

Brckett Independent School District

District Improvement Plan

2023-2024

Accountability Rating: B



Mission Statement

The mission of the District, in partnership with parents and the community, is to enable all students to be safe and to obtain the knowledge, desire, and integrity to pursue meaningful and productive lives.

Vision

The District ensures graduates have diverse learning experiences, creating confidence to reach their full potential, and the honesty to own mistakes and the integrity to start again and achieve goals.

Core Beliefs

We believe Brackett ISD instills confidence, honesty, and integrity in students to challenge, prepare, and empower students to succeed in life.

We believe our students desire to be productive citizens.

We believe in Brackett ISD that instruction should be flexible to meet each student's needs.

We believe that Brackett ISD attracts and retains highly qualified staff.

We believe the Brackett ISD school Board is open-minded, engaged, supportive, student-focused and provides the tools and resources necessary for success.

We believe the Brackett ISD community is a supporting, giving, and trusting community that deserves to be informed and involved.

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Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

Goals









Revised/Approved: September 6, 2023

















Goal 1: All staff are expected to promote high academic achievement and provide social emotional support to promote success on state accountability assessments and master learning of grade level requirements.













Performance Objective 1: All schools will show growth in all subject areas as rated in the 3 domains rated by the state accountability system (Domain I - Student Achievement; Domain II - School Progress; Domain III - Closing the Gaps

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: we will continue with modified objective that focuses on student growth and student achievement

Strategy 1 Details	Reviews			
Strategy 1: Implement instructional software to improve teaching and learning (I-station/EducationGalaxy/Renaissance Learning) during the school day as well as outside of the school day as intervention and support for instruction. Strategy's Expected Result/Impact: improved student learning Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration Funding Sources: Instructional programs - Federal	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Provide instructional resources and professional development to teachers in order to provide interventions and supports to special program students (ESL/Special Education/504/GT) Strategy's Expected Result/Impact: closing the achievement gap amongst special populations Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration Funding Sources: - Federal, - Local Spec Ed	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/Modify

Strategy 3 Details	Reviews			
Strategy 3: Provide summer school and jump start programs to to support state requirement and increase student learning opportunities for struggling students. Strategy's Expected Result/Impact: improved student learning & closing the achievement gap amongst special populations Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration Funding Sources: - Local, - Federal	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Moderate Progress	 Continue/ Modify
Strategy 4 Details	Reviews			
Strategy 4: Provide teachers with professional learning experiences to gain effective instructional strategies. Strategy's Expected Result/Impact: improved instructional delivery and increases scores on required assessments Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration Funding Sources: - Federal, - Local, - Title 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Accomplished	 Discontinue
Strategy 5 Details	Reviews			
Strategy 5: Monitor the use of research based and TEA recommended curriculum (Amplify, Eureka and Carnegie) to support classroom instruction in the areas of Reading and Math Strategy's Expected Result/Impact: Improved scores on state assessments in reading and math; improved academic growth Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability and Campus Administrators Funding Sources: - Local - GRANT	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 6 Details	Reviews			
Strategy 6: Implement a district mentoring program to assist teachers with effective implementation of instructional and behavior strategies to increase student success in the classroom. Strategy's Expected Result/Impact: improved students classroom behavior and and teacher instructional delivery Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability, District Mentor(s) Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify













Strategy 7 Details	Reviews			
Strategy 7: Provide "ACE" after school program for identified students to assist with intervention, acceleration and motivational/social emotional support activities Strategy's Expected Result/Impact: decrease failure rate; and improved attendance Staff Responsible for Monitoring: Superintendent and ACE Director Funding Sources: - Local - GRANT	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 8 Details	Reviews			
Strategy 8: Utilize district "flex" days to provide students with interventions, acceleration and opportunities to improve attendance and gain additional knowledge and practice in identified areas Strategy's Expected Result/Impact: improved attendance, improved behavior and increase in passing rate for all subjects Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability, Campus Administrators Funding Sources: - Federal, - State, - Comp Ed, - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: The district will provide and teachers will implement a viable and research based curriculum supported by impactful interventions that ensure high levels of student achievement for all student groups.

Performance Objective 1: Evaluate data from campuses to provide support for the instructional systems by purchasing resources to be used in the classroom and for interventions.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue monitoring program for usage and effectiveness.

Strategy 1 Details	Reviews			
Strategy 1: Provide summer curriculum planning for staff to create unit guides, assessments and to review the data to prepare for the school year. Strategy's Expected Result/Impact: building instructional resources for staff in order to improve instructional delivery to students Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration Funding Sources: - Federal, - Title 1, - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Teachers will utilize TEKS resource system to vertically align the lesson and to develop TEKS specific lessons. Strategy's Expected Result/Impact: improved instructional delivery and student learning Staff Responsible for Monitoring: Campus Administration Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
Strategy 3: Conduct learning walks and observations throughout the district and provide feedback to campus administrators and staff members Strategy's Expected Result/Impact: identify effective learning practices to be shared with others and provide support to identified teachers Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: The district will provide and teachers will implement a viable and research based curriculum supported by impactful interventions that ensure high levels of student achievement for all student groups.

Performance Objective 2: Enhance existing CTE Programs of Study, Certification's and Industry Licenses

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: continue to build and work on improvement of CTE licenses and dual credit completion.













Strategy 1 Details	Reviews			
Strategy 1: annual meeting with region 20 and CTE staff to review requirements and effective implementation of program Strategy's Expected Result/Impact: create effective pathways for students in the CTE programs Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress	<div><div></div></div> Moderate Progress	<div><div></div></div> Considerable	<div><div></div></div> Continue/Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				









Goal 3: Ensure the success of all students by providing a safe, healthy, engaging and inclusive learning environment recognizing every member of the learning community as a valued individual.

Performance Objective 1: Provide social emotional support and study skills instruction so students can be academically successful.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Stronger Connections will assist in the area of social emotional support

Strategy 1 Details	Reviews			
Strategy 1: Provide social, emotional support through counseling sessions, social emotional learning and parents training to increase student grades, attendance, peer interaction and parent engagement. Strategy's Expected Result/Impact: improved student discipline, engagement and motivations Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration Funding Sources: - Federal, - Title 1, - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Utilize Region 20 training for staff to assist in increase their knowledge of practicing empathy, antibullying and teachers will implement effective discipline practices. Strategy's Expected Result/Impact: provide teacher resources to meet student needs Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration Funding Sources: - Federal, - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 3 Details	Reviews			
Strategy 3: Teachers will create ways to help students set goals and understand the importance of goal setting and planning Strategy's Expected Result/Impact: assist student with organization and improved student learning Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Accomplished













Strategy 4 Details	Reviews			
Strategy 4: provide parental trainings in identified areas throughout the year Strategy's Expected Result/Impact: improved parental involvement and student success Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				









Goal 3: Ensure the success of all students by providing a safe, healthy, engaging and inclusive learning environment recognizing every member of the learning community as a valued individual.

Performance Objective 2: Campus and district facility emergency operation team leaders will receive on-going emergency response training (Standard Response Protocol).

Summative Evaluation: Met Objective

Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: SRO, Director of Operations and facilities and Networking safety monitor will work together and collaborate with campus administration to ensure the safety of the district. Funding Sources: - Federal, - Local, - Title 1	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Implementation and continued monitoring of the BISD Guardian Program	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Continue/Modify
Strategy 3 Details	Reviews			
Strategy 3: Review and upgrade security features such as cameras, alarm systems, badge readers and panic buttons on an annual basis. Funding Sources: - Local - GRANT, - State, - Federal	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Discontinue

















Strategy 4 Details	Reviews			
Strategy 4: Develop and utilize the Student Threat Assessment Team (STAT) as building/campus/district response team for crisis intervention Strategy's Expected Result/Impact: quick response to crisis Staff Responsible for Monitoring: District/Campus administration and STAT leaders	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: Recruit and Retain highly qualified teachers.

Performance Objective 1: Provide comparable salaries and stipends

Summative Evaluation: Met Objective

Next Year's Recommendation: continue with TASB salary study to provide comparable salaries and stipends.













Strategy 1 Details	Reviews			
Strategy 1: Review salaries schedules on an annual basis and utilize TASB salary study to recommend competitive salaries and fringe benefits Strategy's Expected Result/Impact: improved teacher recruitment and retention Staff Responsible for Monitoring: Superintendent/Director of Business and Finance Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Offer stipends to teachers in approved subject areas and/or as as incentive for certification in areas such as Science, Math and Special Education and for retention Strategy's Expected Result/Impact: improved teacher recruitment and retention Staff Responsible for Monitoring: Superintendent/Director of Business and Finance Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
Strategy 3: Offer flex days and PD days throughout the year to assist staff with the for planning, training and student interventions Strategy's Expected Result/Impact: improved recruitment and retention Staff Responsible for Monitoring: Superintendent/Director of Instruction and Accountability/Director of Business and Finance/Campus Admininstrators	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Discontinue
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Attendance rate will be at 96% or better at each campus.

Performance Objective 1: All students will be actively engaged in student learning and attendance will be monitored.

Summative Evaluation: Met Objective

Next Year's Recommendation: attendance was monitored and we did see minor increases; we will continue with attendance monitoring and promoting













Strategy 1 Details	Reviews			
Strategy 1: Utilize the truancy/safety monitor for parental conferences and home visits to education parents on the compulsory attendance law. Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
Strategy 2 Details	Reviews			
Strategy 2: Utilize and monitor campus attendance committees to create attendance improvement plans Strategy's Expected Result/Impact: improve campus attendance Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability and Campus Administrators Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/Modify
 No Progress  Accomplished  Continue/Modify  Discontinue				













Goal 6: Improve Communication between district, community, and other stakeholders to create transparency and trust in order to increase parental involvement establish a growth mindset and focus on improvement.

Performance Objective 1: Continue to improve communication with parents and build positive effective relationships.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: communication will continue to be a high priority through parent meetings; use of platforms (DOJO/School messenger, etc).

Strategy 1 Details		Reviews			
Strategy 1: Family forms fair, technology night and other scheduled opportunities for parents to learn and practice using the ascender portal as a student information system to include registration process, scheduling and required forms and monitoring grades and assessment. Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability, Campus Administrators and ACE Director Funding Sources: - Local - GRANT		Formative			Summative
		Nov	Jan	Mar	June
		 Considerable	 Considerable	 Considerable	 Continue/ Modify
Strategy 2 Details		Reviews			
Strategy 2: Work with TRIO, STAR program (BCFS), universities, Workforce Solutions to inform parents and students on college and career opportunities. Funding Sources: - State, - Federal, - Local		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
Strategy 3 Details		Reviews			
Strategy 3: Offer learning partnership meetings, where parents are provided activities to be used at home to enhance student success. Funding Sources: - Federal, - Local, - Title 1		Formative			Summative
		Nov	Jan	Mar	June
		 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify

Strategy 4 Details	Reviews			
Strategy 4: Plan for events throughout the year for parents and community to celebrate with the school (fall and spring community pep-rally, student showcases, career days, etc)	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
Strategy 5: Enhance use of remind, dojo, school messenger, website, social media and the marquee Funding Sources: - Local	Formative			Summative
	Nov	Jan	Mar	June
	 Moderate Progress	 Moderate Progress	 Moderate Progress	 Continue/ Modify
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 7: Develop budget plans and calendars that demonstrates a well organized process for the use of available resources while adopting a fiscally responsible budget annually.

Performance Objective 1: Draft a technology maintenance plan

- Summative Evaluation:** Some progress made toward meeting Objective
- Next Year's Recommendation:** creating long term strategic planning needs to continue

Strategy 1 Details	Reviews			
Strategy 1: Create inventory database that is reviewed and monitored annually Strategy's Expected Result/Impact: improved process and procedures regarding technology Staff Responsible for Monitoring: Superintendent/Director of Business and Finance/Technology Manager	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Continue/ Modify
Strategy 2 Details	Reviews			
Strategy 2: Monthly meetings to develop and monitor a plan of activities s to be completed on a monthly basis Strategy's Expected Result/Impact: improved process and procedures regarding technology Staff Responsible for Monitoring: Superintendent/Director of Business and Finance/Technology Manager	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress	<div><div></div></div> Moderate Progress	<div><div></div></div> Considerable	<div><div></div></div> Continue/ Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 7: Develop budget plans and calendars that demonstrates a well organized process for the use of available resources while adopting a fiscally responsible budget annually.

Performance Objective 2: Draft a transportation maintenance plan

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings to develop and monitor a plan of activities s to be completed on a monthly basis Strategy's Expected Result/Impact: improved procedures and process for transportation department Staff Responsible for Monitoring: Superintendent/Director of Operations and Facilities/Director of Business and Finance/Transportation Coordinator	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress	<div><div></div></div> Moderate Progress	<div><div></div></div> Moderate Progress	<div><div></div></div> Continue/ Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 7: Develop budget plans and calendars that demonstrates a well organized process for the use of available resources while adopting a fiscally responsible budget annually.

Performance Objective 3: Draft a facilities and operations maintenance plan

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: continue

Strategy 1 Details	Reviews			
Strategy 1: Monthly meetings to develop and monitor a plan of activities s to be completed on a monthly basis Strategy's Expected Result/Impact: improved procedures and process for transportation department Staff Responsible for Monitoring: Superintendent/Director of Operations and Facilities/Director of Business and Finance	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Moderate Progress	<div><div></div></div> Moderate Progress	<div><div></div></div> Considerable	<div><div></div></div> Continue/Modify
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

District Funding Summary

Federal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional programs		\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	1	8			\$0.00
2	1	1			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	3			\$0.00
6	1	2			\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00
State					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
3	2	3			\$0.00
6	1	2			\$0.00
Sub-Total					\$0.00
Local Spec Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$0.00

Title 1					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1			\$0.00
3	1	1			\$0.00
3	2	1			\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$0.00
Sub-Total					\$0.00
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00
1	1	4			\$0.00
1	1	5		GRANT	\$0.00
1	1	6			\$0.00
1	1	7		GRANT	\$0.00
1	1	8			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	2	1			\$0.00
3	2	3		GRANT	\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
6	1	1		GRANT	\$0.00
6	1	2			\$0.00
6	1	3			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	5			\$0.00
Sub-Total					\$0.00

Addendums

2023-2024 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.</u> COEs/ECOE for the new school year cannot be completed until training has occurred or as determined by TEA.	Staff: All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	By September 1 for ID&R training or as determined by TEA.(ongoing) TX-NGS training: September 15 or as determined by TEA
B. <u>Other</u>		
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.	Staff: MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.	Staff: All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> <i>Potentially Eligible Migratory Children:</i> Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOE as needed. <i>Currently Eligible Migratory Children:</i> Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOE as needed. Note: Share copies of COEs/ECOE with appropriate entities as listed in ID&R Manual.	Staff: MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs/ECOE.</u> Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.	Staff: MEP recruiters	Within 5 working days of parent signature
F. <u>Review of COEs/ECOE.</u> Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. <ul style="list-style-type: none"> Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS. 	Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.	Staff: MEP recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>		
III. MAPS AND INTRAREGIONAL NETWORKING		
A. <u>Make contact with potential growers.</u> Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: All recruiters and Designated SEA Reviewers for the MEP	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u> Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP administrators and recruiters, Data Dashboard through Arroyo Research Services as contracted by TEA	Update on ongoing basis throughout the year
C. <u>Other</u>		
IV. INTERAGENCY COORDINATION		
A. <u>Network with agencies that serve migrant families.</u> Coordinate/network with local/regional organizations that provide services to migratory workers and their families	Staff: MEP administrators and recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. <u>Other</u>		
V. QUALITY CONTROL		
A. <u>Written quality control procedures.</u> Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder.	Staff: MEP administrators, recruiters, designated SEA reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u> Forward COEs/ECOEes with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOEes that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u> Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Education Specialists	As needed throughout the year
D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOEes in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: ESC, MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP)	Staff: ESC, District Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December

VI. EVALUATION	INDIVIDUALS RESPONSIBLE	
<p>REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT</p> <p>A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.</p>	<p>Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA designee, etc.</p>	<p>TIMELINE</p> <p>By July 30</p>
<p>B. <u>Other -- MEP Family Surveys</u> LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20 MEP administrative assistant Recruiters follow up on "yes" responses and note whether family qualifies for the MEP or not MEP Family Surveys are retained for the current year and previous year per state documentation purposes</p>	<p>Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters</p>	<p>September 1 -- 1st deadline, then ongoing</p>

Priority for Service (PFS) Action Plan for Migrant Students

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

The Priority for Service Report on Texas – New Generation System (TX-NGS) must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	<ul style="list-style-type: none"> Who have made a qualifying move within the previous 1-year period; <p><u>AND</u></p> <ul style="list-style-type: none"> Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; <u>or</u> For students in grades K-2 or students in grade 3 that have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all the required components as described in Part 3 of the ESSA Consolidated Federal Grant Application, but allows room for districts to add additional activities. Each district’s PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

School District: ESC Region 20 MEP SSA
Region: 20

Priority for Service (PFS) Action Plan

**Completed By: ESC-20 MEP Team, SSA
Member Representatives**

Date: 08/23/2023

School Year: 2023 - 2024

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

<u>Goal(s):</u>	<u>Objective(s):</u>
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are PFS.			
<ul style="list-style-type: none"> Monthly, run TX-NGS Priority for Service (PFS) reports to identify migratory children and youth who require priority access to MEP services. 	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
<ul style="list-style-type: none"> Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives. 	Annually by September 30	Migrant Coordinator Education Specialists	Priority for Service Action Plan
Additional Activities			
<ul style="list-style-type: none"> Provide district contacts with Priority for Services criteria and a copy of the PFS action plan to be included in their District Improvement Plan (DIP). 	Annually by September 30	Education Specialists District Designee	Copy of District Improvement Plan showing insertion of PFS Action Plan

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports. 	Monthly	Education Specialists Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
<ul style="list-style-type: none"> ▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria. 	Annually PAC Meetings	Education Specialists Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log Tutor Logs
<ul style="list-style-type: none"> ▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home (case-by-case basis) and /or community visits to update parents on the academic progress of their children. 	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Education Specialists Adjunct Migrant Counselor District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Counselor Logs Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			
<ul style="list-style-type: none"> ▪ 			
Provide services to PFS migrant students.			
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms

<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies. 	Year Round	Adjunct Migrant Counselor Education Specialists Recruiters District Designee	Adjunct Migrant Counselor Logs Recruiter Logs TX-NGS Supplemental Count Report PFS Progress Review Forms
<ul style="list-style-type: none"> ▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students. 	Year Round	Migrant Coordinator Education Specialists	PFS Student Review Forms
Additional Activities			
<ul style="list-style-type: none"> ▪ 			



BRACKETT ISD

State Compensatory Education Program Addendum

Fiscal, School Year 2023-2024

Special section of the district improvement plan developed to document the activities, budget, and evaluation of the state compensatory education program designed to meet the specific needs of at-risk students

STATE COMPENSATORY EDUCATION PROGRAM OF BRACKETT ISD

To comply with [Texas Education Code \(TEC\) Sec. 11.252](#), Brackett ISD annually reviews and revises its district and campus improvement plans, and conducts a comprehensive needs assessment 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 achievement indicators.” This addendum to the improvement plan reflects the continuous nature of the needs assessment process to enhance academic improvement as well as provide a review of the [State Compensatory Education \(SCE\) program](#) to ensure fidelity in fiscal efficiency and programmatic effectiveness.

The addendum outlines the following information:

- The comprehensive needs assessment process
- State criteria to identify at-risk students
- District demographics
- Students identified for the SCE program by State criterion
- District graduation rates
- State assessment data – STAAR and STAAR End of Course (EOC), 2022-2023
- Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students
- SCE programs and services
- SCE Program evaluation, 2022-2023
- Funding information
- District SCE budget
- District SCE funded direct instructional services distribution

[Texas House Bill 3 \(HB3\)](#), as passed by the 86th Texas Legislature, determined that the purpose of the State Compensatory Education allotment is to provide school districts and open-enrollment charter schools with funding for supplemental programs and services designed to eliminate any disparity in performance on assessment instruments [currently, the STAAR and STAAR EOC exams] administered under the [TEC, Subchapter B, Chapter 39.023\(c\)](#), or disparity in the rates of high school completion between: (1) students who are educationally disadvantaged and students who are not educationally disadvantaged; and (2) students at risk of dropping out of school, as defined by the [TEC Sec. 29.081](#), and all other students.

The primary source of state funding for Texas school districts is the [Foundation School Program \(FSP\)](#). State Compensatory Education Funds are reported on the Summary of Finance of the [School District State Aid Reports](#) under program intent code (PIC) 24. The statute requires that at least 55 percent of SCE funds be allocated for the direct instruction of at-risk students.

Comprehensive Needs Assessment Process

An annual needs assessment is conducted at both the district and campus levels. As defined in [TEC Sec. 11.251, 11.252 and 11.252](#), Brackett ISD utilizes a site-based decision-making committee comprised of administrators, teachers, at least one professional staff with the primary responsibility for serving students with disabilities, parents, community members, and business representatives. The comprehensive needs assessment process is conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensure that the use of resources is strategically planned, aligned, supplemental and cost effective. Data utilized during the comprehensive needs assessment process is disaggregated by all student groups served by the district/campus within the categories of ethnicity, socioeconomic status, and populations served by special programs, including students in special education programs. The needs assessment process determines the measurable district and campus performance objectives for all appropriate student achievement indicators for all student populations.

State Criteria to Identify At-Risk Students

The TEC Sec. 29.081 utilizes the following criteria to define a student as “at risk of dropping out of school” in PEIMS if the student is under twenty-six years of age and who:

1. Was not advanced from one grade level to the next for one or more school years [even if by parent choice]
2. If the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester
3. Did not perform satisfactorily on an assessment instrument administered to the student under TEC, Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument [once identified by this criterion, the student remains “at risk” their entire K-12 education]
4. If the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year
5. Is pregnant or is a parent

6. Has been placed in an alternative education program in accordance with [Section 37.006](#) during the preceding or current school year
7. Has been expelled in accordance with [Section 37.007](#) during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported in Public Education Information Management System (PEIMS) to have dropped out of school [once identified by this criterion, the student remains “at risk” their entire K-12 education]
10. Is a student of limited English proficiency, as defined by [Section 29.052](#)
11. Is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official
12. Is homeless, as defined by [42 U.S.C. Section 11302](#), and its subsequent amendments
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation
14. Has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by [Section 1.07, Penal Code](#)
15. Is enrolled in a school district or open-enrollment charter school, that is designated as a dropout recovery school under [Section 39.0548](#).

Brackett ISD continually identifies and documents students who are at risk of dropping out of school. Procedures are in place to ensure accurate coding of student demographic information into the Public Information Management System (PEIMS) during initial registration, upon receipt of state assessment scores, during PEIMS reviews in preparation for snapshot date and as necessary to ensure accurate data. Brackett ISD ensures that each campus regularly monitors individual student performance throughout the school year to determine updated eligibility for SCE services specific to that students’ identified needs. This process ensures that students who are initially identified within an “at risk” category after the school year begins will receive the necessary SCE services. It likewise ensures that students who no longer meet one of the statutory requirements will be exited from the program as applicable to the identifier itself.

District Demographics

According to the [TEA Texas Performance Reporting System](#), Brackett ISD has a total student population of 503 students. Of the total population of students, ethnic distributions are as follows: 0.0% African American, 74.4% Hispanic, 24.8% White, 0.4% American Indian, 0.0% Asian, 0.0%, Pacific Islander and 0.4% Two or More Races. Additional identifiers of the total population include: 61.7% Economically Disadvantaged, 39.3% Non-Educationally Disadvantages, 4.3% Emergent Bilingual and English Learners, and 0.9% with discipline placements. Specific to the intent and purpose of SCE program support, 44.7% of students are considered at risk.

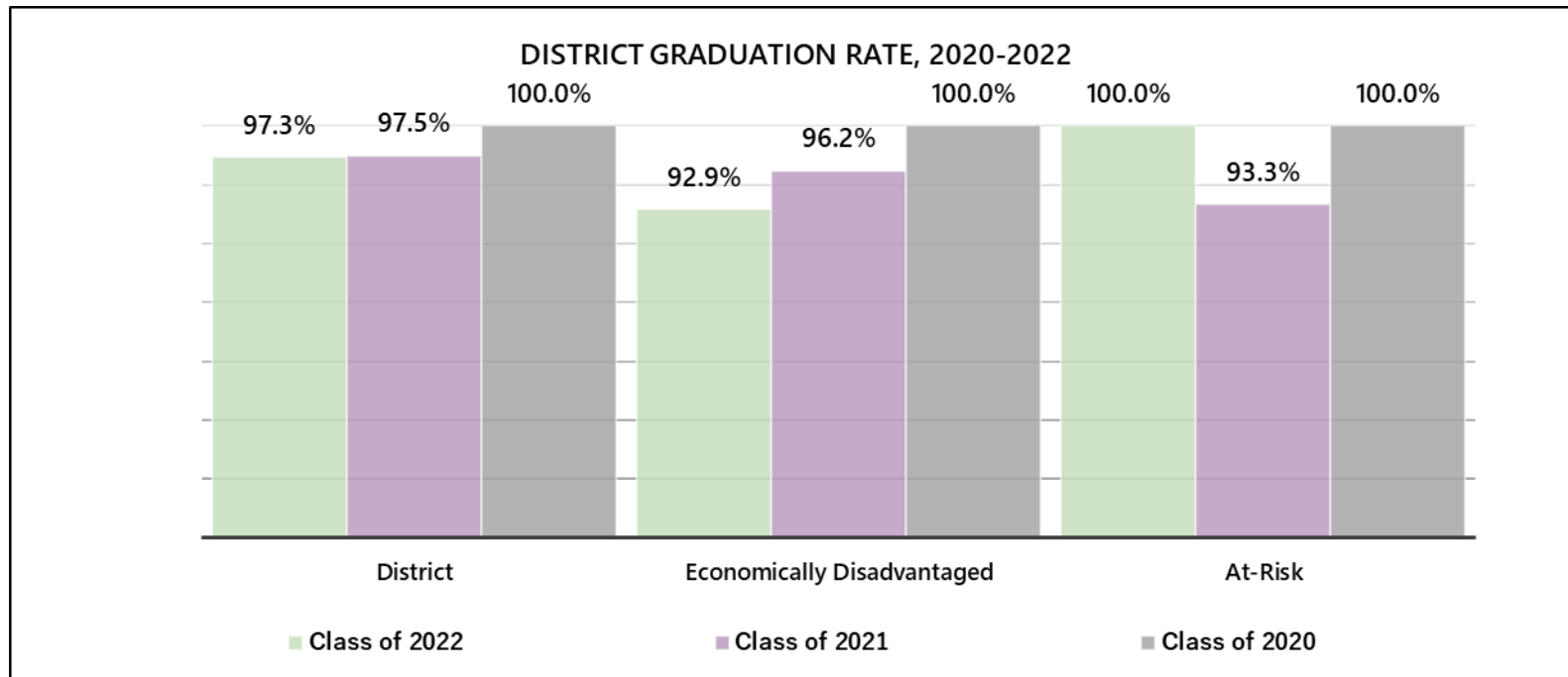
Students Identified for SCE Program by State Criterion

The following table represents the number and percentage of students identified in each of the fifteen "at-risk" categories. Depending on the indicator, students can be counted in more than one category.

District			Readiness Test		<70 Average		Not Advanced		Failed STAAR		AEP		LEP	
Gr. Level	Total Enroll	Perc. Enroll	#	%	#	%	#	%	#	%	#	%	#	%
PK	26	5%	12	46%			0	0%			0	0%	0	0%
K	39	7%	8	21%			1	3%			0	0%	1	3%
1	30	6%	15	50%			4	13%			0	0%	2	7%
2	39	7%	17	44%			9	23%			0	0%	2	5%
3	40	8%	1	3%			7	18%	0	0%	0	0%	1	3%
4	37	7%					10	27%	10	27%	0	0%	1	3%
5	37	7%					11	30%	10	27%	0	0%	2	5%
6	40	8%					1	3%	0	0%	1	3%	2	5%
7	33	6%			2	6%	10	30%	14	42%	2	6%	1	3%
8	42	8%			4	10%	7	17%	12	29%	4	10%	2	5%
9	44	8%			7	16%	14	32%	25	57%	2	5%	3	7%
10	43	8%			9	21%	12	28%	12	28%	1	2%	1	2%
11	41	8%			0	0%	9	22%	8	20%	1	2%	1	2%
12	40	8%			4	10%	9	23%	1	3%	1	3%	0	0%
Total	531	100%	53	10%	26	5%	104	20%	92	17%	12	2%	19	4%

District Graduation Rates

The TEC, Subchapter B, Chapter 39.023(c), requires districts to compare the disparity in the rates of high school completion between students who are economically disadvantaged and students who are not economically disadvantaged, and between students at risk of dropping out of school, as defined by the TEC Sec. 29.081, and all other students. The table below provides this comparison and is based on the latest data provided by the [Texas Education Agency](#).



State Assessment Data – STAAR and STAAR EOC, 2022-2023

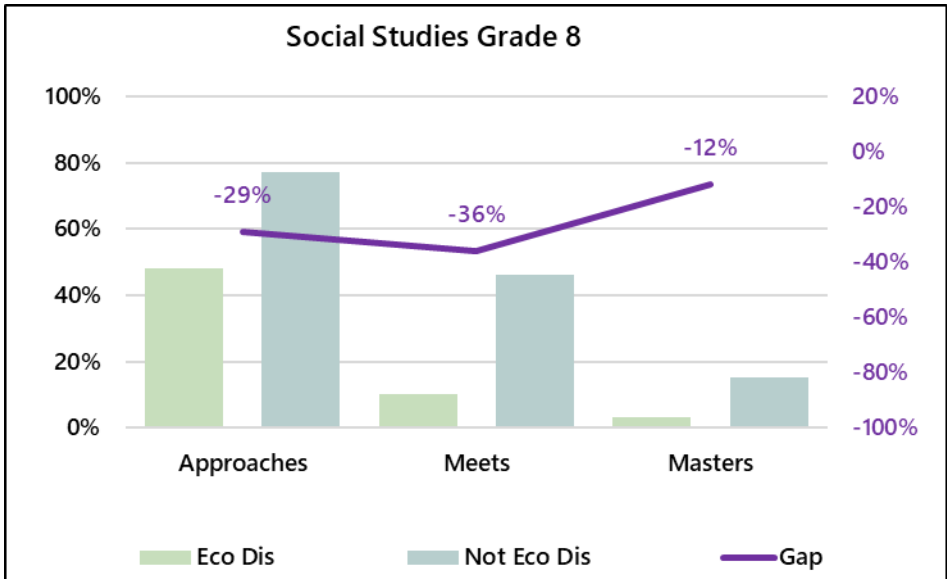
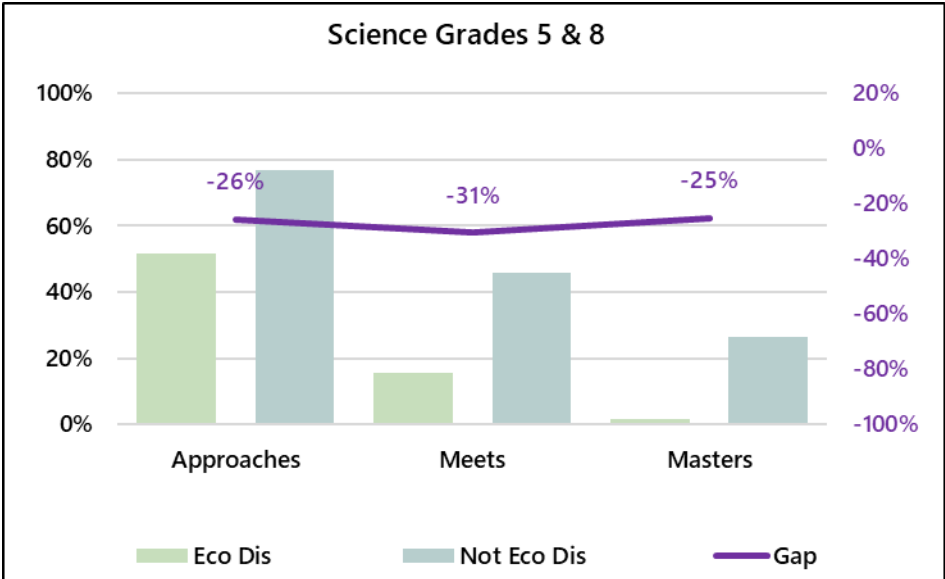
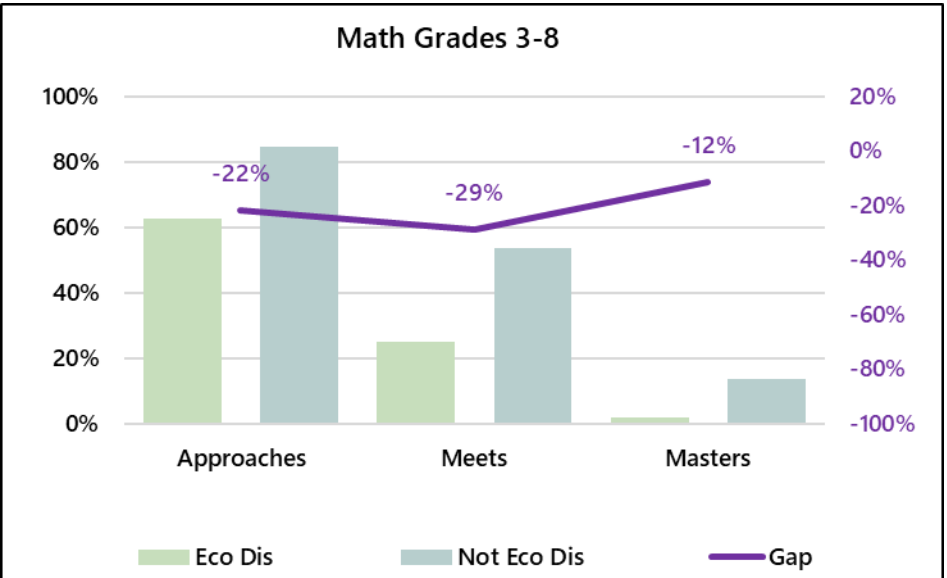
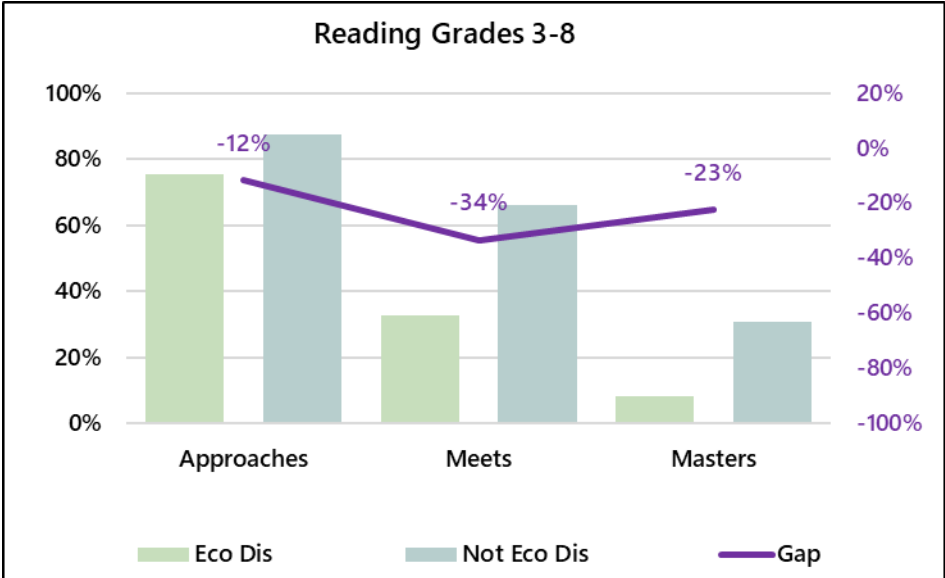
On [August 16, 2023](#), the Texas Education Agency (TEA) released the 2023 Grades 3–8 State of Texas Assessments of Academic Readiness (STAAR) results. The results included exams in mathematics and reading for grades 3–8, 5th and 8th grade science, and 8th grade social studies. On [June 30, 2023](#), TEA released the 2023 STAAR End-of-Course Assessment Results. The results included exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the next grade with little or no academic intervention. Meets Grade Level (passing) indicates that students will have a high likelihood of success in the next grade but may still need some short-term, targeted academic intervention. Approaches Grade Level (passing) identifies students who are likely to succeed in the next grade with targeted academic intervention. Does Not Meet Grade Level (not passing) identify students who are unlikely to succeed in the next grade or course without significant, ongoing academic intervention. The STAAR assessment data used for the tables presented was made available from the [TEA Analytic Portal](#).

The Texas Education Code, [Section 28.0211](#), requires that all students who do not achieve Approaches or higher on STAAR grades 3 through 8 or EOC assessments be provided with accelerated instruction. The accelerated instruction courses provided with SCE funds at Brackett ISD's campuses:

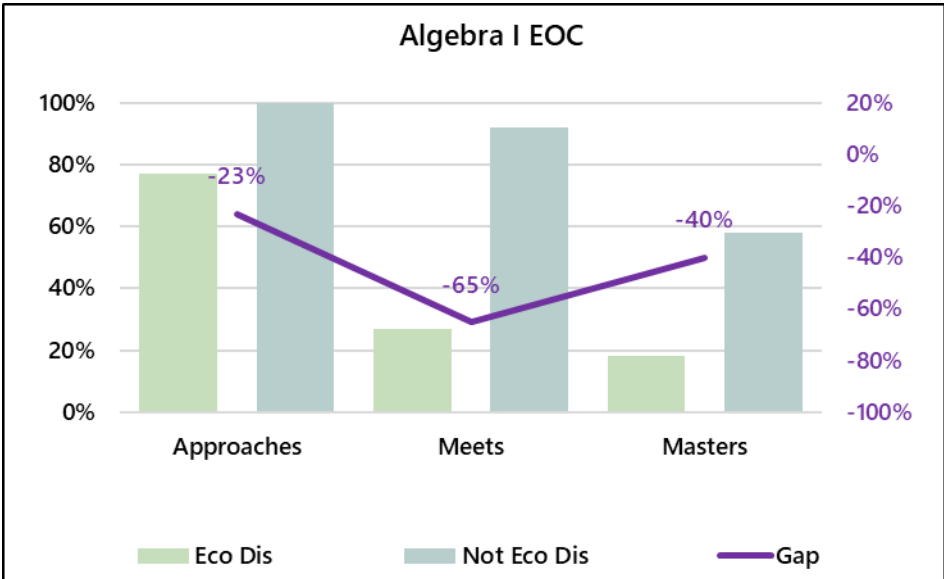
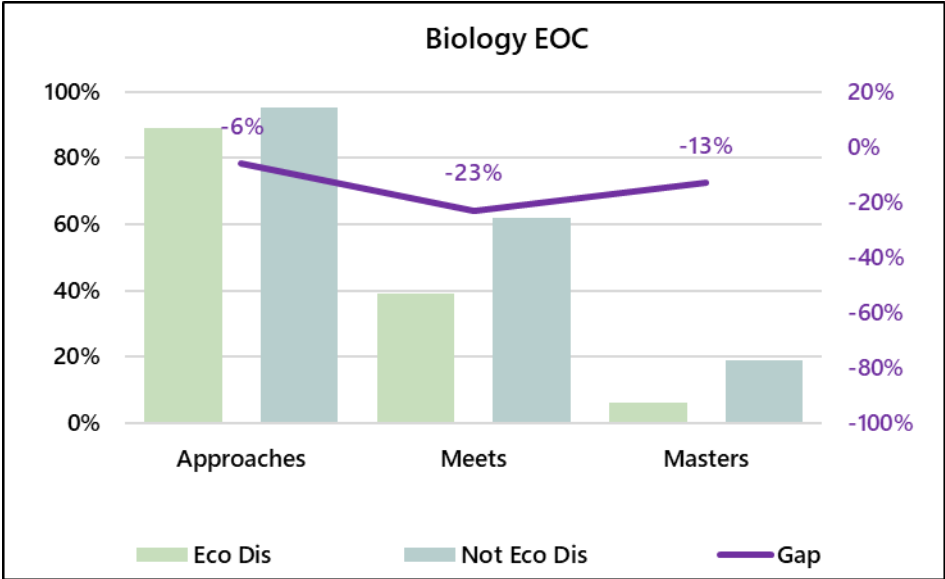
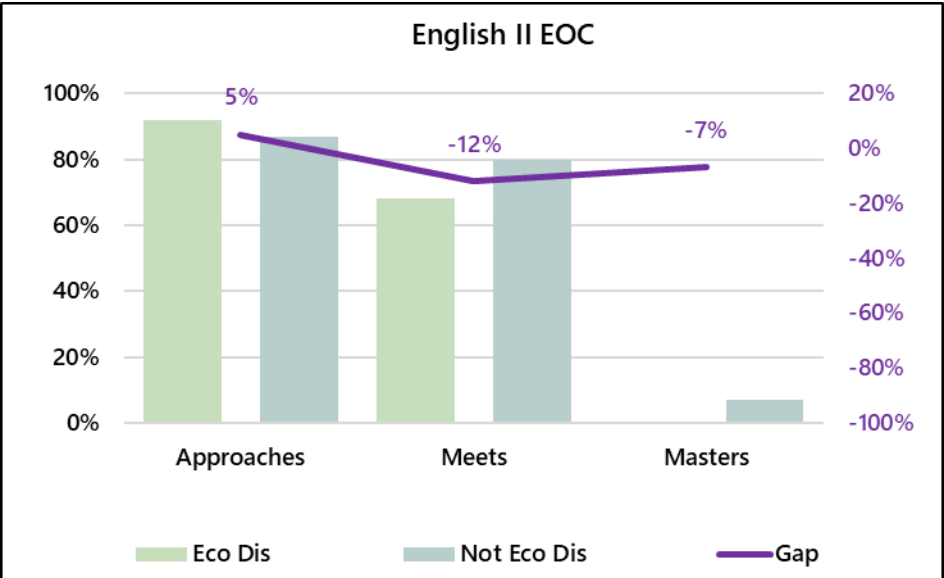
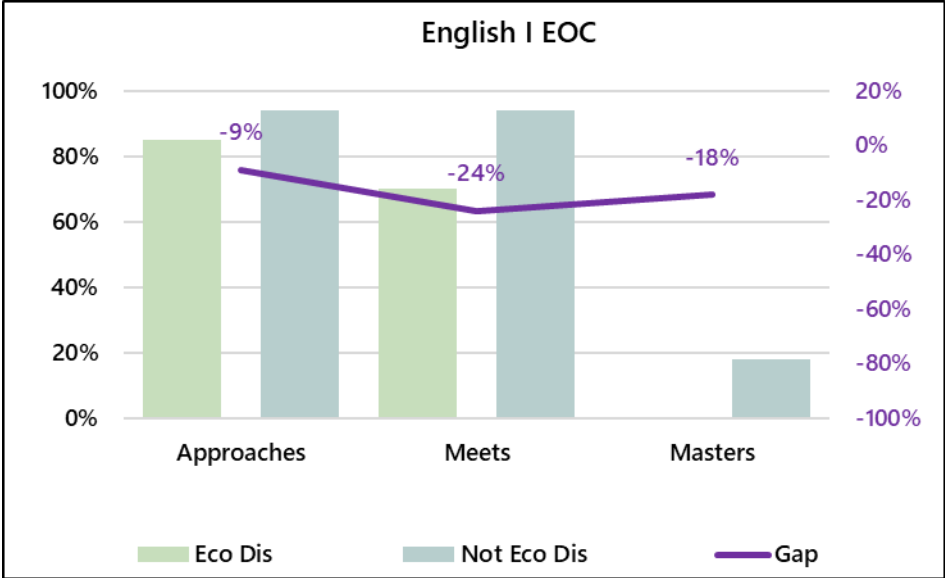
- Are assigned a TIA-designated teacher for the subsequent school year in the applicable subject area;
- OR
- Are provided for a total of not less than 15 or 30 hours (depending on student performance) either during the summer or at least once per week during the regular school year;
- Are limited to two subjects per year, prioritizing Math and Reading/Language Arts;
- Are designed to assist the student in achieving satisfactory performance in the applicable grade level and subject area and include effective instructional materials designed for supplemental instruction;
- Are taught by a person with training in the applicable instructional materials.
- Are provided, to the extent possible, by one person for the entirety of their accelerated instruction.
- Are delivered in a 1-on-1 or small group environment, with no more than 4 students in a small group.

Brackett ISD has further established TASB Board policies (EHBC and EIE) along with local procedures to address accelerated learning.

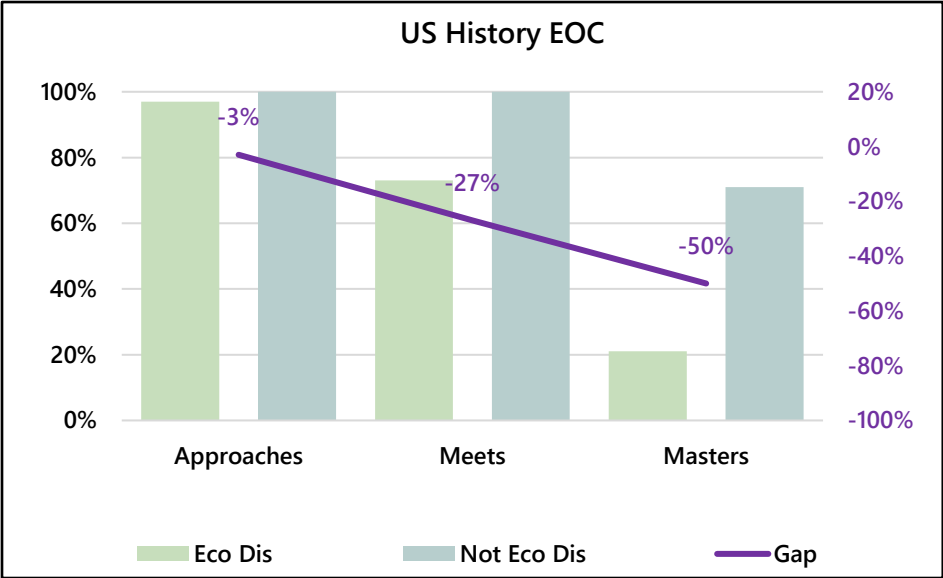
Economically disadvantaged compared to not economically disadvantaged



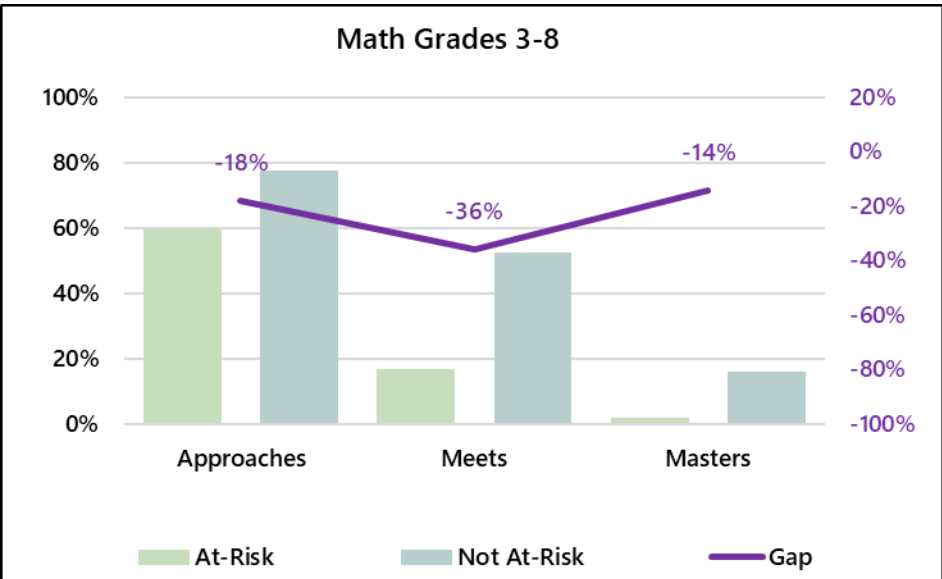
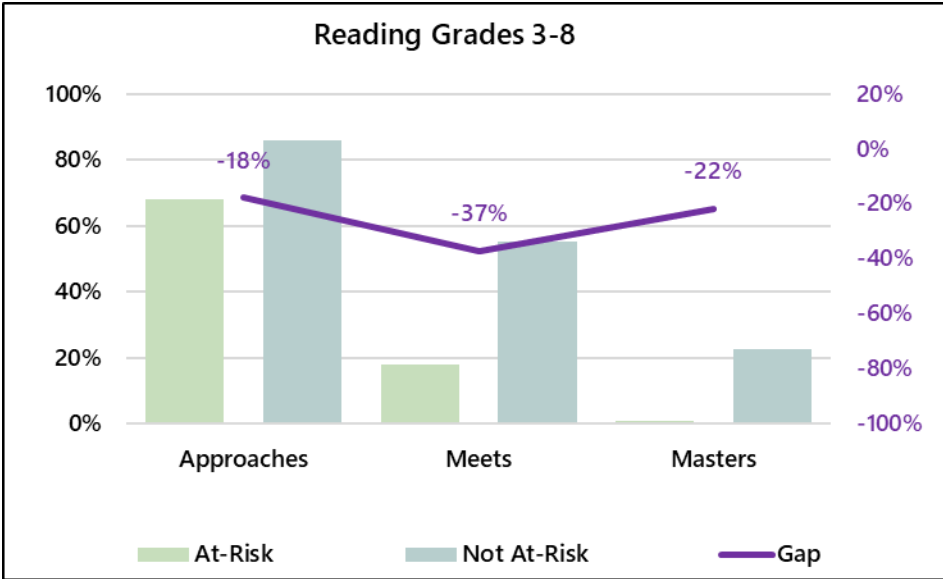
conomically disadvantaged compared to not economically disadvantaged (continued)



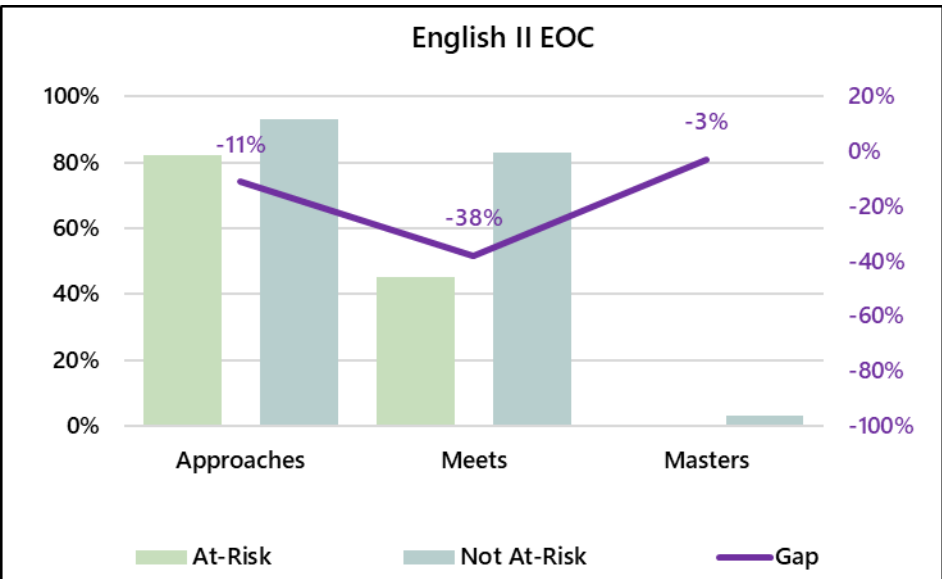
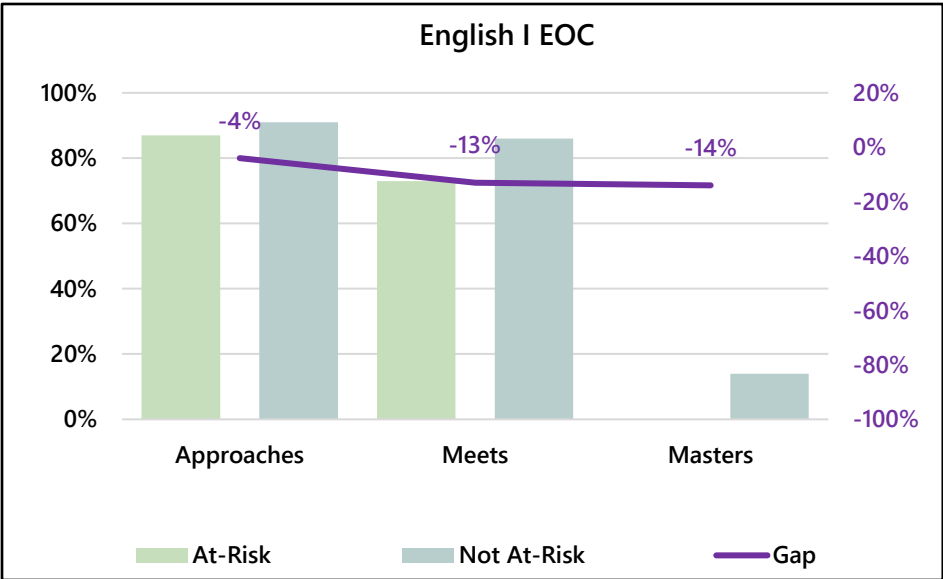
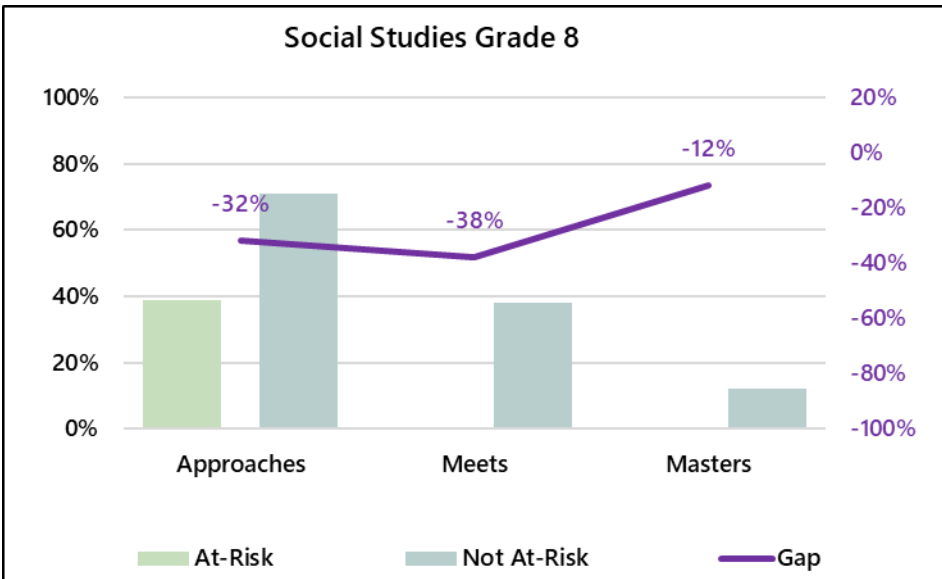
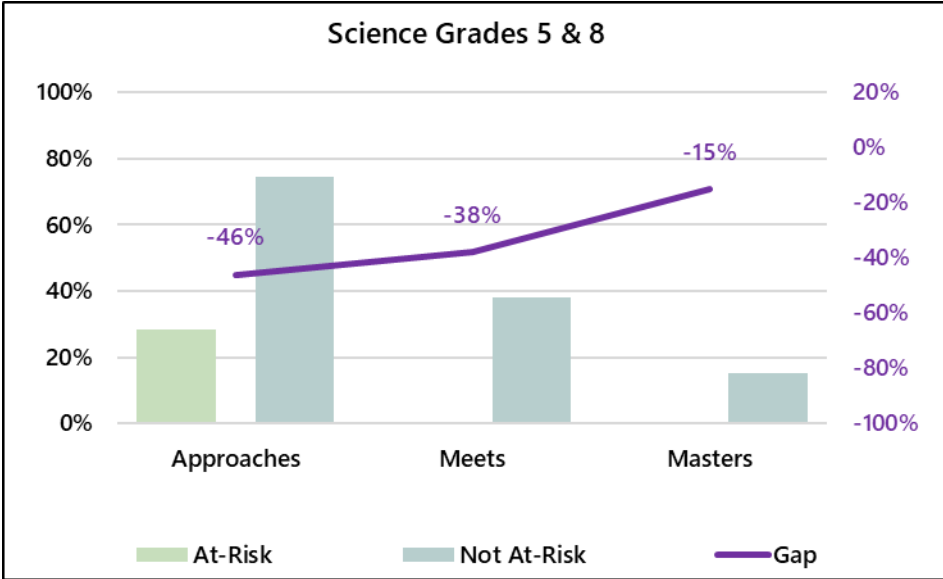
Economically disadvantaged compared to not economically disadvantaged (continued)



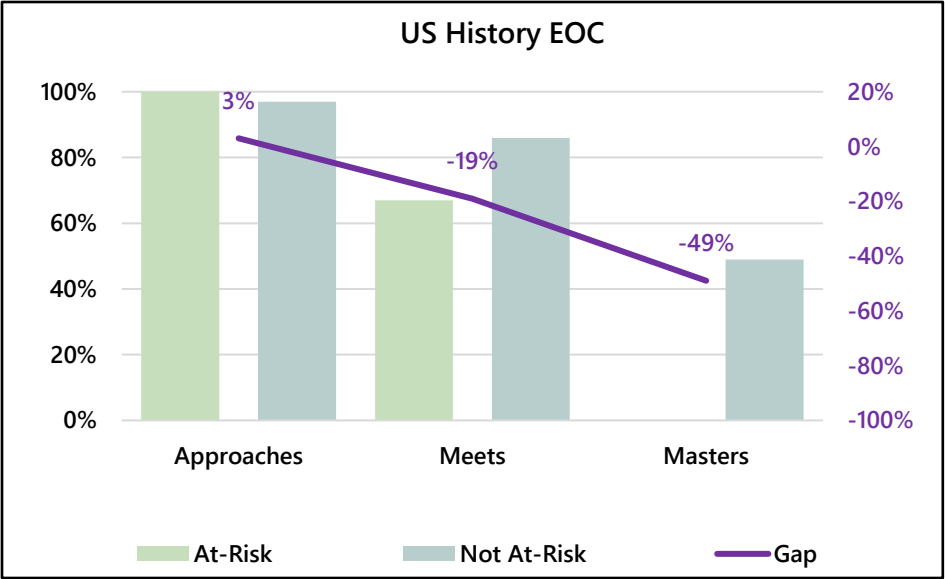
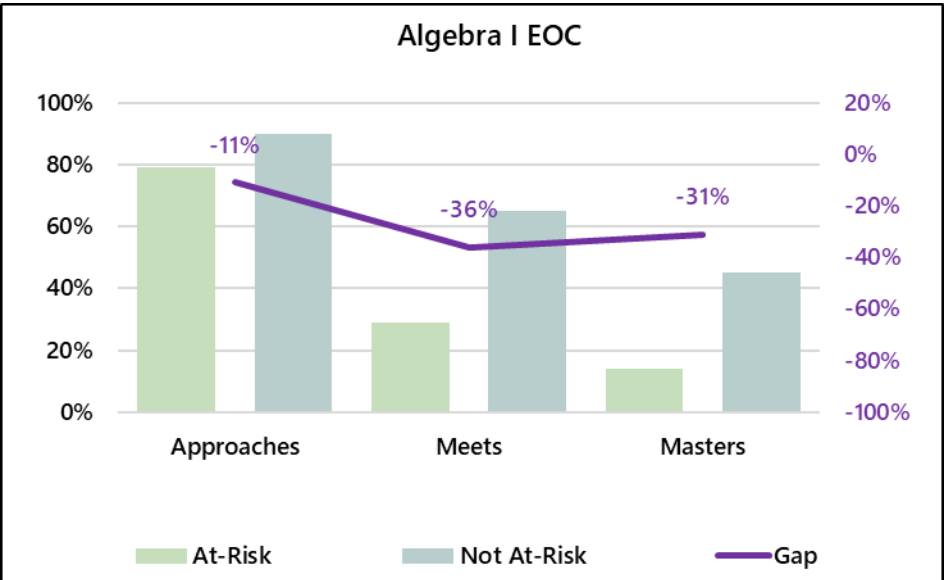
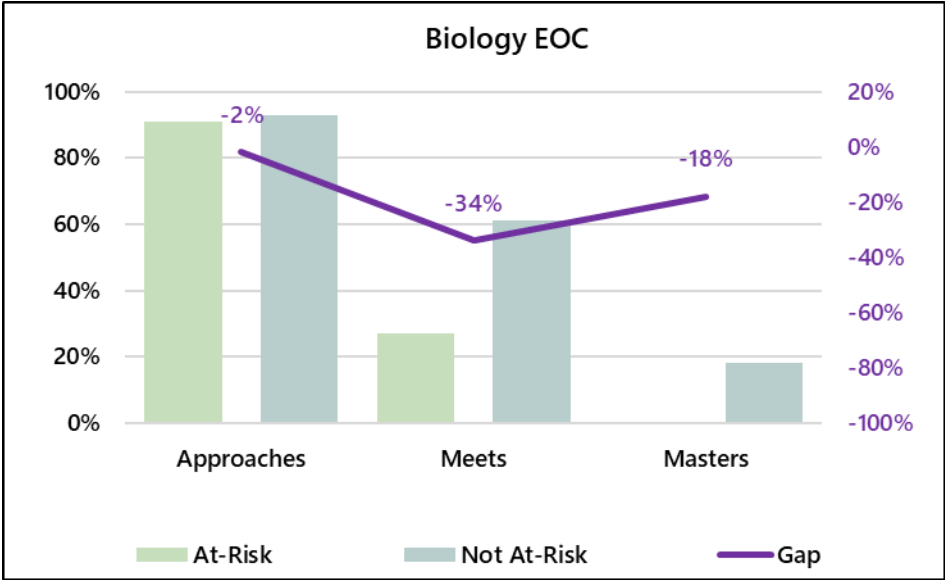
At risk compared to not at risk



At risk compared to not at risk (continued)



At risk compared to not at risk (continued)



Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

The [2023 Academic Accountability system](#) utilizes three domains: Student Achievement, School Progress, and Closing the Gaps. Whereas the Closing the Gaps domain compares all students and disaggregated student groups (the metric used to develop this report) the Brackett ISD SCE Addendum, can be used to evaluate gaps between at-risk and not at-risk students, as well as economically-disadvantaged students and not economically-disadvantaged. The following disparities were identified while reviewing academic achievement on state standardized assessments:

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	Reading	Math	Science	Social Studies
Grade 3	-8%	-24%		
Grade 4	-44%	-58%		
Grade 5	-46%	-39%	-40%	
Grade 6	-29%	-12%		
Grade 7	-20%	-17%		
Grade 8	-54%	-23%	-21%	-36%

Student Achievement Gaps Summary "Meets Expectation" (EOC) Economically Disadvantaged Compared to Not Economically Disadvantaged				
English 1	English II	Algebra I	Biology	US History
-24%	-12%	-65%	-23%	-27%

Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) At-Risk Compared to Not At-Risk				
Grade Level	Reading	Math	Science	Social Studies
Grade 3	1%	-34%		
Grade 4	-44%	-58%		
Grade 5	-56%	-34%	-33%	
Grade 6	-50%	-27%		
Grade 7	-49%	-33%		
Grade 8	-25%	-29%	-43%	-38%

Student Achievement Gaps Summary "Meets Expectation" (EOC) At-Risk Compared to Not At-Risk				
English 1	English II	Algebra I	Biology	US History
-13%	-38%	-36%	-34%	-19%

SCE Programs and Services of BRACKETT ISD

Brackett ISD provides fiscal and academic supports to ensure the successful implementation of the SCE program and to assist the campuses and the district in achieving the goals and performance objectives. Campuses within Brackett ISD conduct their own SCE-funded instructional activities and these may be viewed in their individual campus improvement plan. The state assessments (STAAR and STAAR EOC) are used as summative evaluation criteria.

State Compensatory Education Program Evaluation, 2022-2023

As required by TEC, Sec. 29.081(b)(1), Brackett ISD evaluates the effectiveness of its state compensatory education program, the results of which are included in this addendum. The evaluation allows the district to focus resources on the strategies and goals that will most likely impact the achievement of students at risk of dropping out of school. In accordance with TEC, §29.081(b-3), the district holds an annual public hearing to discuss the results of the SCE program evaluation. State Compensatory Education resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

The Texas Education Code does not specify the minimum standard or design for an evaluative process; however, Brackett ISD chooses to use a combination of two types of evaluation metric: continuous improvement and performance data. Continuous improvement is evaluated through the formative processes described in the “Programs and Services” section of the addendum. Performance data is evaluated through data analysis of state assessments as part of the summative evaluation process. By taking a student-needs approach to evaluation, the primary purpose of continuous improvement becomes the method to support learning that leads to effective student-centered decision-making and efficient district-wide practices.

Using data-informed decisions to drive instruction, improve student and school performance, and close achievement gaps is a primary goal of the SCE program. Due to the Texas Education Agency’s ongoing efforts to customize data programs for education-specific missions, data analytics has become available to educators who are not highly trained in the field of statistical analysis. As part of the SCE evaluation, the district staff integrates and adapts data analysis to provide meaningful information that helps teachers and administrators adjust to each student’s needs. While collecting and organizing the data is important, the most productive work occurs when stakeholders review and discuss the findings and implications. Deep analysis of the performance data allows the district staff to seek patterns and to provide opportunities for student and school growth, as well as to make informed judgments about teacher effectiveness, teacher evaluation and professional development needs, that target strategies for assisting students identified as being at risk of failing or dropping out of school

Funding Information

Texas House Bill 3 (HB3) reworked the formula for calculating districts' annual SCE allotment to a tiered multiplier system. School districts receive an SCE allotment equal to the basic allotment multiplied by one of five weights for students determined to be educationally disadvantaged. These weights are based on the tier assigned to the census block group in which a student who is educationally disadvantaged resides and are prescribed under the TEC, Section 48.104 (a–e). To generate SCE funds, the students must first be classified as educationally/economically disadvantaged. For the purpose of this system, the terms “educationally disadvantaged” and “economically disadvantaged” are interchangeable. Students who meet the criteria as educationally disadvantaged are reported in the PEIMS Fall submission. These students create an increase in SCE funding based on their census block group and are weighted on a scale of 0.225 up to 0.275 in additional SCE funds. Districts and other stakeholders can determine block groups using [TEA's Census Block Group Tools](#) and information for the following table can be found in the [summary of finance](#).

Economically Disadvantaged Student Counts (including students without a disability living in a residential placement facility whose parents do not reside in the district)								
Campus Name	Campus ID	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Total	Allotment
BRACKETT H S	136901001	3	16	2	39	37	97	\$156,387
BRACKETT J H	136901041	3	26	0	24	30	83	\$131,824
JONES ELEMENTARY/INTERMEDIATE SCHOOL	136901101	12	40	4	46	72	174	\$277,662
District Total		18	82	6	109	139	354	\$565,873

District SCE Budget

The district business office prepares revenue projections for all funds based on state funding formulas and assigned property values, estimates of local tax revenue, enrollment projections, and other factors. The business office coordinates the budget request process and provides approved allocations to the campuses. Brackett ISD is responsible for the efficient and effective administration of allocated SCE funds through the application of sound management practices and assumes responsibility for administering these funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the SCE budget requirements as outlined in the [Financial Accountability System Resource Guide \(FASRG\)](#). The accounting practices of the district that are implemented by the campuses are consistent with cost principles and provide for adequate documentation to support costs charged to the SCE budget.

[TEC Section 48.104\(k\)\(1\)\(A\)](#) allows districts to use SCE funding to provide supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B, Chapter 39, or disparity in the rates of high school

completion between students who are educationally disadvantaged and students who are not educationally disadvantaged. Brackett ISD does not use SCE funds to provide program activities, program personnel, or program materials that are required by federal law, state law or State Board of Education rule. The district uses SCE funds only to provide programs and/or services that supplement the regular education program so that students at risk of dropping out of school can succeed in school. The district meets the required 55% direct services to serving identified at-risk students. All SCE expenditures are (1) reasonable and necessary, (2) aligned to the intent of SCE, (3) supplemental to the district's regular education programs with compensatory, intensive, and/or accelerated instruction, (4) supplemental to other federal* and state programs and the regular education program offered to all students, (5) disclosed in the DIP/CIP before SCE funds were expended, (6) will enhance the academic performance of at-risk students, (7) and their usage of funds evaluated. SCE resources are redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students at risk of dropping out of school.

**ESSERII/III and SCE Funding- The purpose of ESSER funding in general, is to award subgrants to local educational agencies (LEAs) to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. ESSER funds are not required to be supplemental to the LEA's state and local funds. For state compliance with spending requirements, TEA will combine funds 199, and 281 (ESSER II), and 282 (ESSER III) to verify that the state spending requirements were met for all state allotments.*

In accordance with TEC Sec. 29.081(b)(b-1) (b-2), Brackett ISD provides accelerated instruction for students failing an end-of-course (EOC) assessment required for graduation and for all students identified as being at risk of dropping out of school ([TEC Sec. 28.0211 \(a-1\)\)](#). This instruction is in the applicable subject area and occurs before or after school, or outside normal school operations, as deemed appropriate. The district sufficiently budgets specific funds for accelerated instruction. Allocations for accelerated instruction for students failing an End of Course (EOC) assessment required for graduation are made prior to budgeting SCE funds for any other purpose. Direct program expenditures of state compensatory education funds at Brackett ISD: 1) support the intent and purpose of the program, 2) are allowable under statute and guidance, and 3) and are related to specific interventions identified in the appropriate district and campus improvement plans. Additionally, the SCE allotment is used to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965 and its subsequent amendments at the following Title I campus of BRACKETT ISD: Jones Elementary/Intermediate School. Indirect costs may be attributed to the following expenditure function codes: 34-Student Transportation; 41-General Administration; 81-Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency publication, [Financial Accountability System Resource Guide \(see also Module 6\)](#).