics	2019	63	59	**53**	-	53	-	-	-	-	-	44	43	55	34	54	45
	2018	67	65	**70**	-	70	-	-	-	-	-	56	*	71	66	70	71
Grade 8 ELA/Reading	2019	77	77	**74**	-	74	-	-	-	-	-	60	*	75	70	74	76
	2018	79	81	**82**	-	82	-	-	-	-	-	69	*	81	88	82	80
Grade 8 Mathematics	2019	84	92	**97**	-	97	-	-	-	-	-	84	*	97	96	97	98
	2018	81	92	**95**	-	95	-	-	-	-	-	79	*	96	90	95	95
End of Course Algebra I	2019	75	91	**99**	-	99	-	-	-	-	-	-	-	99	*	99	98
	2018	72	85	**93**	-	93	-	-	-	-	-	-	-	93	92	93	100
All Grades Both Subjects	2019	69	69	**57**	*	57	-	-	-	-	-	45	60	56	58	57	52
	2018	69	71	**65**	-	65	-	-	-	-	-	55	64	65	67	65	62
All Grades ELA/Reading	2019	68	67	**55**	*	55	-	-	-	-	-	45	70	55	54	55	51
	2018	69	69	**66**	-	66	-	-	-	-	-	58	68	65	71	66	63
All Grades Mathematics	2019	70	71	**58**	*	58	-	-	-	-	-	45	50	57	63	58	53
	2018	70	72	**64**	-	64	-	-	-	-	-	53	59	64	64	64	62

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

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

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)
Progress of Prior-Year Non-Proficient Students													
Sum of Grades 4-8													
Reading	2019	41%	48%	**41%**	-	41%	-	-	-	-	-	11%	42%	37%
	2018	38%	44%	**38%**	-	38%	-	-	-	-	-	13%	37%	35%
Mathematics	2019	45%	57%	**56%**	-	56%	-	-	-	-	-	32%	56%	51%
	2018	47%	57%	**48%**	-	48%	-	-	-	-	-	29%	47%	43%
Student Success Initiative													
Grade 5 Reading													
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%	*	*	-	*	-	-	-	-	-	-	*	-
Grade 5 Mathematics													
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%	*	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Reading													
Students Meeting Approaches Grade Level on First STAAR Administration													
	2019	78%	77%	**74%**	-	74%	-	-	-	-	-	14%	74%	54%
Students Requiring Accelerated Instruction													
	2019	22%	23%	**26%**	-	26%	-	-	-	-	-	86%	27%	46%
STAAR Cumulative Met Standard													
	2019	85%	84%	**82%**	-	82%	-	-	-	-	-	14%	82%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
	2018	99%	95%	**93%**	-	93%	-	-	-	-	-	-	93%	93%
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
	2019	82%	80%	**83%**	-	83%	-	-	-	-	-	38%	83%	77%
Students Requiring Accelerated Instruction													
	2019	18%	20%	**17%**	-	17%	-	-	-	-	-	62%	17%	23%
STAAR Cumulative Met Standard													
	2019	88%	88%	**91%**	-	91%	-	-	-	-	-	57%	91%	86%
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
	2018	98%	90%	**83%**	-	83%	-	-	-	-	-	-	83%	80%

Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language
(Current EL Students)

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

Total Students: 698
Grade Span: 06 - 08

		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
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**72%**	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	77%	78%	**69%**	-	-	-	-	-	50%	49%	*	-	50%	50%
At Meets Grade Level or Above	2019	50%	52%	**40%**	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	48%	49%	**35%**	-	-	-	-	-	13%	13%	*	-	13%	13%
At Masters Grade Level	2019	24%	23%	**15%**	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	22%	21%	**15%**	-	-	-	-	-	2%	2%	*	-	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**67%**	-	-	-	-	-	48%	-	48%	-	48%	48%
	2018	74%	74%	**67%**	-	-	-	-	-	44%	44%	*	-	44%	44%
At Meets Grade Level or Above	2019	48%	47%	**33%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	46%	44%	**30%**	-	-	-	-	-	6%	6%	*	-	6%	6%
At Masters Grade Level	2019	21%	18%	**12%**	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	19%	17%	**15%**	-	-	-	-	-	2%	2%	*	-	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**74%**	-	-	-	-	-	61%	-	61%	-	61%	61%
	2018	81%	85%	**70%**	-	-	-	-	-	54%	53%	*	-	54%	54%
At Meets Grade Level or Above	2019	52%	57%	**42%**	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	50%	55%	**35%**	-	-	-	-	-	18%	18%	*	-	18%	18%
At Masters Grade Level	2019	26%	31%	**16%**	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	24%	28%	**15%**	-	-	-	-	-	3%	3%	*	-	3%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**68%**	-	-	-	-	-	44%	-	44%	-	44%	44%
	2018	66%	71%	**62%**	-	-	-	-	-	35%	35%	-	-	35%	35%
At Meets Grade Level or Above	2019	38%	44%	**37%**	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	41%	45%	**31%**	-	-	-	-	-	9%	9%	-	-	9%	9%
At Masters Grade Level	2019	14%	15%	**11%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	13%	**7%**	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**88%**	-	-	-	-	-	79%	-	79%	-	79%	79%
	2018	80%	82%	**80%**	-	-	-	-	-	64%	64%	-	-	64%	64%
At Meets Grade Level or Above	2019	54%	55%	**60%**	-	-	-	-	-	35%	-	35%	-	35%	35%
	2018	51%	51%	**53%**	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	25%	21%	**23%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	23%	19%	**26%**	-	-	-	-	-	5%	5%	-	-	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	**74%**	-	-	-	-	-	51%	-	51%	-	51%	51%
	2018	78%	80%	**70%**	-	-	-	-	-	57%	57%	-	-	57%	57%
At Meets Grade Level or Above	2019	55%	54%	**38%**	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	53%	51%	**33%**	-	-	-	-	-	14%	14%	-	-	14%	14%
At Masters Grade Level	2019	33%	29%	**17%**	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	31%	26%	**15%**	-	-	-	-	-	2%	2%	-	-	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**57%**	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	69%	71%	**65%**	-	-	-	-	-	62%	62%	*	-	62%	62%
All Grades ELA/Reading	2019	68%	67%	**55%**	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	69%	69%	**66%**	-	-	-	-	-	66%	65%	*	-	66%	66%
All Grades Mathematics	2019	70%	71%	**58%**	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	70%	72%	**64%**	-	-	-	-	-	59%	59%	*	-	59%	59%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**41%**	-	-	-	-	-	37%	-	37%	-	37%	37%

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

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
	2018	38%	44%	**38%**	-	-	-	-	-	35%	35%	-	-	35%	35%
Mathematics	2019	45%	57%	**56%**	-	-	-	-	-	51%	-	51%	-	51%	51%
	2018	47%	57%	**48%**	-	-	-	-	-	43%	42%	*	-	43%	43%

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

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)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**93%**	*	93%	-	-	-	-	-	90%	93%	88%
Not Included in Accountability													
Mobile	4%	2%	**4%**	*	4%	-	-	-	-	-	6%	4%	6%
Other Exclusions	1%	2%	**3%**	*	3%	-	-	-	-	-	4%	3%	6%
Not Tested	1%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**91%**	-	91%	-	-	-	-	-	93%	91%	83%
Not Included in Accountability													
Mobile	4%	3%	**6%**	-	6%	-	-	-	-	-	4%	6%	9%
Other Exclusions	1%	2%	**3%**	-	3%	-	-	-	-	-	3%	3%	8%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 698

Campus Nasn: BESTEIRO MIDDLE

2018-19 Campus Attendance, Graduation, and Dropout Rates

Grade Span: 06 - 08

Campus Number: 031901048

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)
Attendance Rate													
2017-18	95.4%	95.4%	**95.4%**	-	95.4%	-	-	-	-	-	93.9%	95.4%	95.6%
2016-17	95.7%	95.8%	**95.6%**	-	95.6%	*	-	-	-	-	93.1%	95.7%	95.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	**0.4%**	-	0.4%	-	-	-	-	-	1.1%	0.4%	0.0%
2016-17	0.3%	0.2%	**0.2%**	-	0.2%	*	-	-	-	-	1.1%	0.2%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	**-**	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	**-**	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD

Campus Nanm: BESTEIRO MIDDLE

Campus Number: 031901048

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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 698

Campus Name: BESTEIRO MIDDLE

2018-19 Campus Graduation Profile

Grade Span: 06 - 08

Campus Number: 031901048

School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
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

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

District Name: BROWNSVILLE ISD

Campus Nam: BESTEIRO MIDDLE

Campus Number: 031901048

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)
College, Career, and Military Ready Graduates (Student Achievement) *													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates *													
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%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
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 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%	-	-	-	-	-	-	-	-	-	-	-

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

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

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
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%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
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%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
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
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
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 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	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) *
  Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

Average SAT Score (Annual Graduates) *
  All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

Average ACT Score (Annual Graduates) *
  All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

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	District	State
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 **Texas Academic Performance Report** Total Students: 698
Campus Name: BESTEIRO MIDDLE **2018-19 Campus Student Information** Grade Span: 06 - 08
Campus Number: 031901048 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

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

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

Staff Information	Campus	District	State
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

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

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

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

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
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

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

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

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **BESTEIRO MIDDLE**

Campus Number: **031901048**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Total Students: 681

Grade Span: 06 - 08

School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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)
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	64%	**50%**	*	49%	-	-	-	-	-	22%	*	51%	38%	49%	40%
	2018	69%	65%	**55%**	-	55%	-	-	-	-	-	22%	50%	58%	36%	55%	47%
At Meets Grade Level or Above	2019	37%	31%	**20%**	*	20%	-	-	-	-	-	16%	*	22%	8%	20%	14%
	2018	39%	32%	**25%**	-	25%	-	-	-	-	-	22%	33%	27%	12%	25%	12%
At Masters Grade Level	2019	18%	12%	**6%**	*	6%	-	-	-	-	-	3%	*	6%	4%	6%	3%
	2018	19%	14%	**10%**	-	10%	-	-	-	-	-	6%	33%	11%	4%	10%	2%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	81%	**66%**	*	66%	-	-	-	-	-	35%	*	67%	58%	65%	60%
	2018	77%	77%	**67%**	-	67%	-	-	-	-	-	33%	83%	69%	54%	66%	59%
At Meets Grade Level or Above	2019	47%	44%	**32%**	*	33%	-	-	-	-	-	16%	*	33%	29%	32%	23%
	2018	44%	39%	**25%**	-	25%	-	-	-	-	-	15%	50%	25%	19%	24%	16%
At Masters Grade Level	2019	21%	17%	**8%**	*	8%	-	-	-	-	-	3%	*	8%	8%	8%	4%
	2018	18%	14%	**8%**	-	8%	-	-	-	-	-	4%	0%	9%	0%	8%	4%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	**66%**	-	66%	-	-	-	-	-	33%	71%	67%	61%	67%	52%
	2018	74%	72%	**66%**	-	66%	-	-	-	-	-	40%	*	67%	63%	66%	56%
At Meets Grade Level or Above	2019	49%	46%	**38%**	-	38%	-	-	-	-	-	26%	43%	37%	50%	38%	23%
	2018	48%	42%	**32%**	-	32%	-	-	-	-	-	30%	*	33%	25%	32%	19%
At Masters Grade Level	2019	29%	24%	**17%**	-	17%	-	-	-	-	-	4%	14%	16%	22%	16%	7%
	2018	29%	24%	**18%**	-	18%	-	-	-	-	-	20%	*	18%	13%	17%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	**61%**	-	61%	-	-	-	-	-	33%	71%	63%	42%	62%	50%
	2018	72%	70%	**56%**	-	56%	-	-	-	-	-	38%	*	56%	56%	56%	49%
At Meets Grade Level or Above	2019	43%	40%	**27%**	-	27%	-	-	-	-	-	19%	14%	27%	26%	27%	15%
	2018	40%	36%	**20%**	-	20%	-	-	-	-	-	24%	*	21%	11%	19%	13%
At Masters Grade Level	2019	17%	15%	**9%**	-	9%	-	-	-	-	-	7%	0%	9%	11%	8%	1%
	2018	18%	15%	**9%**	-	9%	-	-	-	-	-	16%	*	9%	7%	8%	6%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	74%	**68%**	-	68%	-	-	-	-	-	33%	86%	69%	53%	67%	52%
	2018	69%	68%	**62%**	-	62%	-	-	-	-	-	26%	*	63%	54%	62%	53%
At Meets Grade Level or Above	2019	42%	44%	**37%**	-	37%	-	-	-	-	-	22%	29%	37%	42%	37%	21%
	2018	43%	41%	**31%**	-	31%	-	-	-	-	-	26%	*	34%	12%	31%	21%
At Masters Grade Level	2019	18%	16%	**11%**	-	11%	-	-	-	-	-	15%	0%	12%	5%	11%	4%
	2018	15%	12%	**7%**	-	7%	-	-	-	-	-	15%	*	7%	4%	6%	4%

Texas Academic Performance Report
2019-20 Campus STAAR Performance

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	86%	**84%**	-	84%	-	-	-	-	-	38%	*	86%	70%	84%	81%
	2018	86%	85%	**79%**	-	79%	-	-	-	-	-	38%	*	81%	68%	79%	67%
At Meets Grade Level or Above	2019	55%	53%	**43%**	-	43%	-	-	-	-	-	28%	*	46%	23%	41%	32%
	2018	49%	46%	**31%**	-	31%	-	-	-	-	-	16%	*	31%	29%	31%	13%
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%

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

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

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 681

Grade Span: 06 - 08

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**72%**	-	-	-	-	-	55%	-	55%	-	55%	55%
	2018	77%	78%	**69%**	-	-	-	-	-	50%	49%	*	-	50%	50%
At Meets Grade Level or Above	2019	50%	52%	**40%**	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	48%	49%	**35%**	-	-	-	-	-	13%	13%	*	-	13%	13%
At Masters Grade Level	2019	24%	23%	**15%**	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	22%	21%	**15%**	-	-	-	-	-	2%	2%	*	-	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**67%**	-	-	-	-	-	48%	-	48%	-	48%	48%
	2018	74%	74%	**67%**	-	-	-	-	-	44%	44%	*	-	44%	44%
At Meets Grade Level or Above	2019	48%	47%	**33%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	46%	44%	**30%**	-	-	-	-	-	6%	6%	*	-	6%	6%
At Masters Grade Level	2019	21%	18%	**12%**	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	19%	17%	**15%**	-	-	-	-	-	2%	2%	*	-	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**74%**	-	-	-	-	-	61%	-	61%	-	61%	61%
	2018	81%	85%	**70%**	-	-	-	-	-	54%	53%	*	-	54%	54%
At Meets Grade Level or Above	2019	52%	57%	**42%**	-	-	-	-	-	22%	-	22%	-	22%	22%
	2018	50%	55%	**35%**	-	-	-	-	-	18%	18%	*	-	18%	18%
At Masters Grade Level	2019	26%	31%	**16%**	-	-	-	-	-	4%	-	4%	-	4%	4%
	2018	24%	28%	**15%**	-	-	-	-	-	3%	3%	*	-	3%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**68%**	-	-	-	-	-	44%	-	44%	-	44%	44%
	2018	66%	71%	**62%**	-	-	-	-	-	35%	35%	-	-	35%	35%
At Meets Grade Level or Above	2019	38%	44%	**37%**	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	41%	45%	**31%**	-	-	-	-	-	9%	9%	-	-	9%	9%
At Masters Grade Level	2019	14%	15%	**11%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	13%	**7%**	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**88%**	-	-	-	-	-	79%	-	79%	-	79%	79%
	2018	80%	82%	**80%**	-	-	-	-	-	64%	64%	-	-	64%	64%
At Meets Grade Level or Above	2019	54%	55%	**60%**	-	-	-	-	-	35%	-	35%	-	35%	35%
	2018	51%	51%	**53%**	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	25%	21%	**23%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	23%	19%	**26%**	-	-	-	-	-	5%	5%	-	-	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	**74%**	-	-	-	-	-	51%	-	51%	-	51%	51%
	2018	78%	80%	**70%**	-	-	-	-	-	57%	57%	-	-	57%	57%
At Meets Grade Level or Above	2019	55%	54%	**38%**	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	53%	51%	**33%**	-	-	-	-	-	14%	14%	-	-	14%	14%
At Masters Grade Level	2019	33%	29%	**17%**	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	31%	26%	**15%**	-	-	-	-	-	2%	2%	-	-	2%	2%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**57%**	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	69%	71%	**65%**	-	-	-	-	-	62%	62%	*	-	62%	62%
All Grades ELA/Reading	2019	68%	67%	**55%**	-	-	-	-	-	49%	-	49%	-	49%	49%
	2018	69%	69%	**66%**	-	-	-	-	-	66%	65%	*	-	66%	66%
All Grades Mathematics	2019	70%	71%	**58%**	-	-	-	-	-	49%	-	49%	-	49%	49%

Texas Education Agency

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		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
	2018	70%	72%	**64%**	-	-	-	-	-	59%	59%	*	-	59%	59%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

		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
Reading	2019	41%	48%	**41%**	-	-	-	-	-	37%	-	37%	-	37%	37%
	2018	38%	44%	**38%**	-	-	-	-	-	35%	35%	-	-	35%	35%
Mathematics	2019	45%	57%	**56%**	-	-	-	-	-	51%	-	51%	-	51%	51%
	2018	47%	57%	**48%**	-	-	-	-	-	43%	42%	*	-	43%	43%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 698

Campus Name: BESTEIRO MIDDLE

2019-20 Campus STAAR Participation

Grade Span: 06 - 08

Campus Number: 031901048

School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

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

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 681

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)
Attendance Rate													
2018-19	95.4%	95.0%	**94.9%**	*	94.9%	*	*	-	-	-	93.6%	94.9%	94.7%
2017-18	95.4%	95.4%	**95.4%**	-	95.4%	-	-	-	-	-	93.9%	95.4%	95.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	**0.4%**	-	0.4%	*	-	-	-	-	0.0%	0.4%	1.0%
2017-18	0.4%	0.5%	**0.4%**	-	0.4%	-	-	-	-	-	1.1%	0.4%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	**-**	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	**-**	-	-	-	-	-	-	-	-	-	-
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%	**-**	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	**-**	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	**-**	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	**-**	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**-**	-	-	-	-	-	-	-	-	-	-
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%	**-**	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	**-**	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 681

Campus Name: BESTEIRO MIDDLE

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: 06 - 08

Campus Number: 031901048

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	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

| Class of 2019 | 73.3% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 68.5% | 85.7% | - | - | - | - | - | - | - | - | - | - | - |

FHSP-E Graduates (Longitudinal Rate)

| Class of 2019 | 4.2% | 17.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 5.0% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |

FHSP-DLA Graduates (Longitudinal Rate)

| Class of 2019 | 83.5% | 79.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 82.0% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

| Class of 2019 | 87.6% | 97.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | 86.8% | 96.8% | - | - | - | - | - | - | - | - | - | - | - |

RHSP/DAP Graduates (Annual Rate)

| 2018-19 | 32.7% | 32.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 37.7% | 58.8% | - | - | - | - | - | - | - | - | - | - | - |

FHSP-E Graduates (Annual Rate)

| 2018-19 | 4.4% | 16.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 4.9% | 3.6% | - | - | - | - | - | - | - | - | - | - | - |

FHSP-DLA Graduates (Annual Rate)

| 2018-19 | 82.1% | 79.5% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 81.5% | 94.3% | - | - | - | - | - | - | - | - | - | - | - |

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

| 2018-19 | 85.9% | 94.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2017-18 | 85.1% | 96.1% | - | - | - | - | - | - | - | - | - | - | - |

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Total Students: 681

Grade Span: 06 - 08

School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 681

Campus Name: BESTEIRO MIDDLE

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: 06 - 08

Campus Number: 031901048

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)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Texas Academic Performance Report

2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 681

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)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 681

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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators
Total Students: 681

Campus Name: BESTEIRO MIDDLE
Grade Span: 06 - 08

Campus Number: 031901048
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)
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All
Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Total Students: 681

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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

| Student Information | Membership | | | | Enrollment | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	681	100.0%	42,989	5,479,173	681	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	8.3%	4.5%	0	0.0%	8.3%	4.5%
Kindergarten	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.3%
Grade 5	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.6%
Grade 6	229	33.6%	7.0%	7.7%	229	33.6%	7.0%	7.7%
Grade 7	239	35.1%	6.9%	7.7%	239	35.1%	6.9%	7.7%
Grade 8	213	31.3%	7.2%	7.5%	213	31.3%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	1	0.1%	0.1%	12.6%	1	0.1%	0.1%	12.6%
Hispanic	676	99.3%	98.3%	52.8%	676	99.3%	98.3%	52.8%
White	3	0.4%	1.3%	27.0%	3	0.4%	1.3%	27.0%
American Indian	1	0.1%	0.0%	0.4%	1	0.1%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	340	49.9%	49.1%	48.8%	340	49.9%	49.1%	48.8%
Male	341	50.1%	50.9%	51.2%	341	50.1%	50.9%	51.2%
Economically Disadvantaged	659	96.8%	89.5%	60.3%	659	96.8%	89.5%	60.2%
Non-Educationally Disadvantaged	22	3.2%	10.5%	39.7%	22	3.2%	10.5%	39.8%
Section 504 Students	70	10.3%	8.6%	6.9%	70	10.3%	8.6%	6.9%
English Learners (EL)	289	42.4%	36.1%	20.3%	289	42.4%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	37	4.9%	0.9%	1.5%				
Students w/ Dyslexia	45	6.6%	5.9%	4.1%	45	6.6%	5.9%	4.1%
Foster Care	7	1.0%	0.4%	0.3%	7	1.0%	0.4%	0.3%
Homeless	34	5.0%	3.4%	1.4%	34	5.0%	3.4%	1.4%
Immigrant	4	0.6%	1.1%	2.3%	4	0.6%	1.1%	2.3%
Migrant	18	2.6%	1.4%	0.3%	18	2.6%	1.4%	0.3%
Title I	680	99.9%	98.5%	65.1%	680	99.9%	98.5%	65.1%
Military Connected	0	0.0%	0.5%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	499	73.3%	67.8%	50.6%	499	73.3%	67.7%	50.5%

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	289	42.4%	35.6%	20.6%	289	42.4%	35.6%	20.6%
Career & Technical Education	125	18.4%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	79	11.6%	11.6%	8.1%	79	11.6%	11.6%	8.1%
Special Education	120	17.6%	13.3%	10.5%	120	17.6%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	120							
By Type of Primary Disability								
Students with Intellectual Disabilities	82	68.3%	54.6%	42.4%				
Students with Physical Disabilities	0	0.0%	11.7%	21.4%				
Students with Autism	11	9.2%	12.1%	13.8%				
Students with Behavioral Disabilities	27	22.5%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	139	18.4%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	133	17.6%						
White	5	0.7%						
American Indian	1	0.1%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	76	16.6%						

Student Information	---------Non-Special Education Rates---------			------------Special Education Rates------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	3.3%	5.5%
Grade 1	-	7.6%	2.9%	-	15.7%	4.9%
Grade 2	-	4.1%	1.6%	-	4.6%	2.0%
Grade 3	-	2.9%	0.9%	-	2.2%	0.8%
Grade 4	-	1.0%	0.5%	-	0.6%	0.4%
Grade 5	-	0.4%	0.4%	-	0.2%	0.5%
Grade 6	3.3%	2.7%	0.4%	2.6%	0.9%	0.5%
Grade 7	3.9%	3.2%	0.5%	0.0%	1.4%	0.6%
Grade 8	2.6%	2.1%	0.4%	0.0%	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.0	19.0
Grade 1	-	16.9	18.9
Grade 2	-	17.9	18.8
Grade 3	-	22.2	19.0
Grade 4	-	23.3	19.2
Grade 5	-	24.1	20.9
Grade 6	22.6	22.9	20.4
Secondary:			
English/Language Arts	15.5	16.3	16.4
Foreign Languages	24.4	17.8	18.7
Mathematics	17.6	19.5	17.8
Science	18.7	19.3	18.8
Social Studies	18.0	19.0	19.3

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

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

Total Students: 681
Grade Span: 06 - 08
School Type: Middle

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	74.2	100.0%	100.0%	100.0%
Professional Staff:	61.7	83.1%	56.7%	63.7%
Teachers	51.7	69.7%	44.1%	49.4%
Professional Support	8.4	11.4%	9.7%	10.2%
Campus Administration (School Leadership)	1.5	2.0%	2.8%	3.0%
Educational Aides:	12.5	16.9%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	4.0	n/a	155.0	12,901.0
Part-time	2.0	n/a	8.0	1,103.0
Total Minority Staff:	67.7	91.2%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	1.9%	0.2%	10.8%
Hispanic	43.6	84.3%	89.8%	28.1%
White	6.1	11.9%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	1.0	1.9%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	19.8	38.2%	31.5%	23.8%
Females	31.9	61.8%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	42.1	81.4%	79.4%	73.4%
Masters	9.6	18.6%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	8.0	15.4%	13.3%	27.9%
6-10 Years Experience	11.1	21.5%	17.3%	19.4%
11-20 Years Experience	19.6	37.9%	40.1%	29.4%
Over 20 Years Experience	13.0	25.2%	27.1%	15.9%
Number of Students per Teacher	13.2	n/a	15.0	15.1

District Name: BROWNSVILLE ISD

Campus Name: BESTEIRO MIDDLE

Campus Number: 031901048

Total Students: 681

Grade Span: 06 - 08

School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	9.6	6.2
Average Years Experience of Principals with District	9.0	9.1	5.3
Average Years Experience of Assistant Principals	7.0	9.1	5.3
Average Years Experience of Assistant Principals with District	6.3	8.9	4.7
Average Years Experience of Teachers:	14.8	15.4	11.1
Average Years Experience of Teachers with District:	13.6	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,807	$49,868
1-5 Years Experience	$49,627	$51,636	$52,823
6-10 Years Experience	$51,207	$53,468	$55,756
11-20 Years Experience	$56,225	$58,689	$59,308
Over 20 Years Experience	$67,303	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,920	$58,957	$57,091
Professional Support	$70,422	$73,071	$67,352
Campus Administration (School Leadership)	$170,140	$95,913	$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,309.0

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

Total Students: 681
Grade Span: 06 - 08
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Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	1.6%	2.7%	6.5%
Career & Technical Education	1.0	1.9%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.5	1.0%	0.4%	1.9%
Regular Education	40.4	78.1%	78.7%	70.9%
Special Education	9.0	17.4%	11.7%	9.3%
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.
'-'   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 2018-19 Financial Actual Report

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

    b. Substantially disrupts the orderly operation of a classroom, 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

Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.
	For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	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.
	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.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	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.
Discipline	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.

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
Corrective Action	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.
Transfers	The principal or designee shall refer to FDB for transfer provisions.
Counseling	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.