

Brownsville Independent School District

Rivera Early College High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

MISSION: T

he Faculty, Staff, Students and Community of Simon Rivera High School are committed to the development of individuals who are academically competent and self-reliant so that they can successfully pursue post-secondary education and/or training opportunities to better themselves, their families, and their community, enabling them to become productive citizens with a global and moral awareness that will impact their lives and increase their self-esteem to create a safe and secure society.

Vision

VISION: 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.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

Objective #4: A well-balanced and appropriate curriculum will be provided to all students.

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Goal 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6) El Distrito garantizará el uso eficaz y eficiente de todos los fondos disponibles en la implementación de un presupuesto equilibrado que incluye una mejor compensación para los maestros y planes para reclutar, retener y apoyar personal altamente calificado. (Objetivo de la Junta 3) (TEA Capítulo 4, Obj. 6)	37
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Comprehensive Needs Assessment

Revised/Approved: June 3, 2021

Needs Assessment Overview

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 10 portable classrooms. Fifteen fully equipped computer labs with approximately 25 computers in each lab and 46 in the library lab and on the floor for student use. Recently, a large indoor gym and practice facility was constructed adjacent to the soccer field. Rivera High School, as it has been known, has approximately 2,310 students enrolled in grades 9th – 12th with 98% of the student population identified as Hispanic and 22% Limited English Proficient. Rivera Early College High School, Title 1 school, employs approximately 180 professional staff members with 12% holding masters' degrees and one doctorate in their respective area. Eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff support the daily workings of the campus.

Currently, the plans are to begin the 2021-2022 school year face to face. Even though the district/school cannot require facemasks, the masks are highly encouraged. The district is also still providing COVID 19 Rapid Testing and is still promoting that all eligible students, staff, and parent get vaccinated. The school still continues to screen the students for COVID Symptoms and Fever.

All state exams were administered/offered in December (EOC), February/March (TELPAS), April/May (EOC/TELPAS), and June (EOC). An extended testing window allowed for social distancing the testing sites.

TEA awarded the Early College High School "For ALL" designation to Rivera in 2014 and in 2018 the campus changed the focus to "school within a school." Rivera ECHS administers the Texas Student Initiative college entrance exam and training is available through coursework and special sessions for those students not mastering the TSIA exam. All qualified students enroll in Dual enrollment courses, 16 Advanced Placement courses and Project Lead the Way.

Our partners for Dual enrollment coursework include Texas Southmost College and the University of Texas Rio Grande Valley enabling students to complete high school graduation and simultaneously earn college credit. Courses offered include: English Composition I and II, United States History, Spanish, US Government I, Sociology, Psychology, College Algebra, Pre-Calculus, Art Appreciation, Music Appreciation, Speech, Biology, Business Information I & II, Accounting I and II, Digital & Interactive Media, Web Technologies, Information Technology, Health Science, Medical Terminology, Business Management, and Business Law. All but two of these courses are taught by Rivera ECHS adjunct teachers. Approximately one third of the Rivera Graduating Class earned college credit in 2021 and twenty students graduated from high school with an Associate Degree in 2021.

In addition to Dual Enrollment courses, other challenging coursework includes Gifted and Talented, and 16 Honors/AP courses offered areas of English, Math, Science, Social Studies, Fine Arts, French and Spanish.

Rivera counseling staff prepares student schedules by aligning them to each student's program of study for focused academic success toward college and a career of choice. Our college focus is on the obtainment of the college "core" classes which transfer to Texas colleges and universities, enabling students to continue their focus on their chosen degree. Other college courses provide credit towards the EARLY COLLEGE HIGH SCHOOL student's program of study, some of which include: Architecture & Construction, Education & Training, Finance, Hospitality & Tourism, Human Services, Information Technology, Finance, Business Management & Administration, Health Science, STEM, Law, Public Safety, and Corrections & Security. Students completing a coherent sequence of courses in their respective programs of study with an 80 or better in three articulated or dual enrollment Career and Technology courses graduate as an RGV Lead Scholar.

Several programs address the needs of students requiring additional instruction, such as the Students Taught in an Alternative Return to Success, or "STARS" program, and

tutorials during the day and after school help students regain credit. Teachers in all core areas plan collaboratively to create formative assessments, and to ensure that the district and school curriculum aligns both vertically and horizontally.

The Fine Arts Program at Rivera ECHS includes the Marching Band, Jazz Ensemble, Drumline, Estudiantina, Chorale, Art, Dance, Ballroom Dancing, and Theater, including Advanced Placement and Dual Enrollment courses in Music and Art.

Athletic options during the course of the school year include football, cross-country, volleyball, swimming, tennis, golf, basketball, soccer, track, softball, baseball, and powerlifting, providing Rivera students many opportunities to participate in competitive sports.

Rivera ECHS also includes an active Air Force JROTC program. Cadets trained in aerospace science, leadership skills, wellness, and personal financial skills prep for college and career opportunities in and outside military service. Other electives include Culinary Arts, Robotics through the Engineering Math class, and yearbook.

This year, the library was under renovation and the media specialists and their aids were housed in a regular classroom. They still provided much support in the areas of access to technology and sponsored some virtual events for students.

Rivera ECHS partners with the University of Texas Rio Grande Valley for GearUP (now in its third year of four), Upward Bound, UTeach, and UTRGV Talent Search. In a partnership with Texas Southmost College and the City of Brownsville, Rivera ECHS receives services and connects students and parents with college and businesses through an ACE (After School Centers on Education) 21st Century Cycle 10 Grant. Rivera also partners with Rotary International Interact in separate Leadership Clubs.

Parental Involvement is an important component to the success of Rivera students and our parents meet on campus to support their sons and daughters in several venues, such as college readiness, health, academic support, and personal fitness led by a full time Parent Liaison who provides activities designed to educate and enrich family lives. These parental activities are also supplemented by GearUP and ACE 21st Century grants. “We Sail With Class, Dignity, and Pride!”

Demographics

Demographics Summary

Simón Rivera Early College High School, located at 6955 FM 802, near the Port of Brownsville on Brownsville's northeast side, was built in 1988. The two-story building houses 112 classrooms and 7 fully equipped computer labs with approximately 25 computers in each lab and an additional 10 portable classrooms. Rivera High School, as it has been known, has approximately 2,400 students enrolled in grades 9th – 12th with 98% of the student population identified as Hispanic and 20% Limited English Proficient. Rivera High School is identified as a Title 1 school and employs approximately 180 professional staff with 10% holding masters degrees in their respective area. The staff is supported by eight administrators, eight counselors, two librarians, two nurses and eighty-one support personnel including para-professionals, clerical staff, and custodial staff.

The student population at Rivera Early College High School (ECHS) is approximately 2,400 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the students population includes: Hispanic 99.6%, White .3%, African American .001%, Economically Disadvantaged 99%, Limited English Proficient 11.3%, At Risk 67%, Migrant .01%, Gifted and Talented 9.1%, Special Education 11.6%. The enrollment number of 2281 for Rivera ECHS have shown an increase of 1% over last year. The mobility rate of the campus is 16.8%, a 2% decrease from last year.

Demographics Strengths

Strengths include good student/teacher ratio, the opportunity for free breakfast, lunch and supper, and other Title I benefits including funding for migrant student, academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential. The school is located at the edge of an industrial area, near the Port of Brownsville, where students can see a variety of industrial projects and different job opportunities, offering the school a variety of guest speakers available to make real-world connections to math, science and CTE. Other strengths include the variety of background experiences Rivera teachers provide to augment the content of their courses, making learning more relevant.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully. **Data Analysis/Root Cause:** Historically EL and IDEA students have scored lower than their counterparts in ELA and math.

Need Statement 2 (Prioritized): Coding needs to be correct for all sub-pops on Powerschool and Parent and Home Liaisons need to acquire updated documentation by conducting home visits - mileage reimbursements will be needed. **Data Analysis/Root Cause:** Errors in coding affect funding, assessment costs, and accountability.

Student Learning

Student Learning Summary

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and University of Texas RGV. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community.

Incoming 9th grade students' scores from Reading and Math determine whether they require blocked classes in English and Math or advanced classes such as Geometry or AP Human Geography.

Content teachers in English I, US History and Math conducted regular formative assessments and met weekly or more often to discuss data and teaching strategies. Biology used their own formative assessments and English II met and tested less regularly as a group. Students attended tutorials during the week and on weekends, but many students who really needed help did not attend.

Rivera Early College High School, 2017-2018/2018-2019/2020-2021 STAAR Spring EOC Score Comparison

STAAR EOC Scores 2017-2018 & 2018-19						
STAAR EOC	Approaches		Meets		Masters	
	2017-18	2018-19	2017-18	2018-19	2017-18	2018-19
Algebra I	83	87	55	66	32	43
Biology	82	83	42	43	6	10
English I	61	65	36	44	5	8
English II	57	63	35	37	3	4
US History	93	93	65	62	27	27

BISD Assessment*

STAAR EOC Scores Preliminary Fall Scores 2020			
STAAR EOC	Approaches	Meets	Masters
	20-21	20-21	20-21
Algebra I	24%	0%	0%
Biology	13%	0%	0%
English I	31%	9%	0%
English II	37%	18%	0%
US History	73%	34%	5%

BISD Assessment*

STAAR EOC Scores Preliminary Spring Scores 2021			
STAAR EOC	Approaches	Meets	Masters
	20-21	20-21	20-21
Algebra I	43%	10%	3%

STAAR EOC Scores Preliminary Spring Scores 2021			
Biology	72%	32%	7%
English I	58%	41%	6%
English II	64%	49%	3%
US History	83%	57%	26%

BISD Assessment*

The attendance rate this past year was higher than normal, but student engagement in the online platform was still low.

ATTENDANCE THREE-YEAR COMPARISON

Rivera ECHS - Attendance 2018-2019

First 6 Weeks	95.95
Second 6 Weeks	95.52
Third 6 Weeks	93.74
Fourth 6 Weeks	94.53
Fifth 6 Weeks	93.94
Sixth 6 Weeks	93.11

Rivera ECHS - Attendance 2019-2020

First 6 Weeks	96.71
Second 6 Weeks	95.00
Third 6 Weeks	94.5
Fourth 6 Weeks	95.48
Fifth 6 Weeks	**
COVID 19 - 5th was last marking period.	**

Rivera ECHS - Attendance 2020-2021

First 6 Weeks	96.8
Second 6 Weeks	97.07
Third 6 Weeks	96.73
Fourth 6 Weeks	96.75
Fifth 6 Weeks	96.50
Sixth 6 Weeks	96.01

Student Learning Strengths

Data from college enrollments have increased.

Students are challenging themselves and one another. This is a new trend on campus.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement. **Data Analysis/Root Cause:** Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting.

Need Statement 2 (Prioritized): Students need additional instructional time before and after school for extended day tutorials with transportation. **Data Analysis/Root Cause:** Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting.

Need Statement 3 (Prioritized): Instructional and consumable supplies, including printing costs, are necessary for instructional purposes. **Data Analysis/Root Cause:** Students require differentiated instructional materials and some are not able to access online materials.

School Processes & Programs

School Processes & Programs Summary

To ensure well-rounded graduates, students need to have access to many opportunities outside their narrow field of vision. Students need to be able to travel to IHEs, visit a variety of businesses, hear representatives from different fields of service talk about the jobs they perform, how much money they make, where they travel, how they learn on the job, what kind of people they meet and how they have learned to interact with people from different circumstances. Students need to learn how to organize their time, plan their tasks, and complete intricate assignments successfully. (1.4.1, 1.4.2)

To ensure well-prepared teachers, qualified to teach complex subject material and assign and score complex tasks, teachers need to have experiences, training and professional development to prepare them for the requirements of HB5 coursework, dual enrollment vertical alignment, and introduce them to experiences one would find in multicultural metroplexes where big business provides opportunities to students that are not available in this locale. (1.6.1)

To ensure the campus staff and parents understand the scope of learning today's student should envision, opportunities for campus staff and parents need to be exposed to the types of learning experiences their children have in an Early College High School.

Rivera provides several instructional programs that interface with one another in support of HB5.

- Career and Technology pathways (STEM, Business, Public Service, Arts & Humanities, and Interdisciplinary Studies)
- Advanced Placement (22 offerings)
- Early College High School
 - Dual Enrollment 9th Grade Cohort (preparing students in the cohort to complete high school and receive their Associates Degree simultaneously)
 - wall-to-wall dual enrollment (students in grades 10-12 have the opportunity to enroll in college courses as they become eligible)
- Core Complete (students can obtain the requirements for Core Completion, enabling them to transfer the core to any college in Texas)
- TSI Ready (students pass all 3 TSI college prep exams so they can enroll in college coursework in high school or after graduation)

For student success and for instruction, a Technology Support Teacher (TST) must be available throughout the day to respond to the increasing demands of installing, setting up, and training high school and college teachers and students for the changes in technology and prepare them for college and workforce.

Some faculty members currently attend masters courses in preparation to teach dual enrollment. Support from the campus administration and the district enable them to pay reduced tuition. Support from TEA's ECHS Blueprint and coach guides the campus and faculty toward greater success through regular visits and coaching to adhere to the 2018-2019 Blueprint Design. AVID is a vital component of our freshmen coursework and is supported by administration.

Teachers meet in departments and in strands to prepare for lesson implementation and to review data and teacher-made assessments. Strand leaders are crucial to the positive outcomes necessary for successful implementation and intervention.

School Processes & Programs Strengths

Faculty professional development is ongoing and efforts are made to provide opportunities for personal growth, time to share and learn in risk-free environments, and time to plan after self-reflection. Staff members are involved in decisionmaking activities and suggestions are taken seriously. The Parent Center, run by our Parent Liaison, is a vital part of our Raider Community, providing skills and services to our parents to strengthen students' experience at our school.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Professional staff needs training, professional development, and opportunities to attend conferences to hone skills and provide scaffolded instruction for students struggling with content and self discipline. Substitutes are needed to assist during teacher training and testing. **Data Analysis/Root Cause:** Teachers need to stay abreast of cutting edge teaching research-based methodologies, pedagogy and engagement techniques and some training occurs during the school day.

Need Statement 2 (Prioritized): To satisfy the Early College designation, campus students need a full-time College Advisor, AVID training, opportunities to take AP, SAT, ACT and TSIA assessments. Eighth graders also need a transitional Summer Bridge program to prepare for the rigor of high school and college coursework. **Data Analysis/Root Cause:** Students enter high school unprepared for the technological, academic, and assessment demands of high school coursework and college admission processes.

Perceptions

Perceptions Summary

The designation of Early College High School changes the climate of the school by elevating the expectation of the entire staff, which filters to the students. Multiple ways of sharing information are used to make certain all teachers and staff members understand the goals set for the campus and the means of meeting those goals.

This year there is an air of excitement and although there have been many changes, the teachers and staff have been very patient in the process. Everyone feels the momentum and extends their enthusiasm to the students. Change to our dual enrollment designation as a "School within a School" targets a cohort of 126 our incoming freshmen, some of those offerings extended to freshmen; the supper program providing an evening meal to every student during days of tutorial; extended tutorial opportunities, some of which are for college entrance exam preparation; dress code for teachers, - all lend an air of sophistication and elevates the expectation of everyone on campus. Everyone seems ready to work a little harder for every student's success.

There is a collective vision for Early College High School on this campus. All teachers are working together with a positive attitude. Students are excited about the opportunity to enroll in college coursework while they are in high school and many understand the positive benefits of attending college.

Perceptions Strengths

Teachers are encouraged to share ideas, offer suggestions, and attend training as requested. Teachers are open to new teaching methodologies as long as they are perceived as valuable to the overall work and can be woven together for the greater good of the campus and student achievement.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Multiple parental presentations at flexible dates and times are needed to provide an awareness of high school expectations and methods to support students success. Refreshments and supplies need to be included. **Data Analysis/Root Cause:** Most of our parents have not completed high school nor have they attended college.

Need Statement 2 (Prioritized): Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement. **Data Analysis/Root Cause:** Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork.

Need Statement 3 (Prioritized): The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information. **Data Analysis/Root Cause:** By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities.

Priority Need Statements

Need Statement 1: Need to provide computers, software, and accompanying technology and installation critical to virtual and synchronous instruction to ensure optimal student achievement.

Data Analysis/Root Cause 1: Teachers and students do not currently have the technology expertise necessary to adequately prepare for college and jobs of the future in a virtual setting.

Need Statement 1 Areas: Student Learning

Need Statement 2: Students need additional instructional time before and after school for extended day tutorials with transportation.

Data Analysis/Root Cause 2: Practice and the tiering of difficult concepts is more effective for some students in a limited or small group setting.

Need Statement 2 Areas: Student Learning

Need Statement 3: Instructional and consumable supplies, including printing costs, are necessary for instructional purposes.

Data Analysis/Root Cause 3: Students require differentiated instructional materials and some are not able to access online materials.

Need Statement 3 Areas: Student Learning

Need Statement 4: Professional staff needs training, professional development, and opportunities to attend conferences to hone skills and provide scaffolded instruction for students struggling with content and self discipline. Substitutes are needed to assist during teacher training and testing.

Data Analysis/Root Cause 4: Teachers need to stay abreast of cutting edge teaching research-based methodologies, pedagogy and engagement techniques and some training occurs during the school day.

Need Statement 4 Areas: School Processes & Programs

Need Statement 5: To satisfy the Early College designation, campus students need a full-time College Advisor, AVID training, opportunities to take AP, SAT, ACT and TSIA assessments. Eighth graders also need a transitional Summer Bridge program to prepare for the rigor of high school and college coursework.

Data Analysis/Root Cause 5: Students enter high school unprepared for the technological, academic, and assessment demands of high school coursework and college admission processes.

Need Statement 5 Areas: School Processes & Programs

Need Statement 6: Students in all sub-populations need a variety of interventions to ensure they complete their coursework successfully.

Data Analysis/Root Cause 6: Historically EL and IDEA students have scored lower than their counterparts in ELA and math.

Need Statement 6 Areas: Demographics

Need Statement 7: Students need to be encouraged by everyone to attend class, be prompt, complete assignments on time, and focus on the future. Incentives and awards need to be provided for teacher attendance and also provided for student attendance, academic improvement, and achievement.

Data Analysis/Root Cause 7: Teachers and students lack motivation without positive reinforcement, a sense of belonging, and teamwork.

Need Statement 7 Areas: Perceptions

Need Statement 8: Multiple parental presentations at flexible dates and times are needed to provide an awareness of high school expectations and methods to support students success. Refreshments and supplies need to be included.

Data Analysis/Root Cause 8: Most of our parents have not completed high school nor have they attended college.

Need Statement 8 Areas: Perceptions

Need Statement 9: Coding needs to be correct for all sub-pops on Powerschool and Parent and Home Liaisons need to acquire updated documentation by conducting home visits - mileage reimbursements will be needed.

Data Analysis/Root Cause 9: Errors in coding affect funding, assessment costs, and accountability.

Need Statement 9 Areas: Demographics

Need Statement 10: The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information.

Data Analysis/Root Cause 10: By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities.

Need Statement 10 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Covid-19 Factors and/or waivers

Accountability Data

- Local Accountability Systems (LAS) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: June 3, 2021

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

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

El rendimiento de los estudiantes de Rivera ECHS para todos los estudiantes, todos los grados, todas las materias excederá el porcentaje de STAAR de 2019. Rendimiento del nivel de grado y el nivel de grado de STAAR Masters en lectura, escritura, matemáticas, ciencias y estudios sociales en 5 puntos porcentuales.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR/EOC performance reports

Informes de desempeño STAAR / EOC

Strategy 1 Details		Reviews			
Strategy 1: Provide supplies and resources for instructional delivery and student learning during the school day and during tutorial. Proporcionar suministros para la entrega de instrucción y el aprendizaje de los estudiantes durante el día escolar y durante la tutoría. Milestone's/Strategy's Expected Results/Impact: Teachers will have resources needed for quality instruction and students will be able to demonstrate understanding in class and on assessments. Formative assessment: 85% of funding used by mid-term for student use. Summative Assessment: Student scores increase by 3% on Spring EOCs. Los maestros tendrán los recursos necesarios para una instrucción de calidad y los estudiantes podrán demostrar comprensión en clase y en las evaluaciones. Evaluación formativa: 85% de los fondos utilizados a mitad de periodo para uso de los estudiantes. Evaluación sumativa: Los puntajes de los estudiantes aumentan en un 3% en los EOC de primavera. Staff Responsible for Monitoring: Dean		Formative			Summative
		Oct	Jan	Mar	June

Department Chairs

Strand Leaders

Title I Schoolwide Elements: 2.4, 2.5 - **Population:** All students. - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Tutorials - TRS Care for Teachers - 211 Title I-A - 211-11-6146-00-004-Y-30-0F2-Y - \$1,072, Scholastic Order - 211 Title I-A - 211-11-6325-00-004-Y-30-0F2-Y - \$5,500, SUPPLIES - TONER (Student Learning #123) - 211 Title I-A - 211-11-6399-62-004-y-30-of2-y - \$25,000, Tutorials - Local Def Benefits for Teachers - 211 Title I-A - 211-11-6148-00-004-Y-30-0F2-Y - \$28, Tutorials - Social Security/Medicare for Teachers - 211 Title I-A - 211-11-6141-00-004-Y-30-0F2-Y - \$174, Administrator - Equipment and Supplies (Student Learning #123) - 199 Local funds - 199-23-6398-65-004-Y-99-000-Y - \$2,500, EOC Tutorials - Extra Duty Pay (Student Learning #123) - 162 State Compensatory - 162-11-6118-00-004-Y-24-EOC-Y - \$21,504, Copy Paper (Student Learning #123) - 162 State Compensatory - 162-11-6396-00-004-Y-30-000-Y - \$4,000, Miscellaneous Contracted Services - Edgenuity (Student Learning #123) - 162 State Compensatory - 162-11-6299-62-004-Y-30-000-Y - \$54,000, Instructional Tech Items - less than \$5000 (Student Learning #123) - 162 State Compensatory - 162-11-6398-62-004-Y-30-000-Y - \$175,000, General Supplies (Student Learning #123) - 162 State Compensatory - 162-11-6399-00-004-Y-30-000-Y - \$89,870, BISD Media Center Printing - (Student Learning #123) - 162 State Compensatory - 162-11-6399-16-004-Y-30-000-Y - \$2,500, Tutorials - Extra Duty Pay for Teachers (Student Learning #123) - 211 Title I-A - 211-11-6118-00-004-Y-30-of2-Y - \$12,000, Copy Paper (Student Learning #123) - 211 Title I-A - 211-11-6396-00-004-Y-30-of2-Y - \$4,000, General Supplies (Student Learning #123) - 211 Title I-A - 211-11-6399-00-004-Y-30-of2-Y - \$10,228, Transportation for tutorials (Student Learning #123) - 211 Title I-A - 211-11-6494-00-004-Y-30-of2-Y - \$24,000, Copy Paper (Student Learning #123) - 199 Local funds - 199-11-6396-00-004-Y-11-000-Y - \$13,000, Tutorials - Professional Extra Duty Pay (Student Learning #123) - 162 State Compensatory - 162-11-6118-00-004-y-30-000-y - \$30,000, Furniture (Student Learning #123) - 199 Local funds - 199-23-6399-45-004-Y-99-000-Y - \$9,000, Consumable supplies (Student Learning #123) - 199 Local funds - 199-11-6399-00-004-Y-11-000-Y - \$1,750, Library Media and Resource Center and travel (Student Learning #123) - 199 Local funds - 199-12-639x-xx-004-y-99-000-y, Tutorials - Emp Benefits for Teachers - 211 Title I-A - 211-11-6149-00-004-Y-30-0F2-Y - \$180, Computer Instructional Supplies (Student Learning #123) - 199 Local funds - 199-11-6399-62-004-Y-11-000-Y - \$1,158, General Supplies - Administration - 211 Title I-A - 211-23-6399-00-004-Y-30-0F2-Y - \$3,000

Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the 3-Tier Response to Intervention Model for students failing to meet a grade level standard in math and reading or those who exhibit a behavior problem.</p> <p>Implementar el Modelo de Respuesta a la Intervencion de 3 Niveles para los estudiantes que no cumplan con un estandar de nivel de grado en matematicas y lectura o para aquellos que exhiban un problema de conducta.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Meet with teachers of identified students and commence documentation by end of 1st 6 weeks Summative: Improved reporting from Tier 3 to 2 and 2 to 1 based on STAAR, benchmarks, TELPAS, and Edgenuity data.</p> <p>Formativo: Reunase con los maestros de los estudiantes identificados y comience la documentacion al final de las primeras 6 semanas Resumen: informes mejorados del Nivel 3 al 2 y del 2 al 1 basados en STAAR, puntos de referencia, TELPAS y datos de Edgenuity.</p> <p>Staff Responsible for Monitoring: AP for RTI/504 Title I Schoolwide Elements: 2.5 - Population: RTI Tier 1,2, and 3 Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will receive stipends to write curriculum providing instruction for appropriate instructional experiences for students in new or modified instructional methods and ways to participate in competitive venues appropriate to their interests. Teachers will receive stipends for UIL Instructional purposes. Provide substitutes when needed.</p> <p>Los maestros recibiran estipendios para redactar un plan de estudios que proporcione instruccion para experiencias de instruccion apropiadas para los estudiantes en metodos de instruccion nuevos o modificados y formas de participar en lugares competitivos apropiados a sus intereses. Los maestros recibiran estipendios para fines educativos de UIL. Proporcione sustitutos cuando sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: Results/Impact Teachers will have planning times needed for quality instruction and students will be able to demonstrate understanding in class and on assessments.</p> <p>Resultados / Impacto Los maestros tendran los tiempos de planificacion necesarios para una instruccion de calidad y los estudiantes podran demostrar comprension en clase y en las evaluaciones.</p> <p>Staff Responsible for Monitoring: Dean of Instruction Stand Leaders</p> <p>TEA Priorities: Connect high school to career and college - Population: All students. - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Curriculum Writing (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-13-6117-00-004-Y-99-000-Y - \$1,000, Professional Extra Duty Pay (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-11-6118-00-004-y-11-000-y - \$1,250, Curriculum Writing for English Teachers (Fall 2020) - 211 Title I-A - 211-13-6118-00-004-Y-30-AYP-Y, UIL Instructional Stipends (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-36-6117-00-004-y-99-020-y - \$34,000, Substitutes (Student Learning #2, SPP#1, Perceptions #3) - 199 Local funds - 199-11-6112-18-004-Y-99-000-Y - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).





Performance Objective 2: Rivera ECHS Career and Technical Education student participation will increase by 5 percentage points over 2020 including special population students and CCR graduates will improve over prior year graduates.

La participación de los estudiantes de educación técnica y profesional de Rivera ECHS aumentará en 5 puntos porcentuales durante 2020, incluidos los estudiantes de población especial y los graduados de CCR mejorarán con respecto a los graduados del año anterior.

Evaluation Data Sources: CTE enrollment PEIMS reports, TSI Reports, CCR reports, AP Reports

Informes PEIMS de inscripción CTE, informes TSI, informes CCR, informes AP

Strategy 1 Details	Reviews			
<p>Strategy 1: CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.</p> <p>Los maestros de CTE en los grados 9-12 utilizarán los fondos de CTE para suplementos del plan de estudios y tecnología actualizada que conducirá a un mejor aprendizaje de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology. Students will apply knowledge and skills to describe, model, create, and engage in competition with students learning.</p> <p>Los estudiantes participarán en el aprendizaje como lo demuestran los recorridos. Los estudiantes aprenderán las últimas aplicaciones de software utilizando tecnología mejorada. Los estudiantes aplicarán sus conocimientos y habilidades para describir, modelar, crear y competir con el aprendizaje de los estudiantes.</p> <p>Staff Responsible for Monitoring: Assistant Principal for CTE Career Placement Officer</p> <p>TEA Priorities: Connect high school to career and college - Population: CTE students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: CTE Students will travel to broaden their understanding of career options and compete at district, region, state, national and international venues.</p> <p>Los estudiantes de CTE viajaron para ampliar su comprensión de las opciones profesionales y competir en lugares del distrito, region, estado, nacional e internacional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: CTE students will engage with various businesses and IHEs to experience and learn about career and college life after high school Summative: 80 percent of students will meet students in other areas of the state and nation by visiting jobsites and interacting with adults in professional venues.</p> <p>Formativo: los estudiantes de CTE se relacionaran con varias empresas e IHE para experimentar y aprender sobre la vida profesional y universitaria despues de la escuela secundaria. Sumativo: el 80 por ciento de los estudiantes se reunira con estudiantes en otras areas del estado y la nacion visitando lugares de trabajo e interactuando con adultos en lugares profesionales.</p> <p>Staff Responsible for Monitoring: CPO CTE Teachers AP For CTE</p> <p>TEA Priorities: Connect high school to career and college - Population: All CTE students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 3: Rivera ECHS will implement the Early College High School model to maintain designation and improve performance as measured by the ECHS Blueprint.

Rivera ECHS implementará el modelo Early College High School para mantener la designación y mejorar el desempeño según lo medido por el Plan de ECHS.

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

Informes TSI, informes de crédito de doble inscripción, informes de puntaje AP, ECHS Blueprint

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will purchase computers software (Kuta Software, Nearpod, Membean, Turn It In), and general supplies as needed to support ECHS.</p> <p>El campus comprara computadoras, software (Kuta Software, Nearpod, Membean, Turn It In) y suministros generales segun sea necesario para apoyar a ECHS.</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will be able to extend learning by having access to their textbooks electronically and add study time by utilizing technology programs 24/7 thereby showing academic progress. Teachers will be able to access disaggregated data in a timely way from technology through:</p> <p>Benchmarks STAAR AP formative assessments TSI formative assessments</p> <p>Los estudiantes podran extender el aprendizaje al tener acceso a sus libros de texto electronicamente y agregar tiempo de estudio utilizando programas de tecnologia 24 horas al dia, 7 dias a la semana, mostrando asi el progreso academico. Los maestros podran acceder a datos desagregados de manera oportuna desde la tecnologia a traves de:</p> <p>Benchmarks STAAR Evaluaciones formativas AP Evaluaciones formativas TSI</p> <p>Staff Responsible for Monitoring: Dean TST Librarian</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Software (Student Learning #1) - 211 Title I-A - 211-11-6395-62-004-Y-30-of2-Y - \$2,200, Turnitin, Nearpod, Kuta, etc. (Student Learning #1) - 211 Title I-A - 211-11-6299-62-004-y-30-of2-y - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details		Reviews			
<p>Strategy 2: The campus will provide a College Advisor for the student population to comply with the ECHS Blueprint, ESSA, and HB5.</p> <p>El campus proporcionara un asesor universitario para que la poblacion estudiantil cumpla con el Plan de ECHS, ESSA y HB5.</p> <p>Milestone's/Strategy's Expected Results/Impact: ECHS students will complete 10% more FAFSA and scholarship applications over the total in 2020.</p> <p>Los estudiantes de ECHS completaran un 10% mas de solicitudes de becas y FAFSA sobre el total en 2020.</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Population: All students. - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: College Advisor-Contracted Services (SPP#2) - 211 Title I-A - 211-31-6299-00-004-Y-30-TUK-Y - \$12,500</p>		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>Strategy 3: Pay for student's tuition and adjunct professor cost for Rivera ECHS students who are taking Dual Enrollment Courses.</p> <p>Pagar la matricula del estudiante y el costo del profesor adjunto para los estudiantes de Rivera ECHS que estan tomando cursos de inscripcion dual.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Assessment: Report for number of students attending DE courses in the Fall, Spring, Summer I and Summer II Sessions.</p> <p>Summative: Number of students being labeled as core complete or graduate with an associates degree.</p> <p>Evaluacion formativa: Informe del numero de estudiantes que asisten a cursos de DE en las sesiones de otono, primavera, verano I y verano II.</p> <p>Sumativo: numero de estudiantes que se etiquetan como basico completo o graduados con un titulo de asociado.</p> <p>Staff Responsible for Monitoring: ECHS Director Dean of Instruction</p> <p>Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Tuition Enrollment / Adjunct Professors - 162 State Compensatory - 162-11-XXXX-15-004-Y-30-000-Y - \$41,000</p>		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: ECHS Cohort students will be provided an AVID class supported by content teachers trained in AVID strategies to ensure successful completion in high school and college classes. In addition, the AVID teachers will train campus staff AVID strategies pending their training during campus staff development and Strand Meetings.</p> <p>A los estudiantes de la cohorte de ECHS se les proporcionara una clase de AVID con el apoyo de maestros de contenido capacitados en estrategias de AVID para asegurar la finalizaciAn exitosa en las clases de preparatoria y universidad. Ademas, los maestros de AVID capacitaran al personal del campus las estrategias AVID pendientes de su capacitacion durante el desarrollo del personal del campus y las reuniones de Strand.</p> <p>Milestone's/Strategy's Expected Results/Impact: Cohort students will utilize AVID strategies in all classes as evidenced by AViD grades. All students will utilize AVID strategies in content classes.</p> <p>Los estudiantes de la cohorte utilizaran estrategias AVID en todas las clases como lo demuestran los grados AViD. Todos los estudiantes utilizaran estrategias AVID en las clases de contenido.</p> <p>Staff Responsible for Monitoring: ECHS Director PEIMS Administrator</p> <p>Population: ECHS COHORT Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: AVID membership fees (SPP #2) - 211 Title I-A - 211-11-6495-00-004-Y-30-of2-y - \$4,200</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Summer Bridge will be scheduled and held to prepare students for rigorous coursework, acclimate them to the high school teachers and culture, and introduce them to mentors for the coming 4 years.</p> <p>Summer Bridge se programara y llevara a cabo para preparar a los estudiantes para cursos rigurosos, aclimatarlos a los maestros y la cultura de la escuela secundaria, y presentarlos a los mentores durante los proximos 4 anos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Successful academic and social-emotional transition for 8th graders to 9th grade. Community service for Rivera students to provide mentorships for incoming 9th graders.</p> <p>Transicion academica y socioemocional exitosa para estudiantes de octavo grado a noveno grado. Servicio comunitario para los estudiantes de Rivera para brindar mentores para los estudiantes que ingresan al noveno grado.</p> <p>Staff Responsible for Monitoring: Dean of Instruction ECHS Director</p> <p>Population: All incoming 8th graders - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Summer Bridge Emp Benefits - Locally defined (SPP#2) - 211 Title I-A - 211-11-6148-00-004-y-30-BDG-y - \$23, Extra Duty Pay for Summer Bridge (SPP#2) - 211 Title I-A - 211-11-6118-00-004-Y-30-BDG-Y - \$10,000, Summer Bridge - Social Security/Medicare (SPP#2) - 211 Title I-A - 211-11-6141-00-004-Y-30-BDG-Y - \$145, Summer Bridge - Teacher Retirement/TRS Care (SPP#2) - 211 Title I-A - 211-11-6146-00-004-y-30-30-bdg-y - \$893, Summer Bridge - Employee Benefits - 211 Title I-A - 211-11-6149-00-004-Y-30-BDG-Y - \$150</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details	Reviews			
<p>Strategy 6: Provide AP, PSAT, TSI, and SAT School Day testing funds for all eligible Rivera ECHS students.</p> <p>Proporcionar fondos para las pruebas de día escolar AP, PSAT y SAT para todos los estudiantes de ECHS de Rivera que reúnan los requisitos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Identify students qualifying for scholarships aimed at at-risk students resulting in increased opportunities for under-identified students and first time college attending families.</p> <p>Identificar a los estudiantes que califiquen para becas dirigidas a estudiantes en riesgo que resulten en mayores oportunidades para estudiantes sub-identificados y familias que asisten a la universidad por primera vez.</p> <p>Staff Responsible for Monitoring: AP Coordinator SAT Day Coordinator Counselors (PSAT/SAT ONLY)</p> <p>Population: AP, DE and students challenging the test. - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: AP, PSAT, TSI, SAT Testing Materials (SPP#2) - 211 Title I-A - 211-11-6339-00-004-Y-30-of2-Y - \$25,000, Substitutes - On Site Testing (SPP#2) - 162 State Compensatory - 162-11-6112-18-004-Y-30-000-Y - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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





Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 4: 36% of EL Rivera students will move up one performance rating level higher than the previous school year.

36% de los estudiantes de EL Rivera subirán un nivel de calificación de desempeño más alto que el año escolar anterior.

Evaluation Data Sources: TELPAS Reports

Informes LOCALES - TELPAS

Strategy 1 Details	Reviews			
Strategy 1: All EL students will receive instructional training in the best possible learning environment with appropriate materials and needed supplies. Todos los EL estudiantes recibirán capacitación educativa en el mejor ambiente de aprendizaje posible con los materiales apropiados y los suministros necesarios. Milestone's/Strategy's Expected Results/Impact: Formative Assessment: TELPAS Practice Exams Summative Assessment: TELPAS End of Year Composite Rating. Staff Responsible for Monitoring: EL Administrator LUCHA teacher ESOL Teacher Title I Schoolwide Elements: 2.6 - Additional Targeted Support Strategy - Population: All EL students. - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).





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 3% over 2020-2021 participation.

Aumentar la cantidad de estudiantes en programas cocurriculares y extracurriculares que avanzan en Matemáticas, Ciencias, Estudios Sociales, ELA, Bellas Artes y Programas CTE en un 3% sobre la participación de 2020-2021.

Evaluation Data Sources: Regional and State competition participation numbers

Números de participación en competencias regionales y estatales

Strategy 1 Details	Reviews			
<p>Strategy 1: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote co-curricular participation in student organizations, and special interest activities such as interscholastic competitions outside of the school day.</p> <p>Las habilidades de resolucion de problemas, la originalidad y la creatividad de los estudiantes se fomentaran a traves de su participacion en los programas del distrito. Los maestros, patrocinadores y entrenadores recibiran desarrollo profesional y materiales para promover la participacion co-curricular en organizaciones estudiantiles y actividades de interes especial como competencias interescolares fuera del horario escolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impacts: +Chess (K-12th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-12th) 10% increase in student participation at the regional, state and Global levels. +UIL Academics (4th-12th) 10% increase in student participation at the district and state level.</p> <p>Resultados formativos: Agendas y folletos de formacion, informes de evaluacion y asistencia de PDS Impactos acumulativos: + Ajedrez (K-12th) Aumento del 10% en la participacion de los estudiantes a nivel distrital, regional, estatal y nacional. + Imaginacion de destino (K-12th) Aumento del 10% en la participacion de los estudiantes a nivel regional, estatal y global. + UIL Academic (4o-12o) Aumento del 10% en la participacion de los estudiantes a nivel del distrito y del estado.</p> <p>Staff Responsible for Monitoring: Dean of Instruction Campus Coordinators/Coaches Population: Grades 9-12 teachers and students (especially G/T identified students) - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Theater Arts, Music, Visual Art, Dance, and other Fine Arts Programs will use financial assets as needed to provide transportation, food, supplies, and materials to ensure successful implementation of each endeavor.</p> <p>Artes teatrales, musica, artes visuales, danza y otros programas de bellas artes utilizaran activos financieros segun sea necesario para proporcionar transporte, alimentos, suministros y materiales para garantizar la implementacion exitosa de cada esfuerzo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Successful competitive programs that bring enrichment to students' educational experience and encourage them to excel.</p> <p>Programas competitivos exitosos que enriquecen la experiencia educativa de los estudiantes y los animan a sobresalir.</p> <p>Staff Responsible for Monitoring: Assistant Principal Fine Arts Staff</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Need Statements: Perceptions 3</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-36-6399-00-004-Y-99-019-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Need Statements:

Perceptions
<p>Need Statement 3: The campus needs to ensure support for all district events and meetings, allocate funding for students who advance to participate in competition, and provide timely announcements regarding teacher and students' successes. to Public Information. Data Analysis/Root Cause: By maintaining a presence in various venues, we can consistently improve campus pride from students, staff and the community in academic and extracurricular activities.</p>

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

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).





Performance Objective 6: 80% of migrant students will be on grade level within 2 years and 80% will be at Meets Grade Level for all STAAR assessments.

80% de los estudiantes migrantes estarán al nivel de grado dentro de 2 años y el 80% estará al nivel de grado Cumple para todas las evaluaciones STAAR.

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

Informe PBMAS, evaluaciones STAAR / EOC para estudiantes migrantes, informes de participación en el programa migrante

Strategy 1 Details	Reviews			
<p>Strategy 1: All migrant students will receive grade appropriate school supplies and hygiene products on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Todos los estudiantes migrantes recibirán útiles escolares y productos de higiene apropiados para su grado según sea necesario para proporcionarles las herramientas necesarias para completar sus tareas en el aula y en casa; ofreciéndoles así la misma oportunidad de afrontar los retos académicos de todos los estudiantes. Todos los estudiantes migrantes de PFS recibirán servicios de apoyo suplementario antes que otros estudiantes migrantes. tendrá la oportunidad de asistir a una Academia de Aprendizaje PFS. Todos los estudiantes migrantes recibirán un paquete de lectura de verano para que puedan continuar mejorando sus habilidades de lectura durante los meses de verano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PFS student grades and scores Summative: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased</p> <p>Formativo: Calificaciones y puntajes de los estudiantes de PFS Sumativo: + Se identifican menos estudiantes de PFS debido a un mayor rendimiento + Aumento de la promoción a tiempo y las tasas de graduación a tiempo</p> <p>Staff Responsible for Monitoring: Migrant Funded Clerk Population: All Migrant students. - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Migrant 8th and 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district's rigorous math classes and STAAR exams.</p> <p>Los estudiantes migrantes de octavo y noveno grado tendran la oportunidad de asistir a un taller de matematicas para aprender y reforzar las habilidades necesarias para enfrentar con exito los desafios de las rigurosas clases de matematicas y los exámenes STAAR del distrito.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: 3 week Progress Report and Six Weeks grades Summative: +Increased Algebra I and EOC passing rates</p> <p>Formativo: Informe de progreso de 3 semanas y calificaciones de las seis semanas Sumativo: + Aumento de las tasas de aprobacion de Algebra I y EOC</p> <p>Staff Responsible for Monitoring: HS Migrant Campus Clerk Population: All 8th and 9th grade Migrant Students - Start Date: July 19, 2021 - End Date: August 17, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y energeticamente eficientes para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Objetivo del tablero 2)

Performance Objective 1: All Rivera ECHS 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 50% of instructional facilities annually over the next 5 years.

Todas las instalaciones de Rivera ECHS implementaran planes de ahorro de energia; Mantener y actualizar las instalaciones actuales para proporcionar un entorno de aprendizaje saludable y positivo mediante la programacion de la renovacion / actualizacion / mejora de al menos el 50% de las instalaciones de instruccion anualmente durante los proximos 5 anos.

Evaluation Data Sources: New Energy Plan adopted by campus and an updated 5-year Renovation Plan

Nuevo plan energetico adoptado por el campus y un plan de renovacion de 5 anos actualizado

Strategy 1 Details		Reviews			
Strategy 1: Maintain equipment, instructional supplies, and building. Mantenga el equipo, los suministros de instruccion y el edificio. Milestone's/Strategy's Expected Results/Impact: Maintenance is continuous as needed. Reports to the principal will be made daily based on visual inspections by all faculty and staff. El mantenimiento es continuo segun sea necesario. Los informes al director se realizaran diariamente en base a inspecciones visuales por parte de todo el personal docente y administrativo. Staff Responsible for Monitoring: AP in Charge of Maintenance / Safety Maintenance Personnel Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Contracted maintenance (Student Learning #3) - 199 Local funds - 199-11-6249-62-004-y-11-000-y - \$500, Supplies - Maintenance (Student Learning #3) - 199 Local funds - 199-51-6315-00-004-Y-99-000-Y - \$38,700, Custodial Overtime (Student Learning #3) - 199 Local funds - 199-51-6121-46-004-y-99-000-y - \$500		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

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

El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 4, Obj. 6)

Performance Objective 1: The campus 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 from bookkeeper, federal, state, and local funds, internal and external audit reports.

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide supplies necessary to carry out instructional activities, travel for students competing at upper levels, and to enhance relationships with parents and community members. Milestone's/Strategy's Expected Results/Impact: Teachers and students have the resources they need and parents/community members have frequent contact with staff about the activities of the campus. Staff Responsible for Monitoring: Principal Principal's secretary Population: All students. - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: student travel and subsistence (Perceptions #3) - 199 Local funds - 199-11-6412-00-004-Y-11-000-Y - \$2,750, reclassified travel (Perceptions #3) - 199 Local funds - 199-11-6494-00-004-Y-11-000-Y - \$2,000, misc. operating costs - fees (Perceptions #3) - 199 Local funds - 199-11-6497-00-004-y-11-000-y - \$400, Student travel to competition/sustenance (Perceptions #3) - 199 Local funds - 199-36-6497-00-004-Y-99-020-Y - \$3,500	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: The campus will provide the library with monetary requirements to provide varied college readiness resources to ensure success in work and higher education experiences. Milestone's/Strategy's Expected Results/Impact: Students will have access to the latest technology to complete assignments which are competitive with the rest of the nation and research opportunities through technology and print resources. Staff Responsible for Monitoring: Principal Librarians Library Staff Dean and instructional staff Population: All students. - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Reading materials - Library (Student Learning #3) - 199 Local funds - 199-12-6329-00-004-y-99-000-y - \$4,000, General Supplies - Library (Student Learning #3) - 199 Local funds - 199-12-6399-00-004-y-99-000-y - \$1,000, Supplies and Materials - LCL Def (Student Learning #3) - 199 Local funds - 199-12-6398-62-004-y-99-000-y - \$3,000, General Supplies (Student Learning #3) - 199 Local funds - 199-12-6399-62-004-y-99-000-y - \$500, Travel - Conference (Student Learning #3) - 199 Local funds - 199-12-6411-23-004-y-99-000-y - \$1,000, Misc Cost/Fees - 199 Local funds - 199-12-6497-00-004-Y-99-000-Y - \$750	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: The campus will provide the nursing staff with supplies for the execution of their duties to the students on campus. Milestone's/Strategy's Expected Results/Impact: Improve daily health care for students on campus. Staff Responsible for Monitoring: Principal Population: All students. - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: General Supplies - campus clinic/nursing staff (Perceptions #2) - 199 Local funds - 199-33-6399-00-004-Y-99-000-Y	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: The campus will provide staffing and extra duty pay for paraprofessional employees performing duties beyond the working day. Milestone's/Strategy's Expected Results/Impact: Efficient and timely completion of tasks required but extending beyond the working day Staff Responsible for Monitoring: Principal Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Extra Duty Pay for paraprofessionals/overtime (Student Learning #2, Perceptions #1) - 199 Local funds - 199-23-6121-08-004-y-99-000-y - \$8,000	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: The campus will provide funds for administration to attend out of district conferences and seminars (travel, conference fees, meals, transportation and lodging). Milestone's/Strategy's Expected Results/Impact: Assure campus administration receives opportunities to plan, establish goals and find interventions for campus improvement. Staff Responsible for Monitoring: Area Assistant Superintendent Principal Population: Administration - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Administrative Travel (Perceptions #3) - 199 Local funds - 199-23-6411-23-004-Y-99-000-Y - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>				

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

El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 4, Obj. 6)

Performance Objective 2: The campus will commit to a budget which includes accurate and timely submission of reimbursements, extra duty and stipend compensation for 100% of teachers.

Evaluation Data Sources: Extra duty pay and stipend reports

Strategy 1 Details	Reviews			
Strategy 1: The bookkeeper will provide training for clubs and organizations and maintain a sound practice of oversight and teacher support for those transactions designed to provide student experiences in preparation for work, college, and military. Milestone's/Strategy's Expected Results/Impact: Well trained staff and timely deposits. Adherence to the Chief Financial Officer's directives. Transparency for all fiduciary transactions when audited. Staff Responsible for Monitoring: Principal Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Student Travel (Perceptions #3) - 199 Local funds - 199-36-6412-00-004-y-99-000-y - \$2,000, Reclassified Transportation (Perceptions #3) - 199 Local funds - 199-36-6494-00-004-y-99-000-y - \$1,000, Student travel and subsistence (Perceptions #3) - 199 Local funds - 199-36-6412-00-004-y-99-019-y - \$2,000, Reclassified Transportation Expense (Perceptions #3) - 199 Local funds - 199-36-6494-00-004-y-99-019-y - \$1,000, Reclassified Transportation Expense (Perceptions #3) - 199 Local funds - 199-36-6494-00-004-y-99-020-y - \$1,000, Extra Duty Overtime Sup PE (Perceptions #3) - 199 Local funds - 199-51-6121-46-004-y-99-000-y, Supplies for Maintenance/Operating Custodians (Perceptions #3) - 199 Local funds - 199-51-6315-00-004-y-99-000-y	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Supplemental Duty Pay/Stipends will be provided for teachers as required for tutorial or Fine Arts Milestone's/Strategy's Expected Results/Impact: Formative: Improved Oversight and accountability. Staff Responsible for Monitoring: Principal Dean Population: UIL Students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Stipends for teachers (Student Learning #2) - 199 Local funds - 199-13-6117-00-004-y-99-000-y, UIL stipends (Student Learning #2) - 199 Local funds - 199-26-6399-17-004-y-99-020-y	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Travel for teachers and administrators will be provided for conferences, professional training or to accompany students' competitions and subs for teachers. Milestone's/Strategy's Expected Results/Impact: Teachers will benefit from professional development and students will benefit from the safety of having an adult accompany them to competition. Staff Responsible for Monitoring: Principal Assistant Principals Population: Teachers and Admin - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Employee Travel - subs (Perceptions #3) - 199 Local funds - 199-11-641x-23-004-y-99-000-y, Employee travel - administration (Perceptions #3) - 199 Local funds - 199-13-6411-23-004-y-99-000-y - \$1,500, teacher workshop (Perceptions #3) - 199 Local funds - 199-13-6117-00-004-y-99-000-y, staff development (Perceptions #3) - 199 Local funds - 199-13-639x-00-004-y-99-000-y, supplies (Perceptions #3) - 199 Local funds - 199-13-6399-00-004-y-99-000-y	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Supplies for Administrative needs in the capacity of providing student instruction, data for teachers, and other administrative duties. Milestone's/Strategy's Expected Results/Impact: Increased effectiveness of administrative staff in their duties of oversight. Staff Responsible for Monitoring: Principal Population: Administration - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Supplies and materials -(Student Learning #3) - 199 Local funds - 199-23-6398-00-004-y-99-000-y - \$1,000, General Supplies (Student Learning #3) - 199 Local funds - 199-23-6399-00-004-y-99-000-y - \$9,000, supplies (Student Learning #3) - 199 Local funds - 199-33-6399-00-004-y-99-000-y - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: The campus will provide funds for graduation expenses. Milestone's/Strategy's Expected Results/Impact: Students will celebrate the completion of their studies with a ceremony. Staff Responsible for Monitoring: Principal Counselors Population: All Seniors - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Misc. Operating costs - Graduation and Parent mtg. (Perceptions #2) - 199 Local funds - 199-23-6499-53-004-y-99-000-y - \$3,200, Awards - teachers (Perceptions #2) - 199 Local funds - 199-23-6498-00-004-y-99-000-y - \$18,000, Awards - students (Perceptions #2) - 199 Local funds - 199-11-6498-00-004-y-11-000-y - \$15,000	Formative			Summative
	Oct	Jan	Mar	June





Strategy 6 Details		Reviews			
Strategy 6: The campus will provide capital assets for administration as needed for the execution of their required duties or building equipment. Milestone's/Strategy's Expected Results/Impact: Timely reporting of data. Staff Responsible for Monitoring: Principal Population: Students and teachers - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Capital Assets - Other (Student Learning #1) - 199 Local funds - 199-23-6649-65-004-y-99-000-y		Formative			Summative
		Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

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

El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluye una mejor compensacion para los maestros y planes para reclutar, retener y apoyar personal altamente calificado. (Objetivo de la Junta 3) (TEA Capitulo 4, Obj. 6)

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

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide awards and incentives for faculty and staff including activities to support campus climate and retention. Staff Responsible for Monitoring: Principal Population: Campus teachers and staff - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: awards and incentives for faculty \$150-500 (Perceptions #2) - 199 Local funds - 199-13-6398-00-004-y-99-000-y - \$2,250, Misc Operating Costs - Awards for teachers (Perceptions #2) - 199 Local funds - 199-23-6498-00-004-y-99-000-y, Supplies and Materials - LCL Def (Perceptions #2) - 199 Local funds - 199-13-6399-00-004-y-99-000-y - \$1,750	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will provide awards and incentives for students including activities to support campus climate and retention. Milestone's/Strategy's Expected Results/Impact: Improve/maintain positive campus climate. Staff Responsible for Monitoring: Principal Population: Students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Student Awards (Perceptions #2) - 211 Title I-A - 211-11-6498-00-004-y-30-ayp-y - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas / marketing para expandir aun mas los esfuerzos de inscripcion / reclutamiento / retencion de estudiantes. (Objetivo de la mesa directiva 4)

Performance Objective 1: The campus will provide information on the achievements of the students and staff to the Public Information Office.

Evaluation Data Sources: Formative: Increase campus enrollment

Summative: Revised District Calendar, Campus Initiatives for Summer Programs

Strategy 1 Details	Reviews			
Strategy 1: All departments will provide evidence to the Public Information Office for notable student and staff achievements. District Initiative Milestone's/Strategy's Expected Results/Impact: Campus Image will improve and student population will increase. Staff Responsible for Monitoring: Principal School Secretary Assistant Principals TEA Priorities: Recruit, support, retain teachers and principals - Population: all students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will meet to plan, execute and document CATCH tasks to include all students, teachers, (parents and staff as much as possible). Milestone's/Strategy's Expected Results/Impact: Formative: Students will participate in activities that are focusing on physical and mental health. Summative: Lessons and Activities completed cover the 5 aspects of CATCH: Physical Health (smoking, nutrition, safety, physical activity, mental health) Staff Responsible for Monitoring: Each member of the CATCH team will contribute to the effective implementation of CATCH TEA Priorities: Connect high school to career and college - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Los campus escolares mantendrán un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capítulo 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: PEIMS discipline 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: Interventions will be used to reduce the amount of students submitted to BAC. Population: All students at risk of failing due to behavior. - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Los campus escolares mantendrán un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capítulo 4, Obj. 8)

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% from the previous school year (2020-2021) and will not be disproportionate for any population.

Evaluation Data Sources: BAC placement data for 2018-2019, 2019-2020, and 2020-2021 PEIMS discipline report data, eSchools, 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: Provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Milestone's/Strategy's Expected Results/Impact: Formative: All Teachers are trained Summative: RTI plans are complete and show adherence to plans. Staff Responsible for Monitoring: Assistant Principal assigned to Safety and AP assigned to RTI. Population: All teachers - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff will attend training by Counselors, and community/non-profit organizations, regarding current mental health, safety-related trends and conflict resolution, Mental Health (including stress, anxiety, coping skills, suicide and self-harm threats), Interpersonal and Intrapersonal Effectiveness, Personal Health and Safety, Violence and School Safety, Suicide Prevention, Intervention, and Postvention, School-age Pregnancy, Child Abuse and Neglect, and Character Education. Milestone's/Strategy's Expected Results/Impact: Formative: all staff trained Summative: all topics covered by June for staff and parent participants Staff Responsible for Monitoring: Principal Dean Parent Liaison Population: All stakeholders: parents, students, staff, administration, teachers, counselors - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Students will attend Advisory Period and use Eduguide to explore self-reflection, motivation and goal setting in class and on their own. Freshmen students will take the College and Career Readiness course in the second semester as part of their blocked English class. Milestone's/Strategy's Expected Results/Impact: Formative: All students are enrolled and all teachers are trained to use Eduguide Summative: Students show growth based on their responses and teachers' feedback Population: All teachers and students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Eduguide Software (Student Learning #1) - 162 State Compensatory - 162-11-6299-62-004-Y-30-000-y	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Los campus escolares mantendrán un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Capítulo 4, Obj. 8)

Performance Objective 3: Refine and implement safety plan 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: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan. Milestone's/Strategy's Expected Results/Impact: Formative: All information is current in Emergency Operations Binder and updates to the law are included for the current year Summative: Final Supporting documentation is in binder. Staff Responsible for Monitoring: Principal, Admin assigned to Safety Population: All Campus Students and Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Ensure security and a Police Officer will be stationed on campus and assigned throughout the year. Milestone's/Strategy's Expected Results/Impact: Formative: Security Officers and Police Officers work schedule assignments Summative: end of year assignments indicates campus has officer and or security officer in place Staff Responsible for Monitoring: Principal Population: Police Officers and Security Guards - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Provide motivational speaker for students. Milestone's/Strategy's Expected Results/Impact: Formative: Students will self reflect on Sean's experiences with anxiety, depressions, fear, hearing and HOPE. Summative: Students will be inspired and raise their expectations of themselves. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture - Population: At-Risk Students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

La Junta de Sindicos, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Capitulo 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from the previous year (2020-2021).

Habra un aumento del 10% de padres involucrados en actividades de participacion de padres del campus / distrito desde el ano anterior (2020-2021).

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

Lista de verificacion de cumplimiento de participacion de los padres del Titulo I-A completada, Encuesta para padres de CNA y Titulo I, Tasas de asistencia a reuniones de padres

Strategy 1 Details		Reviews			
Strategy 1: The Parent Liaison will provide activities pertinent to the needs of parents and informational topics during regularly advertised meetings and/or home visits, requiring mileage reimbursement. Meetings will include supplies and refreshments. El enlace de padres proporcionara actividades pertinentes a las necesidades de los padres y temas informativos durante las reuniones y / o visitas domiciliarias anunciadas regularmente, que requieren reembolso de millas. Las reuniones incluiran suministros y refrigerios. Milestone's/Strategy's Expected Results/Impact: Increased parental involvement by 10% from last year's attendance. Aumento de la participacion de los padres en un 10% con respecto a la asistencia del ano pasado. Staff Responsible for Monitoring: Principal Dean Parent Liaison Population: All Parents - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: refreshments for parent meetings (Perceptions #1) - 211 Title I-A - 211-61-6499-53-004-Y-30-of2-Y - \$900, supplies for parent center (Perceptions #1) - 211 Title I-A - 211-61-6399-00-004-Y-30-of2-Y - \$900, employee travel (Perceptions #1) - 211 Title I-A - 211-61-6411-00-004-y-30-of2-y - \$900		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Federal Programs, Migrant Department and State Compensatory will continue to fund Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance		Formative			Summative
		Oct	Jan	Mar	June

needs. Electronic devices (Scanners/Printers) will be provided for parent contact; home visits, phone calls, collect documentation to stay in compliance with paperwork requirements, and/or obtain signatures.

Los Programas Federales, el Departamento de Migrantes y el Compensatorio del Estado continuaran financiando a los Entrenadores de Padres y los Enlaces de Padres con el proposito de ayudar a los campus y educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos. Se proporcionaran dispositivos electronicos (escaners / impresoras) para contacto con los padres; visitas domiciliarias, llamadas telefonicas, recopilacion de documentacion para cumplir con los requisitos de papeleo y / u obtener firmas.

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

Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits

Summative Impact:

Training Session Evaluations average scores

Increase attendance % rate

Parent Participation Rates will increase by 10%

Increase 3% participation in PAC Mtgs.

Increase on-time graduation

Increase parents surveyed with greater understanding of migrant program

Resultados formativos:

Documentacion del capacitador de padres que incluye informes de visitas al campus, informes semanales, registros de contactos, calendario mensual, auditorias de revision por pares

Impacto sumativo:

Puntajes promedio de evaluaciones de sesiones de capacitacion

Aumentar la tasa de porcentaje de asistencia

Las tasas de participacion de los padres aumentaran en un 10%

Incrementar la participacion del 3% en PAC Mtgs.

Aumentar la graduacion a tiempo

Aumentar a los padres encuestados con una mayor comprension del programa para migrantes

Staff Responsible for Monitoring: Federal Programs

Administrator

Parent & Family Engagement, Migrant and

State Compensatory Coordinators

Population: Parent & Family Engagement, Migrant and State Compensatory Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 3 Details	Reviews			
<p>Strategy 3: Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.</p> <p>Los secretarios migrantes del campus se coordinaran con el enlace de padres migrantes para llevar a cabo un minimo de dos reuniones de padres migrantes para proporcionar a los padres migrantes informacion actualizada sobre el progreso academico de los estudiantes y la graduacion a tiempo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities</p> <p>Formativo: Hojas de registro y agendas de las reuniones de padres Sumativo: Informe PBMAS + Mayor participacion en PAC Mtg. + Mayor participacion de los estudiantes en actividades complementarias</p> <p>Staff Responsible for Monitoring: District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC</p> <p>Population: Migrant Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meetings to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program 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: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan</p> <p>Lleve a cabo las siguientes actividades anuales requeridas por el Titulo I-A: * Desarrollar y difundir una Politica de participacion de los padres y la familia que delimite como los padres participaran activamente a nivel del distrito / campus.</p>	Formative			Summative
	Oct	Jan	Mar	June

* Desarrollar y difundir un Pacto entre la escuela, los padres y los estudiantes que indique la responsabilidad de cada grupo para garantizar el rendimiento de los estudiantes, específicamente en las áreas de contenido.

* Llevar a cabo reuniones de Título I-A para informar a los padres de los servicios prestados a través de los fondos de Título I

* Llevar a cabo una encuesta para padres de Título I-A para evaluar la efectividad del Programa de Participación de Padres y Familias del Distrito

Asegurar la representación de la comunidad y la participación de los padres en el proceso de toma de decisiones. Los padres participarán en la revisión y / o revisión de lo siguiente para garantizar que se cumplan los requisitos del programa:

* Política de participación de los padres y la familia

Acuerdo escuela-padre-estudiante

Plan de mejora del distrito

Milestone's/Strategy's Expected Results/Impact: Formative results:
 Completed Parental Involvement Policies, Campuses S-P-S Compacts
 Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas
 Summative Impact:
 100% Completed Title I-A Parental Involvement Compliance Checklist
 100% Signed S-P-S Compact
 Training Session Evaluations

Resultados formativos:
 Políticas de participación de los padres completadas, pactos S-P-S de los campus
 Informes de visitas al campus, sitios web del campus, folletos, agendas de reuniones
 Impacto sumativo:
 Lista de verificación de cumplimiento de participación de los padres del Título I-A completada al 100%
 Compacto S-P-S 100% firmado
 Evaluaciones de sesiones de formación

Staff Responsible for Monitoring: Parent and Family Engagement
 Coordinator and Staff

Title I Schoolwide Elements: 3.1, 3.2 - **Population:** All Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

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Strategy 5 Details	Reviews			
<p>Strategy 5: Capitalize on district community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers.</p> <p>*Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>-District-wide parent conferences, cluster meetings, Fairs and seminars.</p> <p>*Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Aproveche los recursos de la comunidad del distrito creando acuerdos de asociacion con agencias, organizaciones, empresas y padres voluntarios.</p> <p>* Invitar a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias con el fin de continuar construyendo solidas alianzas comunitarias.</p> <p>-Conferencias de padres, reuniones de grupo, ferias y seminarios en todo el distrito.</p> <p>* Reconocer a los socios de la comunidad y los padres voluntarios por sus esfuerzos en apoyar las metas del distrito / campus para aumentar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: MOU's/Agreements, Authority to Volunteer Clearance Forms, Volunteer Sign-in Sheets</p> <p>Summative impact: +Increased Partnerships and Parent Volunteers by 5%</p> <p>Resultados formativos: Memorandos de entendimiento / acuerdos, autorizacion para voluntarios, formularios de autorizacion, hojas de registro de voluntarios</p> <p>Impacto sumativo: + Aumento de asociaciones y padres voluntarios en un 5%</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Coordinator and Staff</p> <p>Principal Dean</p> <p>Population: All Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 6 Details		Reviews			
Strategy 6: Meet with the Title I-A District Parent Advisory Committee twice a year to address activities and supplemental services for all eligible students from all sub-population groups. Reunirse con el Comité Asesor de Padres del Distrito del Título I-A dos veces al año para abordar las actividades y los servicios suplementarios para todos los estudiantes elegibles de todos los subgrupos de población. Milestone's/Strategy's Expected Results/Impact: Formative results: Invitation, Agenda, Sign-in Sheets, Parent Representative Sign-in Sheets, Meeting Minutes Summative impact: +Session Evaluations indicate greater satisfaction with sessions Resultados formativos: Invitación, agenda, hojas de registro, Hojas de registro del representante de padres, actas de la reunión Impacto sumativo: + Las evaluaciones de sesiones indican una mayor satisfacción con las sesiones Staff Responsible for Monitoring: Parent and Family Engagement Coordinator and Staff Bilingual, GT, Migrant, Special Ed. Administrators Principals Parent Liaisons Population: All Parents - Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Oct	Jan	Mar	June
Strategy 7 Details		Reviews			
Strategy 7: Provide ample Parent Education opportunities through district support group meetings and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Obtain the necessary equipment to develop and print materials necessary for success during parent meetings and delivering the message to parents. Brindar amplias oportunidades de educación para padres a través de reuniones de grupos de apoyo del distrito y sesiones de capacitación para padres en cada centro de padres de la escuela para difundir información, servicios y / o referencias a agencias que abordan las necesidades y preocupaciones en las siguientes áreas: -Estrategias de enseñanza efectivas		Formative			Summative
		Oct	Jan	Mar	June

<p>-Poblaciones especiales (Bilingue, Dislexia, G.T., Migrante, Educacion Especial)</p> <p>Preparacion para la universidad</p> <p>-Abandono y prevencion de la violencia</p> <p>-Educacion sobre salud y bienestar</p> <p>-Agencias y organizaciones comunitarias</p> <p>Capacidad para construir:</p> <p>-Tecnologia</p> <p>-Procesos, tramites y servicios de Educacion Especial, garantias procesales y Transicion a la vida postsecundaria.</p> <p>Obtenga el equipo necesario para desarrollar e imprimir los materiales necesarios para el exito durante las reuniones de padres y para transmitir el mensaje a los padres.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results:</p> <p>Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact:</p> <p>+Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p> <p>Resultados formativos:</p> <p>Calendario mensual del entrenador para padres, calendario mensual de servicios especiales, listas de proveedores de servicios publicos, folletos, agendas, hojas de registro, actas de reuniones</p> <p>Impacto sumativo:</p> <p>+ Evaluaciones de sesiones de capacitacion, aumento de la asistencia de los padres, disminucion de las preocupaciones de los padres del departamento de servicios especiales por campus utilizando la herramienta de evaluacion del centro familiar</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Staff,</p> <p>Dyslexia Teacher</p> <p>IDEA Inclusion teacher,</p> <p>College Lab Advisor, Department Staff,</p> <p>Technology Services,</p> <p>Math Teacher,</p> <p>English/English SL teacher,</p> <p>History teacher, and Science teacher</p> <p>AFJROTC</p> <p>TSC representatives, &</p> <p>21st Century</p> <p>Population: All Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>				
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Strategy 8 Details	Reviews			
<p>Strategy 8: The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>La participacion de los padres y la familia, el personal migrante y los padres tendran la oportunidad de asistir a capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para expandir su conocimiento de las ultimas estrategias de instruccion cientificas basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y asi brindar mas apoyo complementario integral para estudiantes y familias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments</p> <p>Formativo: Orden del día de la conferencia / formacion, Certificado de participacion de la conferencia Capacitacion cruzada documentada del personal que no asiste a eventos para garantizar la finalizacion de la capacitacion del programa Sumativo: + Mejores calificaciones de los estudiantes + Mayor asistencia de los padres + Aumento de las tasas de asistencia de los estudiantes Mejor desempeño de los estudiantes en las evaluaciones estatales y del distrito</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement and Migrant Coordinators and Staff</p> <p>Population: Migrant funded Staff and Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 9 Details	Reviews			
<p>Strategy 9: Provide Parental training to build relationships among family, community members, and school staff that foster increase at risk student achievement, improve attendance, graduation and completion rates while decreasing retention rates through trust and collaboration; recognize the range of family needs, as well as class and cultural differences and encourage understanding and respect among all involved.</p> <p>Brindar capacitacion a los padres para construir relaciones entre la familia, los miembros de la comunidad y el personal escolar que fomenten el aumento del rendimiento de los estudiantes en riesgo, mejoren las tasas de asistencia, graduacion y finalizacion al tiempo que disminuyen las tasas de retencion a traves de la confianza y la colaboracion; reconocer la variedad de necesidades familiares, asi como las diferencias culturales y de clase y fomentar la comprension y el respeto entre todos los involucrados.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Session Evaluations, Meeting Minutes, MOUs, Summative impact: +EOY Parental Survey Results, +Student Attendance Rates on Final Yearly Report +Increased Graduation Rates and State Assessment Scores +Increased parental participation +Increased Promotion Rates and EOY Grades +Decreased Discipline Referrals</p> <p>Resultados formativos: Evaluaciones de sesiones, actas de reuniones, memorandos de entendimiento, Impacto sumativo: + Resultados de la encuesta para padres de EOY, + Tasas de asistencia de estudiantes en el informe anual final + Mayores tasas de graduacion y Puntuaciones de las evaluaciones estatales + Mayor participacion de los padres + Mayores tasas de promocion y calificaciones EOY + Disminucion de las referencias disciplinarias</p> <p>Staff Responsible for Monitoring: Parent and Family Engagement Staff Population: All Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 10 Details	Reviews			
<p>Strategy 10: All migrant parents will be invited to participate in a Migrant Send-Off activity in which District and community agencies will provide information which will assist in the transition from one District to another.</p> <p>Se invitara a todos los padres migrantes a participar en una actividad de expulsion de migrantes en la que el distrito y las agencias comunitarias proporcionaran informacion que ayudara en la transicion de un distrito a otro.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets Summative: +Increased # of students returning with grades</p> <p>Formativo: Hojas de inicio de sesion Sumativo: + Aumento del numero de estudiantes que regresan con calificaciones</p> <p>Staff Responsible for Monitoring: District Migrant Coordinator Migrant Counselor Parent Liaison Recruiters</p> <p>TEA Priorities: Connect high school to career and college - Population: Migrant Parents and Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 11 Details	Reviews			
<p>Strategy 11: Campus migrant clerks will coordinate with the Migrant Parent Liaison to conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress of students and on-time graduation.</p> <p>Los secretarios migrantes del campus se coordinaran con el enlace de padres migrantes para llevar a cabo un minimo de dos reuniones de padres migrantes para proporcionar a los padres migrantes informacion actualizada sobre el progreso academico de los estudiantes y la graduacion a tiempo.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In sheets & agendas of Parent Meetings Summative: PBMAS report +Increased participation in PAC Mtg. +Increased student participation in supplemental activities</p> <p>Formativo: Hojas de registro y agendas de las reuniones de padres Sumativo: Informe PBMAS + Mayor participacion en PAC Mtg. + Mayor participacion de los estudiantes en actividades complementarias</p> <p>Staff Responsible for Monitoring: District Migrant Coordinator Migrant Campus Clerks- Migrant Parent Liaison DMC MSC</p> <p>Population: Migrant Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 12 Details	Reviews			
<p>Strategy 12: A district-wide Migrant Parent Advisory Committee (PAC) will provide meaningful consultation to ensure that the planning, implementation, and evaluation of local MEP activities and services is relevant to migrant students.</p> <p>Un Comite Asesor de Padres Migrantes (PAC) en todo el distrito brindara consultas significativas para garantizar que la planificacion, implementacion y evaluacion de las actividades y servicios del MEP local sea relevante para los estudiantes migrantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets & Evaluations Summative: +Increased parental involvement over prior year</p> <p>Formativo: Hojas de registro y evaluaciones Sumativo: + Mayor participacion de los padres con respecto al ano anterior</p> <p>Staff Responsible for Monitoring: District Migrant Coordinator Migrant Parent Liaison MSC DMC</p> <p>Population: Migrant Parents and Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 13 Details	Reviews			
<p>Strategy 13: Migrant funded parent liaison will assist the district campuses by providing awareness sessions to migrant parents upon request during the campuses monthly meetings in order to keep them current with migrant issues that may be impacting their children's academic special needs and college/career opportunities.</p> <p>El enlace de padres financiado por migrantes ayudara a los campus del distrito proporcionando sesiones de concientizacion a los padres migrantes que lo soliciten durante las reuniones mensuales del campus para mantenerlos al dia con los problemas de los migrantes que pueden estar afectando las necesidades academicas especiales y las oportunidades universitarias / profesionales de sus hijos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign in sheets Summative: +3% Increase in participation on PAC Meetings +Increase on-time graduation +Parents surveyed with greater understanding of migrant program</p> <p>Formativo: Agendas, hojas de registro Sumativo: + 3% de aumento en la participacion en las reuniones del PAC + Aumentar la graduacion a tiempo + Padres encuestados con mayor comprension del programa para migrantes</p> <p>Staff Responsible for Monitoring: District Migrant Coordinator Migrant Parent Liaison District Parent Trainers MSC</p> <p>Population: Migrant Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Capitulo 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			
<p>Strategy 1: Teachers/librarians/support personnel will attend professional development and conferences to enhance the knowledge of their craft, improve delivery and learn new knowledge and skills. The campus will sustain training implementation and see evidence of teachers keeping current with creative and innovative techniques in instruction to motivate at-risk students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Improvement for every learner as evidenced by growth from one assessment to the next: STAAR sequential administrations Formative Assessments 3 & 6 wks Eduphoria data TELPAS through Ellevation TANGO data APEX data AP SAT, ACT</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals for Content, TTESS, and implementation Dean Department Chairs Strand Leaders</p> <p>Population: Professional Staff - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Substitutes On Campus - Social Security/Medicare(SPP #1) - 211 Title I-A - 211-11-6141-18-004-Y-30-AYP-Y - \$100, Substitutes On Campus - Wages (SPP #1) - 211 Title I-A - 211-11-6112-00-004-Y-30-AYP-Y - \$5,000, Substitute teacher (SPP #1) - 199 Local funds - 199-13-6112-00-004-y-99-000-y, Food for Teachers - Professional Development - 199 Local funds - 199-13-6499-53-004-Y-99-000-Y - \$2,000, ONLINE / Virtual Training Courses - 211 Title I-A - 211-13-6497-00-004-Y-30-AYP-Y - \$34,320, Employee Travel - 162 State Compensatory - 162-13-6411-23-004-Y-30-000-Y - \$7,000</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Migrant Education program instructional staff will be provided professional development to improve migrant students' reading and math skills and specific supports for secondary migrant students and OSY. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance on state and local assessments Staff Responsible for Monitoring: District Migrant Coordinator Campus Administration Population: Migrant Support Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2020-2021. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
Strategy 1: Students will use technology to become more proficient listeners, speakers, readers and writers of English. Milestone's/Strategy's Expected Results/Impact: Increased percentages in Advanced and Advanced High for EL students. Staff Responsible for Monitoring: Assistant Principal Population: EL Students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Purchase personal technology for student use to access credit recovery software and study resources online (Summit K 12 - Reading, Writing, Listening, Speaking, ELPS Mastery). Milestone's/Strategy's Expected Results/Impact: Students will receive focused, targeted instruction for listening, speaking, reading and writing to improve these skills across the curriculum. Staff Responsible for Monitoring: Strand Leaders Department Chairs ESF Levers: Lever 5: Effective Instruction - Population: All Students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2020-2021, leveraging human capital in personalized learning.

Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments





Strategy 1 Details	Reviews			
Strategy 1: Provide equipment (TV panels/PC Modules/WiFi Modules/Mobile Stand/Web Camera/Computers/Laptops/Chromebooks/IPADS), materials and computer technology supplies to ensure all students become 21st Century ready and data from technology is used to improve instruction on state assessments. Provide accurate funding. Milestone's/Strategy's Expected Results/Impact: Equipment functions as required. Staff Responsible for Monitoring: Dean TST Librarians TEA Priorities: Connect high school to career and college - Population: All Population - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Maintenance and repair for machines, computers and other equipment, software upgrades, and renewal of maintenance agreements or fee. (Student Learning #1) - 199 Local funds - 199-11-6249-62-004-y-110-00-y, Software for IPADS - 162 State Compensatory - 162-11-6395-62-00-004-Y-30-000-Y - \$1,050, Computers/Chromebooks/Laprtops (Student Learning #1) - 211 Title I-A - 211-11-6398-62-004-Y-30-of2-Y - \$153,191, computer supplies/TV Panels at a cost more than \$150 and less than \$5000 - projectors (Student Learning #1) - 211 Title I-A - 211-11-6398-00-004-Y-30-000-Y - \$2,600	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

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

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted across the district in the early fall, mid-year and spring. Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks Staff Responsible for Monitoring: Asst. Principal - Fixed Assets TST Population: RECHS Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

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

Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches





Strategy 1 Details	Reviews			
Strategy 1: Rivera Early College High School will identify current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data. Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress Staff Responsible for Monitoring: Principal Dean TST Population: All Students and Programs - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

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

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: Rivera Early College High School will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Records Summative Results: Software usage reports Staff Responsible for Monitoring: PEIMS Asst. Principal TST Parent Liaisons Population: RECHS Parents - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

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

Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: RECHS Teachers and school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed Staff Responsible for Monitoring: Principal Dean of Instruction Assistant Principals Population: RECHS Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





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

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

Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
Strategy 1: Verify enrollment data to ensure all students are coded correctly in PEIMS so funding is appropriately allocated and data is correct. Milestone's/Strategy's Expected Results/Impact: Formative: All students coded in PEIMS are allocated support and funding for their successful completion of high school and college participation. Summative: Data is 100% correct at the beginning and end of each school year. Staff Responsible for Monitoring: Principal PEIMS Administrator Counselors Data Entry Registrar Additional Targeted Support Strategy - Population: All Students Sub-Populations - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Capitulo 4 Obj. 10)

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

Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Identify who the agents of change are at Rivera Early College High School.... Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization..... Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them. Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders Staff Responsible for Monitoring: Principal Dean Department Heads Population: All RECHS Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)





Performance Objective 1: Increase campus attendance rate to 96% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Aumentar la tasa de asistencia del campus al 96% y mejorar la tasa de asistencia de estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

Evaluation Data Sources: Campus attendance rates, At-Risk Student Attendance

Tasas de asistencia al campus, asistencia de estudiantes en riesgo

Strategy 1 Details		Reviews			
Strategy 1: Verify attendance from counseling center, competition, life skills, and sports activities to be sure all students are accounted for. Verifique la asistencia del centro de consejeria, la competencia, las habilidades para la vida y las actividades deportivas para asegurarse de que todos los estudiantes esten contabilizados. Milestone's/Strategy's Expected Results/Impact: Consistent, accurate attendance at 96% or better. Asistencia constante y precisa al 96% o mejor. Staff Responsible for Monitoring: Principal Attendance clerk Asst. Principals Comprehensive Support Strategy - Population: All Students - Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a Drop Out Specialist who will work with At Risk students daily to provide support strategies and encouragement to complete school and focus on a career after Graduation. Provide funding for training or conference attendance.</p> <p>Proporcionar un especialista en desercion escolar que trabajara con los estudiantes en riesgo a diario para brindarles estrategias de apoyo y aliento para completar la escuela y enfocarse en una carrera despues de la graduacion. Proporcionar fondos para capacitacion o asistencia a conferencias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Ensure all students are accounted for when school starts and coded correctly by PEIMS Snapshot. Summative: Ensure all students matriculate from one grade level to the next and seniors graduate with their cohort. Provide interventions.</p> <p>Formativo: Asegurese de que todos los estudiantes esten contabilizados cuando comience la escuela y esten codificados correctamente por PEIMS Snapshot. Sumativo: Asegurese de que todos los estudiantes se matriculen de un grado al siguiente y que los estudiantes del ultimo ano se graduen con su cohorte. Brindar intervenciones.</p> <p>Staff Responsible for Monitoring: Principal Dean</p> <p>Title I Schoolwide Elements: 2.6 - Population: At-Risk Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> </div>				

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

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

Performance Objective 2: Increase our Completion Rate to 95% and increase the Graduation Rate to 91.3%

Aumentar nuestra tasa de finalizacion al 95% y aumentar la tasa de graduacion al 91.3%

Evaluation Data Sources: Drop-out and Graduation rate reports

Informes de tasa de desercion y graduacion

Strategy 1 Details	Reviews			
Strategy 1: The high school migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if	Formative			Summative
	Oct	Jan	Mar	June

needed.

*High school migrant students entering late and withdrawing early will have credit accrual opportunities through the State recommended and District approved Credit Accrual/ Recovery programs to ensure on time graduation.

*A Paths to Scholarships Program will be offered to 11th and 12th grade migrant students in order to increase number of college admissions and scholarships awarded.

*Current 10th and 11th grade Migrant students will have the opportunity to apply to attend the MAARS program at TSTC and MUSE program at UTRGV-Edinburg.

El secretario migrante crearan un archivo para todos los estudiantes migrantes programados para graduarse, con el fin de realizar un seguimiento de la graduacion a tiempo. Las carpetas individuales de los estudiantes migrantes seran revisadas por el equipo de la escuela y el consejero migratorio del distrito para garantizar que se cumplan todos los requisitos de graduacion de manera oportuna y se realizaran los ajustes necesarios.

* Los estudiantes migrantes de la escuela secundaria que ingresen tarde y se retiren temprano tendran oportunidades de acumulacion de creditos a traves de los programas de acumulacion / recuperacion de creditos recomendados por el estado y aprobados por el distrito para garantizar la graduacion a tiempo.

* Se ofrecera un programa Paths to Scholarships a los estudiantes migrantes de 11 deg y 12 deg grado para aumentar el numero de admisiones universitarias y becas otorgadas.

* Los estudiantes migrantes actuales de decimo y undecimo grado tendran la oportunidad de postularse para asistir al programa MAARS en TSTC y al programa MUSE en UTRGV-Edinburg.

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

migrant files

Summative:

+increased On-time promotion and on-time graduation

+Decreased dropout rates

+PBMAS improved staging

Formative:

archivos de migrantes

Sumativo:

+ aumento de la promocion a tiempo y la graduacion a tiempo

+ Disminucion de las tasas de desercion

+ Puesta en escena mejorada de PBMAS

Staff Responsible for Monitoring: District Migrant Coordinator

HS Principal

HS Migrant Teachers

HS Migrant Clerk

MSC

TEA Priorities: Connect high school to career and college - **Population:** HS Migrant Students - **Start**

Date: August 17, 2021 - **End Date:** June 2, 2022



No Progress



Accomplished



Continue/Modify



Discontinue

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

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)





Performance Objective 3: Rivera ECHS will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5%.

Rivera ECHS desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 5%.

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

Informes STAAR / EOC desglosados por estudiantes en riesgo

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Interventions will include WALK TO THE FUTURE to engage students to return to school and then provide additional instruction for At Risk students who fail to receive credit for coursework because of excessive absences and/or failing grades. Parents will participate by co-signing a contract for each student in this situation. GearUP will support with additional staff.</p> <p>Las intervenciones incluiran CAMINAR HACIA EL FUTURO para involucrar a los estudiantes a regresar a la escuela y luego proporcionar instruccion adicional para los estudiantes en riesgo que no reciben credito por el trabajo del curso debido a ausencias excesivas y / o calificaciones reprobatorias. Los padres participaran firmando conjuntamente un contrato para cada estudiante en esta situacion. GearUP apoyara con personal adicional.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increased attendance and graduation rates.</p> <p>Aumento de las tasas de asistencia y graduacion.</p> <p>Staff Responsible for Monitoring: Principal Dean At-Risk Team</p> <p>Population: At-Risk Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Provide Walk to the Future intervention supplies/potential dropouts (Demographics #1/Perceptions #2) - 162 State Compensatory - 162-61-6399-00-004-Y-30-WTF-Y - \$200, Walk to the Future - Operating Costs (Demographics #1/Perceptions #2) - 162 State Compensatory - 162-61-6499-53-004-Y-30-WTF-Y - \$100</p>				

Strategy 2 Details	Reviews			
Strategy 2: Provide Communities in Schools and Probation Officer for At Risk students support. Proporcionar apoyo a las comunidades en las escuelas y al oficial de libertad condicional para los estudiantes en riesgo. Milestone's/Strategy's Expected Results/Impact: Students in crisis will be supported by professionals who will be able to access other agencies and support systems to reduce the percentage of truancy, vagrancy, and drop-outs by 5%. Los estudiantes en crisis seran apoyados por profesionales que podran acceder a otras agencias y sistemas de apoyo para reducir el porcentaje de absentismo escolar, vagancia y desercion en un 5%. Staff Responsible for Monitoring: At Risk Specialist Dean Title I Schoolwide Elements: 2.6 - Population: At -Risk Students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Contracted Services - CIS (Demographics #1) - 162 State Compensatory - 162-32-6299-00-004-y-24-CIS-Y, Contracted Services - JPO (Demographics #1) - 162 State Compensatory - 162-32-6299-00-004-y-24-JPO-Y	Formative			Summative
	Oct	Jan	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

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

A traves de esfuerzos mejorados de prevencion de la desercion, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

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

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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.

Los informes de tiempo y esfuerzo de las enfermeras muestran que los problemas de salud inmediatos de los estudiantes se abordan junto con mejores calificaciones en la boleta de calificaciones y mayores tasas de asistencia de los estudiantes. Reuniones e informes de PAPA, CATCH y SHAC.

Strategy 1 Details	Reviews			
Strategy 1: Activities the entire campus can participate in to instill healthy habits to promote overall health. Actividades en las que todo el campus puede participar para inculcar habitos saludables para promover la salud en	Formative			Summative
	Oct	Jan	Mar	June

general.

Milestone's/Strategy's Expected Results/Impact: Formative: Students will participate in various activities to address their emotional, physical, and corporal well-being.

Summative: The campus will address all of the components of the CDC's School Health Index and the CATCH Program.

Formativo: Los estudiantes participaran en diversas actividades para abordar su bienestar emocional, fisico y corporal.

Sumativo: El campus abordara todos los componentes del Indice de salud escolar de los CDC y el Programa CATCH.

Staff Responsible for Monitoring: CATCH team:

Dean

Health Teachers

Nurses

Cafeteria Manager

Counselors

Athletic Coordinator

PE/Athletic staff

Population: All Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Supplies to promote Health on campus (Perceptions #2) - 199 Local funds - 199-33-6399-00-004-y-99-000-y



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Personnel for Rivera Early College High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baldomero Ramos	Drop Out Specialist	State Compensatory	1.0
Criselda Rookstool	English Teacher	State Compensatory	1.0
Emiliano C. Camarillo	Dean of Instruction	State Compensatory	1.0
Giovanna de la Garza	Dyslexia Teacher	State Compensatory	1.0
Jose Serrato	At-Risk Counselor	State Compensatory	1.0
Manuel Rodriguez	Math Teacher	State Compensatory	1.0
Robert Pizana	Math Teacher	State Compensatory	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

On June 3, 2021 the Rivera ECHS SBDM committee met via Microsoft Teams to begin the process for completing/updating the Comprehensive Needs Assessment.

Data Sources Used:

- (1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)
- (2) Use of data from academic assessment -BISD Benchmarks / CPAS / Preliminary EOC Scores from Fall and Spring 2020-2021
- (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).
- (7) College Tests (ACT, SAT, AP, TSI)

Summary of CNA: The above allowed the campus to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students. Areas of strengths and needs were identified and documented. CNA Process: The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on these needs, the committee decided to concentrate on improving the passing rate of all students equally, including student in sub groups such as: Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on all state assessments.

The goal is to have 90 percent of all students and all student sub populations passing all parts of state mandated assessments for the 2021-2022 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

Campus Needs Assessment Committee adopted the Goals and Performance Objectives of the District Improvement Plan and reviewed the needs generated from the Parent, Teacher, and Student Surveys and data from the Needs Assessment Committee. Strand leaders met with the department chairs and identified strategies important to the improvement. Allocated funding was assigned to those strategies in the Campus Improvement Plan. Elements of the Campus Improvement Plan are reviewed weekly with Sub Committees on Thursdays and also at monthly meetings for the entire SBDM. The Campus Improvement Plan is available in its entirety on both the District and Campus websites: www.bisd.us and <https://riveraechs.bisd.us/>

On June 3, 2021 the Rivera ECHS SBDM to begin the process for completeing/updating the Comprehensince Needs Assessment.

This is the list of the people and titles who developed, reviewed, and revised the Rivera ECHS CIP.

Name	Position	E-Mail	Role
Joel Guzman (T2)	ECHS Cohort Teacher	joelguzman@bisd.us	Classroom Teacher
Linda Teran-Tolman (T2)	AVID Teacher	linteran@bisd.us	Classroom Teacher
Deborah Parkin (T1)	Art Teacher (DE/AP)	dcparkin@bisd.us	Classroom Teacher
Minerva Rodriguez (T2)	Geometry Teacher	mirodriguez@bisd.us	Classroom Teacher
Gilberto Delgado (T1)	Govt/Economics	gdelgado@bisd.us	Classroom Teacher
Donna Browne (T1)	Librarian LMS	dbrowne@bisd.us	Non-classroom Professional
Darby Grant (T2)	ROTC Instructor	dgrant@bisd.us	Classroom Teacher
Melinda Zarate (T2)	CTE Teacher	melzarate@bisd.us	Classroom Teacher
Armando Fraire (T1)	IDEA Teacher	afraire@bisd.us	Classroom Teacher
Beatriz Escobedo-Guerra Bethal (T2)	Science Teacher	baeguerra@bisd.us	Classroom Teacher
Norma Jean Canales	Principal	njc@bisd.us	Administrator
Emiliano Camarillo	Dean	ecamarillo@bisd.us	Meeting Faciliator
Thomas Brashear (T1)	History Teacher/Coach	tkbrashear@bisd.us	Classroom Teacher
Brisa Cenicerros	Parent	ncepeda@bisd.s	Parent
Lourdes Ortiz	Parent	ncepeda@bisd.us	Parent
Arturo Gracia	Federal Programs/Title I Coordinator	artgracia@bisd.us	District-level Professional
Jose Serrato (T2)	At-Risk Counselor	joserato@bisd.us	Non-classroom Professional
Teddy Cumberworth (T1)	English II	tjcumberworth@bisd.us	Classroom Teacher
Lillian Martinez (T2)	Classroom Teacher	lamartinez2@bisd.us	Classroom Teacher
Jesse Vela	Catering Business	riveracomm@bisd.us	Community Representative
John A. Sanchez	Law Enforcement	BISanchez@bisd.us	Community Representative
Antonio Salazar	Moore Supplies	ASalazar@bisd.us	Business Representative
Kristen Garcia	4M Sunscreens	KGarcia@bisd.us	Business Representative

2.2: Regular monitoring and revision

The Campus Improvement Plan is monitored quarterly for progress and revision. In addition, sub-committees are formed to address formative decisions and provide data and feedback to use in SBDM as needed.

The first SBDM Meeting to address the 2021-2022 CCNA was on June 3, 2021.

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

The Campus Improvement Plan is located on the school website (www.riveraechs.bisd.us) in addition to the district website (www.bisd.us) and is written in simple language and includes visuals that are easy to understand.

The Campus Improvement Plan can be orally translated to Spanish upon request.

2.4: Opportunities for all children to meet State standards

The Campus Improvement Plan includes strategies based on scientific, research-based protocols with scaffolded expectations and rewards for student success. Stakeholders have shared ideas from many perspectives and incorporated them for the coming year's instruction to ensure progress for each student.

The campus provides the following opportunities for all students to meet State standards:

1. Each department provides extended day tutorial opportunities for students before and after school, on campus and a minimum of two times at the university.
2. Computer Software is provided with student access 24/7 to practice or complete assignments in virtually every course for instruction and assessment.
3. New textbooks were purchased for English I and II to provide TEKS aligned Honors standards to all English I and II students to improve scores on STAAR and TSI.
4. Computers and iPads are available for teachers to use with their classes to access the internet, practice skills, or assess.
5. The campus provides space in the library with technology and teachers to assist students 3 days per week until 7pm.
6. AVID-trained teachers use scientifically-based strategies with students to promote responsibility and good study habits.

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Rivera ECHS will provide opportunities for all children, including each of the subgroups of students (economically disadvantage students, students from major racial and ethnic groups, children with disabilities and English learners [Sec 1111(c)(2)]) to meet the challenging State academic standards.

2.5: Increased learning time and well-rounded education

Opportunities for extended learning time through web-based programs, tutorials, and weekend events provide assistance for students struggling with difficult concepts. Students are provided supper after school to prepare them for extracurricular activities and academic events in addition to transportation when needed to assist in participation.

Several times per year the campus invites the community to attend concerts, recitals, shows, and expositions where students spotlight academic learning. Each Open House students showcase important concepts they have learned by holding demonstrations in the lobby and other open areas of the campus.

All students are encouraged to excel by studying to pass the Reading, Writing, and Math portions of the TSI and enroll in Advanced Placement and Dual Credit courses with the college and university to propel them into their chosen career pathway.

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Rivera ECHS will use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a wellrounded education.

Examples:

Goal#1 - Performance Objective #1 - Strategy#1

Goal#1 - Performance Objective #1 - Strategy#2

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

Each year begins with a Walk for the Future to visit the homes of students who have not yet enrolled in school, explain how important they are, meet their families and urge them to come back to school to complete their education. This campus reaches out to homeless students and provides food, clothing and sometimes shelter or assistance with utilities enabling them to attend school regularly. The migrant program includes a classroom/computer lab where students can work to regain credits, receive academic help, are provided school supplies, food, and connections to other support measures to make their lifestyle less demanding.

This campus provides a full-time nursing staff and well-supplied exam rooms to serve students needing medical assistance throughout the day. The nursing staff also organizes Health Fairs during Open House and works as a vital component of our CATCH team, providing training for our students on breast and testicular cancer, diabetes, smoking, allergies, CPR, Epipen, and Blood-borne Pathogens.

Our Library Media Service provides a Makerspace for students to explore technology, learn how things work, learn to and participate in recycling technology parts, train students to provide technology training to teachers and staff district-wide, and provide resources so students can create products using VIVE VR, greenscreen, robots/coding, 3D printing, and other types of problem-solving and creative products.

Our Parent Liaison holds weekly meetings with parents to provide information on the many programs available to students to prepare them for their future. The College Advisor, teachers, program instructors, and the testing coordinator all meet with parents on schedule to provide information and answer questions. Strategies for parents to use to prepare their children to be successful are always on the agenda. Summer Bridge students always have an invitation for parents to see what they are learning to prepare for high school and college coursework.

Response-to-Intervention, Dyslexia, 504, and At-Risk personnel are the primary campus experts on campus and address the learning concerns posed by trained teachers when students need additional support. Attendance Liaisons visit homes when questions arise about attendance and other concerns. A Communities in Schools representative provides intensive one-on-one support to the student and family in dire situations and the campus also houses a probation officer and at-risk counselor.

Schoolwide Reform Strategies that the school will be implementing to address school needs:

Rivera ECHS will address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Examples:

Goal#1 - Performance Objective #4 - Strategy#1

Goal#9 - Performance Objective #1 - Strategy#2

Goal#9 - Performance Objective #3 - Strategy#2

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

With support from the District Parental Involvement department, our campus parent representatives met to review and revise our Parent and Family Engagement Policy. The Policy is distributed in English and Spanish to parents at the beginning of the year, and is located on our website.

Updates to the Policy are made public as they occur.

The beginning of the development and distribution of the Parent and Family Engagement Policy started on March 11, 2021.

This is the list of the people and titles who developed, reviewed, and revised the Rivera ECHS Parent and Family Engagement Policy.

Name	Position	E-Mail	Role
Joel Guzman (T2)	ECHS Cohort Teacher	joelguzman@bisd.us	Classroom Teacher
Linda Teran-Tolman (T2)	AVID Teacher	lnteran@bisd.us	Classroom Teacher
Deborah Parkin (T1)	Art Teacher (DE/AP)	dcparkin@bisd.us	Classroom Teacher
Minerva Rodriguez (T2)	Geometry Teacher	mirodriguez@bisd.us	Classroom Teacher
Gilberto Delgado (T1)	Govt/Economics	gdelgado@bisd.us	Classroom Teacher
Donna Browne (T1)	Librarian LMS	dbrowne@bisd.us	Non-classroom Professional
Darby Grant (T2)	ROTC Instructor	dgrant@bisd.us	Classroom Teacher
Melinda Zarate (T2)	CTE Teacher	melzarate@bisd.us	Classroom Teacher
Armando Fraire (T1)	IDEA Teacher	afraire@bisd.us	Classroom Teacher
Beatriz Escobedo-Guerra Bethal (T2)	Science Teacher	baeguerra@bisd.us	Classroom Teacher
Norma Jean Canales	Principal	njc@bisd.us	Administrator
Emiliano Camarillo	Dean	ecamarillo@bisd.us	Meeting Faciliator
Thomas Brashear (T1)	History Teacher/Coach	tkbrashear@bisd.us	Classroom Teacher
Brisa Ceniceros	Parent	ncepeda@bisd.s	Parent
Lourdes Ortiz	Parent	ncepeda@bisd.us	Parent
Arturo Gracia	Federal Programs/Title I Coordinator	artgracia@bisd.us	District-level Professional
Jose Serrato (T2)	At-Risk Counselor	joserrato@bisd.us	Non-classroom Professional
Teddy Cumberworth (T1)	English II	tjcumberworth@bisd.us	Classroom Teacher
Lillian Martinez (T2)	Classroom Teacher	lamartinez2@bisd.us	Classroom Teacher
Jesse Vela	Catering Business	riveracomm@bisd.us	Community Representative
John A. Sanchez	Law Enforcement	BISanchez@bisd.us	Community Representative
Antonio Salazar	Moore Supplies	ASalazar@bisd.us	Business Representative
Kristen Garcia	4M Sunscreens	KGarcia@bisd.us	Business Representative

Examples:

Goal#6 - Performance Objective #1 - Strategy#4

3.2: Offer flexible number of parent involvement meetings

Parents attend events and meetings throughout the year at this campus and at different times of the day and evening. There are Gear Up and 21st Century parent meetings each month for the parents of the Gear Up and 21st Century students identified at the beginning of each school year. The band, choir, football, soccer, estudiantina, basketball, track, softball, and other groups - all of which include a parental support group meet regularly to support their students but also to make suggestions for the improvement of the school as a whole.

Our Parent Liaison meets with parents every week on Monday mornings and has a schedule of services including speakers for topics of interest for parents, meetings with teachers, information sessions about college readiness, healthy lifestyles, parenting, community guest speakers, financial aid for college, and other topics generated by our annual survey and discussions throughout the year with parents. Rivera is proud to provide parental involvement services through the following partnerships:

1. Texas Southmost College 21st Century Grant which provides Deans from each School and Admissions personnel to walk parents through the college application process monthly. They also provide training for parents selected as Advisors to assist in targeting topics of interest to parents and providing Round Table Discussions.
2. Texas A&M College Advisor who presents various topics at Parent Meetings.
3. GEARUp for the students entering this summer into Rivera as freshmen. This grant will match funding for this cohort of students and provide training for parents throughout their high school career, starting in August.

In addition to the weekly meetings, parents will be offered a flexible number of meetings presented on dates/times other than Monday mornings throughout the school year to reiterate the same information from weekly meetings and to provide them information on...

- (1) Title IA required activities and funding,
- (2) Parental Involvement Policy that delineates how parents can actively be involved at the district/campus level,
- (3) School-Parent-Student Compact indicating group responsibility to ensure student achievement,
- (4) An Annual Title I meetings to inform parents of services provided through Title I funds,
- (5) Description and explanation of the curriculum used at school, the forms of academic assessments use to measure student progress and achievement levels of the challenging State academic standards
- (6) Literacy and Technology training to help parents work with their children to improve their children's achievement

This campus has a full-time Parent Liaison that plans training and activities for parents based on their interests and she also provides suggestions for the academic improvement of their children. This is supported through the district Parental Involvement Department office, whose website includes a schedule of activities, upcoming events, resources in English and Spanish, and support staff to provide training and support throughout the school life of the students they serve. This effort results in training sessions on healthy eating and exercise, cooking classes, ZUMBA, craft classes, cyberbullying, state testing, college awareness, financial aid, and other topics designed to improve communication among parents, between teachers and parents, and parents and their children.

In addition to these, the campus hosts Open House two times per year and always includes a Health Fair and different related events.

Other parent meetings address the topics related to college readiness, preparation for college, dual enrollment and concurrent enrollment, FAFSA and financial aid, scholarships, college careers, local college and university options, career pathways, military careers, and the various tests students take such as AP, ACT, PSAT, SAT, TSI, and ASVAB.

Parents review the SBDM agenda and are solicited for SBDM topics monthly during their Monday meetings. Parents are invited to campus SBDM meetings and participate in 21st Century Advisory Meetings Upward Bound Parent Meetings, and ECHS Parent Meetings where their opinions and requests are valued as part of the decision-making

process.

Example:

Goal#6 - Performance Objective #1 - Strategy#4

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Astrid Martinez	Library Aide	Title I	1.0
Blanca Mahuad	Nurse	Title I	0.40
Edna Cervantes	Science Teacher	Title I	1.0
Minerva Rodriguez	Math Teacher	Title I	1.0
Nancy Cepeda	Parent Liaison	Title I	1.0
Patricia Vasquez	Library Aide	Title I	1.0
Ruben Rivas	Parent Liaison	Title I	1.0
VACANCY	TEACHER	Title I	1.0
Viviana Vasquez	English Teacher	Title I	1.0

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Administrator - Equipment and Supplies (Student Learning #123)	199-23-6398-65-004-Y-99-000-Y	\$2,500.00
1	1	1	Copy Paper (Student Learning #123)	199-11-6396-00-004-Y-11-000-Y	\$13,000.00
1	1	1	Furniture (Student Learning #123)	199-23-6399-45-004-Y-99-000-Y	\$9,000.00
1	1	1	Consumable supplies (Student Learning #123)	199-11-6399-00-004-Y-11-000-Y	\$1,750.00
1	1	1	Library Media and Resource Center and travel (Student Learning #123)	199-12-639x-xx-004-y-99-000-y	\$0.00
1	1	1	Computer Instructional Supplies (Student Learning #123)	199-11-6399-62-004-Y-11-000-Y	\$1,158.00
1	1	3	Curriculum Writing (Student Learning #2, SPP#1, Perceptions #3)	199-13-6117-00-004-Y-99-000-Y	\$1,000.00
1	1	3	Professional Extra Duty Pay (Student Learning #2, SPP#1, Perceptions #3)	199-11-6118-00-004-y-11-000-y	\$1,250.00
1	1	3	UIL Instructional Stipends (Student Learning #2, SPP#1, Perceptions #3)	199-36-6117-00-004-y-99-020-y	\$34,000.00
1	1	3	Substitutes (Student Learning #2, SPP#1, Perceptions #3)	199-11-6112-18-004-Y-99-000-Y	\$1,500.00
1	5	2	General Supplies	199-36-6399-00-004-Y-99-019-Y	\$3,000.00
2	1	1	Contracted maintenance (Student Learning #3)	199-11-6249-62-004-y-11-000-y	\$500.00
2	1	1	Supplies - Maintenance (Student Learning #3)	199-51-6315-00-004-Y-99-000-Y	\$38,700.00
2	1	1	Custodial Overtime (Student Learning #3)	199-51-6121-46-004-y-99-000-y	\$500.00
3	1	1	student travel and subsistence (Perceptions #3)	199-11-6412-00-004-Y-11-000-Y	\$2,750.00
3	1	1	reclassified travel (Perceptions #3)	199-11-6494-00-004-Y-11-000-Y	\$2,000.00
3	1	1	misc. operating costs - fees (Perceptions #3)	199-11-6497-00-004-y-11-000-y	\$400.00
3	1	1	Student travel to competition/sustenance (Perceptions #3)	199-36-6497-00-004-Y-99-020-Y	\$3,500.00
3	1	2	Reading materials - Library (Student Learning #3)	199-12-6329-00-004-y-99-000-y	\$4,000.00
3	1	2	General Supplies - Library (Student Learning #3)	199-12-6399-00-004-y-99-000-y	\$1,000.00
3	1	2	Supplies and Materials - LCL Def (Student Learning #3)	199-12-6398-62-004-y-99-000-y	\$3,000.00
3	1	2	General Supplies (Student Learning #3)	199-12-6399-62-004-y-99-000-y	\$500.00
3	1	2	Travel - Conference (Student Learning #3)	199-12-6411-23-004-y-99-000-y	\$1,000.00
3	1	2	Misc Cost/Fees	199-12-6497-00-004-Y-99-000-Y	\$750.00
3	1	3	General Supplies - campus clinic/nursing staff (Perceptions #2)	199-33-6399-00-004-Y-99-000-Y	\$0.00
3	1	4	Extra Duty Pay for paraprofessionals/overtime (Student Learning #2, Perceptions #1)	199-23-6121-08-004-y-99-000-y	\$8,000.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5	Administrative Travel (Perceptions #3)	199-23-6411-23-004-Y-99-000-Y	\$3,000.00
3	2	1	Student Travel (Perceptions #3)	199-36-6412-00-004-y-99-000-y	\$2,000.00
3	2	1	Reclassified Transportation (Perceptions #3)	199-36-6494-00-004-y-99-000-y	\$1,000.00
3	2	1	Student travel and subsistence (Perceptions #3)	199-36-6412-00-004-y-99-019-y	\$2,000.00
3	2	1	Reclassified Transportation Expense (Perceptions #3)	199-36-6494-00-004-y-99-019-y	\$1,000.00
3	2	1	Reclassified Transportation Expense (Perceptions #3)	199-36-6494-00-004-y-99-020-y	\$1,000.00
3	2	1	Extra Duty Overtime Sup PE (Perceptions #3)	199-51-6121-46-004-y-99-000-y	\$0.00
3	2	1	Supplies for Maintenance/Operating Custodians (Perceptions #3)	199-51-6315-00-004-y-99-000-y	\$0.00
3	2	2	Stipends for teachers (Student Learning #2)	199-13-6117-00-004-y-99-000-y	\$0.00
3	2	2	UIL stipends (Student Learning #2)	199-26-6399-17-004-y-99-020-y	\$0.00
3	2	3	Employee Travel - subs (Perceptions #3)	199-11-641x-23-004-y-99-000-y	\$0.00
3	2	3	Employee travel - administration (Perceptions #3)	199-13-6411-23-004-y-99-000-y	\$1,500.00
3	2	3	teacher workshop (Perceptions #3)	199-13-6117-00-004-y-99-000-y	\$0.00
3	2	3	staff development (Perceptions #3)	199-13-639x-00-004-y-99-000-y	\$0.00
3	2	3	supplies (Perceptions #3)	199-13-6399-00-004-y-99-000-y	\$0.00
3	2	4	Supplies and materials -(Student Learning #3)	199-23-6398-00-004-y-99-000-y	\$1,000.00
3	2	4	General Supplies (Student Learning #3)	199-23-6399-00-004-y-99-000-y	\$9,000.00
3	2	4	supplies (Student Learning #3)	199-33-6399-00-004-y-99-000-y	\$3,000.00
3	2	5	Misc. Operating costs - Graduation and Parent mtg. (Perceptions #2)	199-23-6499-53-004-y-99-000-y	\$3,200.00
3	2	5	Awards - teachers (Perceptions #2)	199-23-6498-00-004-y-99-000-y	\$18,000.00
3	2	5	Awards - students (Perceptions #2)	199-11-6498-00-004-y-11-000-y	\$15,000.00
3	2	6	Capital Assets - Other (Student Learning #1)	199-23-6649-65-004-y-99-000-y	\$0.00
3	3	1	awards and incentives for faculty \$150-500 (Perceptions #2)	199-13-6398-00-004-y-99-000-y	\$2,250.00
3	3	1	Misc Operating Costs - Awards for teachers (Perceptions #2)	199-23-6498-00-004-y-99-000-y	\$0.00
3	3	1	Supplies and Materials - LCL Def (Perceptions #2)	199-13-6399-00-004-y-99-000-y	\$1,750.00
7	1	1	Substitute teacher (SPP #1)	199-13-6112-00-004-y-99-000-y	\$0.00
7	1	1	Food for Teachers - Professional Development	199-13-6499-53-004-Y-99-000-Y	\$2,000.00
8	2	1	Maintenance and repair for machines, computers and other equipment, software upgrades, and renewal of maintenance agreements or fee. (Student Learning #1)	199-11-6249-62-004-y-110-00-y	\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	4	1	Supplies to promote Health on campus (Perceptions #2)	199-33-6399-00-004-y-99-000-y	\$0.00
Sub-Total					\$201,458.00
Budgeted Fund Source Amount					\$201,458.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	EOC Tutorials - Extra Duty Pay (Student Learning #123)	162-11-6118-00-004-Y-24-EOC-Y	\$21,504.00
1	1	1	Copy Paper (Student Learning #123)	162-11-6396-00-004-Y-30-000-Y	\$4,000.00
1	1	1	Miscellaneous Contracted Services - Edgenuity (Student Learning #123)	162-11-6299-62-004-Y-30-000-Y	\$54,000.00
1	1	1	Instructional Tech Items - less than \$5000 (Student Learning #123)	162-11-6398-62-004-Y-30-000-Y	\$175,000.00
1	1	1	General Supplies (Student Learning #123)	162-11-6399-00-004-Y-30-000-Y	\$89,870.00
1	1	1	BISD Media Center Printing - (Student Learning #123)	162-11-6399-16-004-Y-30-000-Y	\$2,500.00
1	1	1	Tutorials - Professional Extra Duty Pay (Student Learning #123)	162-11-6118-00-004-y-30-000-y	\$30,000.00
1	3	3	Tuition Enrollment / Adjunct Professors	162-11-XXXX-15-004-Y-30-000-Y	\$41,000.00
1	3	6	Substitutes - On Site Testing (SPP#2)	162-11-6112-18-004-Y-30-000-Y	\$10,000.00
5	2	3	Eduguide Software (Student Learning #1)	162-11-6299-62-004-Y-30-000-y	\$0.00
7	1	1	Employee Travel	162-13-6411-23-004-Y-30-000-Y	\$7,000.00
8	2	1	Software for IPADs	162-11-6395-62-00-004-Y-30-000-Y	\$1,050.00
9	3	1	Provide Walk to the Future intervention supplies/potential dropouts (Demographics #1/Perceptions #2)	162-61-6399-00-004-Y-30-WTF-Y	\$200.00
9	3	1	Walk to the Future - Operating Costs (Demographics #1/Perceptions #2)	162-61-6499-53-004-Y-30-WTF-Y	\$100.00
9	3	2	Contracted Services - CIS (Demographics #1)	162-32-6299-00-004-y-24-CIS-Y	\$0.00
9	3	2	Contracted Services - JPO (Demographics #1)	162-32-6299-00-004-y-24-JPO-Y	\$0.00
Sub-Total					\$436,224.00
Budgeted Fund Source Amount					\$436,224.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tutorials - TRS Care for Teachers	211-11-6146-00-004-Y-30-0F2-Y	\$1,072.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Scholastic Order	211-11-6325-00-004-Y-30-0F2-Y	\$5,500.00
1	1	1	SUPPLIES - TONER (Student Learning #123)	211-11-6399-62-004-y-30-of2-y	\$25,000.00
1	1	1	Tutorials - Local Def Benefits for Teachers	211-11-6148-00-004-Y-30-0F2-Y	\$28.00
1	1	1	Tutorials - Social Security/Medicare for Teachers	211-11-6141-00-004-Y-30-0F2-Y	\$174.00
1	1	1	Tutorials - Extra Duty Pay for Teachers (Student Learning #123)	211-11-6118-00-004-Y-30-of2-Y	\$12,000.00
1	1	1	Copy Paper (Student Learning #123)	211-11-6396-00-004-Y-30-of2-Y	\$4,000.00
1	1	1	General Supplies (Student Learning #123)	211-11-6399-00-004-Y-30-of2-Y	\$10,228.00
1	1	1	Transportation for tutorials (Student Learning #123)	211-11-6494-00-004-Y-30-of2-Y	\$24,000.00
1	1	1	Tutorials - Emp Benefits for Teacers	211-11-6149-00-004-Y-30-0F2-Y	\$180.00
1	1	1	General Supplies - Administration	211-23-6399-00-004-Y-30-0F2-Y	\$3,000.00
1	1	3	Curriculum Writing for English Teachers (Fall 2020)	211-13-6118-00-004-Y-30-AYP-Y	\$0.00
1	3	1	Software (Student Learning #1)	211-11-6395-62-004-Y-30-of2-Y	\$2,200.00
1	3	1	Turnitin, Nearpod, Kuta, etc. (Student Learning #1)	211-11-6299-62-004-y-30-of2-y	\$4,000.00
1	3	2	College Advisor-Contracted Services (SPP#2)	211-31-6299-00-004-Y-30-TUK-Y	\$12,500.00
1	3	4	AVID membership fees (SPP #2)	211-11-6495-00-004-Y-30-of2-y	\$4,200.00
1	3	5	Summer Bridge Emp Benefits - Locally defined (SPP#2)	211-11-6148-00-004-y-30-BDG-y	\$23.00
1	3	5	Extra Duty Pay for Summer Bridge (SPP#2)	211-11-6118-00-004-Y-30-BDG-Y	\$10,000.00
1	3	5	Summer Bridge - Social Security/Medicare (SPP#2)	211-11-6141-00-004-Y-30-BDG-Y	\$145.00
1	3	5	Summer Bridge - Teacher Retirement/TRS Care (SPP#2)	211-11-6146-00-004-y-30-30-bdg-y	\$893.00
1	3	5	Summer Bridge - Employee Benefits	211-11-6149-00-004-Y-30-BDG-Y	\$150.00
1	3	6	AP, PSAT, TSI, SAT Testing Materials (SPP#2)	211-11-6339-00-004-Y-30-of2-Y	\$25,000.00
3	3	2	Student Awards (Perceptions #2)	211-11-6498-00-004-y-30-ayp-y	\$1,000.00
6	1	1	refreshments for parent meetings (Perceptions #1)	211-61-6499-53-004-Y-30-of2-Y	\$900.00
6	1	1	supplies for parent center (Perceptions #1)	211-61-6399-00-004-Y-30-of2-Y	\$900.00
6	1	1	employee travel (Perceptions #1)	211-61-6411-00-004-y-30-of2-y	\$900.00
7	1	1	Substitutes On Campus - Social Security/Medicare(SPP #1)	211-11-6141-18-004-Y-30-AYP-Y	\$100.00
7	1	1	Substitutes On Campus - Wages (SPP #1)	211-11-6112-00-004-Y-30-AYP-Y	\$5,000.00
7	1	1	ONLINE / Virtual Training Courses	211-13-6497-00-004-Y-30-AYP-Y	\$34,320.00
8	2	1	Computers/Chromebooks/Laprtops (Student Learning #1)	211-11-6398-62-004-Y-30-of2-Y	\$153,191.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	2	1	computer supplies/TV Panels at a cost more than \$150 and less than \$5000 - projectors (Student Learning #1)	211-11-6398-00-004-Y-30-000-Y	\$2,600.00
Sub-Total					\$343,204.00
Budgeted Fund Source Amount					\$343,204.00
+/- Difference					\$0.00
Grand Total					\$980,886.00

Addendums

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **RIVERA EARLY COLLEGE H S**

Campus Number: **031901004**

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

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District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	68%	65%	-	65%	67%	-	-	-	-	28%	63%	68%	52%	64%	54%
	2018	65%	65%	61%	*	62%	44%	-	*	-	-	28%	*	64%	48%	62%	44%
At Meets Grade Level or Above	2019	50%	49%	44%	-	44%	29%	-	-	-	-	15%	38%	47%	27%	43%	31%
	2018	44%	43%	36%	*	36%	31%	-	*	-	-	11%	*	37%	30%	36%	18%
At Masters Grade Level	2019	11%	10%	8%	-	8%	24%	-	-	-	-	8%	0%	9%	6%	7%	3%
	2018	7%	6%	5%	*	5%	0%	-	*	-	-	8%	*	5%	5%	5%	1%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	67%	63%	*	63%	67%	-	*	-	-	30%	60%	65%	54%	62%	44%
	2018	67%	64%	57%	-	58%	40%	-	-	-	-	21%	60%	61%	37%	58%	35%
At Meets Grade Level or Above	2019	49%	45%	37%	*	37%	50%	-	*	-	-	14%	20%	39%	28%	36%	16%
	2018	48%	43%	35%	-	35%	30%	-	-	-	-	11%	40%	38%	20%	35%	12%
At Masters Grade Level	2019	8%	6%	4%	*	4%	0%	-	*	-	-	7%	0%	4%	2%	3%	0%
	2018	8%	5%	3%	-	4%	0%	-	-	-	-	6%	0%	4%	0%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	94%	87%	-	87%	90%	-	-	-	-	62%	71%	87%	84%	87%	89%
	2018	83%	90%	83%	*	82%	100%	-	*	-	-	58%	*	82%	85%	83%	84%
At Meets Grade Level or Above	2019	61%	82%	66%	-	65%	80%	-	-	-	-	35%	57%	67%	58%	67%	67%
	2018	55%	71%	55%	*	54%	64%	-	*	-	-	27%	*	57%	44%	55%	51%
At Masters Grade Level	2019	37%	62%	43%	-	42%	60%	-	-	-	-	22%	43%	43%	43%	43%	42%
	2018	32%	48%	32%	*	33%	14%	-	*	-	-	17%	*	35%	18%	32%	28%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	84%	-	84%	83%	-	-	-	-	61%	86%	85%	78%	84%	81%
	2018	87%	88%	84%	*	84%	82%	-	*	-	-	58%	100%	86%	77%	85%	79%
At Meets Grade Level or Above	2019	62%	60%	51%	-	50%	61%	-	-	-	-	31%	57%	53%	38%	50%	37%
	2018	59%	55%	41%	*	41%	29%	-	*	-	-	23%	20%	44%	25%	41%	22%
At Masters Grade Level	2019	25%	18%	12%	-	12%	17%	-	-	-	-	16%	14%	13%	8%	11%	4%
	2018	24%	16%	11%	*	11%	6%	-	*	-	-	10%	0%	11%	11%	11%	2%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	93%	-	93%	*	-	-	-	-	79%	*	93%	90%	92%	84%
	2018	92%	92%	93%	-	92%	*	-	-	-	-	71%	*	93%	90%	93%	86%
At Meets Grade Level or Above	2019	73%	72%	62%	-	62%	*	-	-	-	-	44%	*	65%	44%	61%	39%
	2018	70%	68%	65%	-	64%	*	-	-	-	-	31%	*	66%	57%	65%	42%
At Masters Grade Level	2019	45%	40%	27%	-	27%	*	-	-	-	-	20%	*	29%	17%	26%	7%
	2018	40%	33%	27%	-	28%	*	-	-	-	-	10%	*	28%	20%	28%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	76%	*	76%	79%	-	*	-	-	46%	71%	78%	67%	75%	66%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

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)
At Meets Grade Level or Above	2018	77%	78%	73%	*	73%	70%	-	*	-	-	41%	84%	75%	63%	74%	61%
	2019	50%	52%	50%	*	49%	56%	-	*	-	-	25%	43%	52%	36%	49%	36%
	2018	48%	49%	45%	*	45%	43%	-	*	-	-	18%	53%	47%	32%	45%	25%
At Masters Grade Level	2019	24%	23%	16%	*	15%	32%	-	*	-	-	13%	14%	17%	12%	15%	9%
	2018	22%	21%	13%	*	14%	5%	-	*	-	-	10%	5%	14%	9%	14%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	64%	*	64%	67%	-	*	-	-	29%	62%	66%	53%	63%	50%
	2018	74%	74%	59%	*	60%	42%	-	*	-	-	24%	67%	62%	42%	60%	40%
At Meets Grade Level or Above	2019	48%	47%	41%	*	41%	33%	-	*	-	-	15%	31%	43%	28%	40%	25%
	2018	46%	44%	36%	*	36%	31%	-	*	-	-	11%	56%	37%	25%	36%	15%
At Masters Grade Level	2019	21%	18%	6%	*	6%	19%	-	*	-	-	7%	0%	7%	4%	5%	2%
	2018	19%	17%	4%	*	4%	0%	-	*	-	-	7%	0%	4%	3%	4%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	87%	-	87%	90%	-	-	-	-	62%	71%	87%	84%	87%	89%
	2018	81%	85%	83%	*	82%	100%	-	*	-	-	58%	*	82%	85%	83%	84%
At Meets Grade Level or Above	2019	52%	57%	66%	-	65%	80%	-	-	-	-	35%	57%	67%	58%	67%	67%
	2018	50%	55%	55%	*	54%	64%	-	*	-	-	27%	*	57%	44%	55%	51%
At Masters Grade Level	2019	26%	31%	43%	-	42%	60%	-	-	-	-	22%	43%	43%	43%	43%	42%
	2018	24%	28%	32%	*	33%	14%	-	*	-	-	17%	*	35%	18%	32%	28%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	84%	-	84%	83%	-	-	-	-	61%	86%	85%	78%	84%	81%
	2018	80%	82%	84%	*	84%	82%	-	*	-	-	58%	100%	86%	77%	85%	79%
At Meets Grade Level or Above	2019	54%	55%	51%	-	50%	61%	-	-	-	-	31%	57%	53%	38%	50%	37%
	2018	51%	51%	41%	*	41%	29%	-	*	-	-	23%	20%	44%	25%	41%	22%
At Masters Grade Level	2019	25%	21%	12%	-	12%	17%	-	-	-	-	16%	14%	13%	8%	11%	4%
	2018	23%	19%	11%	*	11%	6%	-	*	-	-	10%	0%	11%	11%	11%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	93%	-	93%	*	-	-	-	-	79%	*	93%	90%	92%	84%
	2018	78%	80%	93%	-	92%	*	-	-	-	-	71%	*	93%	90%	93%	86%
At Meets Grade Level or Above	2019	55%	54%	62%	-	62%	*	-	-	-	-	44%	*	65%	44%	61%	39%
	2018	53%	51%	65%	-	64%	*	-	-	-	-	31%	*	66%	57%	65%	42%
At Masters Grade Level	2019	33%	29%	27%	-	27%	*	-	-	-	-	20%	*	29%	17%	26%	7%
	2018	31%	26%	27%	-	28%	*	-	-	-	-	10%	*	28%	20%	28%	9%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

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																	
End of Course English II	2019	69	68	66	*	65	*	-	*	-	-	69	*	65	71	64	67
	2018	67	69	63	-	63	43	-	-	-	-	39	*	62	69	63	61
End of Course Algebra I	2019	75	91	83	-	83	84	-	-	-	-	65	80	83	79	83	82
	2018	72	85	75	*	75	77	-	*	-	-	53	*	75	78	75	73
All Grades Both Subjects	2019	69	69	73	*	73	86	-	*	-	-	67	63	73	74	73	75
	2018	69	71	68	*	68	65	-	*	-	-	46	50	67	73	68	67
All Grades ELA/Reading	2019	68	67	66	*	65	*	-	*	-	-	69	*	65	71	64	67
	2018	69	69	63	-	63	43	-	-	-	-	39	*	62	69	63	61
All Grades Mathematics	2019	70	71	83	-	83	84	-	-	-	-	65	80	83	79	83	82
	2018	70	72	75	*	75	77	-	*	-	-	53	*	75	78	75	73

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

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)
Student Success Initiative													
Grade 5 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	99%	95%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	15%	15%	-	15%	-	-	-	-	0%	17%	23%
Grade 8 Mathematics													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	90%	100%	-	100%	*	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	50%	75%	50%	-	50%	-	-	-	-	60%	50%	*

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 (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%	76%	-	-	-	-	-	-	53%	11%	54%	80%	53%	53%
	2018	77%	78%	73%	-	-	-	-	-	-	48%	48%	-	73%	48%	48%
At Meets Grade Level or Above	2019	50%	52%	50%	-	-	-	-	-	-	22%	0%	22%	50%	22%	22%
	2018	48%	49%	45%	-	-	-	-	-	-	15%	15%	-	9%	15%	15%
At Masters Grade Level	2019	24%	23%	16%	-	-	-	-	-	-	6%	0%	6%	10%	6%	6%
	2018	22%	21%	13%	-	-	-	-	-	-	3%	3%	-	0%	3%	3%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	64%	-	-	-	-	-	-	34%	0%	35%	71%	34%	34%
	2018	74%	74%	59%	-	-	-	-	-	-	26%	26%	-	57%	26%	26%
At Meets Grade Level or Above	2019	48%	47%	41%	-	-	-	-	-	-	12%	0%	12%	43%	12%	12%
	2018	46%	44%	36%	-	-	-	-	-	-	7%	7%	-	0%	7%	7%
At Masters Grade Level	2019	21%	18%	6%	-	-	-	-	-	-	1%	0%	1%	0%	1%	1%
	2018	19%	17%	4%	-	-	-	-	-	-	1%	1%	-	0%	1%	1%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	87%	-	-	-	-	-	-	84%	*	84%	*	84%	84%
	2018	81%	85%	83%	-	-	-	-	-	-	71%	71%	-	*	71%	72%
At Meets Grade Level or Above	2019	52%	57%	66%	-	-	-	-	-	-	56%	*	57%	*	56%	56%
	2018	50%	55%	55%	-	-	-	-	-	-	39%	39%	-	*	39%	38%
At Masters Grade Level	2019	26%	31%	43%	-	-	-	-	-	-	30%	*	30%	*	30%	31%
	2018	24%	28%	32%	-	-	-	-	-	-	17%	17%	-	*	17%	16%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	84%	-	-	-	-	-	-	72%	*	72%	*	72%	72%
	2018	80%	82%	84%	-	-	-	-	-	-	70%	70%	-	*	70%	71%
At Meets Grade Level or Above	2019	54%	55%	51%	-	-	-	-	-	-	19%	*	19%	*	19%	20%
	2018	51%	51%	41%	-	-	-	-	-	-	10%	10%	-	*	10%	10%
At Masters Grade Level	2019	25%	21%	12%	-	-	-	-	-	-	2%	*	2%	*	2%	2%
	2018	23%	19%	11%	-	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	93%	-	-	-	-	-	-	77%	*	78%	-	77%	77%
	2018	78%	80%	93%	-	-	-	-	-	-	79%	79%	-	*	79%	80%
At Meets Grade Level or Above	2019	55%	54%	62%	-	-	-	-	-	-	29%	*	30%	-	29%	29%
	2018	53%	51%	65%	-	-	-	-	-	-	35%	35%	-	*	35%	35%
At Masters Grade Level	2019	33%	29%	27%	-	-	-	-	-	-	4%	*	4%	-	4%	4%
	2018	31%	26%	27%	-	-	-	-	-	-	6%	6%	-	*	6%	6%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	73%	-	-	-	-	-	-	74%	-	74%	70%	74%	74%
	2018	69%	71%	68%	-	-	-	-	-	-	63%	63%	-	*	63%	63%
All Grades ELA/Reading	2019	68%	67%	66%	-	-	-	-	-	-	70%	-	70%	*	70%	70%
	2018	69%	69%	63%	-	-	-	-	-	-	60%	60%	-	-	60%	60%
All Grades Mathematics	2019	70%	71%	83%	-	-	-	-	-	-	76%	-	76%	*	76%	77%
	2018	70%	72%	75%	-	-	-	-	-	-	67%	67%	-	*	67%	66%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

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%	-	*	-	-	99%	100%	100%
Included in Accountability	94%	95%	93%	*	94%	89%	-	*	-	-	94%	94%	85%
Not Included in Accountability													
Mobile	4%	2%	4%	*	4%	4%	-	*	-	-	5%	4%	5%
Other Exclusions	1%	2%	2%	*	2%	7%	-	*	-	-	0%	2%	9%
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	-	1%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	-	-	1%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	*	99%	100%	-	*	-	-	98%	99%	100%
Included in Accountability	94%	95%	93%	*	93%	94%	-	*	-	-	92%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	5%	*	5%	6%	-	*	-	-	7%	4%	5%
Other Exclusions	1%	2%	1%	*	1%	0%	-	*	-	-	0%	1%	7%
Not Tested	1%	0%	1%	*	1%	0%	-	*	-	-	2%	1%	0%
Absent	1%	0%	1%	*	1%	0%	-	*	-	-	2%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	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%	94.0%	*	93.9%	95.2%	-	*	-	-	92.9%	93.8%	93.9%
2017-18	95.4%	95.4%	93.7%	*	93.7%	95.3%	*	*	-	*	91.7%	93.8%	93.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	0.7%	*	0.7%	2.5%	-	*	-	-	2.8%	0.8%	0.5%
2017-18	1.9%	1.1%	0.9%	*	0.9%	0.0%	*	*	-	*	2.8%	0.9%	1.2%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	92.2%	*	92.2%	*	-	-	-	-	82.0%	91.9%	76.2%
Received TxCHSE	0.5%	0.2%	0.2%	*	0.2%	*	-	-	-	-	0.0%	0.2%	0.0%
Continued HS	3.7%	3.0%	4.4%	*	4.4%	*	-	-	-	-	6.0%	4.2%	19.0%
Dropped Out	5.9%	3.2%	3.2%	*	3.2%	*	-	-	-	-	12.0%	3.8%	4.8%
Graduates and TxCHSE	90.4%	93.9%	92.4%	*	92.4%	*	-	-	-	-	82.0%	92.1%	76.2%
Graduates, TxCHSE, and Continuers	94.1%	96.8%	96.8%	*	96.8%	*	-	-	-	-	88.0%	96.2%	95.2%
Class of 2018													
Graduated	90.0%	92.8%	92.1%	-	92.1%	*	-	*	-	-	66.0%	92.5%	87.3%
Received TxCHSE	0.4%	0.3%	0.2%	-	0.2%	*	-	*	-	-	0.0%	0.2%	0.0%
Continued HS	3.8%	3.0%	3.3%	-	3.3%	*	-	*	-	-	9.4%	3.4%	5.5%
Dropped Out	5.7%	3.9%	4.4%	-	4.4%	*	-	*	-	-	24.5%	3.9%	7.3%
Graduates and TxCHSE	90.4%	93.1%	92.3%	-	92.3%	*	-	*	-	-	66.0%	92.7%	87.3%
Graduates, TxCHSE, and Continuers	94.3%	96.1%	95.6%	-	95.6%	*	-	*	-	-	75.5%	96.1%	92.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	94.5%	-	94.4%	*	-	*	-	-	71.7%	95.1%	92.9%
Received TxCHSE	0.6%	0.5%	0.2%	-	0.2%	*	-	*	-	-	0.0%	0.2%	0.0%
Continued HS	1.1%	0.7%	0.9%	-	0.9%	*	-	*	-	-	3.8%	0.8%	0.0%
Dropped Out	6.1%	3.7%	4.4%	-	4.4%	*	-	*	-	-	24.5%	3.9%	7.1%
Graduates and TxCHSE	92.8%	95.6%	94.6%	-	94.6%	*	-	*	-	-	71.7%	95.3%	92.9%
Graduates, TxCHSE, and Continuers	93.9%	96.3%	95.6%	-	95.6%	*	-	*	-	-	75.5%	96.1%	92.9%
Class of 2017													
Graduated	92.0%	95.4%	96.9%	-	96.9%	*	-	-	-	-	86.5%	97.1%	96.0%
Received TxCHSE	0.6%	0.3%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	0.4%	-	0.4%	*	-	-	-	-	1.9%	0.4%	0.0%
Dropped Out	6.3%	3.8%	2.7%	-	2.7%	*	-	-	-	-	11.5%	2.5%	4.0%
Graduates and TxCHSE	92.6%	95.7%	96.9%	-	96.9%	*	-	-	-	-	86.5%	97.1%	96.0%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	97.3%	-	97.3%	*	-	-	-	-	88.5%	97.5%	96.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	96.9%	-	96.9%	*	-	-	-	-	86.8%	97.1%	96.0%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	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%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.2%	0.4%	-	0.4%	*	-	-	-	-	1.9%	0.4%	0.0%
Dropped Out	6.3%	3.8%	2.7%	-	2.7%	*	-	-	-	-	11.3%	2.5%	4.0%
Graduates and TxCHSE	93.2%	96.1%	96.9%	-	96.9%	*	-	-	-	-	86.8%	97.1%	96.0%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	97.3%	-	97.3%	*	-	-	-	-	88.7%	97.5%	96.0%
Class of 2016													
Graduated	92.1%	95.4%	96.6%	-	96.8%	*	-	-	-	-	87.0%	96.6%	87.1%
Received TxCHSE	0.8%	0.4%	0.4%	-	0.4%	*	-	-	-	-	1.9%	0.4%	0.0%
Continued HS	0.5%	0.1%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.2%	2.9%	-	2.7%	*	-	-	-	-	11.1%	3.0%	12.9%
Graduates and TxCHSE	92.9%	95.7%	97.1%	-	97.3%	*	-	-	-	-	88.9%	97.0%	87.1%
Graduates, TxCHSE, and Continuers	93.4%	95.8%	97.1%	-	97.3%	*	-	-	-	-	88.9%	97.0%	87.1%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	90.9%	*	90.8%	*	-	-	-	-	70.7%	90.4%	75.0%
Class of 2018	90.0%	91.9%	91.4%	-	91.4%	*	-	*	-	-	62.5%	91.9%	87.3%
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%	92.6%	*	92.7%	*	-	-	-	-	84.4%	92.1%	66.7%
Class of 2018	5.0%	3.6%	5.4%	-	5.4%	*	-	*	-	-	3.1%	5.3%	8.3%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	6.3%	*	6.2%	*	-	-	-	-	3.1%	6.8%	27.1%
Class of 2018	82.0%	93.2%	91.4%	-	91.3%	*	-	*	-	-	96.9%	91.7%	68.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	98.9%	*	98.9%	*	-	-	-	-	87.5%	98.9%	93.8%
Class of 2018	86.8%	96.8%	96.6%	-	96.6%	*	-	*	-	-	97.0%	96.8%	77.1%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	0.0%	-	0.0%	-	-	-	-	-	0.0%	*	-
2017-18	37.7%	58.8%	44.0%	-	44.0%	-	-	-	-	-	6.7%	44.0%	*
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	93.0%	-	93.0%	*	-	-	-	-	84.4%	92.4%	75.5%
2017-18	4.9%	3.6%	6.1%	*	6.1%	-	-	*	-	-	3.1%	6.0%	11.6%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	5.5%	-	5.5%	*	-	-	-	-	3.1%	6.1%	20.4%
2017-18	81.5%	94.3%	93.9%	*	93.9%	-	-	*	-	-	96.9%	94.0%	88.4%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	97.6%	-	97.6%	*	-	-	-	-	75.7%	97.6%	95.9%
2017-18	85.1%	96.1%	97.3%	*	97.3%	-	-	*	-	-	70.2%	97.3%	100.0%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	558	100.0%	3,285	355,615
By Ethnicity:				
African American	0	0.0%	2	43,953
Hispanic	557	99.8%	3,255	180,673
White	1	0.2%	18	105,577
American Indian	0	0.0%	1	1,293
Asian	0	0.0%	8	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	1	7,018
By Graduation Type:				
Minimum H.S. Program	5	0.9%	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	20	1,090
Foundation H.S. Program (No Endorsement)	18	3.2%	198	51,579
Foundation H.S. Program (Endorsement)	505	90.5%	516	15,160
Foundation H.S. Program (DLA)	30	5.4%	2,509	285,538
Special Education Graduates	47	8.4%	299	27,598
Economically Disadvantaged Graduates	474	84.9%	2,760	186,364
LEP Graduates	49	8.8%	462	25,189
At-Risk Graduates	354	63.4%	2,003	146,432

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	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%	82.0%	-	82.0%	*	-	-	-	-	71.3%	81.1%	75.5%
2017-18	65.5%	67.4%	66.1%	*	66.2%	-	-	*	-	-	78.6%	65.9%	69.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	50.4%	-	50.3%	*	-	-	-	-	2.1%	48.5%	38.8%
2017-18	50.0%	51.9%	45.8%	*	45.7%	-	-	*	-	-	6.1%	45.5%	61.4%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	53.2%	-	53.1%	*	-	-	-	-	2.1%	50.0%	10.2%
2017-18	58.2%	61.1%	52.9%	*	52.9%	-	-	*	-	-	8.2%	52.9%	15.9%
Mathematics													
2018-19	48.6%	46.2%	41.9%	-	41.8%	*	-	-	-	-	8.5%	41.1%	10.2%
2017-18	46.0%	49.9%	36.7%	*	36.4%	-	-	*	-	-	6.1%	36.9%	13.6%
Both Subjects													
2018-19	44.2%	41.1%	35.7%	-	35.5%	*	-	-	-	-	2.1%	34.2%	4.1%
2017-18	42.1%	44.9%	33.2%	*	33.1%	-	-	*	-	-	6.1%	33.4%	6.8%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	28.7%	-	28.5%	*	-	-	-	-	2.1%	25.5%	4.1%
2017-18	20.7%	20.1%	22.6%	*	22.5%	-	-	*	-	-	2.0%	22.7%	9.1%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	19.4%	-	19.4%	*	-	-	-	-	0.0%	19.4%	38.8%
2017-18	20.4%	18.6%	21.2%	*	21.1%	-	-	*	-	-	2.0%	20.9%	59.1%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	65.5%	-	65.5%	*	-	-	-	-	71.3%	64.7%	52.0%
2017-18	28.7%	36.1%	41.6%	*	41.6%	-	-	*	-	-	76.5%	41.9%	30.7%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	31.2%	-	31.2%	*	-	-	-	-	8.5%	30.2%	8.2%
2017-18	4.8%	4.4%	6.2%	*	6.0%	-	-	*	-	-	0.0%	6.3%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	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%	0.7%	-	0.7%	*	-	-	-	-	8.5%	0.6%	0.0%
2017-18	1.7%	0.7%	1.2%	*	1.2%	-	-	*	-	-	12.2%	1.2%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	88.7%	-	88.7%	*	-	-	-	-	57.4%	87.3%	77.6%
2017-18	38.7%	53.1%	62.7%	*	62.8%	-	-	*	-	-	40.8%	63.5%	61.4%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	4.1%	-	4.1%	*	-	-	-	-	0.0%	4.4%	8.2%
2017-18	4.3%	4.1%	2.5%	*	2.5%	-	-	*	-	-	2.0%	2.5%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	5.0%	-	5.0%	*	-	-	-	-	59.6%	5.3%	6.1%
2017-18	2.6%	4.9%	6.4%	*	6.4%	-	-	*	-	-	67.3%	6.3%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	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%	45.3%	-	45.2%	*	-	-	-	-	2.1%	42.0%	8.2%
2017-18	32.1%	54.8%	43.8%	*	43.8%	-	-	*	-	-	4.1%	43.9%	6.8%
Mathematics													
2018-19	24.7%	43.2%	36.0%	-	35.9%	*	-	-	-	-	8.5%	34.6%	10.2%
2017-18	23.7%	44.4%	33.0%	*	32.8%	-	-	*	-	-	0.0%	33.2%	13.6%
Both Subjects													
2018-19	18.8%	36.6%	29.2%	-	29.1%	*	-	-	-	-	2.1%	27.6%	4.1%
2017-18	18.1%	39.1%	28.6%	*	28.5%	-	-	*	-	-	0.0%	28.7%	6.8%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	89.8%	-	89.8%	*	-	-	-	-	63.8%	88.6%	79.6%
2017-18	58.4%	82.3%	90.0%	*	89.9%	-	-	*	-	-	63.3%	90.2%	93.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	2.0%	-	2.0%	*	-	-	-	-	0.0%	2.3%	2.0%
2017-18	2.0%	1.7%	0.6%	*	0.6%	-	-	*	-	-	0.0%	0.4%	2.3%
Mathematics													
2018-19	7.3%	3.3%	5.0%	-	5.0%	*	-	-	-	-	0.0%	5.5%	0.0%
2017-18	3.9%	4.6%	0.8%	*	0.8%	-	-	*	-	-	0.0%	0.8%	0.0%
Both Subjects													
2018-19	2.6%	0.5%	0.5%	-	0.5%	*	-	-	-	-	0.0%	0.6%	0.0%
2017-18	0.9%	0.7%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	20.1%	-	19.9%	60.0%	-	-	-	-	n/a	18.9%	n/a
2018	25.8%	24.1%	20.9%	*	20.9%	12.5%	-	*	-	*	n/a	20.9%	n/a
English Language Arts													
2019	14.5%	16.1%	10.0%	-	10.0%	20.0%	-	-	-	-	n/a	9.0%	n/a
2018	15.3%	15.6%	12.8%	*	12.7%	12.5%	-	*	-	*	n/a	12.9%	n/a
Mathematics													
2019	7.4%	3.6%	5.0%	-	5.0%	0.0%	-	-	-	-	n/a	4.9%	n/a
2018	7.3%	2.0%	1.7%	*	1.7%	0.0%	-	*	-	*	n/a	1.7%	n/a
Science													
2019	10.4%	8.1%	1.8%	-	1.8%	0.0%	-	-	-	-	n/a	1.5%	n/a
2018	10.8%	5.5%	1.5%	*	1.6%	0.0%	-	*	-	*	n/a	1.6%	n/a
Social Studies													
2019	13.9%	16.7%	10.8%	-	10.8%	20.0%	-	-	-	-	n/a	10.0%	n/a
2018	14.5%	13.6%	14.6%	*	14.6%	12.5%	-	*	-	*	n/a	14.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	14.7%	-	14.8%	*	-	-	-	-	n/a	15.4%	n/a
2018	50.7%	27.6%	20.2%	-	19.9%	*	-	*	-	-	n/a	20.0%	n/a
English Language Arts													
2019	41.2%	9.2%	6.9%	-	7.0%	*	-	-	-	-	n/a	6.7%	n/a
2018	42.5%	14.2%	12.8%	-	12.2%	*	-	*	-	-	n/a	12.2%	n/a
Mathematics													
2019	52.2%	6.9%	10.3%	-	10.3%	-	-	-	-	-	n/a	10.2%	n/a

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	14.8%	30.0%	-	30.0%	-	-	-	-	-	n/a	30.0%	n/a
2019	40.6%	5.1%	4.8%	-	4.8%	-	-	-	-	-	n/a	0.0%	n/a
2018 Social Studies	38.0%	7.4%	5.6%	-	5.6%	-	-	-	-	-	n/a	5.6%	n/a
2019	46.3%	9.5%	3.2%	-	3.2%	*	-	-	-	-	n/a	4.0%	n/a
2018	44.6%	11.7%	2.9%	-	3.0%	*	-	*	-	-	n/a	3.0%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	79.0%	-	78.8%	*	-	-	-	-	n/a	75.9%	n/a
2017-18	74.6%	76.9%	79.9%	*	79.3%	?	-	*	-	-	n/a	80.4%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	14.5%	-	14.6%	*	-	-	-	-	n/a	14.4%	n/a
2017-18	37.9%	22.5%	18.1%	*	18.1%	*	-	*	-	-	n/a	18.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	925	-	926	*	-	-	-	-	n/a	919	n/a
2017-18	1036	960	939	*	940	*	-	*	-	-	n/a	939	n/a
English Language Arts and Writing													
2018-19	517	478	468	-	468	*	-	-	-	-	n/a	464	n/a
2017-18	521	489	480	*	480	*	-	*	-	-	n/a	480	n/a
Mathematics													
2018-19	510	464	457	-	458	*	-	-	-	-	n/a	456	n/a
2017-18	515	472	459	*	460	*	-	*	-	-	n/a	459	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	17.4	-	17.4	*	-	-	-	-	n/a	17.2	n/a
2017-18	20.6	18.1	17.7	-	17.6	*	-	*	-	-	n/a	17.6	n/a
English Language Arts													
2018-19	20.3	17.7	17.0	-	17.0	*	-	-	-	-	n/a	16.7	n/a
2017-18	20.3	17.7	17.3	-	17.2	*	-	*	-	-	n/a	17.3	n/a
Mathematics													
2018-19	20.4	17.8	17.3	-	17.3	*	-	-	-	-	n/a	17.1	n/a
2017-18	20.6	18.1	17.5	-	17.5	*	-	*	-	-	n/a	17.5	n/a
Science													
2018-19	20.8	18.4	17.9	-	17.9	*	-	-	-	-	n/a	17.7	n/a
2017-18	20.9	18.5	18.0	-	17.9	*	-	*	-	-	n/a	17.9	n/a

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

	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%	42.1%	*	42.4%	20.6%	-	*	-	-	9.1%	40.5%	22.4%
2017-18	43.4%	49.1%	37.3%	*	37.4%	28.6%	-	*	-	*	6.9%	38.1%	15.5%
English Language Arts													
2018-19	17.8%	27.5%	12.4%	*	12.5%	3.2%	-	*	-	-	0.4%	11.3%	1.8%
2017-18	17.3%	26.5%	15.7%	*	15.8%	3.8%	-	*	-	-	0.8%	16.1%	1.4%
Mathematics													
2018-19	20.4%	27.5%	25.9%	*	26.2%	6.5%	-	*	-	-	5.0%	24.5%	15.9%
2017-18	20.7%	24.5%	20.0%	*	20.2%	11.1%	-	*	-	-	3.6%	20.5%	12.5%
Science													
2018-19	21.7%	16.4%	15.8%	*	16.0%	6.5%	-	*	-	-	4.6%	15.5%	6.2%
2017-18	21.2%	18.3%	14.2%	*	14.3%	3.8%	-	*	-	-	3.7%	14.6%	3.3%
Social Studies													
2018-19	23.6%	26.0%	19.8%	*	19.8%	12.1%	-	*	-	-	1.5%	18.2%	4.8%
2017-18	22.8%	24.9%	15.9%	*	15.9%	10.7%	-	*	-	-	1.2%	16.2%	1.4%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	57.5%	*	57.4%	-	-	*	-	-	22.4%	57.9%	31.8%
2016-17	54.6%	59.3%	60.1%	-	60.2%	*	-	-	-	-	25.5%	60.0%	62.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	42.9%	*	42.9%	-	-	*	-	-	9.1%	42.9%	7.1%
2016-17	59.2%	63.5%	53.2%	-	53.2%	-	-	-	-	-	0.0%	53.4%	19.4%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	2,385	100.0%	42,989	5,479,173	2,385	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	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	719	30.1%	8.5%	8.2%	719	30.1%	8.5%	8.2%
Grade 10	612	25.7%	8.0%	7.4%	612	25.7%	8.0%	7.4%
Grade 11	511	21.4%	7.5%	6.9%	511	21.4%	7.5%	6.9%
Grade 12	543	22.8%	7.2%	6.4%	543	22.8%	7.2%	6.4%
Ethnic Distribution:								
African American	3	0.1%	0.1%	12.6%	3	0.1%	0.1%	12.6%
Hispanic	2,341	98.2%	98.3%	52.8%	2,341	98.2%	98.3%	52.8%
White	40	1.7%	1.3%	27.0%	40	1.7%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	1	0.0%	0.2%	4.6%	1	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	1,220	51.2%	49.1%	48.8%	1,220	51.2%	49.1%	48.8%
Male	1,165	48.8%	50.9%	51.2%	1,165	48.8%	50.9%	51.2%
Economically Disadvantaged	2,100	88.1%	89.5%	60.3%	2,100	88.1%	89.5%	60.2%
Non-Educationally Disadvantaged	285	11.9%	10.5%	39.7%	285	11.9%	10.5%	39.8%
Section 504 Students	158	6.6%	8.6%	6.9%	158	6.6%	8.6%	6.9%
English Learners (EL)	474	19.9%	36.1%	20.3%	474	19.9%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	48	1.9%	0.9%	1.5%				
Students w/ Dyslexia	101	4.2%	5.9%	4.1%	101	4.2%	5.9%	4.1%
Foster Care	11	0.5%	0.4%	0.3%	11	0.5%	0.4%	0.3%
Homeless	67	2.8%	3.4%	1.4%	67	2.8%	3.4%	1.4%
Immigrant	20	0.8%	1.1%	2.3%	20	0.8%	1.1%	2.3%
Migrant	47	2.0%	1.4%	0.3%	47	2.0%	1.4%	0.3%
Title I	2,337	98.0%	98.5%	65.1%	2,337	98.0%	98.5%	65.1%
Military Connected	3	0.1%	0.5%	1.9%	3	0.1%	0.5%	1.9%
At-Risk	1,562	65.5%	67.8%	50.6%	1,562	65.5%	67.7%	50.5%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	469	19.7%	35.6%	20.6%	469	19.7%	35.6%	20.6%
Career & Technical Education	2,193	91.9%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	1,820	76.3%	81.9%	50.8%	1,820	76.3%	81.9%	50.8%
Gifted & Talented Education	314	13.2%	11.6%	8.1%	314	13.2%	11.6%	8.1%
Special Education	313	13.1%	13.3%	10.5%	313	13.1%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	313							
By Type of Primary Disability								
Students with Intellectual Disabilities	206	65.8%	54.6%	42.4%				
Students with Physical Disabilities	6	1.9%	11.7%	21.4%				
Students with Autism	37	11.8%	12.1%	13.8%				
Students with Behavioral Disabilities	64	20.4%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	351	13.9%	14.1%	15.3%				
By Ethnicity:								
African American	1	0.0%						
Hispanic	337	13.3%						
White	12	0.5%						
American Indian	0	0.0%						
Asian	1	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	237	13.1%						

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	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	13.6%	9.1%	7.8%	28.7%	19.1%	13.1%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
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	-	22.9	20.4
Secondary:			
English/Language Arts	17.0	16.3	16.4
Foreign Languages	16.0	17.8	18.7
Mathematics	18.3	19.5	17.8
Science	18.8	19.3	18.8
Social Studies	20.5	19.0	19.3

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	208.6	100.0%	100.0%	100.0%
Professional Staff:	183.0	87.7%	56.7%	63.7%
Teachers	156.6	75.1%	44.1%	49.4%
Professional Support	19.9	9.6%	9.7%	10.2%
Campus Administration (School Leadership)	6.5	3.1%	2.8%	3.0%
Educational Aides:	25.6	12.3%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	8.0	n/a	155.0	12,901.0
Part-time	1.0	n/a	8.0	1,103.0
Total Minority Staff:	182.7	87.6%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	0.6%	0.2%	10.8%
Hispanic	131.9	84.2%	89.8%	28.1%
White	22.5	14.4%	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	1.2	0.8%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	82.7	52.8%	31.5%	23.8%
Females	73.8	47.2%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.5	2.9%	1.3%	1.3%
Bachelors	106.4	68.0%	79.4%	73.4%
Masters	44.6	28.5%	18.9%	24.5%
Doctorate	1.0	0.6%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.2	1.4%	2.3%	7.4%
1-5 Years Experience	30.2	19.3%	13.3%	27.9%
6-10 Years Experience	24.6	15.7%	17.3%	19.4%
11-20 Years Experience	49.7	31.8%	40.1%	29.4%
Over 20 Years Experience	49.9	31.9%	27.1%	15.9%
Number of Students per Teacher	15.2	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	9.6	6.2
Average Years Experience of Principals with District	13.0	9.1	5.3
Average Years Experience of Assistant Principals	10.6	9.1	5.3
Average Years Experience of Assistant Principals with District	10.6	8.9	4.7
Average Years Experience of Teachers:	15.1	15.4	11.1
Average Years Experience of Teachers with District:	14.1	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,811	\$50,807	\$49,868
1-5 Years Experience	\$51,030	\$51,636	\$52,823
6-10 Years Experience	\$52,105	\$53,468	\$55,756
11-20 Years Experience	\$57,105	\$58,689	\$59,308
Over 20 Years Experience	\$64,817	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$57,447	\$58,957	\$57,091
Professional Support	\$63,566	\$73,071	\$67,352
Campus Administration (School Leadership)	\$94,756	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,385
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.8	0.5%	2.7%	6.5%
Career & Technical Education	27.4	17.5%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	112.8	72.0%	78.7%	70.9%
Special Education	15.6	10.0%	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](#)

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **RIVERA EARLY COLLEGE H S**

Campus Number: **031901004**

2019 Accountability Rating: **B**

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District Name: BROWNSVILLE ISD
Campus Name: RIVERA EARLY COLLEGE H S
Campus Number: 031901004

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

Total Students: 2,347
Grade Span: 09 - 12
School Type: High School

				African			American			Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL
				State	District	Campus	Hispanic	White	Indian	Asian	Races	Ed (Current)	Ed (Former)	ously Enrolled	continuously Enrolled	Disadv	(Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above				2019	68%	68%	65%	-	65%	67%	-	-	-	28%	63%	68%	54%
				2018	65%	65%	61%	*	62%	44%	-	*	-	28%	*	64%	44%
At Meets Grade Level or Above				2019	50%	49%	44%	-	44%	29%	-	-	-	15%	38%	47%	31%
				2018	44%	43%	36%	*	36%	31%	-	*	-	11%	*	37%	18%
At Masters Grade Level				2019	11%	10%	8%	-	8%	24%	-	-	-	8%	0%	9%	3%
				2018	7%	6%	5%	*	5%	0%	-	*	-	8%	*	5%	1%
End of Course English II																	
At Approaches Grade Level or Above				2019	68%	67%	63%	*	63%	67%	-	*	-	30%	60%	65%	44%
				2018	67%	64%	57%	-	58%	40%	-	-	-	21%	60%	61%	35%
At Meets Grade Level or Above				2019	49%	45%	37%	*	37%	50%	-	*	-	14%	20%	39%	16%
				2018	48%	43%	35%	-	35%	30%	-	-	-	11%	40%	38%	12%
At Masters Grade Level				2019	8%	6%	4%	*	4%	0%	-	*	-	7%	0%	4%	0%
				2018	8%	5%	3%	-	4%	0%	-	-	-	6%	0%	4%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above				2019	85%	94%	87%	-	87%	90%	-	-	-	62%	71%	87%	89%
				2018	83%	90%	83%	*	82%	100%	-	*	-	58%	*	82%	84%
At Meets Grade Level or Above				2019	61%	82%	66%	-	65%	80%	-	-	-	35%	57%	67%	67%
				2018	55%	71%	55%	*	54%	64%	-	*	-	27%	*	57%	51%
At Masters Grade Level				2019	37%	62%	43%	-	42%	60%	-	-	-	22%	43%	43%	42%
				2018	32%	48%	32%	*	33%	14%	-	*	-	17%	*	35%	28%
End of Course Biology																	
At Approaches Grade Level or Above				2019	88%	90%	84%	-	84%	83%	-	-	-	61%	86%	85%	81%
				2018	87%	88%	84%	*	84%	82%	-	*	-	58%	100%	86%	79%
At Meets Grade Level or Above				2019	62%	60%	51%	-	50%	61%	-	-	-	31%	57%	53%	37%
				2018	59%	55%	41%	*	41%	29%	-	*	-	23%	20%	44%	22%
At Masters Grade Level				2019	25%	18%	12%	-	12%	17%	-	-	-	16%	14%	13%	4%
				2018	24%	16%	11%	*	11%	6%	-	*	-	10%	0%	11%	2%
End of Course U.S. History																	
At Approaches Grade Level or Above				2019	93%	94%	93%	-	93%	*	-	-	-	79%	*	93%	84%
				2018	92%	92%	93%	-	92%	*	-	-	-	71%	*	93%	86%
At Meets Grade Level or Above				2019	73%	72%	62%	-	62%	*	-	-	-	44%	*	65%	39%
				2018	70%	68%	65%	-	64%	*	-	-	-	31%	*	66%	42%
At Masters Grade Level				2019	45%	40%	27%	-	27%	*	-	-	-	20%	*	29%	7%
				2018	40%	33%	27%	-	28%	*	-	-	-	10%	*	28%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above				2019	78%	81%	76%	*	76%	79%	-	*	-	46%	71%	78%	66%
				2018	77%	78%	73%	*	73%	70%	-	*	-	41%	84%	75%	61%
At Meets Grade Level or Above				2019	50%	52%	50%	*	49%	56%	-	*	-	25%	43%	52%	36%
				2018	48%	49%	45%	*	45%	43%	-	*	-	18%	53%	47%	25%
At Masters Grade Level				2019	24%	23%	16%	*	15%	32%	-	*	-	13%	14%	17%	9%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	21%	13%	*	14%	5%	-	*	-	-	10%	5%	14%	9%	14%	6%
At Approaches Grade Level or Above	2019	75%	76%	64%	*	64%	67%	-	*	-	-	29%	62%	66%	53%	63%	50%
	2018	74%	74%	59%	*	60%	42%	-	*	-	-	24%	67%	62%	42%	60%	40%
At Meets Grade Level or Above	2019	48%	47%	41%	*	41%	33%	-	*	-	-	15%	31%	43%	28%	40%	25%
	2018	46%	44%	36%	*	36%	31%	-	*	-	-	11%	56%	37%	25%	36%	15%
At Masters Grade Level	2019	21%	18%	6%	*	6%	19%	-	*	-	-	7%	0%	7%	4%	5%	2%
	2018	19%	17%	4%	*	4%	0%	-	*	-	-	7%	0%	4%	3%	4%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	87%	-	87%	90%	-	-	-	-	62%	71%	87%	84%	87%	89%
	2018	81%	85%	83%	*	82%	100%	-	*	-	-	58%	*	82%	85%	83%	84%
At Meets Grade Level or Above	2019	52%	57%	66%	-	65%	80%	-	-	-	-	35%	57%	67%	58%	67%	67%
	2018	50%	55%	55%	*	54%	64%	-	*	-	-	27%	*	57%	44%	55%	51%
At Masters Grade Level	2019	26%	31%	43%	-	42%	60%	-	-	-	-	22%	43%	43%	43%	43%	42%
	2018	24%	28%	32%	*	33%	14%	-	*	-	-	17%	*	35%	18%	32%	28%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	84%	-	84%	83%	-	-	-	-	61%	86%	85%	78%	84%	81%
	2018	80%	82%	84%	*	84%	82%	-	*	-	-	58%	100%	86%	77%	85%	79%
At Meets Grade Level or Above	2019	54%	55%	51%	-	50%	61%	-	-	-	-	31%	57%	53%	38%	50%	37%
	2018	51%	51%	41%	*	41%	29%	-	*	-	-	23%	20%	44%	25%	41%	22%
At Masters Grade Level	2019	25%	21%	12%	-	12%	17%	-	-	-	-	16%	14%	13%	8%	11%	4%
	2018	23%	19%	11%	*	11%	6%	-	*	-	-	10%	0%	11%	11%	11%	2%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	93%	-	93%	*	-	-	-	-	79%	*	93%	90%	92%	84%
	2018	78%	80%	93%	-	92%	*	-	-	-	-	71%	*	93%	90%	93%	86%
At Meets Grade Level or Above	2019	55%	54%	62%	-	62%	*	-	-	-	-	44%	*	65%	44%	61%	39%
	2018	53%	51%	65%	-	64%	*	-	-	-	-	31%	*	66%	57%	65%	42%
At Masters Grade Level	2019	33%	29%	27%	-	27%	*	-	-	-	-	20%	*	29%	17%	26%	7%
	2018	31%	26%	27%	-	28%	*	-	-	-	-	10%	*	28%	20%	28%	9%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

		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																	
End of Course English II	2019	69	68	66	*	65	*	-	*	-	-	69	*	65	71	64	67
	2018	67	69	63	-	63	43	-	-	-	-	39	*	62	69	63	61
End of Course Algebra I	2019	75	91	83	-	83	84	-	-	-	-	65	80	83	79	83	82
	2018	72	85	75	*	75	77	-	*	-	-	53	*	75	78	75	73
All Grades Both Subjects	2019	69	69	73	*	73	86	-	*	-	-	67	63	73	74	73	75
	2018	69	71	68	*	68	65	-	*	-	-	46	50	67	73	68	67
All Grades ELA/Reading	2019	68	67	66	*	65	*	-	*	-	-	69	*	65	71	64	67
	2018	69	69	63	-	63	43	-	-	-	-	39	*	62	69	63	61
All Grades Mathematics	2019	70	71	83	-	83	84	-	-	-	-	65	80	83	79	83	82
	2018	70	72	75	*	75	77	-	*	-	-	53	*	75	78	75	73

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 5 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	97%	100%	*	-	*	-	-	-	-	-	-	*	-
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	99%	95%	100%	-	100%	100%	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	13%	15%	15%	-	15%	-	-	-	-	0%	17%	23%
Grade 8 Mathematics													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	90%	100%	-	100%	*	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9	2019	50%	75%	50%	-	50%	-	-	-	-	60%	50%	*

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 (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
STAAR Performance Rate by Subject and Performance Level																
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	76%	-	-	-	-	-	-	53%	11%	54%	80%	53%	53%
	2018	77%	78%	73%	-	-	-	-	-	-	48%	48%	-	73%	48%	48%
At Meets Grade Level or Above	2019	50%	52%	50%	-	-	-	-	-	-	22%	0%	22%	50%	22%	22%
	2018	48%	49%	45%	-	-	-	-	-	-	15%	15%	-	9%	15%	15%
At Masters Grade Level	2019	24%	23%	16%	-	-	-	-	-	-	6%	0%	6%	10%	6%	6%
	2018	22%	21%	13%	-	-	-	-	-	-	3%	3%	-	0%	3%	3%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	64%	-	-	-	-	-	-	34%	0%	35%	71%	34%	34%
	2018	74%	74%	59%	-	-	-	-	-	-	26%	26%	-	57%	26%	26%
At Meets Grade Level or Above	2019	48%	47%	41%	-	-	-	-	-	-	12%	0%	12%	43%	12%	12%
	2018	46%	44%	36%	-	-	-	-	-	-	7%	7%	-	0%	7%	7%
At Masters Grade Level	2019	21%	18%	6%	-	-	-	-	-	-	1%	0%	1%	0%	1%	1%
	2018	19%	17%	4%	-	-	-	-	-	-	1%	1%	-	0%	1%	1%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	87%	-	-	-	-	-	-	84%	*	84%	*	84%	84%
	2018	81%	85%	83%	-	-	-	-	-	-	71%	71%	-	*	71%	72%
At Meets Grade Level or Above	2019	52%	57%	66%	-	-	-	-	-	-	56%	*	57%	*	56%	56%
	2018	50%	55%	55%	-	-	-	-	-	-	39%	39%	-	*	39%	38%
At Masters Grade Level	2019	26%	31%	43%	-	-	-	-	-	-	30%	*	30%	*	30%	31%
	2018	24%	28%	32%	-	-	-	-	-	-	17%	17%	-	*	17%	16%
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	84%	-	-	-	-	-	-	72%	*	72%	*	72%	72%
	2018	80%	82%	84%	-	-	-	-	-	-	70%	70%	-	*	70%	71%
At Meets Grade Level or Above	2019	54%	55%	51%	-	-	-	-	-	-	19%	*	19%	*	19%	20%
	2018	51%	51%	41%	-	-	-	-	-	-	10%	10%	-	*	10%	10%
At Masters Grade Level	2019	25%	21%	12%	-	-	-	-	-	-	2%	*	2%	*	2%	2%
	2018	23%	19%	11%	-	-	-	-	-	-	1%	1%	-	*	1%	1%
All Grades Social Studies																
At Approaches Grade Level or Above	2019	81%	83%	93%	-	-	-	-	-	-	77%	*	78%	-	77%	77%
	2018	78%	80%	93%	-	-	-	-	-	-	79%	79%	-	*	79%	80%
At Meets Grade Level or Above	2019	55%	54%	62%	-	-	-	-	-	-	29%	*	30%	-	29%	29%
	2018	53%	51%	65%	-	-	-	-	-	-	35%	35%	-	*	35%	35%
At Masters Grade Level	2019	33%	29%	27%	-	-	-	-	-	-	4%	*	4%	-	4%	4%
	2018	31%	26%	27%	-	-	-	-	-	-	6%	6%	-	*	6%	6%
School Progress Domain - Academic Growth Score																
All Grades Both Subjects	2019	69%	69%	73%	-	-	-	-	-	-	74%	-	74%	70%	74%	74%
	2018	69%	71%	68%	-	-	-	-	-	-	63%	63%	-	*	63%	63%
All Grades ELA/Reading	2019	68%	67%	66%	-	-	-	-	-	-	70%	-	70%	*	70%	70%
	2018	69%	69%	63%	-	-	-	-	-	-	60%	60%	-	-	60%	60%
All Grades Mathematics	2019	70%	71%	83%	-	-	-	-	-	-	76%	-	76%	*	76%	77%
	2018	70%	72%	75%	-	-	-	-	-	-	67%	67%	-	*	67%	66%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	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%	-	*	-	-	99%	100%	100%
Included in Accountability	94%	95%	93%	*	94%	89%	-	*	-	-	94%	94%	85%
Not Included in Accountability													
Mobile	4%	2%	4%	*	4%	4%	-	*	-	-	5%	4%	5%
Other Exclusions	1%	2%	2%	*	2%	7%	-	*	-	-	0%	2%	9%
Not Tested	1%	0%	0%	*	0%	0%	-	*	-	-	1%	0%	0%
Absent	1%	0%	0%	*	0%	0%	-	*	-	-	1%	0%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	*	99%	100%	-	*	-	-	98%	99%	100%
Included in Accountability	94%	95%	93%	*	93%	94%	-	*	-	-	92%	93%	88%
Not Included in Accountability													
Mobile	4%	3%	5%	*	5%	6%	-	*	-	-	7%	4%	5%
Other Exclusions	1%	2%	1%	*	1%	0%	-	*	-	-	0%	1%	7%
Not Tested	1%	0%	1%	*	1%	0%	-	*	-	-	2%	1%	0%
Absent	1%	0%	1%	*	1%	0%	-	*	-	-	2%	1%	0%
Other	0%	0%	0%	*	0%	0%	-	*	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: RIVERA EARLY COLLEGE H S

Campus Number: 031901004

Total Students: 2,347

Grade Span: 09 - 12

School Type: High School

	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%	93.7%	*	93.7%	95.3%	*	*	-	*	91.7%	93.8%	93.5%
2016-17	95.7%	95.8%	95.1%	*	95.1%	97.6%	-	*	-	*	94.2%	95.1%	94.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	0.9%	*	0.9%	0.0%	*	*	-	*	2.8%	0.9%	1.2%
2016-17	1.9%	1.3%	0.5%	*	0.6%	0.0%	-	*	-	*	1.9%	0.6%	0.6%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	92.1%	-	92.1%	*	-	*	-	-	66.0%	92.5%	87.3%
Received TxCHSE	0.4%	0.3%	0.2%	-	0.2%	*	-	*	-	-	0.0%	0.2%	0.0%
Continued HS	3.8%	3.0%	3.3%	-	3.3%	*	-	*	-	-	9.4%	3.4%	5.5%
Dropped Out	5.7%	3.9%	4.4%	-	4.4%	*	-	*	-	-	24.5%	3.9%	7.3%
Graduates and TxCHSE	90.4%	93.1%	92.3%	-	92.3%	*	-	*	-	-	66.0%	92.7%	87.3%
Graduates, TxCHSE, and Continuers	94.3%	96.1%	95.6%	-	95.6%	*	-	*	-	-	75.5%	96.1%	92.7%
Class of 2017													
Graduated	89.7%	91.6%	93.4%	-	93.4%	*	-	-	-	-	78.0%	93.6%	92.2%
Received TxCHSE	0.4%	0.2%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	4.0%	4.8%	3.9%	-	3.9%	*	-	-	-	-	12.0%	3.9%	3.9%
Dropped Out	5.9%	3.4%	2.7%	-	2.7%	*	-	-	-	-	10.0%	2.5%	3.9%
Graduates and TxCHSE	90.1%	91.9%	93.4%	-	93.4%	*	-	-	-	-	78.0%	93.6%	92.2%
Graduates, TxCHSE, and Continuers	94.1%	96.6%	97.3%	-	97.3%	*	-	-	-	-	90.0%	97.5%	96.1%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	96.9%	-	96.9%	*	-	-	-	-	86.5%	97.1%	96.0%
Received TxCHSE	0.6%	0.3%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	0.4%	-	0.4%	*	-	-	-	-	1.9%	0.4%	0.0%
Dropped Out	6.3%	3.8%	2.7%	-	2.7%	*	-	-	-	-	11.5%	2.5%	4.0%
Graduates and TxCHSE	92.6%	95.7%	96.9%	-	96.9%	*	-	-	-	-	86.5%	97.1%	96.0%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	97.3%	-	97.3%	*	-	-	-	-	88.5%	97.5%	96.0%
Class of 2016													
Graduated	91.6%	94.7%	96.2%	-	96.4%	*	-	-	-	-	83.9%	96.2%	87.1%
Received TxCHSE	0.7%	0.3%	0.2%	-	0.2%	*	-	-	-	-	1.8%	0.2%	0.0%
Continued HS	1.2%	0.8%	0.6%	-	0.6%	*	-	-	-	-	5.4%	0.6%	0.0%
Dropped Out	6.6%	4.3%	2.9%	-	2.7%	*	-	-	-	-	8.9%	3.0%	12.9%
Graduates and TxCHSE	92.2%	94.9%	96.4%	-	96.6%	*	-	-	-	-	85.7%	96.4%	87.1%
Graduates, TxCHSE, and Continuers	93.4%	95.7%	97.1%	-	97.3%	*	-	-	-	-	91.1%	97.0%	87.1%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	96.6%	-	96.8%	*	-	-	-	-	87.0%	96.6%	87.1%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	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%	0.4%	-	0.4%	*	-	-	-	-	1.9%	0.4%	0.0%
Continued HS	0.5%	0.1%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.2%	2.9%	-	2.7%	*	-	-	-	-	11.1%	3.0%	12.9%
Graduates and TxCHSE	92.9%	95.7%	97.1%	-	97.3%	*	-	-	-	-	88.9%	97.0%	87.1%
Graduates, TxCHSE, and Continuers	93.4%	95.8%	97.1%	-	97.3%	*	-	-	-	-	88.9%	97.0%	87.1%
Class of 2015													
Graduated	91.8%	95.2%	96.1%	-	96.1%	*	-	-	-	-	88.6%	96.2%	85.4%
Received TxCHSE	1.0%	0.3%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.3%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.7%	4.2%	3.9%	-	3.9%	*	-	-	-	-	11.4%	3.8%	14.6%
Graduates and TxCHSE	92.8%	95.5%	96.1%	-	96.1%	*	-	-	-	-	88.6%	96.2%	85.4%
Graduates, TxCHSE, and Continuers	93.3%	95.8%	96.1%	-	96.1%	*	-	-	-	-	88.6%	96.2%	85.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	91.4%	-	91.4%	*	-	*	-	-	62.5%	91.9%	87.3%
Class of 2017	89.7%	90.5%	92.2%	-	92.2%	*	-	-	-	-	69.0%	92.4%	92.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	*	-	*	-	-	-	-	-	*	*	-
Class of 2017	88.5%	96.3%	96.9%	-	96.9%	*	-	-	-	-	61.5%	96.9%	100.0%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	5.4%	-	5.4%	*	-	*	-	-	3.1%	5.3%	8.3%
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	91.4%	-	91.3%	*	-	*	-	-	96.9%	91.7%	68.8%
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	96.6%	-	96.6%	*	-	*	-	-	97.0%	96.8%	77.1%
Class of 2017	85.9%	96.2%	96.9%	-	96.9%	*	-	-	-	-	61.5%	96.9%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	44.0%	-	44.0%	-	-	-	-	-	6.7%	44.0%	*
2016-17	87.2%	95.1%	95.0%	-	95.0%	*	-	-	-	-	52.0%	95.2%	97.5%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	6.1%	*	6.1%	-	-	*	-	-	3.1%	6.0%	11.6%
2016-17	7.2%	24.2%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	93.9%	*	93.9%	-	-	*	-	-	96.9%	94.0%	88.4%
2016-17	56.5%	52.7%	5.6%	-	5.6%	-	-	-	-	-	*	5.9%	7.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	97.3%	*	97.3%	-	-	*	-	-	70.2%	97.3%	100.0%
2016-17	84.0%	94.1%	91.8%	-	91.7%	*	-	-	-	-	51.0%	92.1%	75.5%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	518	100.0%	3,253	347,893
By Ethnicity:				
African American	1	0.2%	4	43,502
Hispanic	516	99.6%	3,215	173,272
White	0	0.0%	25	107,052
American Indian	0	0.0%	0	1,226
Asian	1	0.2%	9	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	0	0.0%	0	6,724
By Graduation Type:				
Minimum H.S. Program	14	2.7%	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	11	2.1%	87	3,538
Foundation H.S. Program (No Endorsement)	2	0.4%	113	49,432
Foundation H.S. Program (Endorsement)	30	5.8%	110	16,542
Foundation H.S. Program (DLA)	461	89.0%	2,882	272,526
Special Education Graduates	49	9.5%	286	25,962
Economically Disadvantaged Graduates	512	98.8%	3,134	166,956
LEP Graduates	44	8.5%	405	21,359
At-Risk Graduates	265	51.2%	1,769	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,347

Grade Span: 09 - 12

School Type: High School

District Name: BROWNSVILLE ISD

Campus Name: RIVERA EARLY COLLEGE H S

Campus Number: 031901004

	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%	66.1%	*	66.2%	-	-	*	-	-	78.6%	65.9%	69.3%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	45.8%	*	45.7%	-	-	*	-	-	6.1%	45.5%	61.4%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	52.9%	*	52.9%	-	-	*	-	-	8.2%	52.9%	15.9%
Mathematics													
2017-18	46.0%	49.9%	36.7%	*	36.4%	-	-	*	-	-	6.1%	36.9%	13.6%
Both Subjects													
2017-18	42.1%	44.9%	33.2%	*	33.1%	-	-	*	-	-	6.1%	33.4%	6.8%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	22.6%	*	22.5%	-	-	*	-	-	2.0%	22.7%	9.1%
2016-17	19.9%	18.7%	29.8%	-	29.8%	*	-	-	-	-	2.0%	29.9%	11.3%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	21.2%	*	21.1%	-	-	*	-	-	2.0%	20.9%	59.1%
2016-17	20.1%	22.4%	28.6%	-	28.6%	*	-	-	-	-	0.0%	28.7%	49.1%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	41.6%	*	41.6%	-	-	*	-	-	76.5%	41.9%	30.7%
2016-17	13.2%	22.8%	26.8%	-	26.8%	*	-	-	-	-	14.7%	26.9%	23.6%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	6.2%	*	6.0%	-	-	*	-	-	0.0%	6.3%	0.0%
2016-17	2.7%	4.0%	1.2%	-	1.2%	*	-	-	-	-	0.0%	1.2%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	1.2%	*	1.2%	-	-	*	-	-	12.2%	1.2%	0.0%
2016-17	1.0%	0.4%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	62.7%	*	62.8%	-	-	*	-	-	40.8%	63.5%	61.4%
2016-17	17.3%	37.2%	47.7%	-	47.8%	*	-	-	-	-	29.4%	47.9%	47.2%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	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%	2.5%	*	2.5%	-	-	*	-	-	2.0%	2.5%	0.0%
2016-17	2.2%	1.8%	2.6%	-	2.6%	*	-	-	-	-	0.0%	2.6%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	6.4%	*	6.4%	-	-	*	-	-	67.3%	6.3%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	0.2%	-	0.2%	*	-	-	-	-	0.0%	0.2%	0.0%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	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%	43.8%	*	43.8%	-	-	*	-	-	4.1%	43.9%	6.8%
2016-17	23.4%	53.1%	45.1%	-	45.2%	*	-	-	-	-	9.8%	45.3%	15.1%
Mathematics													
2017-18	23.7%	44.4%	33.0%	*	32.8%	-	-	*	-	-	0.0%	33.2%	13.6%
2016-17	19.8%	45.4%	40.8%	-	40.9%	*	-	-	-	-	5.9%	41.0%	18.9%
Both Subjects													
2017-18	18.1%	39.1%	28.6%	*	28.5%	-	-	*	-	-	0.0%	28.7%	6.8%
2016-17	12.9%	39.0%	32.4%	-	32.5%	*	-	-	-	-	2.0%	32.5%	9.4%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	90.0%	*	89.9%	-	-	*	-	-	63.3%	90.2%	93.2%
2016-17	50.5%	81.8%	90.1%	-	90.1%	*	-	-	-	-	62.7%	90.3%	86.8%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	0.6%	*	0.6%	-	-	*	-	-	0.0%	0.4%	2.3%
2016-17	0.8%	2.5%	1.2%	-	1.2%	*	-	-	-	-	0.0%	1.2%	0.0%
Mathematics													
2017-18	3.9%	4.6%	0.8%	*	0.8%	-	-	*	-	-	0.0%	0.8%	0.0%
2016-17	1.4%	2.3%	2.6%	-	2.6%	*	-	-	-	-	0.0%	2.6%	0.0%
Both Subjects													
2017-18	0.9%	0.7%	0.0%	*	0.0%	-	-	*	-	-	0.0%	0.0%	0.0%
2016-17	0.2%	0.2%	0.4%	-	0.4%	*	-	-	-	-	0.0%	0.4%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	20.9%	*	20.9%	12.5%	-	*	-	*	n/a	20.9%	n/a
2017	26.2%	31.9%	23.0%	*	22.9%	*	-	*	-	*	n/a	23.0%	n/a
English Language Arts													
2018	15.3%	15.6%	12.8%	*	12.7%	12.5%	-	*	-	*	n/a	12.9%	n/a
2017	15.9%	23.4%	11.1%	*	11.0%	*	-	*	-	*	n/a	11.1%	n/a
Mathematics													
2018	7.3%	2.0%	1.7%	*	1.7%	0.0%	-	*	-	*	n/a	1.7%	n/a
2017	7.2%	3.3%	1.1%	*	1.1%	*	-	*	-	*	n/a	1.1%	n/a
Science													
2018	10.8%	5.5%	1.5%	*	1.6%	0.0%	-	*	-	*	n/a	1.6%	n/a
2017	10.9%	8.5%	0.8%	*	0.8%	*	-	*	-	*	n/a	0.8%	n/a
Social Studies													
2018	14.5%	13.6%	14.6%	*	14.6%	12.5%	-	*	-	*	n/a	14.6%	n/a
2017	15.0%	22.7%	13.7%	*	13.6%	*	-	*	-	*	n/a	13.7%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	20.2%	-	19.9%	*	-	*	-	-	n/a	20.0%	n/a
2017	49.1%	23.2%	33.2%	-	33.1%	*	-	*	-	-	n/a	33.3%	n/a
English Language Arts													
2018	42.5%	14.2%	12.8%	-	12.2%	*	-	*	-	-	n/a	12.2%	n/a
2017	41.3%	8.5%	19.3%	-	18.6%	-	-	*	-	-	n/a	19.3%	n/a
Mathematics													
2018	52.8%	14.8%	30.0%	-	30.0%	-	-	-	-	-	n/a	30.0%	n/a

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	41.7%	-	41.7%	-	-	-	-	-	n/a	41.7%	n/a
2018	38.0%	7.4%	5.6%	-	5.6%	-	-	-	-	-	n/a	5.6%	n/a
2017 Social Studies	38.3%	5.0%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2018	44.6%	11.7%	2.9%	-	3.0%	*	-	*	-	-	n/a	3.0%	n/a
2017	41.4%	6.9%	5.4%	-	4.8%	*	-	*	-	-	n/a	5.5%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	79.9%	*	79.3%	?	-	*	-	-	n/a	80.4%	n/a
2016-17	73.5%	71.0%	71.4%	-	71.3%	100.0%	-	-	-	-	n/a	71.3%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	18.1%	*	18.1%	*	-	*	-	-	n/a	18.2%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	939	*	940	*	-	*	-	-	n/a	939	n/a
English Language Arts and Writing													
2017-18	521	489	480	*	480	*	-	*	-	-	n/a	480	n/a
Mathematics													
2017-18	515	472	459	*	460	*	-	*	-	-	n/a	459	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	17.7	-	17.6	*	-	*	-	-	n/a	17.6	n/a
English Language Arts													
2017-18	20.3	17.7	17.3	-	17.2	*	-	*	-	-	n/a	17.3	n/a
Mathematics													
2017-18	20.6	18.1	17.5	-	17.5	*	-	*	-	-	n/a	17.5	n/a
Science													
2017-18	20.9	18.5	18.0	-	17.9	*	-	*	-	-	n/a	17.9	n/a

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

	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%	37.3%	*	37.4%	28.6%	-	*	-	*	6.9%	38.1%	15.5%
2016-17	37.1%	47.1%	38.1%	*	38.0%	43.8%	-	*	-	-	18.3%	38.5%	26.1%
English Language Arts													
2017-18	17.3%	26.5%	15.7%	*	15.8%	3.8%	-	*	-	-	0.8%	16.1%	1.4%
2016-17	16.8%	29.4%	19.5%	*	19.5%	26.7%	-	*	-	-	15.9%	19.8%	16.6%
Mathematics													
2017-18	20.7%	24.5%	20.0%	*	20.2%	11.1%	-	*	-	-	3.6%	20.5%	12.5%
2016-17	19.5%	19.8%	16.6%	*	16.6%	13.3%	-	*	-	-	3.6%	16.9%	9.3%
Science													
2017-18	21.2%	18.3%	14.2%	*	14.3%	3.8%	-	*	-	-	3.7%	14.6%	3.3%
2016-17	5.7%	2.5%	0.0%	*	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Social Studies													
2017-18	22.8%	24.9%	15.9%	*	15.9%	10.7%	-	*	-	-	1.2%	16.2%	1.4%
2016-17	21.8%	25.3%	15.4%	*	15.4%	7.1%	-	*	-	-	0.8%	15.6%	1.7%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	60.1%	-	60.2%	*	-	-	-	-	25.5%	60.0%	62.0%
2015-16	54.7%	56.8%	50.8%	-	51.1%	*	-	-	-	-	25.0%	51.2%	36.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	53.2%	-	53.2%	-	-	-	-	-	0.0%	53.4%	19.4%
2015-16	55.7%	62.5%	53.7%	-	53.7%	-	-	-	-	-	7.1%	53.1%	73.3%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	2,347	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	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	672	28.6%	8.2%	8.1%
Grade 10	540	23.0%	7.6%	7.4%
Grade 11	571	24.3%	7.6%	6.9%
Grade 12	564	24.0%	7.3%	6.5%
Ethnic Distribution:				
African American	1	0.0%	0.1%	12.6%
Hispanic	2,312	98.5%	98.3%	52.6%
White	33	1.4%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	1	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	2,061	87.8%	88.5%	60.6%
Non-Educationally Disadvantaged	286	12.2%	11.5%	39.4%
Section 504 Students	149	6.3%	8.7%	6.5%
English Learners (EL)	359	15.3%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	38	1.5%	1.0%	1.4%
Students w/ Dyslexia	92	3.9%	5.4%	3.6%
At-Risk	1,447	61.7%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	285			
By Type of Primary Disability				
Students with Intellectual Disabilities	191	67.0%	55.3%	42.4%
Students with Physical Disabilities	5	1.8%	11.5%	21.9%
Students with Autism	29	10.2%	12.2%	13.7%
Students with Behavioral Disabilities	60	21.1%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	372	14.7%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	365	14.4%		
White	5	0.2%		
American Indian	1	0.0%		
Asian	1	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	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	9.8%	6.5%	7.2%	35.1%	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	-	21.9	20.4
Secondary:			
English/Language Arts	16.9	17.0	16.6
Foreign Languages	19.7	20.8	18.9
Mathematics	21.7	19.9	17.8
Science	20.8	20.1	18.9
Social Studies	20.8	19.8	19.3

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	207.8	100.0%	100.0%	100.0%
Professional Staff:	183.8	88.5%	56.5%	64.1%
Teachers	160.8	77.4%	44.0%	49.8%
Professional Support	18.5	8.9%	9.5%	10.1%
Campus Administration (School Leadership)	4.5	2.2%	2.9%	3.0%
Educational Aides:	24.0	11.5%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	7.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	180.0	86.6%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	0.6%	0.3%	10.6%
Hispanic	134.5	83.6%	90.3%	27.7%
White	24.3	15.1%	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	0.6%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	87.6	54.5%	32.0%	23.8%
Females	73.2	45.5%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	3.4	2.1%	1.2%	1.4%
Bachelors	107.7	67.0%	79.4%	73.6%
Masters	48.7	30.3%	19.0%	24.3%
Doctorate	1.0	0.6%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	12.0	7.5%	2.7%	7.0%
1-5 Years Experience	27.4	17.0%	14.3%	28.9%
6-10 Years Experience	24.6	15.3%	17.6%	19.0%
11-20 Years Experience	43.6	27.1%	39.3%	29.3%
Over 20 Years Experience	53.3	33.1%	26.0%	15.7%
Number of Students per Teacher	14.6	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.8	6.3
Average Years Experience of Principals with District	12.0	8.4	5.4
Average Years Experience of Assistant Principals	10.4	8.4	5.3
Average Years Experience of Assistant Principals with District	10.1	8.2	4.7
Average Years Experience of Teachers:	15.0	15.1	11.1
Average Years Experience of Teachers with District:	13.5	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,460	\$49,007	\$47,218
1-5 Years Experience	\$47,697	\$49,170	\$50,408
6-10 Years Experience	\$49,627	\$50,423	\$52,786
11-20 Years Experience	\$55,378	\$55,575	\$56,041
Over 20 Years Experience	\$63,315	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$55,230	\$55,810	\$54,122
Professional Support	\$61,791	\$67,073	\$64,069
Campus Administration (School Leadership)	\$98,900	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
 Campus Name: RIVERA EARLY COLLEGE H S
 Campus Number: 031901004

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

Total Students: 2,347
 Grade Span: 09 - 12
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	353	15.0%	34.1%	19.7%
Career & Technical Education	2,257	96.2%	31.3%	26.3%
Gifted & Talented Education	325	13.8%	12.0%	8.1%
Special Education	285	12.1%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	0.7%	2.7%	6.4%
Career & Technical Education	26.4	16.4%	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	118.2	73.5%	78.8%	71.4%
Special Education	15.1	9.4%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '**^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LEGAL)

Assignments

A board or its designee may assign and transfer any student from one school facility or classroom to another facility or classroom within its jurisdiction. *Education Code 25.031*

A board or its designee must make the decision concerning the assignment or transfer of a student on an individual basis and may not consider as a factor in its decision any matter relating to the national origin of the student or the student's ancestral language. *Education Code 25.032*

Multiple Birth Siblings

"Multiple birth sibling" means a twin, triplet, quadruplet, or other sibling resulting from a multiple birth.

"Parent" includes a person standing in parental relation.

Placement

The parent of multiple birth siblings who are assigned to the same grade level and school may request in writing, not later than the 14th day after the first day of enrollment, that the school place the siblings in the same classroom or in separate classrooms.

A school shall provide the placement requested, except that a district is not required to place multiple birth siblings in separate classrooms if the request would require the district to add an additional class to the grade level of the siblings.

The school may recommend to a parent the appropriate classroom placement and may provide professional educational advice to assist the parent with the decision.

These provisions do not affect:

1. A right or obligation regarding the individual placement decisions of the admission, review, and dismissal (ARD) committee with respect to students receiving special education services [see EHBAB]; or
2. The right of a district or teacher to remove a student from a classroom under Chapter 37 [see FOA].

Reassignment by Principal

At the end of the first grading period following the multiple birth siblings' enrollment in the school, if the principal of the school, in consultation with the teacher of each classroom in which the siblings are placed, determines that the requested classroom placement is disruptive to the school, the principal may determine the appropriate classroom placement for the siblings.

Appeal

A parent may appeal the principal's classroom placement in the manner provided by district policy. During an appeal, the siblings shall remain in the classroom chosen by the parent. [See FNG]

Education Code 25.043

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LEGAL)

Placement of Older Students

A person who is 21 years of age or older who is admitted by a district to complete the requirements for a high school diploma and who has not attended school in the three preceding school years may not be placed with a student who is 18 years of age or younger in a classroom setting, a cafeteria, or another district-sanctioned school activity. This restriction does not prevent the student from attending a school-sponsored event that is open to the public as a member of the public. *Education Code 25.001(b-2)*

Petitions and Objections

The parent or person standing in parental relation to any student may by written petition either:

1. Request the assignment or transfer of the student to a designated school or to a school to be designated by the board; or
2. File objections to the assignment of the student to the school to which the student has been assigned.

Education Code 25.033, 26.003(a)(1)

Procedure

Upon receiving a written petition, a board shall proceed as follows:

1. If no hearing is requested, act on the petition not later than the 30th day after the petition is submitted and notify the petitioner of its conclusion; or
2. If a hearing is requested, designate a time and place for holding a hearing not later than the 30th day after the petition is submitted.

If a hearing is requested, it shall be conducted by a board in compliance with the following:

1. The petitioner may present evidence relevant to the student.
2. The board may conduct investigations as to the objection or request, examine any student involved, and employ agents, professional or otherwise, for the purpose of examinations and investigations.

Board's Decision

The board must grant the request made in the petition unless the board determines that there is a reasonable basis for denying the request. The decision of a board, with or without a hearing, is final, unless the student, or the parent, guardian, or custodian of the student as next friend, files an exception to the decision as constituting a denial of any right of the student guaranteed under the U.S. Constitution.

If such an exception is filed, a board may reconsider its decision. If a board has not ruled on the exception before the 16th day after the date of the filing, the objection is considered overruled. If the

exception is overruled, an appeal of a board's decision may be filed in the district court of the county in which the board is located.

Education Code 25.034

**Students Who Are
Victims of Bullying**

On the request of a parent or other person with authority to act on behalf of a student who is a victim of bullying, a board or its designee shall transfer the victim to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred.

**Students Who
Engage in Bullying**

The board may transfer the student who engaged in bullying to:

1. Another classroom at the campus to which the victim was assigned at the time the bullying occurred; or
2. A campus in the district other than the campus to which the victim was assigned at the time the bullying occurred, in consultation with a parent or other person with authority to act on behalf of the student who engaged in bullying.

The transfer of a student with a disability who receives special education services and who engaged in bullying may be made only by a duly constituted ARD committee under Education Code 37.004.

Definition

"Bullying" has the meaning assigned by Education Code 37.0832. [See FFI]

Verification

A board or designee shall verify that a student has been a victim of bullying before transferring the student. A board may consider past student behavior when identifying a bully.

The determination by a board or designee is final and may not be appealed. The procedures set forth at Education Code 25.034 [see Petitions and Objections—Procedure, above] do not apply to a transfer under this provision.

A district is not required to provide transportation to a student who transfers to another campus under this provision.

Education Code 25.0342

Note: For bullying rising to the level of prohibited harassment, see FFH. For all other bullying, see FFI.

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LEGAL)

**Others in Special
Education Student's
Household**

If a district assigns a student to a district campus other than the campus the student would attend based on the student's residence, for purposes of receiving special education services, the district shall permit the student's parent, guardian, or other person standing in parental relation to the student to obtain a transfer to the assigned campus for any other student residing in the household of the student receiving special education services, provided that:

1. The other student is entitled to attend school in the district [see FD]; and
2. The appropriate grade level for the other student is offered at the campus.

This provision does not apply if the student receiving special education services resides in a residential facility.

Education Code 25.034 [see Petitions and Objections—Procedure, above] does not apply to a transfer under this provision.

Transportation

A district is not required to provide transportation to a student who transfers to another campus under this provision. This provision does not affect any transportation services provided by a district in accordance with other law for the student receiving special education services.

Education Code 25.0343

**Students in
Unacceptable
Schools**

A student is eligible to attend another public school in the district in which the student resides if the student is assigned to attend a public school campus assigned an unacceptable rating that is made publicly available under Education Code 39.054 for:

1. The student achievement domain under Education Code 39.053(c)(1); and
2. The school progress domain under Education Code 39.053(c)(2). [See AIA]

Education Code 29.202(a) [See FDAA]

**Students in Schools
Identified for
Support and
Improvement**

A district may provide all students enrolled in a school identified by TEA for comprehensive support and improvement under 20 U.S.C. 6311(c)(4)(D)(i) with the option to transfer to another public school served by the district, unless such an option is prohibited by state law.

A district shall give priority to the lowest achieving children from low-income families. A student who uses the option to transfer shall be enrolled in classes and other activities in the public school to

ADMISSIONS
INTRADISTRICT TRANSFERS AND CLASSROOM ASSIGNMENTS

FDB
(LEGAL)

which the student transfers in the same manner as all other students at the public school.

A district shall permit a student who transfers to another school to remain in that school until the child has completed the highest grade in that school. A district may spend an amount equal to not more than five percent of its allocation under 20 U.S.C. Chapter 70, Part A, Subpart 2 (Title I basic program allocations) to pay for the provision of transportation for students who transfer under these provisions to the schools to which they transfer.

20 U.S.C. 6311(d)(1)(D)

Note: See FDE for the school safety transfer option in Title I programs.

Class Changes

A parent or person standing in parental relation is entitled to reasonable access to the school principal, or to a designated administrator with authority to reassign a student, to request a change in the class or teacher to which the parent's child has been assigned, if the reassignment or change would not affect the assignment or reassignment of another student. The decision of a board regarding such a request is final and may not be appealed. *Education Code 26.002, .003(a)(2), (b)* [See FNG]

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

**Planning and
Decision-Making
Process**

A board shall adopt a policy to establish a district- and campus-level planning and decision-making process that will involve the professional staff of a district, parents of students enrolled in a district, business representatives, and community members in establishing and reviewing the district's and campuses' educational plans, goals, performance objectives, and major classroom instructional programs. *Education Code 11.251(b)*

The planning and decision-making requirements do not:

1. Prohibit a board from conducting meetings with teachers or groups of teachers other than the district-level committee meetings.
2. Prohibit a board from establishing policies providing avenues for input from others, including students or paraprofessional staff, in district- or campus-level planning and decision making.
3. Limit or affect the power of a board to govern the public schools.
4. Create a new cause of action or require collective bargaining.

Education Code 11.251(g), .252(e), .253(f)

Evaluation

At least every two years, a district shall evaluate the effectiveness of the district's decision-making and planning policies, procedures, and staff development activities related to district- and campus-level decision making and planning to ensure that they are effectively structured to positively impact student performance. *Education Code 11.252(d)*

**Administrative
Procedure**

A board shall ensure that an administrative procedure is provided to clearly define the respective roles and responsibilities of the superintendent, central office staff, principals, teachers, district-level committee members, and campus-level committee members in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.

A board shall ensure that the district-level planning and decision-making committee will be actively involved in establishing the administrative procedure that defines the respective roles and responsibilities pertaining to planning and decision making at the district and campus levels.

Education Code 11.251(d)

**Federal
Requirements**

The district policy must provide that all pertinent federal planning requirements are addressed through the district- and campus-level planning process. *Education Code 11.251(f)*

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

Required Plans

A board shall ensure that a district improvement plan and improvement plans for each campus are developed, reviewed, and revised annually for the purpose of improving the performance of all students. A board shall annually approve district and campus performance objectives and shall ensure that the district and campus plans:

1. Are mutually supportive to accomplish the identified objectives; and
2. At a minimum, support the state goals and objectives under Education Code Chapter 4.

Education Code 11.251(a)

Shared Services
Arrangement for
DAEP Services

A district participating in a shared services arrangement for disciplinary alternative education program (DAEP) services shall ensure that the district improvement plan and each campus-level plan include the performance of the DAEP student group for the district. The identified objectives for the improvement plans shall include:

1. Student groups served, including overrepresentation of students from economically disadvantaged families, with ethnic and racial representations, and with a disability who receive special education and limited English proficiency services;
2. Attendance rates;
3. Pre- and post-assessment results;
4. Dropout rates;
5. Graduation rates; and
6. Recidivism rates.

19 TAC 103.1201(b)

District
Improvement Plan

A district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to the achievement indicators. *Education Code 11.252(a)* [See AIA]

The district improvement plan must include provisions for:

1. A comprehensive needs assessment addressing performance on the achievement indicators, and other appropriate measures of performance, that are disaggregated by all stu-

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

dent groups served by a district, including categories of ethnicity, socioeconomic status, sex, and populations served by special programs, including students in special education programs under Education Code Chapter 29, Subchapter A.

2. Measurable district performance objectives for all appropriate achievement indicators for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, and other measures of student performance that may be identified through the comprehensive needs assessment.
3. Strategies for improvement of student performance that include:
 - a. Instructional methods for addressing the needs of student groups not achieving their full potential.
 - b. Methods for addressing the needs of students for special programs, including:
 - (1) Suicide prevention programs, in accordance with Health and Safety Code Chapter 161, Subchapter O-1, which includes a parental or guardian notification procedure [see FFB];
 - (2) Conflict resolution programs;
 - (3) Violence prevention programs; and
 - (4) Dyslexia treatment programs.
 - c. Dropout reduction.
 - d. Integration of technology in instructional and administrative programs.
 - e. Discipline management.
 - f. Staff development for professional staff of a district.
 - g. Career education to assist students in developing the knowledge, skills, and competencies necessary for a broad range of career opportunities.
 - h. Accelerated education.
4. Strategies for providing to middle school, junior high school, and high school students, those students' teachers and school counselors, and those students' parents information about:
 - a. Higher education admissions and financial aid opportunities.

PLANNING AND DECISION-MAKING PROCESS

BQ
(LEGAL)

- b. The TEXAS grant program and the Teach for Texas grant program.
 - c. The need for students to make informed curriculum choices to be prepared for success beyond high school.
 - d. Sources of information on higher education admissions and financial aid.
- 5. Resources needed to implement identified strategies.
 - 6. Staff responsible for ensuring the accomplishment of each strategy.
 - 7. Timelines for ongoing monitoring of the implementation of each improvement strategy.
 - 8. Formative evaluation criteria for determining periodically whether strategies are resulting in intended improvement of student performance.
 - 9. The trauma-informed care policy required under Education Code 38.036. [See FFBA]

Education Code 11.252(a)

- 10. The law enforcement duties of peace officers, school resource officers, and security personnel. *Education Code 37.081(d)(1)* [See CKE]
- 11. A discipline management program providing for prevention of and education concerning unwanted physical or verbal aggression, sexual harassment, and other forms of bullying in schools, on school grounds, and in school vehicles. *Education Code 37.083(a)*
- 12. A dating violence policy that must:
 - a. Include a definition of dating violence that includes the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person in a dating relationship, as defined by Family Code 71.0021; and
 - b. Address safety planning, enforcement of protective orders, school-based alternatives to protective orders, training for teachers and administrators, counseling for affected students, and awareness education for students and parents.

Education Code 37.0831 [See FFH]

PLANNING AND DECISION-MAKING PROCESS

BQ
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13. A policy addressing sexual abuse, sex trafficking, and other maltreatment of children that must include:
 - a. Methods for increasing staff, student, and parent awareness of issues regarding sexual abuse, sex trafficking, and other maltreatment of children, including prevention techniques and knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, sex trafficking, or other maltreatment, using resources developed by the Texas Education Agency (TEA) or the commissioner regarding those issues, including resources developed by TEA under Education Code 38.004 (regarding child abuse reporting and programs). These methods must include the staff training described at Education Code 38.0041(c) [see DMA];
 - b. Actions that a child who is a victim of sexual abuse, sex trafficking, or other maltreatment should take to obtain assistance and intervention; and
 - c. Available counseling options for students affected by sexual abuse, sex trafficking, or other maltreatment.

The policy must be included in any informational handbook provided to students and parents.

Education Code 11.252(a)(9), 38.0041

A district's plan for the improvement of student performance is not filed with TEA, but the district must make the plan available to TEA on request. *Education Code 11.252(b)*

Campus-Level Plan

Each school year, the principal of each school campus, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Education Code Chapter 29, Subchapter A, with respect to the student achievement indicators and any other appropriate performance measures for special needs populations. *Education Code 11.253(c)*

Each campus improvement plan must:

1. Assess the academic achievement for each student in the school using the achievement indicator system.
2. Set the campus performance objectives based on the achievement indicator system, including objectives for special needs populations, including students in special education programs under Education Code Chapter 29, Subchapter A.

PLANNING AND DECISION-MAKING PROCESS

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3. Identify how the campus goals will be met for each student.
4. Determine the resources needed to implement the plan.
5. Identify staff needed to implement the plan.
6. Set time lines for reaching the goals.
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement.
8. Provide for a program to encourage parental involvement at the campus.
9. Include goals and methods for violence prevention and intervention on campus.
10. If the campus is an elementary, middle, or junior high school, set goals and objectives for the coordinated health program at the campus based on:
 - a. Student fitness assessment data, including any data from research-based assessments such as the school health index assessment and planning tool created by the federal Centers for Disease Control and Prevention;
 - b. Student academic performance data;
 - c. Student attendance rates;
 - d. The percentage of students who are educationally disadvantaged;
 - e. The use and success of any method to ensure that students participate in moderate to vigorous physical activity; and
 - f. Any other indicator recommended by the local school health advisory council.

Education Code 11.253(d)

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

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FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

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Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

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Gender-Based Harassment

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

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student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, 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 discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

*Definition of
District Officials*

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

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<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct 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.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

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The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal
Investigation**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

**Concluding the
Investigation**

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of
Outcome*

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if 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 prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

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notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

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 and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

Access to Policy and Procedures

Information regarding 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 readily available at each campus and the District's administrative offices.



Dr. René Gutiérrez
Superintendent of Schools

Brownsville Independent School District

College, Career & Military Readiness

HB3 BOARD GOALS

Rivera Early College High School

CCMR Progress Measure 1													
The percentage of Rivera ECHS graduates that meet the criteria for TSI will increase from 29% to 39% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
31%	33%			35%			37%			39%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	2%	30%	*	*	100%	*	*	2%	31%	2%	9%	32%	13%
2021	4%	32%	*	*	100%	*	*	4%	33%	4%	11%	34%	15%
2022	6%	34%	*	*	100%	*	*	6%	35%	6%	13%	36%	17%
2023	8%	36%	*	*	100%	*	*	8%	37%	8%	15%	38%	19%
2024	10%	38%	*	*	100%	*	*	10%	39%	10%	17%	40%	21%
CCMR Progress Measure 2													
The percentage of Rivera ECHS graduates that earn at least 9 hours of dual credit will increase from 23% to 33% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
25%	27%			29%			31%			33%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	2%	24%	*	*	100%	*	*	4%	25%	2%	11%	26%	8%
2021	4%	26%	*	*	100%	*	*	6%	27%	4%	13%	28%	10%
2022	6%	28%	*	*	100%	*	*	8%	29%	6%	15%	30%	12%
2023	8%	30%	*	*	100%	*	*	10%	31%	8%	17%	32%	14%
2024	10%	32%	*	*	100%	*	*	12%	33%	10%	19%	34%	16%
CCMR Progress Measure 3													
The percentage of Rivera ECHS graduates that earn at least one certification or certificate will increase from 6% to 16% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
8%	10%			12%			14%			16%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	2%	8%	*	*	100%	*	*	2%	8%	2%	2%	9%	4%
2021	4%	10%	*	*	100%	*	*	4%	10%	4%	4%	11%	6%
2022	6%	12%	*	*	100%	*	*	6%	12%	6%	6%	13%	8%
2023	8%	14%	*	*	100%	*	*	8%	14%	8%	8%	15%	10%
2024	10%	16%	*	*	100%	*	*	10%	16%	10%	10%	17%	12%
CCMR Targeted Professional Development Plan													
1. Provide detailed overview of TSI instructional and testing requirements for administrative staff and the relationship to ECHS, CCMR, and Federal Accountability. 2. Utilize College Board schematic and online materials to train teachers to prepare students for success on the TSI college entrance exam. 3. Prepare parents and students to understand the benefits of the TSI: entrance requirement for college or university, pre-requisite for one and two-year certification programs and technical programs.													



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College, Career & Military Readiness

HB3 BOARD GOALS

Brownsville ISD Goals

CCMR Board Outcome Goal													
The BISD percentage of graduates that meet the criteria for CCMR will increase from 66% to 76% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
68%	70%			72%			74%			76%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	67%	84%	*	100%	*	*	59%	67%	52%	59%	70%	55%
2021	*	69%	86%	*	100%	*	*	61%	69%	54%	61%	72%	57%
2022	*	71%	88%	*	100%	*	*	63%	71%	56%	63%	74%	59%
2023	*	73%	90%	*	100%	*	*	65%	73%	58%	65%	76%	61%
2024	*	75%	92%	*	100%	*	*	67%	75%	60%	67%	78%	63%
CCMR Progress Measure 1													
The percentage of BISD graduates that meet the criteria for TSI will increase from 45% to 55% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
47%	49%			51%			53%			55%			
CCMR Progress Measure 2													
The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% to 30% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
22%	24%			26%			28%			30%			
CCMR Progress Measure 3													
The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% to 14% by August 2024.													
Yearly Target Goals													
2020	2021			2022			2023			2024			
6%	8%			10%			12%			14%			