Brackett Independent School District

District Improvement Plan

2024-2025

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)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- 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

Goal 1: Promote high academic achievement through the delivery of a TEKS aligned curriculum and the promotion of college, career and military standards for secondary students.

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 and in CTE completion.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Goal will be revised and presented in July

Strategy 1 Details	Reviews			
Strategy 1: Implement planning protocol in order to establish an effective and aligned procedure for data analysis, instructional planning and implementation of TEKS resources system.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: improved student learning **Staff Responsible for Monitoring:** Superintendent/Director of Instruction & Accountability/Campus Administration **Funding Sources:** closing the academic gap through instructional planning - Federal	Moderate Progress	Considerable	Accomplished	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)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
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	Moderate Progress	Considerable	Accomplished	Continue/ Modify

Strategy 3 Details		Reviews			

Strategy 3: Utilize the 21st Century Grant program to provide summer school programs that support state requirement and increase student learning opportunities in academics and also for enrichment.		**Formative**			**Summative**
Strategy's Expected Result/Impact: improved student learning & closing the achievement gap amongst special populations		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration					
Funding Sources: - Local, - Federal		Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 4 Details		Reviews			

Strategy 4: Provide teachers with professional learning experiences to gain effective instructional strategies.		**Formative**			**Summative**
Strategy's Expected Result/Impact: improved instructional delivery and increases scores on required assessments		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration					
Funding Sources: - Federal, - Local, - Title 1		Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 5 Details		Reviews			

Strategy 5: Monitor the use of research based and TEA recommended programs and assessments to support classroom instruction in the areas of Reading and Math		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved scores on state assessments in reading and math; improved academic growth		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability and Campus Administrators					
Funding Sources: - Local - GRANT		Moderate Progress	Considerable	Considerable	Continue/ Modify

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: improved students classroom behavior and and teacher instructional delivery		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability, District Mentor(s)					
Funding Sources: - Local		Some Progress	Moderate Progress	Accomplished	Continue/ Modify

Strategy 7 Details	Reviews			
Strategy 7: Offer additional CTE license programs and recruit and monitor students to ensure completion of the pathway. **Strategy's Expected Result/Impact:** improved College, Career and Military data for accountability **Staff Responsible for Monitoring:** Secondary Principal, Secondary counselor, Director of Instruction and Accountability	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
	Moderate Progress	Accomplished	Accomplished	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2: Utilize a curriculum committee to support the adoption, implementation and creation of aligned curriculum, resources and professional development for effective instructional practices in the classroom and for interventions.

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: Some progress made toward meeting Objective

    Next Year's Recommendation: Goal will be revised and presented in July

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with a curriculum planning period to collaborate, review data and plan for instruction.	**Formative**			**Summative**
Strategy's Expected Result/Impact: building instructional resources for staff in order to improve instructional delivery to students	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration				
Funding Sources: - Federal, - Title 1, - Local	Moderate Progress	Considerable	Accomplished	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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved instructional delivery and student learning	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration				
Funding Sources: - Local	Moderate Progress	Considerable	Considerable	Continue/ Modify

Strategy 3 Details	Reviews			
Strategy 3: Follow the TTESS program (Texas Teacher Evaluation and Support System) which includes goal setting, conferencing, walkthroughs and observations to provide feedback to staff members	**Formative**			**Summative**
Strategy's Expected Result/Impact: identify effective learning practices to be shared with others and provide support to identified teachers	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent/Director of Instruction & Accountability/Campus Administration				
	Moderate Progress	Considerable	Accomplished	Continue/ Modify

No Progress　　Accomplished　　Continue/Modify　　Discontinue

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: Goal will be revised and presented in July

Strategy 1 Details	Reviews			

Strategy 1: Through Stronger Connections Grant, 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**
	Some Progress	Moderate Progress	Considerable	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**
	Some Progress	Moderate Progress	Considerable	Continue/ Modify

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

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: All staff will receive on-going emergency response training (Standard Response Protocol).

    Summative Evaluation: Met Objective

    Next Year's Recommendation: continue - safety and security is an on-going goal

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: - Federal, - Local, - Title 1		Some 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**
		Accomplished	Accomplished	Accomplished	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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: - Local - GRANT, - State, - Federal		Some Progress	Moderate Progress	Accomplished	Continue/ Modify

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**
	Some Progress	Moderate Progress	Considerable	Continue/ Modify

Strategy 5 Details	Reviews			
Strategy 5: Utilize the use of RAPTOR for all components	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	Moderate Progress	Considerable	Considerable	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 4: Recruit and Retain teachers so that Brackett ISD has 95% certified teachers.

Performance Objective 1: Provide comparable salaries and stipends

    Summative Evaluation: Significant progress made toward meeting Objective

    Next Year's Recommendation: continue to work toward the 95% goal

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	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved teacher recruitment and retention **Staff Responsible for Monitoring:** Superintendent/Director of Business and Finance **Funding Sources:** - Local	**Nov**	**Jan**	**Mar**	**June**
	Accomplished	Moderate Progress	Moderate Progress	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	**Formative**			**Summative**
Strategy's Expected Result/Impact: improved teacher recruitment and retention **Staff Responsible for Monitoring:** Superintendent/Director of Business and Finance **Funding Sources:** - Local	**Nov**	**Jan**	**Mar**	**June**
	Moderate Progress	Considerable	Considerable	Accomplished

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 5: Develop attendance strategies to achieve a district attendance of 96% or better.

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

   Summative Evaluation: Some progress made toward meeting Objective

   Next Year's Recommendation: continue for 25-26

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.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Funding Sources: - Local	Some Progress	Considerable	Considerable	Continue/ Modify
Strategy 2 Details	**Reviews**			
Strategy 2: Utilize and monitor campus attendance committees to create attendance improvement plans	**Formative**			**Summative**
Strategy's Expected Result/Impact: improve campus attendance	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability and Campus Administrators **Funding Sources:** - Local	Moderate Progress	Considerable	Considerable	Continue/ Modify

○ No Progress   ○ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: Improve communication between district, community, and other stakeholders through the use of specific platforms to create transparency and trust in order to increase parental involvement 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

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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent, Director of Instruction and Accountability, Campus Administrators and ACE Director					
Funding Sources: - Local - GRANT		Some Progress	Moderate Progress	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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: - State, - Federal, - Local		Some Progress	Considerable	Considerable	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.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Funding Sources: - Federal, - Local, - Title 1		Some Progress	Considerable	Considerable	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**
	Some 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**
	Some Progress	Considerable	Considerable	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

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: continue

Strategy 1 Details				Reviews			
Strategy 1: Create inventory database that is reviewed and monitored annually				**Formative**			**Summative**
Strategy's Expected Result/Impact: improved process and procedures regarding technology **Staff Responsible for Monitoring:** Superintendent/Director of Business and Finance/Technology Manager				**Nov**	**Jan**	**Mar**	**June**
				Some Progress	Moderate Progress	Considerable	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				**Formative**			**Summative**
Strategy's Expected Result/Impact: improved process and procedures regarding technology **Staff Responsible for Monitoring:** Superintendent/Director of Business and Finance/Technology Manager				**Nov**	**Jan**	**Mar**	**June**
				Some Progress	Moderate Progress	Considerable	Continue/ Modify

No Progress   Accomplished   Continue/Modify   Discontinue

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 for 25-26

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

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 for 25-26

Strategy 1 Details		Reviews			
Strategy 1: Monthly meetings to develop and monitor a plan of activities s to be completed on a monthly basis		**Formative**			**Summative**
Strategy's Expected Result/Impact: improved procedures and process for transportation department		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Superintendent/Director of Operations and Facilities/Director of Business and Finance		Some Progress	Some Progress	Moderate Progress	Continue/ Modify

No Progress	Accomplished	Continue/Modify	Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   ◦ Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   ◦ Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

District Funding Summary

			Federal		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	closing the academic gap through instructional planning		$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$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**
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
2	1	1			$0.00
3	1	1			$0.00

Title 1					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	1			$0.00
6	1	3			$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
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
6	1	5			$0.00
				Sub-Total	$0.00

Addendums

2024-2025 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. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters
   Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers.
   COEs/ECOEs 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. Other		
II. IDENTIFICATION & RECRUITMENT		

A. Meet with all ID&R Staff.
   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. Finalize all forms, documents, logs. 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. Make recruiter assignments.
   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. Conduct ID&R.
   Potentially Eligible Migratory Children: 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/ECOEs as needed.
   Currently Eligible Migratory Children: Contact families of currently eligible migratory
   students to determine if new qualifying moves have occurred. Complete new COEs/ECOEs
   as needed.
   Note: Share copies of COEs/ECOEs 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. Complete COEs/ECOEs.
   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/ECOEs.</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.
          ● 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 IDRC 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. **Other**		
V. QUALITY CONTROL		
A. Written quality control procedures. 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. Eligibility review. ~~Forward COEs/E~~COEs with more than one required eligibility comment to ESC for review. Follow ____ protocol for COEs/ECOEs 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. Monitor and address ongoing training needs for ID&R. Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** MEP Program Manager/Consultants	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs/ECOEs 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. Annual eligibility validation. 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. Monitor 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**	
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT **A. Evaluate ID&R efforts for subsequent planning.** Gather and analyze data and input from various MEP stakeholders to	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC),LEA designee, etc.	**TIMELINE** By Aug 30

incorporate appropriate changes into subsequent ID&R plan for continuous improvement.		
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	Staff: MEP Coordinator LEA designee ESC-20 Administrative Assistant Recruiters	September 1 -- 1st deadline, then ongoing

Title I, Part C – Migrant Education Program
Priority for Service (PFS) Action Plan Template
for Migratory 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 (PFS) Criteria	
Grades 3-12, **Ungraded (UG) or** **Out of School (OS)**	● Who have made a qualifying move within the previous 1-year period; **AND** ● 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	● Who have made a qualifying move within the previous 1-year period; **AND** ● Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; **OR** ● 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 **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:
(1) the required components included in the ESSA Consolidated Federal Grant Application (Part 3 – Priority for Service);
(2) the Program Specific Provisions and Assurances on Priority for Service; and
(3) provides districts an opportunity to list additional activities for each component.

NOTE: This document is available on the TMEP Portal.

Region:	District Number:	Priority for Service (PFS) Action Plan	Completed By:
20			ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date:
		2024-2025	08/23/2024

Requirements - ESSA Consolidated Federal Grant Application – Part 3 – Priority for Services (PS3103)
- *Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.*
- *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., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).*
- *On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.*

Requirements - Program-Specific Provisions and Assurances
The LEA PFS Action Plan must include the following required strategies on:
- *Monitoring the progress of eligible migratory students who are PFS.*
- *Communicating the progress and determining needs of eligible migratory students who are PFS.*
- *Providing services to eligible migratory students who are PFS.*

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	ESC Region 20
Date		Date Review Complete	08/23/2024

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
20			

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
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.

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
20			

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
▪ **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
▪ **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	Coordinator Consultant/Program Manager	Priority for Service Action Plan
Additional Activities			
▪ 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	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
20			

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determining needs of eligible migratory students who are PFS.			
▪ **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	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
▪ **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	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
▪ **During the academic calendar**, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized virtual, home 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	Consultant/Program Manager 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			
▪			

School Year:	2024-2025	PFS Action Plan	
Region:	District Number:	District Name:	
20			

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
▪ **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 Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **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 Consultant/Program Manager Recruiters	Adjunct Migrant Counselor logs Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ **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	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			
▪			

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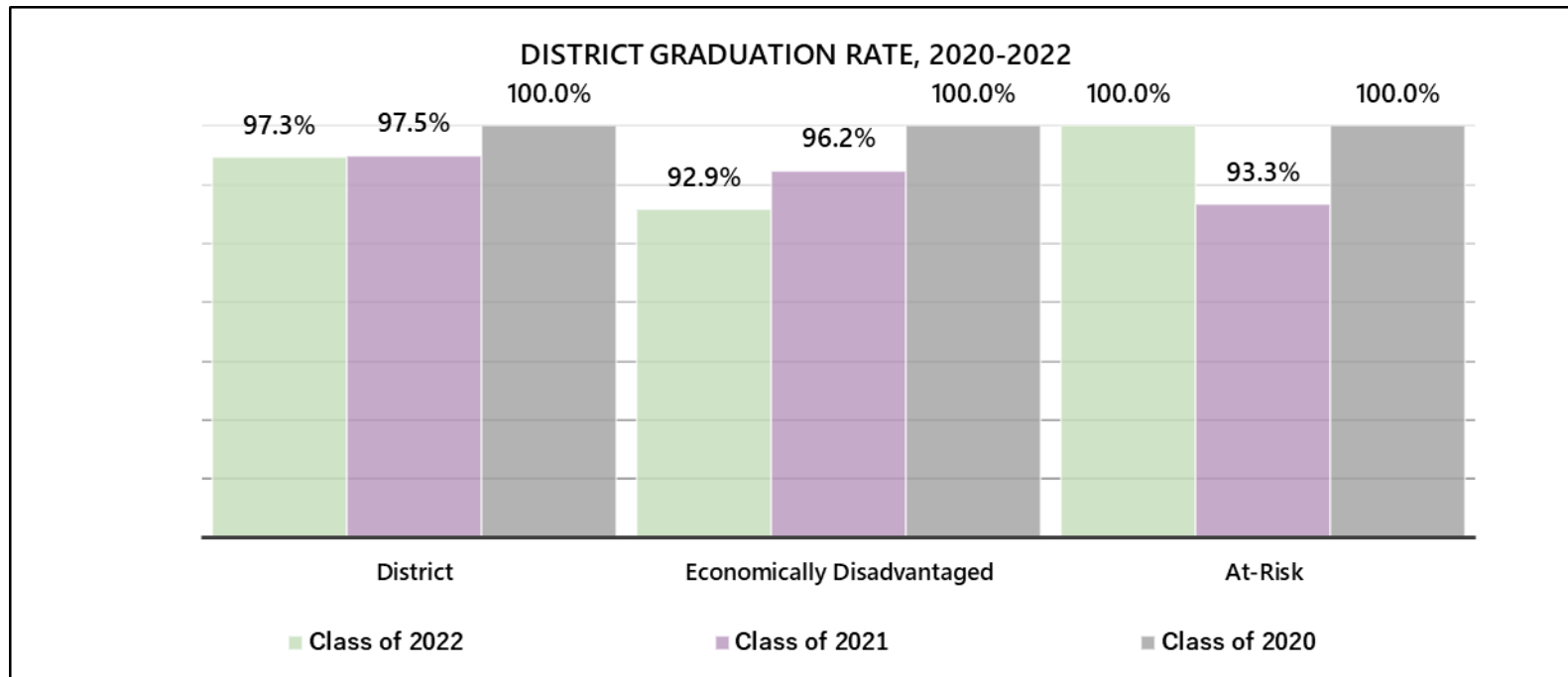
State Assessment Data – STAAR and STAAR EOC, 2022-2023

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 i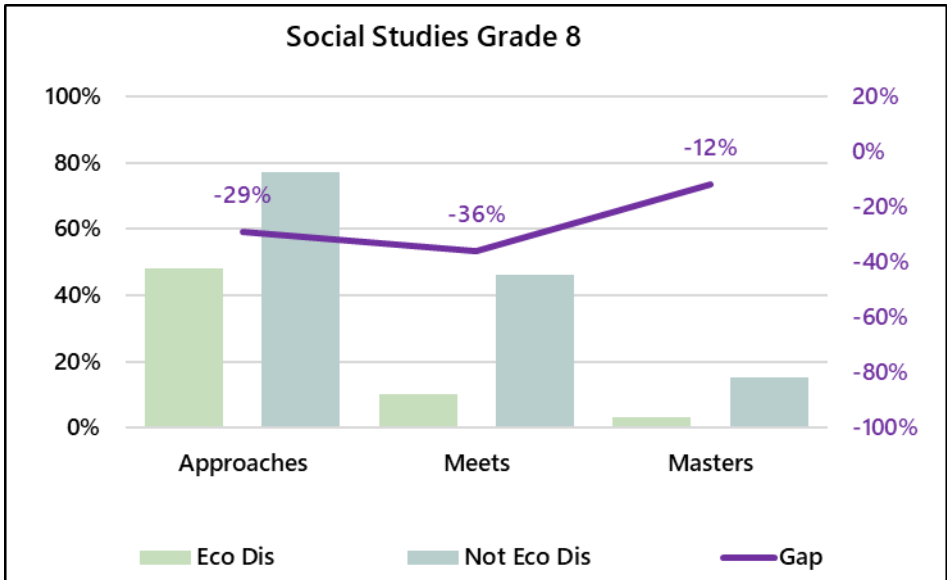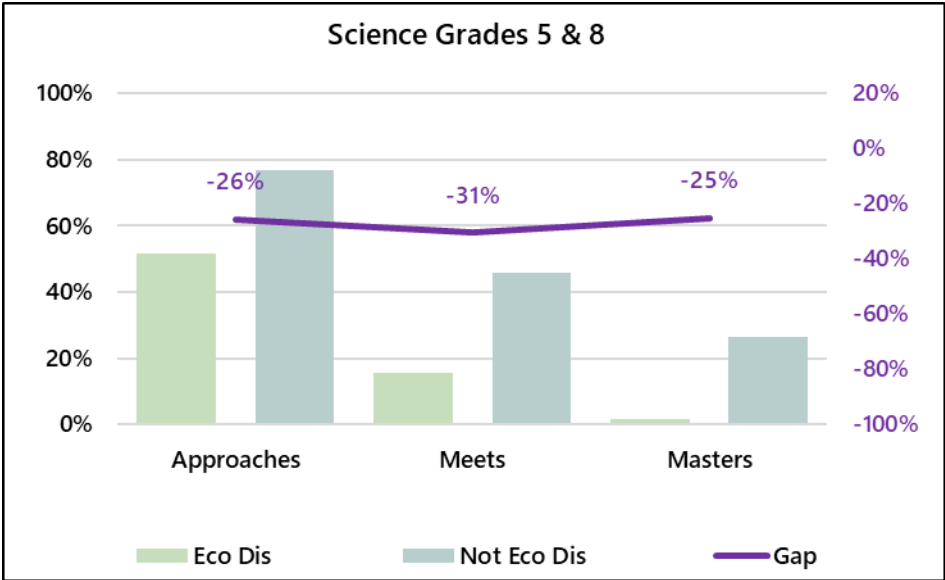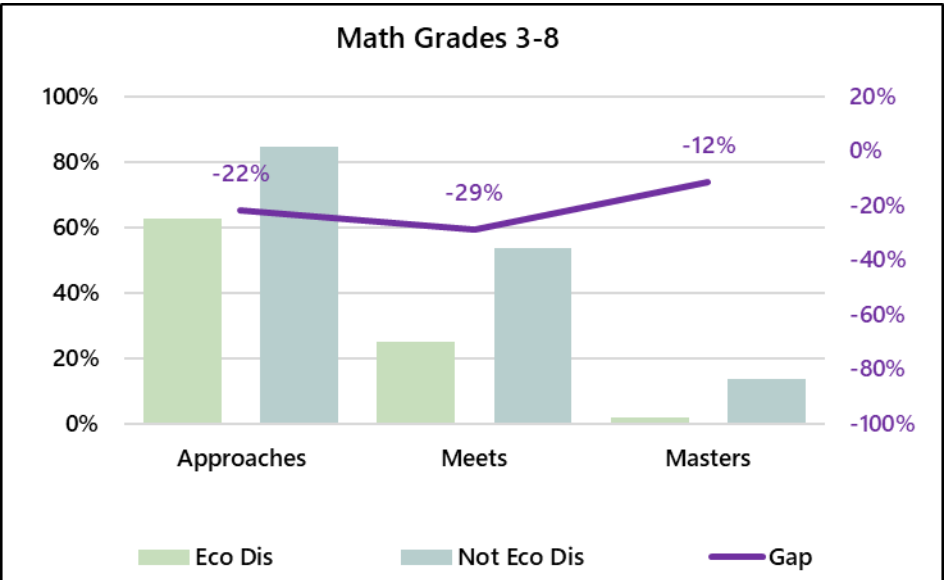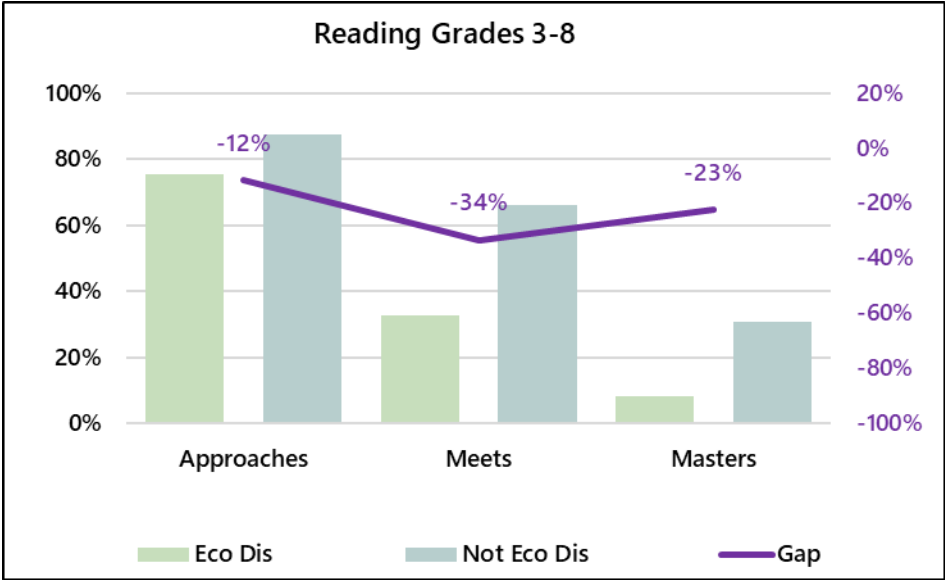ncluded exams in Algebra I, English I, English II, Biology, and US History. Students received a STAAR performance label of Masters Grade Level, Meets Grade Level, Approaches Grade Level, or Did Not Meet Grade Level. Masters Grade Level (passing) indicates that students are expected to succeed in the 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

Reading Grades 3-8

Math Grades 3-8

Science Grades 5 & 8

Social Studies Grade 8

English I EOC

English II EOC

Biology EOC

Algebra I EOC

Economically disadvantaged compared to not economically disadvantaged (continued)
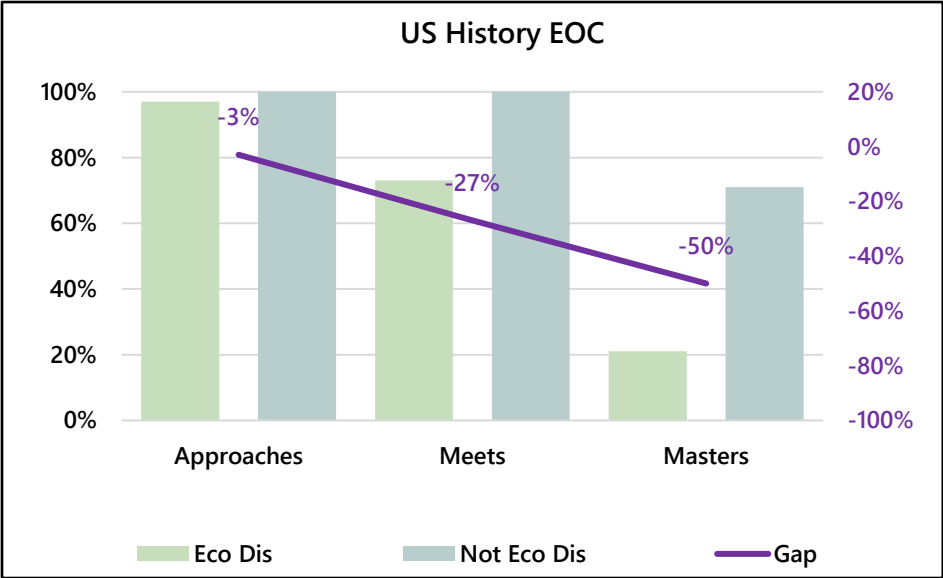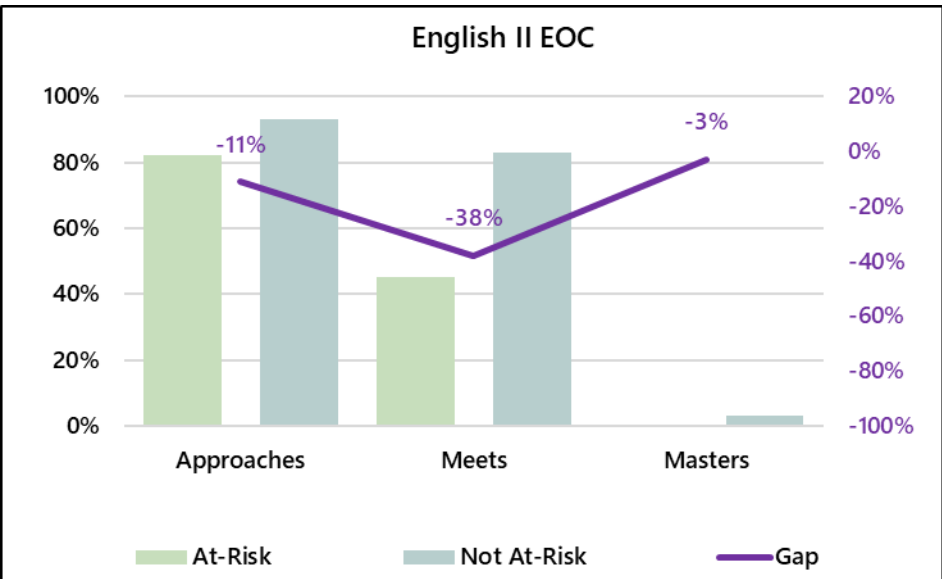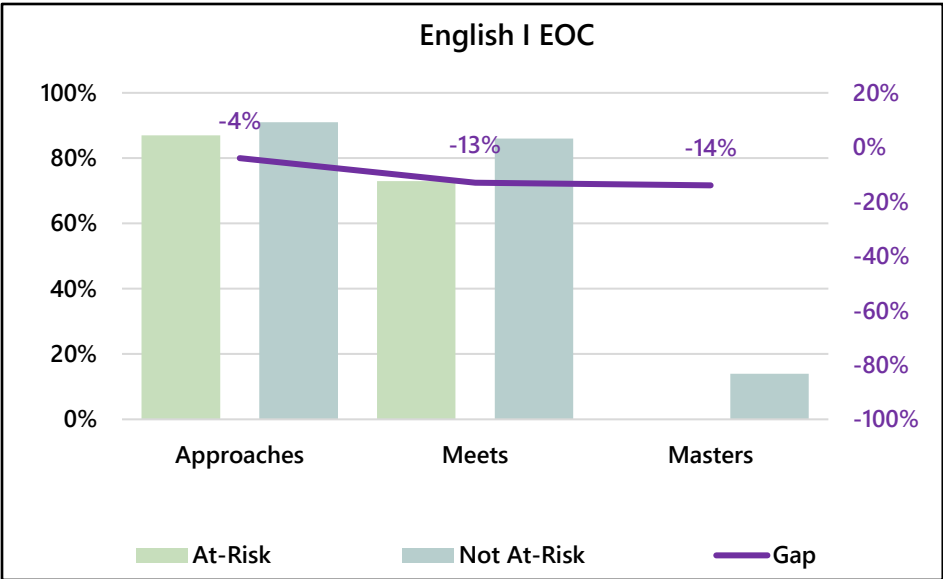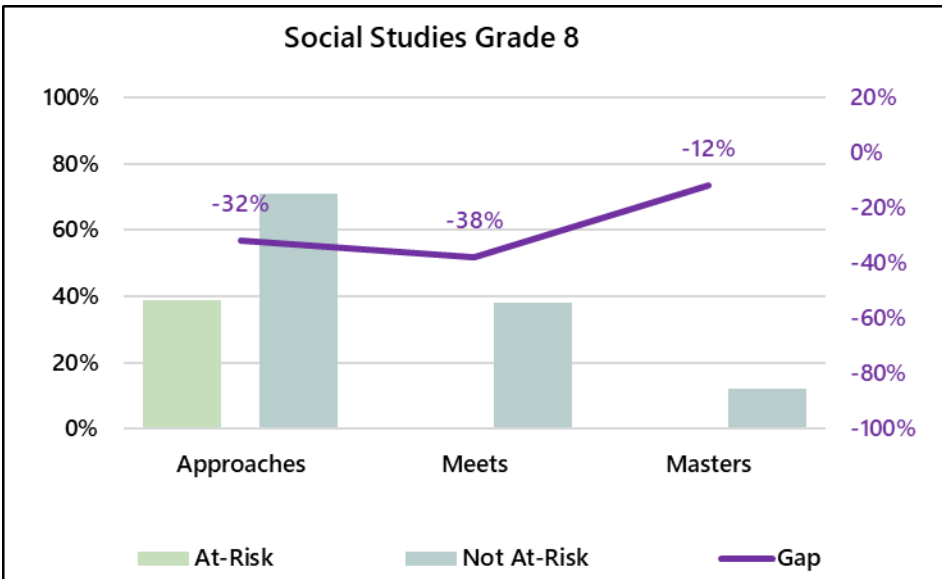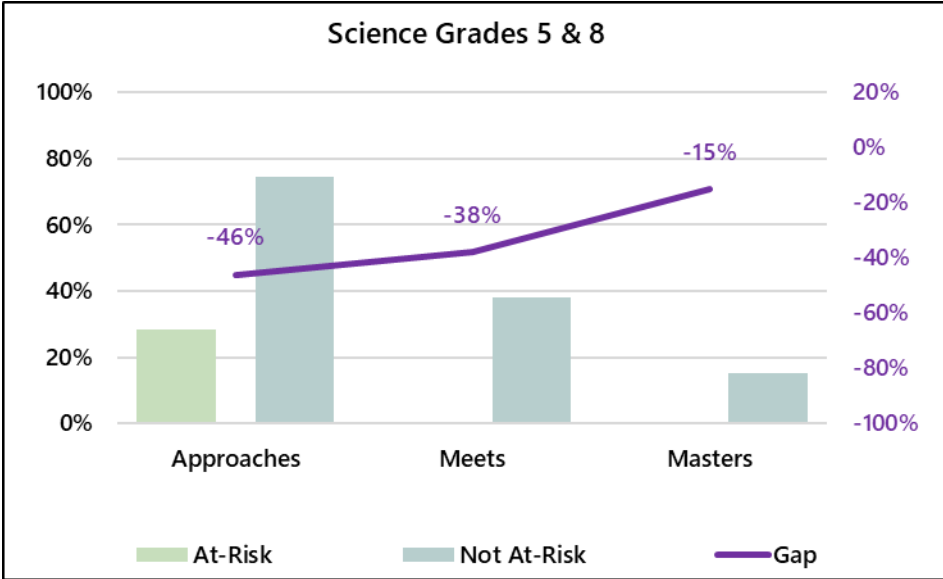
US History EOC

At risk compared to not at risk

Reading Grades 3-8

Math Grades 3-8

At risk compared to not at risk (continued)

Science Grades 5 & 8

Social Studies Grade 8

English I EOC

English II EOC

At risk compared to not at risk (continued)

Biology EOC

Algebra I EOC

US History EOC
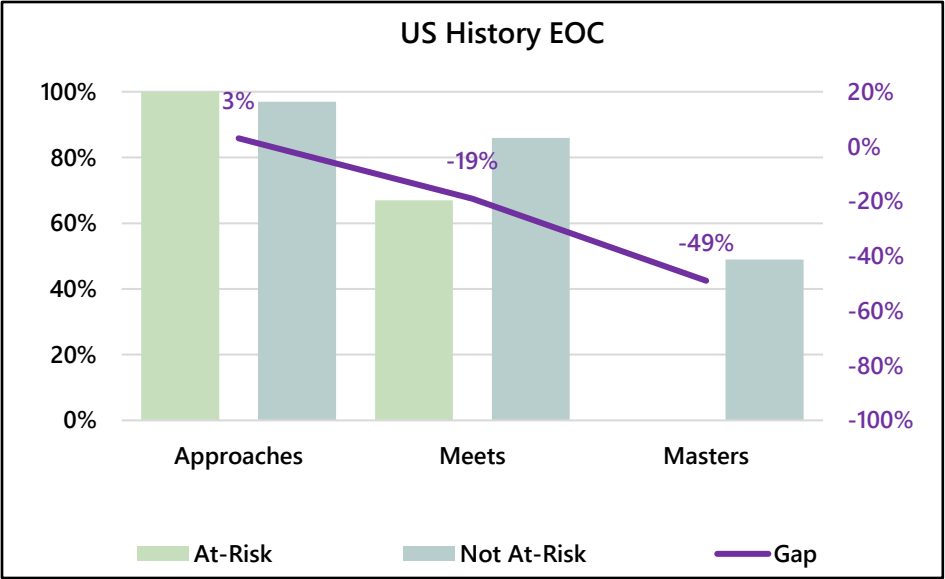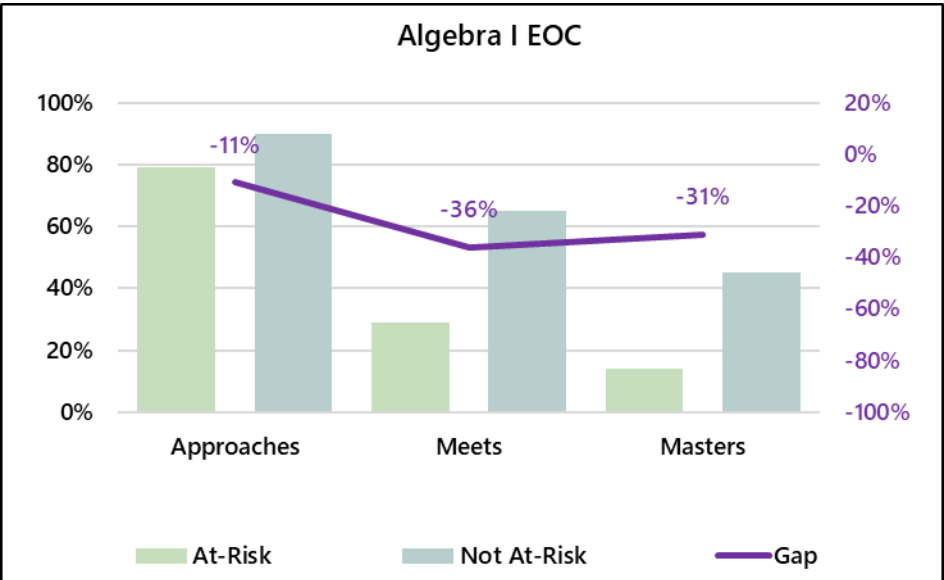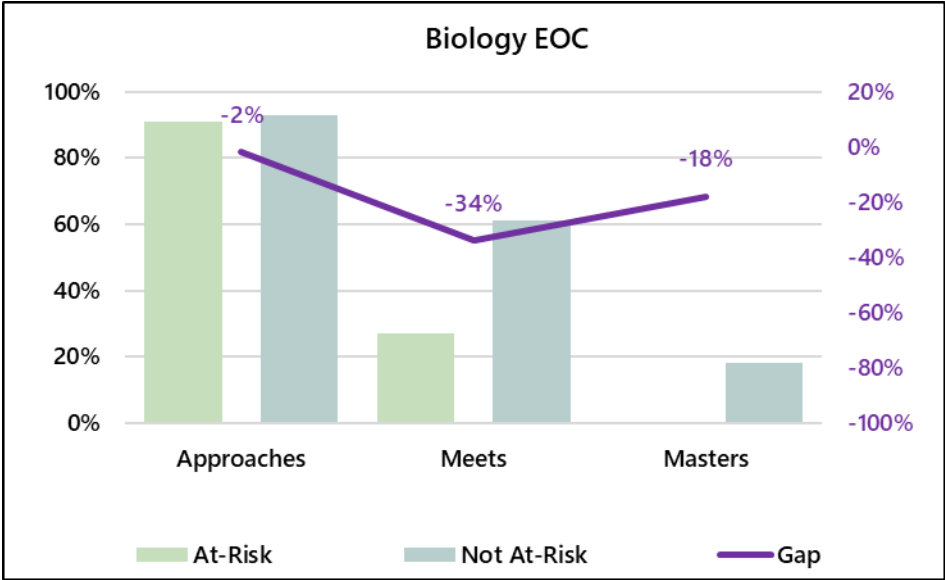
Addressing Achievement Gaps of Educationally Disadvantaged and At-Risk Students

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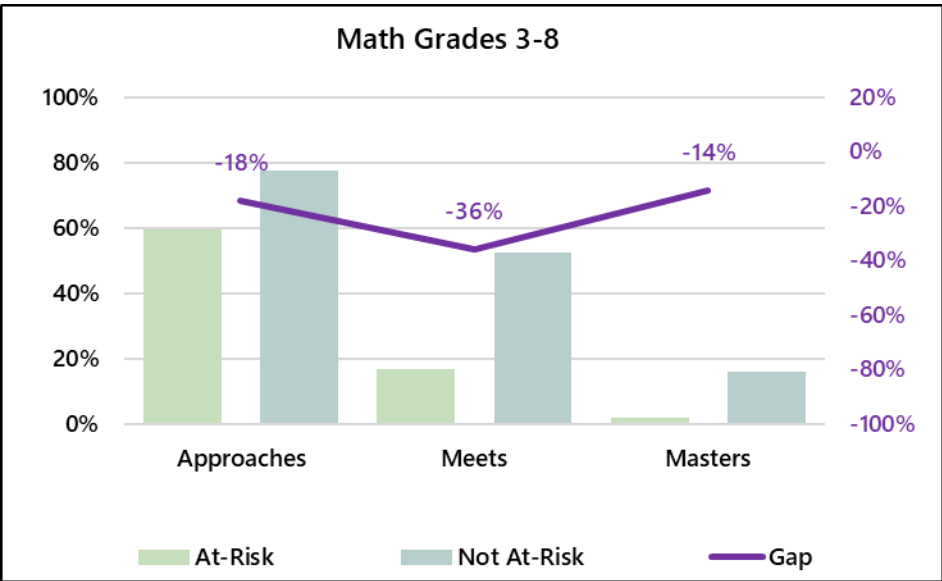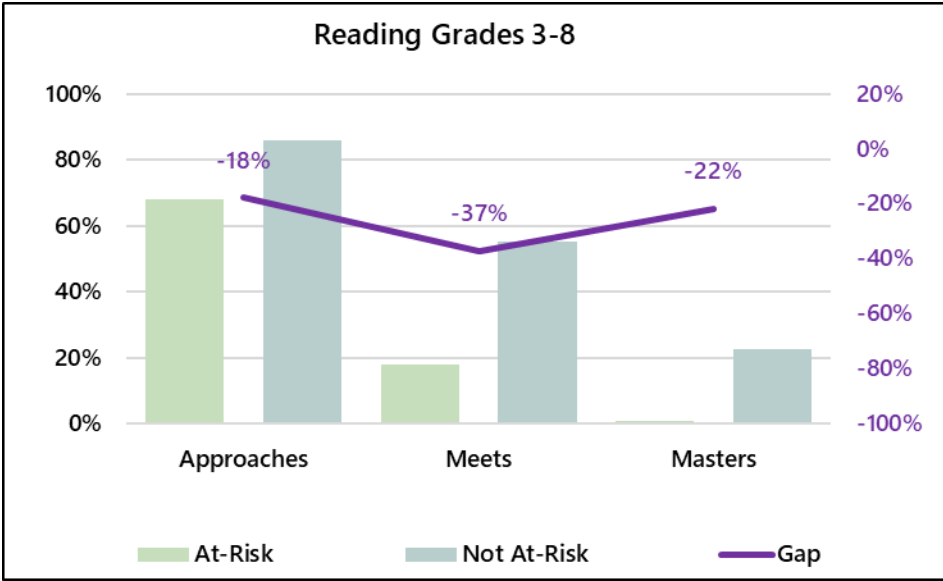
Student Achievement Gaps Summary "Meets Expectation" (Grades 3-8) Economically Disadvantaged Compared to Not Economically Disadvantaged				
Grade Level	Reading	Math	Science	Social Studies
Grade 3	-8%	-24%		
Grade 4	-44%	-58%		
Grade 5	-46%	-39%	-40%	
Grade 6	-29%	-12%		
Grade 7	-20%	-17%		
Grade 8	-54%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