Brownsville Independent School District

Porter Early College High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Top 25 Percent: Comparative Academic Growth

Board Approval Date: November 6, 2019
Public Presentation Date: October 4, 2019

Mission Statement

Porter Early College High School's mission is to prepare students to be lifelong learners and responsible, productive citizens in a global society.

Vision

Porter Early College High School is committed to achieving a high level of excellence for all students and advocating student, parent, and community involvement to support and promote a post-secondary education for students.

Value Statement

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation.

That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

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Comprehensive Needs Assessment

Revised/Approved: May 28, 2019

Needs Assessment Overview

Gladys Porter Early College High School is located on 3500 International Blvd near downtown Brownsville, Texas and the United States/Mexico border. The main campus building, constructed in 1974, was originally comprised of 64 classrooms, a cafeteria, library, and gymnasium. Since 2012, the Porter Campus has added a state-of-the art artificial turf sports field. Presently, the campus houses 120 classrooms and 12 fully equipped computer labs with over 25 computers in each lab. Additionally, there are fully furnished computer labs for: migrant students, Lucha students (recent immigrants), and a college prep lab. Porter Early College High School employs approximately 147 Professional staff members including seven administrators, eight counselors and approximately 50 support personnel ranging from para-professionals to custodial staff.

Porter ECHS has an enrollment of approximately 1950 students enrolled in grades 9 through 12. In this population, 99.9 % of the student population is identified Hispanic, 99.9 % is identified as Economically Disadvantaged, and 29.4% are classified as Limited English Proficient, 84.2 are At-Risk, and 12.6% are identified as Special Education. Many Porter students are first generation Mexican immigrants and a majority of these students are bilingual in English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as SNAP food benefits, TANF, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. Porter High School is identified as a Title I school including funding for migrant student,
academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential.

Porter Early College High School's most recent campus initiatives include the following:

- PTECH
- Project RISE Continum of Self Refinement
- Writing Across the Curriculum
- ESL/SIOP Strategies
- Cooperative Learning (Kagan)
- Content Area PLC

Demographics

Demographics Summary

Gladys Porter Early College High School is located on 3500 International Blvd near downtown Brownsville, Texas and the United States/Mexico border. The main campus building, constructed in 1974, was originally comprised of 64 classrooms, a cafeteria, library, and gymnasium. Since 2012, the Porter Campus has added a state-of-the art artificial turf sports field. Presently, the campus houses 120 classrooms and 12 fully equipped computer labs with over 25 computers in each lab. Additionally, there are fully furnished computer labs for: migrant students, Lucha students (recent immigrants), and a college prep lab. Porter Early College High School employs approximately 147 Professional staff members including seven administrators, eight counselors and approximately 50 support personnel ranging from para-professionals to custodial staff.

Porter ECHS has an enrollment of approximately 1950 students enrolled in grades 9 through 12. In this population, 99.9 % of the student population is identified Hispanic, 95.7 % is identified as Economically Disadvantaged, and 29.2% are classified as Limited English Proficient, 80.1 are At-Risk, and 12.6% are identified as Special Education. Many Porter students are first generation Mexican immigrants and a majority of these students are bilingual in English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as SNAP food benefits, TANF, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. Porter High School is identified as a Title I school including funding for migrant student, academic tutorial classes and Summer Bridge Programs that assist and encourage students to perform at their full potential.

2018-2019 TAPR Report Data

Student Information	Count	Percent	Dis trict	State
Total Students	1,995	100.00%	44,356	5,416,400
Grade 9	539	27.00%	8.20%	8.10%
Grade 10	504	25.30%	7.60%	7.40%
Grade 11	488	24.50%	7.60%	6.90%
Grade 12	464	23.30%	7.30%	6.50%

Ethnic Distribution:				
African American	1	0.10%	0.10%	12.60%
Hispanic	1,982	99.30%	98.30%	52.60%
White	12	0.60%	1.40%	27.40%
American Indian	0	0.00%	0.00%	0.40%
Asian	0	0.00%	0.20%	4.50%
Pacific Islander	0	0.00%	0.00%	0.20%
Two or More Races	0	0.00%	0.00%	2.40%

Economically Disadvantaged	1,910	95.70%	88.50%	60.60%
Section 504 Students	108	5.40%	8.70%	6.50%
English Learners (EL)	582	29.20%	34.60%	19.50%
At-Risk	1597	80.10%	67.30%	50.10%

Demographics Strengths

High School completion rates

Parents/stakeholder involvement

Fine Arts Program

CTE Program Enrollment Projections

Needs:

1. Increase and maintain graduation rates to meet district goals High number of ELL and Sp. Ed. Population
2. Increase participation in Dual Enrollment HS Program by hiring teachers who are qualified
3. Increase participation in Advance Placement Programy by providing more professional development opportunities to teachers through APSI summer institutes, AP Summer Conferences and Writing Project Seminars Decrease dropout rate
4. Increase support for ECHS cohort students
5. Increase migrant students achievements and attendance rates by providing school supplies, clothing, hygiene products as needed

Student Academic Achievement

Student Academic Achievement Summary

Our ECHS designation enables students to attend college courses and the campus offers a wide variety of certifications, AP courses, and dual enrollment courses through Texas Southmost College and TSTC. Scores on college entrance exams, AP courses and dual enrollment courses rose this year and the expectation is that they will continue to improve with the emphasis this designation and the excitement this opportunity generates in the community. Incoming 9th grade students' scores from Reading and Math determine whether they require linked classes in English and Math or advanced classes.

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

EOC/STAAR 2 YEAR RESULTS

(DATA IS BASED UPON % OF PRIMARY TESTERS WHO MET APPROACHES)

	2017-2018	2018-19	CHANGE
English I – Reading & Writing	53%	62%	+9
Biology	82%	87%	+5
Algebra I	90%	94%	+4
English II – Reading & Writing	54%	69%	+15
US History	86%	90%	+6

Student Academic Achievement Strengths

Porter ECHS has shown improvement over the past three years according to TEA TAPR reports published each year. Dual Enrollment opportunites have improved every year.

NEEDS:

1. Increase student mastery of TEKS to promote student success on state assessments (EOC/STAAR) by providing extended day (before/after school and Saturdays) opportunities for all students, specially LEP populations and SE populations.
2. Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions.
3. Provide supplemental instructional materials, resources, ink, computers, and software for teachers to increase academic performance in all state assessments for All Students in ELA, Math, Science and Social Studies.
4. Computer software and software renewals are critical needs for student achievement.
5. Overviews and presentations for parents need to occur at every opportunity including parent conferences with individual students to ensure conceptual knowledge of expectations and deadlines are met. Supplies and refreshments at major parent meetings are needed.
6. Students need to be encouraged by everyone to attend class, be prompt, complete assignments, and focus on the future. Incentives and awards need to be provided for attendance and academic improvement and achievement.
7. Promote literacy at all levels by incorporating school wide initiatives such as DEAR (drop everything and read), writing across the curriculum, and extended library hours.
8. Provide instructional resources, and materials, supplies to improve student sucess.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: ELA I and II passing rates were at 60% for "All" students for 2018-2019. **Root Cause:** Differentiated lessons to address the diverse needs of students continue to cause lower passing rates

School Processes & Programs

School Processes & Programs Summary

Porter Early College High School is committed to providing students with the instruction that best serves their needs. Programs/Services offered include: Pre-AP/AP courses, Dual Enrollment courses, CTE courses, Saturday Academies, Extended Day tutorials, TSI testing, scholarship opportunities, AP Testing, among other things. Teachers follow the BISD Curriculum and supplement with state adopted textbooks and other resources. Students participate in assessments as provided by the campus, district, and state. PECHS participation in Project RISE through Region One TIF 5 grant provides a Performance Based Compensation System to recruit, retain, and reward effective and qualified campus staff. Performance-based compensation rewards highly effective educators for their positive impact on student growth and outcomes. Communication with parents is made possible through social media, parent notices, website, and phone calls.

School Processes & Programs Strengths

Strenghts

Implementation of CIF, TLI and SIOP strategies into the curriculum and instruction with continuous professional development opportunities throughout the schoolyear. Professional development opportunities are provided throughout the school year for AP, GT, DE, EOC and College Readiness to support "all students" acaemic success Accelerated instuction and focused tutorials are conducted throughout the school year with paid compensation to teachers through state compensatory, federal programs, bilingual, advance academis and special programs department(s) provided funds.

Needs

1. All core area teachers will need to be certified.

2. Content area teachers need to be SIOP trained.

3. College advisor from Advise TX is needed.

4. Substitutes will be needed for testing and when teachers need to attend trainings.

5. AVID and AP program trainings and resources will be provided to teachers and students during Summer Bridge and Academic School year.

6. Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials.

7. Increase the numbers of student participating in extra- and co- curricular activities

8. Budget monies to allow for AP Exam fees and TSI units.

9. Effective implementation of RtI process for behavior and academic concerns in the areas of Math and ELAR

10. Create and maintain a budget for curriculum writing projects in order to align campus assessment and instruction with both district and state requirements (CCMR)

Perceptions

Perceptions Summary

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

Perceptions Strengths

The following Strengths have been identified for Porter Early College High School:

Faculty, staff, students and parents feel comfortable and safe coming to campus.

Parental Involvement program has increased in numbers and has been identified as one of our major strengths.

Designation as an Early College High School

Drop out specialist support to increase the graduation rate and prevent students from dropping out

STAMP Program

GEAR UP Grant

Project RISE Grant

P-TECH Campus

Needs:

1. Update school school cameras and Raptor.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 30, 2019

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

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

    Evaluation Data Sources: STAAR/EOC performance reports

    Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Utilize research-based instructional resources and targeted interventions to ensure that all students, especially ELL and SE, are prepared to meet the demands of rigorous TEKS and TSI in the foundation curriculum and assessments (local, state, national). STAAR resource materials, AVID materials, computer assisted instructional programs (Achieve 3000, Edgenuity, APEX), student self response systems (Navigators), instructional materials, library books and consumables along with RTI 3 Tier Model. Strategies will be provided to students to improve academic achievement. Population: All students Timeline: July 2019 through June 2020 Student Academic Achievement #7, #8	**Nov**	**Feb**	**Apr**	**June**
	40%	65%	95%	100%

Strategy's Expected Result/Impact: The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development

Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions, TAIS reports, lesson plans

Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores

Monitor: Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: Instructional Computer Programs - 211 Title I-A - 211-11-6249-00-002-Y-30-0F2-Y - $20,000 , General Supplies - 211 Title I-A - 211 -11-6399-00-002-Y-30-0F2-Y - $20,000, Duplicating Paper - 211 Title I-A - 211 -11-6396-00-002-Y-30-0F2-Y - $4,000, Ink - 211 Title I-A - 211 -11-6399-62-002-Y-30-0F2-Y - $17,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-002-Y-30-000-Y - $6,000, General Supplies - 162 State Compensatory - 162-11-6399-00-002-Y-30-000-Y - $1,150, Ink - 162 State Compensatory - 162-11-6399-62-002-Y-30-000-Y - $18,000, Library Books - 211 Title I-A - 211 -12-6329-00-002-Y-30-0F2-Y - $15,000, Library General Supplies - 211 Title I-A - 211 -12-6399-00-002-Y-30-0F2-Y - $1,000, General Supplies - 166 State Special Ed. - 166-11-6399-00-002-Y-23-000-Y - $5,500, Copy Paper - 166 State Special Ed. - 166-11-6396-00-002-Y-23-000-Y - $800, General Supplies Ink - 166 State Special Ed. - 166-11-6399-62-002-Y-23-000-Y - $2,000, Paper - 199 Local funds - 199-11-6396-00-002-Y-11-000-Y - $6,000, General Supplies - 199 Local funds - 199-11-6399-xx-002-Y-11-000-Y - $19,877, Textbooks - 199 Local funds - 199-11-6312-00-002-Y-11-000-Y - $2,500, MISC - 162 State Compensatory - 162-11-6399-00-002-Y-30-000-Y - $850, Copy Paper New 162 Funds - 162 State Compensatory - 162-11-6396-00-002-Y-30-337-Y - $5,589, General Supplies INK New 162 Funds - 162 State Compensatory - 162-11-6399-62-002-Y-30-337-Y - $27,077, General Supplies New 162 Funds - 162 State Compensatory - 162-11-6399-00-002-Y-30-337-Y - $28,368, Transportation - 199 Local funds - 199-11-6394-00-002-Y-11-000-Y - $2,000, Misc. Operating Costs - 199 Local funds - 199-11-6499-53-002-Y-11-000-Y - $4,500, General Supplies Counselors - 199 Local funds - 199-31-6399-00-002-Y-00-000-Y - $2,000, Library Supplies - 199 Local funds - 199-12-63xx-00-002-Y-00-000-Y - $3,500, General Supplies - 163 State Bilingual - 163-11-6399-00-002-Y-25-000-Y - $11,000

Strategy 2 Details	Reviews	
Strategy 2: Teachers, Counselors, and Administration will utilize research-based strategies and best practices, vital	**Formative**	**Summative**

	Nov	Feb	Apr	June
	45%	60%	85%	100%

curriculum, current TEKS, and college readiness such as

TEKS, ELPS, CCRS
STAAR EOC
Kagan Strategies
Gretchen Bernabi
Sheltered English Instruction
Word-walls
Thinking map
Writing Across the Curriculum
Comprehension Strategies
Classroom Management
PreAP/AP Strategies
GT Training
Dual Enrollment
Trail of Breadcrumbs
Data Desegregation
Solution Tree PLC
Fluency
Vocabulary Development
Martha Morales TNT Literacy
101 Strategies to help all students
in the classroom by attending district, regional, and state professional development for ELA, Math, Science, and Social Studies or hiring consultants to improve instruction and increase student success in state assessments.
Attend AP Summer Institutes

Populations: TI MI ELL SE AR GT DYS CTE All students

Timeline: July 2019 to June 2020

School Processes and Programs 2,5,
   Strategy's Expected Result/Impact: BISD Instructional Feedback Walk Throughs,
   District Monitoring Instrument
   Sign-in sheets and Workshop agendas

   The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development
   Monitor: Principals, Deans, Specialist, Master Teachers, Mentor Teachers, Department Chairs & HS Teachers
   Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit, support, retain teachers and principals
   Funding Sources: Employee Travel - Professional Development - 211 Title I-A - 211-13-6411-23-002-Y-30-AYP-Y - $15,000, Employee Travel - Professional Development - 162 State Compensatory - 162-13-6411-23-002-Y-30-000-Y - $5,000, General Supplies - 162 State Compensatory - 162-13-6399-00-002-Y-30-000-Y - $1,000, Professional Extra Duty - 162 State Compensatory - 162-13-6118-00-002-Y-30-000-Y -
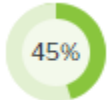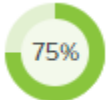
$4,000, Substitutes - 162 State Compensatory - 162-11-6112-00-002-Y-30-000-Y - $5,000, Employee Travel - Professional Development Counselors - 162 State Compensatory - 162-31-6411-23-002-Y-30-000-Y - $2,000, Employee Travel Administration - 211 Title I-A - 211-23-6411-23-002-Y-30-0F2-Y - $3,500, Project RISE Training Stipends - XXX Grant Funds - 287-13-6117-00-002-Y24-TIF-Y - $186,500, Project RISE Training Substitutes - XXX Grant Funds - 287-13-6112-00-002-Y24-TIF-Y - $25,000, Training Supplies - 211 Title I-A - 211-13-6399-00-002-Y-24-0F2-Y - $2,000, Software - 162 State Compensatory - 162-13-6249-65-002-Y-30-000-Y - $500, Professional Development Supplies - 162 State Compensatory - 162-13-6399-65-002-Y-30-000-Y - $3,500, Professional Development Counselors - 199 Local funds - 199-31-6411-00-002-Y-00-000-Y - $1,000, Professional Development Administrators - 199 Local funds - 199-23-6411-23-002-Y-00-000-Y - $5,000, Professional Development Refreshments - 199 Local funds - 199-13-6499-53-002-Y-00-000-Y - $2,200, Professional Development Librarians - 199 Local funds - 199-12-6411-23-002-Y-00-000-Y - $2,500

Strategy 3 Details	Reviews			
Strategy 3: Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings (curriculum writing and lesson planning), research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress in state assessments (EOC and TELPAS). Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2019 - June 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Student Academic Achievement 8 **Strategy's Expected Result/Impact:** District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas, and TLI Class visitations/ coaching. The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development **Monitor:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Title I Schoolwide Elements:** 2.6	45%	60%	85%	100%

Strategy 4 Details	Reviews			
Strategy 4: Develop, support and implement a strong Core Enrichment Program for Porter HS students through competitions, such as but not limited to: AMC, UIL, HS Science Fairs, Regional, State & International Science & Engineering fairs, Texas and Science Olympiad and Brainsville, Science Fairs, History Fairs, TSA, Chess, Quizbowl, and Masterminds to enhance their academic achievement. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2019 -June 2020 School Processes & Programs 7	Formative			Summative
	Nov	Feb	Apr	June
	45%	60%	85%	100%

Strategy's Expected Result/Impact: Student participation data at
school, district, regional, state, and national events
The campus will have a 10% increase in the number of students participating in these events.

Monitor: Principals, Deans, Specialist, Department Chairs & HS Teachers

Title I Schoolwide Elements: 2.5

Funding Sources: Transportation - 199 Local funds - 199-36-6494-00-002-Y-99-0xx-Y - $7,700, Travel & Subsistence - 199 Local funds - 199-36-6112-00-002-Y-99-000-Y - $7,423, Stipends UIL Coaches - 199 Local funds - 199-36-6117-00-002-Y-99-000-Y - $13,500, General Supplies - 199 Local funds - 199-36-6399-00-002-Y-99-000-Y - $5,000

Strategy 5 Details	Reviews			
Strategy 5: In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum, Literacy Groups, Graphic Organizers, Summarization Activities, Vocabulary development and routines in all content areas. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2019 June 2020 Student Academic Achievement 7	Formative			Summative
	Nov	Feb	Apr	June
	35%	50%	75%	100%

Strategy's Expected Result/Impact: District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, and Lesson Plans

The campus will have 100% of the teachers participating in this initiative.

Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, TAIS report Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores

Monitor: Principals, Deans, Specialist, Department Chairs & HS Teachers

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Utilize instructional technology by modeling within the context of instruction in curriculum by using a variety of technology equipment (computer labs, Interactive tables, Sensors/Interface Technology, computers, printers, document cameras, tablets, Mobi Views, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. CNA - SAA #3&4 Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timelines: July 2019 through June 2020 Student Academic Achievement 2,4	**Nov**	**Feb**	**Apr**	**June**
	45%	55%	75%	100%

Strategy's Expected Result/Impact: Evidence of Implementation: BISD Instructional Feedback Form, 100% of walk-throughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda, CBLT Evidence of Impact: The district will have a 10% increase in the number of students meeting the phase II passing standard. Formative: Classroom observation, PDS Session Evaluations, STAAR scores, TELPAS

Monitor: Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff

Title I Schoolwide Elements: 2.4

Funding Sources: Technology - 211 Title I-A - 211 -11-6398-62-002-Y-30-0F2-Y - $19,291, Supplies & Materials Technology - 162 State Compensatory - 162-11-6398-62-002-Y-30-000-Y - $22,000, Software _ Microsoft - 162 State Compensatory - 162-11-6395-62-002-Y-30-000-Y - $1,150, Technology - New 162 Funds - 162 State Compensatory - 162-11-6398-62-002-Y-30-337-Y - $169,398, Technology Title I Minigrant - 211 Title I-A - 211 -11-6398-62-002-Y-30-0F2-Y - $98,865, Supplies & Materials Technology - 263 Title III-A Bilingual - 263-11-6398-XX-002-Y-25-000-Y - $13,432

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: In an effort to promote physically and emotionally healthy students, the campus will implement the PAPA (Parenting and Paternity Awareness) curriculum, CATCH (Coordinated Approach to Child Health) program, and a Campus Health Advisory Committee that will evaluate the implementation of the district initiatives as well as the policies such as those on Dating Violence and sexual abuse of children. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2019 to June 2020	**Nov**	**Feb**	**Apr**	**June**
	35%	45%	75%	100%

Strategy's Expected Result/Impact: BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development The campus will have 100% effective implementation. Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results

Monitor: Principals, Deans, Specialist, Department Chairs & HS Teachers

Title I Schoolwide Elements: 2.5

Strategy 8 Details	Reviews			
Strategy 8: Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2019 to June 2020
 	
Perceptions 2
   Monitor: TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk
   Title I Schoolwide Elements: 2.4
	25%	40%	100%	100%

Strategy 9 Details	Reviews			
Strategy 9: Implement tutorials and remediation strategies in core-area subjects for low-performing students by the 2nd month of school in order to decrease the retention rate and improve student achievement. Implement cohort express for students out of cohort. Promote attendance for extended day tutorials by providing incentives. Purchase custodial supplies to maintain a safe and secure building.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2018 to June 2019
Student Academic Achievement 1
   Monitor: Principals
Deans of Instruction
Area Assistant Superintendents
Administrator for Special Programs
   Title I Schoolwide Elements: 2.4, 2.6
   Funding Sources: Extra Duty Pay & Fringe - 211 Title I-A - 211 -11-6118-00-002-Y-30-0F2-Y - $16,818, EOC Tutorials - 162 State Compensatory - 162-11-6118-00-002-Y-24-EOC-Y - $21,952, Tutorials - 162 State Compensatory - 162-11-6118-00-002-Y-30-000-Y - $15,000, Transportation - 211 Title I-A - 211 -11-6494-00-002-Y-30-0F2-Y - $23,000
	40%	60%	100%	100%

Strategy 10 Details	Reviews			
Strategy 10: Provide annual Response to Intervention (RtI) Training for campus staff (new and refresher) to implement intervention through the RtI 3 Tier Model in order to support student academic growth and success. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2019 - June 2020	**Formative**			**Summative**
	Nov	Feb	Apr	June

School Processes & Programs 9
   Strategy's Expected Result/Impact: District Benchmarks, Campus Based Assessments ,Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas. The campus will decrease number of referrals to Special Education Program by 10%.
 	
Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores
   Monitor: Principals, Deans, Specialist, Department Chairs & HS Teachers
   Title I Schoolwide Elements: 2.5
	20%	100%	100%	100%

Strategy 11 Details	Reviews			

Strategy 11: Teacher, campus administration and counselors will promote and increase the number of students achieving scores of 3 or higher on AP Exams by increasing teacher participation in the following vertical teaming and enrichment activities: Pre-AP & AP Institute Workshop and on-going training in GT, Pre-AP, and AP curricula and promote AP tutorials.

Time Line: July 2019 - June 2020

School Process & Programs 5

Strategy's Expected Result/Impact: Increased Post Secondary Opportunities for Students

Formative: Number of students taking AP exams
Summative: AP Score Report and Dual Enrollment Score Report

Monitor: Teachers;
Dept. Chairs;
Campus Administration; and
Advanced Academics

Title I Schoolwide Elements: 2.4

Funding Sources: AP Testing Fees - 211 Title I-A - 211 -11-6339-00-002-Y-30-0F2-Y - $27,000

	Formative			Summative
	Nov	Feb	Apr	June
	30%	45%	60%	100%

Strategy 12 Details	Reviews			

Strategy 12: Promote a school culture of lifelong learners, independent and innovative thinkers to become responsible and productive environment that has a positive effect on student learning and college readiness by providing workshops for students and parents.

Time Line: July 2019 - June 2020
Student Academic Achievement 5

Strategy's Expected Result/Impact: CNA Results regarding school culture

Monitor: Principals, Deans, Specialist, Department Chairs & HS Teachers

Title I Schoolwide Elements: 2.4, 3.2

Funding Sources: Consultants - XXX Grant Funds - 289-31-6291-002-Y-24-T4C-Y - $500

	Formative			Summative
	Nov	Feb	Apr	June
	40%	50%	70%	→

Strategy 13 Details	Reviews			

Strategy 13: Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSI preparation.

	Formative			Summative
	Nov	Feb	Apr	June

Time Line: July 2019 - June 2020 Student Academic Achievement 1 **Strategy's Expected Result/Impact:** Improves EOC mastery and TSI passing rates **Monitor:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Title I Schoolwide Elements:** 2.4 - **Comprehensive Support Strategy**	65%	75%	100% 100%

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

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

Performance Objective 2: Porter Career and Technical Education student participation will increase by 5 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates

Evaluation Data Sources: Research Driven Accountability (RDA--was PBMAS) reports, CTE enrollment PEIMS reports, CCMR reports, P-TECH grant indicators

Strategy 1 Details	Reviews			
Strategy 1: Porter CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning.	**Formative**			**Summative**
Population: CTE students	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2019 - July 2020 Student Academic Achievement 8 **Strategy's Expected Result/Impact:** Formative: students will be engaged in learning as evidenced by walkthroughs. Summit: increased numbers of students receiving endorsements, certifications and licenses, CCMR **Monitor:** CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals Special Education Teachers	20%	40%	75%	100%

Strategy 2 Details	Reviews			
Strategy 2: Career and Technical Education Teachers will continue to attend ongoing professional development so that students may learn the latest technology skills and be able to compete in college and the workforce.	**Formative**			**Summative**
Population: CTE students	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2019 - July 2020 School Process & Programs 2 **Strategy's Expected Result/Impact:** Formative: instructional Framework Observation Feedback forms. Summative: increased numbers of student receiving endorsements, certification and licenses, CCMR **Monitor:** CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers	40%	60%	75%	100%

Strategy 3 Details				Reviews			
Strategy 3: CTE students will utilize academic planners for college and career readiness through a scheduled advisory period throughout the school day. Academic planners will be used to build soft skills for college and career readiness. Population: CTE students,students Timeline: August 2019 - May 2020 Student Academic Achievement 8				**Formative**			**Summative**
				Nov	Feb	Apr	June
				80%	100%	100%	100%
Strategy's Expected Result/Impact: Formative: lesson Plans feedback forms, instructional feedback reports. Summative: increased numbers of students receiving endorsements, certification and licenses, CCMR **Monitor:** Career Placement Officer Dean of Instruction CTE Department Chair Assistant Principal							

Strategy 4 Details				Reviews			
Strategy 4: Porter ECHS will collaborate with the P-TECH Planning grant TEA technical service provider to develop implementation plans for P-TECH Porter College High Schools based on the P-TECH Blueprint. Population: Hanna and Porter ECHS staff and students Timeline: July 2019 to June 2020 Student Academic Achievement 8				**Formative**			**Summative**
				Nov	Feb	Apr	June
				30%	60%	80%	→
Strategy's Expected Result/Impact: Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) or Industry Certification Innovative Academy (ICIA) ECHS. **Monitor:** Principal Dean CTE Assistant Principal CPO CTE Administrator							

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

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

Performance Objective 3: Porter will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

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

Strategy 1 Details	Reviews			
Strategy 1: Implement a comprehensive Texas Success Initiative	**Formative**			**Summative**
(TSI) remediation plan with the expectation that all BISD students will graduate college ready. Plan includes	**Nov**	**Feb**	**Apr**	**June**

the implementation of the following: APEX Edgenuity TSI Lab TSI Tutorials Population: All students Timeline: August 2019 - July 2020
 	
 School Process & Programs 8
 	
    Strategy's Expected Result/Impact: Formative: TSI test taking and passing data by grade level
    Summative: Increased 5% percentage points of students
    passing each and all TSI components at each grade level
    over previous year
    Monitor: ECHS Director
    ECHS Counselor
    AVID Teacher
    Dean of Instruction
    Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Connect high school to career and college
	40%	50%	80%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Increase the number of students who are prepared to enter and succeed in post-secondary education, campus administration and counselors will ensure that students and their parents have the information they need to prepare academically, socially and financially for college by collaborating with ADVISE TEXAS, Upward Bound, & AmeriCorp. Timeline: August 2019 - July 2020 Student Academic Achievement 5	Nov	Feb	Apr	June
	35%	50%	80%	100%

Strategy's Expected Result/Impact: Increased Post Secondary Opportunities for Students
Post Secondary Student Enrollment

Monitor: Teachers;
Counselors; and
Campus
Administration

Title I Schoolwide Elements: 2.5, 2.6

Funding Sources: Misc. Contracted Advise Texas - 211 Title I-A - 211-11-6299-00-002-Y-30-TUK-Y - $10,000
, Supplies - 162 State Compensatory - 162-31-6399-65-002-Y-30-000-Y - $1,200

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses. AVID Secondary will have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. Population: ECHS students & teachers Timeline: August 2019- June 2020 School Processes & Program 5 **Strategy's Expected Result/Impact:** Increased number of students enrolled in advanced level courses. Increased number of students who apply for colleges **Monitor:** ECHS Director Counselors Administration Dean of Instruction ECHS Teachers **Title I Schoolwide Elements:** 2.4 **Funding Sources:** - 211 Title I-A - $8,600	**Nov**	**Feb**	**Apr**	**June**
	50%	65%	90%	100%
Strategy 4 Details	**Reviews**			

Strategy 4: Increase vertically aligned course offerings in grades 9-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness.	Formative			Summative
	Nov	**Feb**	**Apr**	**June**

Population: all K-12 students and teachers Timeline: August 2019 to May 2020 School Processes & Program 5 **Strategy's Expected Result/Impact:** Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores **Monitor:** Principal Dean Dept Heads All Teachers **TEA Priorities:** Connect high school to career and college	15%	35%	55%	→

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	
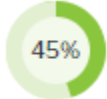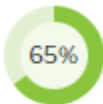
Goal 1: Porter students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

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

Strategy 1 Details	Reviews			
Strategy 1: All migrant students will receive grade appropriate school supplies, hygiene products and clothing on an as needed basis in order to provide them with the necessary tools to complete homework and classwork assignments thus extending them the same opportunities for meeting the academic challenges of all students. PFS Migrant students will receive supplemental support services before other migrant students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All migrant students Timeline: Aug 2019-June 2020	45%	65%	85%	100%
Strategy's Expected Result/Impact: Formative: distribution forms, PFS Learning Academy Reports, Composite of Services Reports Summative: fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased. **Monitor:** Migrant Funded Teacher Migrant Funded Clerk Migrant Counselor Assist Principal Principal **Funding Sources:** General Supplies - 212 Title I-C (Migrant) - 212-11-6399-45-002-Y-24-0F2-Y - $2,970				

Strategy 2 Details	Reviews			
Strategy 2: Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district'ts rigorous math classes and STAAR exams.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: 9th grade migrant students Timeline: August 2019-May 2020	25%	40%	65%	→
Strategy's Expected Result/Impact: Formative: six week grades and PFS monitoring tool Summative: increased Algebra I and EOC passing rates **Monitor:** Principal Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math				
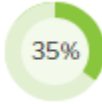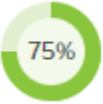
Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: All migrant students will be provided with training and support in the use of academic tools and resources to increase success in reading and mathematics. Population: All migrant students Timeline: August 2019 - May 2020	**Nov**	**Feb**	**Apr**	**June**
	45%	65%	80%	→
Strategy's Expected Result/Impact: Formative: training sign-in sheets Summative: increased reading and math state assessment scores for migrant students. **Monitor:** Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-002-Y-24-0F2-Y - $200				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Porter ECHS campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301-1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. Population: PFS and Migrant students Timeline: August 2019 - May 2020	**Nov**	**Feb**	**Apr**	**June**
	40%	65%	100%	100%
Strategy's Expected Result/Impact: Formative: attendance rosters into Migrant lab, phone logs, 3 week progress reports, and six weeks grades Summative: EOY state assessments **Monitor:** Principal Assistant Principal Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math **Funding Sources:** Extra Duty Pay - 212 Title I-C (Migrant) - 212-61-6121-08-002-Y-24-0F2- - $100				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue
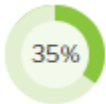
Goal 1: Porter students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2018-2019 participation

    Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Teachers will promote student participation in the following programs to provide students with opportunity to extend their learning beyond the classroom (campus, district, regional, state and national level): Robotics Science Fair History Fair American Mathematics Competition (AMC) UIL Academics Chess Destination Imagination Population: 9-12 grade students and teachers Timeline: July 2019 - June 2020 School Processes & Program 7		**Formative**		**Summative**
	Nov	**Feb**	**Apr**	**June**
	35%	55%	100%	100%
Strategy's Expected Result/Impact: Formative: training agendas, flyers, student sign-in sheets and evaluation reports Summative: increase participation numbers of campus/district/regional/state entries **Monitor:** Dean of Instruction Program Sponsors **TEA Priorities:** Connect high school to career and college				
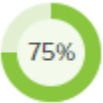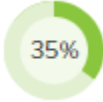
Strategy 2 Details	Reviews			
Strategy 2: CTE will continue to encourage its students to participate in Career and Technical Student Organization (CTOs) so that leadership, communication and soft skills may be developed. Population: CTE students Timeline: August 2019 - July 2020 School Processes & Program 7	**Formative**			**Summative**
	Nov	Feb	Apr	June
	35%	55%	80%	100%

Strategy's Expected Result/Impact: Formative: documentation for students competing at the regional, state and national levels
Summative: increased participation and success in CTErelated competitions, increase accolades for students in respective competitive areas

Monitor: Career Placement
Officer
CTE Administrator

Strategy 3 Details	Reviews			
Strategy 3: Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events and public performances. Population: All Fine Arts Students Timeline: August 2019 - June 2020 School Processes & Program 7	**Formative**			**Summative**
	Nov	Feb	Apr	June
	35%	50%	75%	100%

Strategy's Expected Result/Impact: Formative: performance ratings, attendance, audience / student reaction
Summative: EOY performance recognition, student program enrollment increases

Monitor: Principal
FA Assistant Principal
FA Directors

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits Population: All Fine Arts Students Timeline: August 2019 - June 2020 School Processes & Program 7	Nov	Feb	Apr	June
	25%	45%	70%	→
Strategy's Expected Result/Impact: Formative: PEIMS enrollment numbers, class rosters Summative: improved enrollment form prior year **Monitor:** Principal FA Assistant Principal FA Directors				

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and condition skills, and sportsmanship skills can be mastered by the student in athletics. Population: All Athletic students Timeline: August 2019 - June 2020 School Processes & Program 7	Nov	Feb	Apr	June
	35%	50%	85%	→
Strategy's Expected Result/Impact: Formative: Campus master schedules, PE/Coach class rosters, choice slips Summative: PEIMS enrollment reports, athletic coordinator reports **Monitor:** Principal Athletic Coordinator Dean of Instruction				

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

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

Performance Objective 1: Porter ECHS will implement a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
Population: All campus facilities Timeline: August 2019- June 2020	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Monitor:** Campus Administration Facilities and maintenance staff	20%	60%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Custodial supplies will also be bought for the maintenance of facilities.	**Formative**			**Summative**
Population: All campus facilities Timeline: August 2019- June 2020	**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Survey results from campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Monitor:** Campus Administration Facilities and maintenance staff **Funding Sources:** General Supplies - 199 Local funds - 199-51-63xx-00-002-Y-99-000-Y - $27,000, Supplemental Duty - Overtime - 199 Local funds - 199-51-6121-xx-002-Y-99-000-Y - $2,200	20%	35%	60%	100%

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Porter Early College High School will develop and maintain green areas/landscaped areas to help beautify facilities with the support of community, parents and students Population: All students and staff Timeline: August 2019 - June 2020	**Nov**	**Feb**	**Apr**	**June**
	25%	45%	50%	100%
Strategy's Expected Result/Impact: Formative: beautification/garden event showcases and perception campuses areas are clean and green Summative: improved campus survey data about facilities **Monitor:** Principal Assistant Principals Maintenance Supervisor				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Porter ECHS will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
Strategy 1: Porter ECHS will support the campus in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Porter ECHS Stakeholders Timeline: December 2019- June 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Monitor:** Campus Administration SBDM Committees	40%	50%	90%	100%

Strategy 2 Details	Reviews			
Strategy 2: Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant Population: Teachers Timeline: August 2019 - June 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative: position control report compared to CIP strategies Summative: EOY position control report, time and effort certification forms **Monitor:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals	50%	55%	70%	100%

Strategy 3 Details	Reviews			

Strategy 3: Campus will support programs and teachers in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.
Population:
All campus personnel and stakeholders
Timeline:
July 2019 - August 2020
 	
    Strategy's Expected Result/Impact: Formative: monthly expenditure reports, CIP evaluations
    Summative: EOY expenditure reports, PDS evaluations
    and certifications, CIP summative report
 	
    Monitor: Principal
    Dean of Instruction
    SBDM Committee
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	40%	60%	75%	100%

Strategy 4 Details	Reviews			

Strategy 4: Campus administration will conduct annual training for all programs on the required documentation for program expenditures for transportation, professional extra duty pay, and purchase orders for resources and programs as per district policies and guidelines.
Population:
All program teachers and coaches
Timeline:
September 2019
January 2020
 	
    Strategy's Expected Result/Impact: Formative: sign-in sheets, agenda, certification(s), extra
    duty timesheets
    Summative: EOY student activities final report
    submission and bi-tech reports
 	
    Monitor: Campus Principal
    Dean of Instruction
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	45%	65%	85%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Campus book keeper will conduct an annual training for all coaches and program sponsors to review district policies and procedures for student activities funds and fundraising activities. Population: All coaches and program sponsors Timeline: September 2019 **Strategy's Expected Result/Impact:** Formative: sign-in sheets, agenda, certification(s) and student activities constitutions Summative: EOY student activities final report submission **Monitor:** Campus Principal Dean of Instruction Campus Book Keeper	**Nov**	**Feb**	**Apr**	**June**
	50%	70%	85%	100%
	0% No Progress	100% Accomplished	⮕ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Porter ECHS will commit to a balanced budget which includes improved compensation for 100% of teachers

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be given the opportunity to attend professional development and be compensated through the Project RISE funding source.	**Formative**			**Summative**
Population: Porter ECHS Stakeholders	**Nov**	**Feb**	**Apr**	**June**
Timeline: December 2019- June 2020 **Strategy's Expected Result/Impact:** Compensation will motivate teachers to participate in professional development. Formative: Professional leave forms, Attendance Summative: Listing of all professional development attended by the end of the school year. **Monitor:** Campus Admininstration	50%	70%	90%	100%
Strategy 2 Details	Reviews			
Strategy 2: Strategies to attract highly-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and	**Formative**			**Summative**
Special Education) free professional development, performance based pay and	**Nov**	**Feb**	**Apr**	**June**
free health insurance. Population: All teachers Timeline: August 2019 - June 2020 **Strategy's Expected Result/Impact:** Formative: position control report, staff assignments Summative: PDS evaluations, EOY position control FTE report **Monitor:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Performance Based Compensation - XXX Grant Funds - 287-XX-6117-PP-002-Y-24-TIF-Y - $562,000	40%	60%	80%	100%
	0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

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

Performance Objective 3: The district and campuses will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.
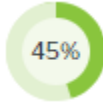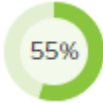
Evaluation Data Sources: Campus needs assessment surveys, district/campus climate

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Campus administration along with the SBDM committee will create and participate in employee incentives and recognition to improve employee and	**Nov**	**Feb**	**Apr**	**June**
district and campus morale and climate Population: Campus faculty and staff Timeline: July 2019 - June 2020	5%	35%	65%	→
Strategy's Expected Result/Impact: Formative: CNA survey and campus climate survey data related to support and retention Summative: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Monitor:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: All Porter ECHS program areas will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events

Evaluation Data Sources: Media records with Public Information Office, enrollment data

Strategy 1 Details	Reviews			
Strategy 1: 1) Porter ECHS will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Population: Porter ECHS Stakeholders Timeline: December 2019- June 2020 **Strategy's Expected Result/Impact:** Updates on media sources will be completed routinely. Formative: schedule of weekly updates. Summative: Listing of all the activities posted by the end of the year. **Monitor:** Principal Dean of Instruction Campus TST	**Formative**			**Summative**
	Nov	Feb	Apr	June
	45%	55%	70%	100%

Strategy 2 Details	Reviews			
Strategy 2: Campus will designate a PIO contact to provide updates on current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Porter ECHS Stakeholders Timeline: December 2019- June 2020 **Strategy's Expected Result/Impact:** Regular updates on media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information to be showcased. Summative: annual compilation of showcases **Monitor:** PIO District Administrators Campus Administration Campus TST	**Formative**			**Summative**
	Nov	Feb	Apr	June
	45%	65%	70%	100%

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

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

Performance Objective 2: The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.
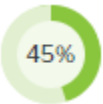
   Evaluation Data Sources: School calendar showing earlier start date.

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

Performance Objective 1: Porter ECHS discipline referrals for removals or placements to the Brownsville Academic Center (BAC) will decrease by 5%.

Evaluation Data Sources: BAC placement data for 2017-2018 and 2018-2019, PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

Strategy 1 Details	Reviews			
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC, all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All Students/parents; campus personnel Timeline: August 2019 through June 2020	85%	65%	55%	100%
Strategy's Expected Result/Impact: Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites. **Monitor:** Campus Administration Behavior Coordinators				
Strategy 2 Details	Reviews			
Strategy 2: Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: All Students Timeline: August 2019 to June 2020	5%	25%	25%	→
Strategy's Expected Result/Impact: Formative: Increased coordination between security and administration Summative: Reduction in vandalism **Monitor:** Principal, Assistant Principals, Security Monitor				
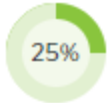
Strategy 3 Details	Reviews			

Strategy 3: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, bullying and violence prevention.
 	
Population: All Students
 	
Timeline: August 2019 to June 2020
    Strategy's Expected Result/Impact: Formative: Sign in sheets
 	
    Summative: Discipline Referral Count
    Monitor: Counselors, Administration
	Formative			Summative

	Nov	Feb	Apr	June
	15%	70%	90%	100%

Strategy 4 Details	Reviews			

Strategy 4: Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans
Population:
All students
Timeline:
August 2019 - June 2020
    Strategy's Expected Result/Impact: Formative: RtI documentation, Review 360 reports, Counselor meeting logs
    Summative: eSchool report data, decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC.
    Monitor: Campus RtI Administrator Campus Counselor
	Formative			Summative

	Nov	Feb	Apr	June
	50%	50%	45%	100%

Strategy 5 Details	Reviews			
	Formative			**Summative**
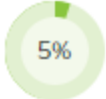
Strategy 5: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.
Population:
All students
Timeline:
August 2019 - June 2020
 	
    Strategy's Expected Result/Impact: Formative: student sign-in sheets, counselor's log, audits, evaluation sheets, training sign-in sheets
    Summative: discipline PEIMS report data reflecting a reduction in placements to a DAEP per campus
 	
    Monitor: Administration
    Campus Behavior
    Coordinator
    Counselor
	Nov
	
	35%
		Feb
		
		35%
			Apr
			
			40%
				June
				
				100%

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

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Teachers will receive training on the use of district software (eSchool & SuccessED) and discipline management and safe environments at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans Population: All teachers Timeline: August 2019 - March 2020	**Nov**	**Feb**	**Apr**	**June**
	25%	75%	95%	100%

Strategy's Expected Result/Impact: Formative: eSchool discipline reports and RtI plans
    Summative: reduced number/percentage of population of
    students referrals to ISS and/or OSS compared to
    previous school year.
    Monitor: Campus RtI
    Administrator
    Campus RtI
    committee
    Counselor				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations. Incentives will be provided for redirection. Population: All students Timeline: August 2019 - June 2020	**Nov**	**Feb**	**Apr**	**June**
	5%	15%	55%	→
Strategy's Expected Result/Impact: Formative: ISS/OSS placements of special education and other targeted groups will decrease by 5% at the district level Summative: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease				
Monitor: Special Education Administrator RtI Administrator Campus Behavior Coordinator				
Funding Sources: Awards & Incentives - 166 State Special Ed. - 166-11-6498-00-002-Y-23-0P8-Y - $2,740, Misc Operating Costs Awards - 199 Local funds - 199-11-6498-00-002-Y-11-000-Y - $14,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue
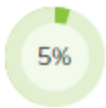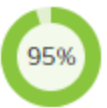
Goal 5: Porter ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis

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

Strategy 1 Details	Reviews			
Strategy 1: Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP) - Safety Procedures. Population: All students, All campus personnel Timeline: August 2019 - May 2020 **Strategy's Expected Result/Impact:** Decrease in the number of student discipline incidents compared to prior school year. Formative: presentations, sign-in sheets Summative: Discipline referral report **Monitor:** Principal Assistant Principals Campus Behavior Coordinator Counselors Dean of Instruction	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	40%	60%	85%	100%

Strategy 2 Details	Reviews			
Strategy 2: Instructional Strategies	**Formative**			**Summative**
Provide classroom instructional strategies through professional development and campus training to keep students engaged in order to reduce discipline issues in the classroom and increase academic performance. Population: All Students Timeline: August 2019 - May 2020	**Nov**	**Feb**	**Apr**	**June**
	35%	60%	90%	100%

Strategy's Expected Result/Impact: Decrease in the number of student discipline incidents compared to prior school year.
Formative: walk-throughs with constructive feedback, session evaluations, six week(s) academic and discipline reports
Summative: EOY discipline referral reports, EOY academic progress reports

Monitor: Principal
Dean of Instruction
Assistant Principals

Strategy 3 Details	Reviews			
Strategy 3: Ensure the implementation and annual review of a	**Formative**			**Summative**
comprehensive district and campus Emergency Operations plan Population: All students Timeline: August 2019 - June 2020	**Nov**	**Feb**	**Apr**	**June**
	60%	65%	70%	100%

Strategy's Expected Result/Impact: 100% completed campus Emergency Operations Plan.
Formative: safety meeting sign-in sheets
Summative: campus EOY plan and EOY safety reports

Monitor: Campus
Administration

Strategy 4 Details	Reviews			
Strategy 4: Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester		Formative		Summative
Population:	Nov	Feb	Apr	June
All students Timeline: August 2019- May 2020 **Strategy's Expected Result/Impact:** Formative: practice drill reports, Summative: EOY drill report with required drills conducted **Monitor:** Campus Administration	5%	30%	95%	100%

Strategy 5 Details	Reviews			
Strategy 5: Update and maintain school safety equipment such as but not limited to radios, cameras, Raptors.		Formative		Summative
Strategy's Expected Result/Impact: Formative: Daily Use	Nov	Feb	Apr	June
Summative **Monitor:** Campus Administration and Security **Funding Sources:** Raptor contract and equipment - 199 Local funds - 199-23-6299-41-002-Y-99-021-Y - $1,100	0%	20%	50%	→

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

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)
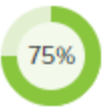
Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 2019 -June 2020 CNA 19-20	60%	70%	75%	→
Strategy's Expected Result/Impact: Formative: Completed Parental Involvement Policies Campuses Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Agendas and Sign Ins Summative: Training Session Evaluations and Increased Parental participation to positively impact attendance, discipline, EOC scores, and graduation rates. **Monitor:** Administration Parent Liaisons **Title I Schoolwide Elements:** 3.1				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants/trainings in:	**Nov**	**Feb**	**Apr**	**June**

Strategy 2: Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants/trainings in:
Will provide refreshments for parents.
Parenting Classes
Nutrition Classes
College and Career Student Information
EOC Training
Graduation Requirement Trainings.
ESL Classes
Curbside Coffee
Migrant Informational Meetings
Timeline: August 2019- June 2020
CNA 19-20

Nov: 45% Feb: 55% Apr: 60% June: 100%

> **Strategy's Expected Result/Impact:** Increased parental participation in school activities and awareness of student responsibilities and
> opportunities for success.
> Formative:Agenda, Sign-In sheets, Summative: Evaluations positively impact attendance rates, discipline, EOC Scores, and graduation rates.
>
> **Monitor:** Parent Liaison
> Administration
> Principal
> Dean of Instruction
>
> **Title I Schoolwide Elements:** 2.4, 3.1
>
> **Funding Sources:** Other Operating Cost - Refreshments - 211 Title I-A - 211-61-6299-00-002-Y-24-0F2-Y - $1,500, General Supplies - 211 Title I-A - 211-61-6399-00-002-Y-30-0F2-Y - $500, Consulting - 211 Title I-A - 211-61-6291-00-002-Y-30-0F2-Y - $2,000, General Supplies - 199 Local funds - 199-61-6399-00-002-Y-99-000-Y - $500, Misc Operating Costs - 199 Local funds - 199-61-6499-53-002-Y-99-000-Y - $700, Employee Travel - 199 Local funds - 199-61-6411-00-002-Y-99-000-Y - $300

Strategy 3 Details	Reviews			
Strategy 3: Increase the community partnership with the campus inviting business community members and organizations to present at weekly Timeline: August 2019- May 2020 CNA 19-20	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: Agenda, Sign-In sheets for parent, community, and SBDM meetings. Summative: Evaluations in order to increase student attendance, decrease failure rates, increase EOC Scores, graduation rates, and real work experiences. **Monitor:** Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers	45%	50%	55%	→

Strategy 4 Details	Reviews			
Strategy 4: Teachers, attendance clerks and parent/attendance liaisons will consistently monitor and communicate student's daily absences and tardiness to parents to promote a rapid system of communication that will improve the daily attendance rate by maintaining a telephone log. Student incentives will be provided for perfect attendance as way to increase attendance rate. Increase parent homes visits to improve attendance and communication. Timeline: August 2019-May 2020 CNA 19-20	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: Increased Class Attendance Rate, Weekly Campus Attendance Rate Phone Master Daily Log Summative: PEIMS Campus Summary Report, ADA Annual Report in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates. **Monitor:** Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office **Title I Schoolwide Elements:** 3.2 **Funding Sources:** Employee Travel - 211 Title I-A - $300	25%	45%	55%	→

Strategy 5 Details	Reviews			
Strategy 5: Verify phone numbers & addresses of all students during the first week of the Fall and Spring semesters in order to maintain accurate student data for parent communication.	Formative			Summative
	Nov	Feb	Apr	June
Timeline: August 2019-May 2020 CNA 19-20 **Strategy's Expected Result/Impact:** Formative: Accurate contact information in Eschool Plus Reports PEIMS Campus Summary Report Summative: School Messenger Report and Parental Contact logs in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates. **Monitor:** Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration	10%	30%	40%	→

Strategy 6 Details	Reviews			
Strategy 6: Campus migrant clerk will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress and on-time graduation requirements.	Formative			Summative
Population: All migrant parents Timeline: Nov 2019 & March 2020	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: Meeting sign-in sheets and agendas Summative: Year end evaluations **Monitor:** Migrant Campus Clerk Migrant Teacher **Funding Sources:** - 212 Title I-C (Migrant) - 212-61-6499-53-002-Y-24-0F2-Y - $100	40%	60%	75%	100%

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

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

Performance Objective 1: Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations

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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2019 to June 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	30%	45%	80%	100%
Strategy's Expected Result/Impact: ormative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 percentage point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams. **Monitor:** Principal Dean Assistant Principals C& I				

Strategy 2 Details	Reviews			
Strategy 2: Development and maintain traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. Population: All stakeholders Timeline: July 2019 to June 2020 **Strategy's Expected Result/Impact:** Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA **Monitor:** Principal Dean Assistant Principals C& I Teachers	Formative			Summative
	Nov	Feb	Apr	June
	15%	35%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2019 to June 2020 **Strategy's Expected Result/Impact:** Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points. **Monitor:** Principal Dean Assistant Principals C& I Teachers	Formative			Summative
	Nov	Feb	Apr	June
	15%	35%	65%	→

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

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

Performance Objective 2: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Evaluation Data Sources: Professional development records for CTE, numbers of students in under-served pathways, survey data

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

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

> **Evaluation Data Sources:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)
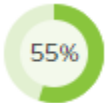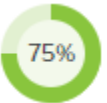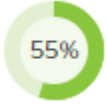
Performance Objective 1: Porter ECHS will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.

Evaluation Data Sources: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, High School Completion Rate, and High School Graduation Rate

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: September 2019 - June 2020 (At minimum 2 x week) CNA 9-10	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	45%	70%	90%	100%
Strategy's Expected Result/Impact: Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate **Monitor:** Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs Administrator for State Compensatory Education				

Strategy 2 Details	Reviews			
Strategy 2: The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: AR, TI,MI, LEP Timeline: July 1, 2019 - June 2020 (Daily) CNA 9-10	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	45%	65%	90%	100%
Strategy's Expected Result/Impact: Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Funding Sources:** Dean of Instruction - 162 State Compensatory - 162-13-6119-00-002-Y-30-000-Y - $101,091				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate to include dyslexia and supplemental teachers. Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Funding Sources:** Support Teachers - 162 State Compensatory - 162-11-6119-00-002-Y-30-000-Y - $383,575	50%	60%	60%	100%

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: The High School At-Risk Counselor will monitor and coordinate intervention programs to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. Population: High School AR Students Timeline: August 2019 - June 2020 (Daily) CNA 9-10	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Funding Sources:** At Risk Counselor - 162 State Compensatory - 162-31-6119-00-002-Y-30-000-Y - $67,778, At Risk Counselor Supplies - 162 State Compensatory - 162-31-6399-00-002-Y-30-000-Y - $1,200	50%	60%	70%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Funding Sources:** Program Specialist - 162 State Compensatory - 199-23-6119-00--002-Y-24-000-Y - $64,730, Drop Out Specialist Travel - 162 State Compensatory - 162-23-6411-23-002-Y-30-TRV-Y - $100	50%	80%	95%	100%

Strategy 6 Details	Reviews			
Strategy 6: The Probation officer will to work with students who are on probation to improve probated student achievement, and attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. Population:High School AR Students Timeline: August 2019- June 2020 (Daily)	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate, Recidivism Rate **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Funding Sources:** JPO - 162 State Compensatory - 162-32-6299-00-002-Y-24-JPO-Y - $10,000	50%	60%	75%	100%

Strategy 7 Details	Reviews			
Strategy 7: The Communities in School (CIS) Site Coordinators will work to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate by providing identified at-risk students case management and instructional services. Population: High School AR Students Timeline: August 2019 - June 2020 (Daily) CNA 9-10	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Funding Sources:** CIS Site Coordinator - 162 State Compensatory - 162-32-6299-00-002-Y-24-CIS-Y - $12,500	50%	70%	95%	100%

Strategy 8 Details	Reviews			
Strategy 8: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: High School AR Students Timeline: August 2019 - June 2020 CNA9-10 and 21	Formative			Summative
	Nov	Feb	Apr	June
Strategy's Expected Result/Impact: Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Funding Sources:** Misc Contracted Services - 162 State Compensatory - 162-11-6299-62-002-Y-30-000-Y - $29,500	50%	70%	90%	100%

Strategy 9 Details	Reviews			
Strategy 9: In order to increase student success support services for students identified as homeless will be provided to students who are identified by the Homeless Youth Project. Campus will refer any possible identified student to the District Homeless Youth Program after registration.	**Formative**			**Summative**
Population: AR, TI, MI, LEP	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2019 - June 2020 (Daily) CNA 9-10	45%	70%	85%	100%
Strategy's Expected Result/Impact: Formative: Campus Homeless Intervention Logs, student progress reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Monitor: Administration Homeless Liaison Registrar CIS Case Worker At-Risk Counselor				

Strategy 10 Details	Reviews			
Strategy 10: Continue LUCHA project to target literary development and math success through the use of native language support and sheltered instructional strategies; Conduct transcript analysis and implement online modules; Conduct parent/student information sessions on graduation requirements and career pathways options. This will provide an accelerated pathway for recent immigrants with high literacy levels to meet graduation requirements in less than 4 years and have a direct impact on the dropout rate and graduation rate of LEP students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10	40%	55%	75%	100%
Strategy's Expected Result/Impact: Formative: Eschool Plus, Student Sign In Logs, Lucha Credit Counts Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Monitor: Bilingual Department Administrator Bilingual/ESL Counselor Bilingual/ESL Teacher Curriculum and Instruction Administrator				

Strategy 11 Details	Reviews			
Strategy 11: Implement a food pantry and closet at campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10 and 11-12	40%	55%	75%	100%
Strategy's Expected Result/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate				
Monitor: Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs				

Strategy 12 Details	Reviews			
Strategy 12: Promote health awareness programs to all students including student parent in need pregnancy related services available within BISD in order to keep students in school and meet graduation requirements. Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10 **Strategy's Expected Result/Impact:** Formative: Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Monitor:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	**Formative**			**Summative**
	Nov	Feb	Apr	June
	45%	55%	65%	100%

Strategy 13 Details	Reviews			
Strategy 13: The campus will instate a Summer Bridge Program to decrease retention rates, bridge educational gaps, and ensure a successful transition from middle school to high school. Population: AR, TI, MI, LEP Timeline: August 2019 **Strategy's Expected Result/Impact:** Formative: eSchoolPlus Reports, Teacher Lesson Plans, Classroom Observations Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Monitor:** Principal Admin Counselors Teachers hired Dean of Instruction **Funding Sources:** Extra Duty Pay & Fringe Teachers - 211 Title I-A - 211-11-61XX-00-002-Y-30-BDG-Y - $8,449, Transportation - 211 Title I-A - 211-11-6494-00-002-Y-30-BDG-Y - $1,500, Extra Duty Pay & Fringe Adm - 211 Title I-A - 211-23-61XX-00-002-Y-30-BDG-Y - $1,122	**Formative**			**Summative**
	Nov	Feb	Apr	June
	100%	100%	100%	100%

Strategy 14 Details	Reviews			
Strategy 14: Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and dropout rate. Population: AR, TI, DYS Timeline: Daily **Strategy's Expected Result/Impact:** Formative: Lesson Plans, Classroom Observation, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Monitor:** Principal Admin Counselors Teachers Dean of Instruction SBDM Committee	**Formative**			**Summative**
	Nov	Feb	Apr	June
	50%	70%	90%	100%

Strategy 15 Details	Reviews			
	Formative			**Summative**
Strategy 15: The At-Risk Team will sponsor outreach events to ensure all students enroll in school in a timely manner such as Walk for the Future.	**Nov**	**Feb**	**Apr**	**June**
September 2019 **Strategy's Expected Result/Impact:** Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Monitor:** State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer **Title I Schoolwide Elements:** 2.6 **Funding Sources:** Supplies - 162 State Compensatory - 162-61-6399-00-002-Y-30-WTF-Y - $200, Misc. Operating costs - 162 State Compensatory - 162-61-6499-53-002-Y-30-WTF-Y - $350	100%	100%	100%	100%
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Reduce the Middle School Dropout Rate to less than 1%, increase the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3%.

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

Strategy 1 Details	Reviews			
Strategy 1: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: grade 9-12 At-risk Students Timeline: August 2019 to May 2020	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	100%	100%	100%	100%
Strategy's Expected Result/Impact: PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Monitor:** Campus Administration At Risk Counselor Drop Out Prevention Specialist				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 3: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week.		**Formative**		**Summative**
*Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Nov**	**Feb**	**Apr**	**June**
Population: High School at-risk Students Timeline: August 2019 to June 2020	35%	80%	80%	→
Strategy's Expected Result/Impact: Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR/EOC performance compared to prior year, especially for at-risk and special population served students **Monitor:** Principals, Deans of Instruction, Counselors Teachers				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, the district will utilize the	**Formative**			**Summative**
-PAPA (Parenting and Paternity Awareness) curriculum	**Nov**	**Feb**	**Apr**	**June**
-CATCH (Coordinated Approach to Child Health) program, and				
-SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: August 2019 to May 2020	35%	60%	100%	100%
Strategy's Expected Result/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
Monitor: District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers				
Strategy 2 Details	Reviews			

	Formative			Summative
Strategy 2: Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses).	**Nov**	**Feb**	**Apr**	**June**

Population: Campus Nurses (licensed medical professional RN and LVN).
Timeline: August 2019 to May 2020

Strategy's Expected Result/Impact: Monthly reports
Summative Impact:
+Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.

Monitor: Principal
Assistant Principal
Nurses

Funding Sources: General Supplies - 199 Local funds - 199-33-6399-00-002-Y-99-000Y - $2,000

| 15% | 45% | 100% | 100% |

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a (I) comprehensive needs assessment during late spring 2019 to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA results, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The 2020 goal is to have 90
percent of all students and all student groups passing all parts of state mandated assessments for the 2019-2020 school year and to increase the advanced level performance in all tested areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus improvement plan is developed through the Site-Based-Decision-Making (SBDM) Committee (who include parents, teachers, community members, business representatis) and other campus stakeholders during the months of April and May 2019 to develop the 2019-2020 Campus Improvement Plan based on the revised CCNA and data collected throughout the 2018-2019 school year. The names and roles of the committee members can be found at the end of CIP.

2.2: Regular monitoring and revision

Campus Improvement plan is reviewed, revised and monitored throughout the school year based on campus/district/state disaggregated data. SBDM committee members, to include department chairs and administration, review performance objectives and strategies to ensure targets are being met and aligned with allocation of campus funds for instructional needs.

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

Campus and district documents are provided in both English and Spanish (translated upon request) and posted to the campus website. Paper copies of the CIP are available at the campus front office and the campus Parental Involvement Center.

2.4: Opportunities for all children to meet State standards

Provide all students with the opportunitiy to meet academic standards throught the various campus programs and initiatives such as: Saturday academics, EOC camps, Credit Recovery Labs, Student Attendance contracts for Loss of Credit, technology-based curriculum
designed for instructional support.

2.5: Increased learning time and well-rounded education

Provide with additional compensation and resources to provided targeted instructional tutorials, acceleration and credit recovery after school, before school and on Saturday. Increased learning times begins in the month of September and continue until the scheduled June graduation date.
The campus offers a summer cohort express for students to complete credit recovery courses in order to meet the August graduation or regain credit to remain with their academic cohort.

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

The At-Risk student population is continuosuly monitored throughout the school year by the campus dropout and recovery team. Campus administration and counselors are organized according to grade levels for student attendance, behavior and academics to ensure monitoring throughout the school year; academic, discipline and attendance concerns are discussed weekly during administrative team meetings. Campus implementation of RtI allows for teachers to monitor student behavior, attendance and academics in their classroom; required 6 week submission of documentation is reviewed by the administrative team.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I informational meeting conducted at the beginning of the year; follow up meetings and informational sessions are scheduled throughout the year with our campus parent liasion. The policy and compact are made available on our campus webiste and the campus front office.

3.2: Offer flexible number of parent involvement meetings

Parental invovlement program conducts weekly scheduled meetings every Friday in the parent center to inform parents of campus activities, instructional strategies to use at home, policies and procedures, assessment information and college and career readiness information. In addition, parent meetings are conducted at least once a month and in collaboration with other campus events throughout the school year.

Title I Personnel

Name	Position	Program	FTE
Araceli Bowman	Math Teacher		1
Brenda Gomez	Parent Liason		1
Denise Rodriguez	ELA Teacher		1
Dorally Alvarez	Nurse		.4
Edith Orozco	Library Aide		1
Eduardo Cano	Social Studies		1
Laura Deanda	Nurse		.4
Luis Quintanilla	Math Teacher		1
Miguel Sandoval	Math Teacher		1
Miriam Diaz	Library Aide		1
Nadia Perales	Dyslexia Aide		1
Veronica Martinez	ELA Teacher		1

Campus Funding Summary

				199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
1	1	1	Paper		199-11-6396-00-002-Y-11-000-Y	$6,000.00
1	1	1	General Supplies		199-11-6399-xx-002-Y-11-000-Y	$19,877.00
1	1	1	Textbooks		199-11-6312-00-002-Y-11-000-Y	$2,500.00
1	1	1	Transportation		199-11-6394-00-002-Y-11-000-Y	$2,000.00
1	1	1	Misc. Operating Costs		199-11-6499-53-002-Y-11-000-Y	$4,500.00
1	1	1	General Supplies Counselors		199-31-6399-00-002-Y-00-000-Y	$2,000.00
1	1	1	Library Supplies		199-12-63xx-00-002-Y-00-000-Y	$3,500.00
1	1	2	Professional Development Counselors		199-31-6411-00-002-Y-00-000-Y	$1,000.00
1	1	2	Professional Development Administrators		199-23-6411-23-002-Y-00-000-Y	$5,000.00
1	1	2	Professional Development Refreshments		199-13-6499-53-002-Y-00-000-Y	$2,200.00
1	1	2	Professional Development Librarians		199-12-6411-23-002-Y-00-000-Y	$2,500.00
1	1	4	Transportation		199-36-6494-00-002-Y-99-0xx-Y	$7,700.00
1	1	4	Travel & Subsistence		199-36-6112-00-002-Y-99-000-Y	$7,423.00
1	1	4	Stipends UIL Coaches		199-36-6117-00-002-Y-99-000-Y	$13,500.00
1	1	4	General Supplies		199-36-6399-00-002-Y-99-000-Y	$5,000.00
2	1	2	General Supplies		199-51-63xx-00-002-Y-99-000-Y	$27,000.00
2	1	2	Supplemental Duty - Overtime		199-51-6121-xx-002-Y-99-000-Y	$2,200.00
5	2	2	Misc Operating Costs Awards		199-11-6498-00-002-Y-11-000-Y	$14,000.00
5	3	5	Raptor contract and equipment		199-23-6299-41-002-Y-99-021-Y	$1,100.00
6	1	2	General Supplies		199-61-6399-00-002-Y-99-000-Y	$500.00
6	1	2	Misc Operating Costs		199-61-6499-53-002-Y-99-000-Y	$700.00
6	1	2	Employee Travel		199-61-6411-00-002-Y-99-000-Y	$300.00
9	4	2	General Supplies		199-33-6399-00-002-Y-99-000Y	$2,000.00
					Sub-Total	$132,500.00
					Budgeted Fund Source Amount	$132,500.00
					+/- Difference	$0.00

			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	162-11-6396-00-002-Y-30-000-Y	$6,000.00
1	1	1	General Supplies	162-11-6399-00-002-Y-30-000-Y	$1,150.00
1	1	1	Ink	162-11-6399-62-002-Y-30-000-Y	$18,000.00
1	1	1	MISC	162-11-6399-00-002-Y-30-000-Y	$850.00
1	1	1	Copy Paper New 162 Funds	162-11-6396-00-002-Y-30-337-Y	$5,589.00
1	1	1	General Supplies INK New 162 Funds	162-11-6399-62-002-Y-30-337-Y	$27,077.00
1	1	1	General Supplies New 162 Funds	162-11-6399-00-002-Y-30-337-Y	$28,368.00
1	1	2	Employee Travel - Professional Development	162-13-6411-23-002-Y-30-000-Y	$5,000.00
1	1	2	General Supplies	162-13-6399-00-002-Y-30-000-Y	$1,000.00
1	1	2	Professional Extra Duty	162-13-6118-00-002-Y-30-000-Y	$4,000.00
1	1	2	Substitutes	162-11-6112-00-002-Y-30-000-Y	$5,000.00
1	1	2	Employee Travel - Professional Development Counselors	162-31-6411-23-002-Y-30-000-Y	$2,000.00
1	1	2	Software	162-13-6249-65-002-Y-30-000-Y	$500.00
1	1	2	Professional Development Supplies	162-13-6399-65-002-Y-30-000-Y	$3,500.00
1	1	6	Supplies & Materials Technology	162-11-6398-62-002-Y-30-000-Y	$22,000.00
1	1	6	Software _ Microsoft	162-11-6395-62-002-Y-30-000-Y	$1,150.00
1	1	6	Technology - New 162 Funds	162-11-6398-62-002-Y-30-337-Y	$169,398.00
1	1	9	EOC Tutorials	162-11-6118-00-002-Y-24-EOC-Y	$21,952.00
1	1	9	Tutorials	162-11-6118-00-002-Y-30-000-Y	$15,000.00
1	3	2	Supplies	162-31-6399-65-002-Y-30-000-Y	$1,200.00
9	1	2	Dean of Instruction	162-13-6119-00-002-Y-30-000-Y	$101,091.00
9	1	3	Support Teachers	162-11-6119-00-002-Y-30-000-Y	$383,575.00
9	1	4	At Risk Counselor	162-31-6119-00-002-Y-30-000-Y	$67,778.00
9	1	4	At Risk Counselor Supplies	162-31-6399-00-002-Y-30-000-Y	$1,200.00
9	1	5	Program Specialist	199-23-6119-00--002-Y-24-000-Y	$64,730.00
9	1	5	Drop Out Specialist Travel	162-23-6411-23-002-Y-30-TRV-Y	$100.00
9	1	6	JPO	162-32-6299-00-002-Y-24-JPO-Y	$10,000.00
9	1	7	CIS Site Coordinator	162-32-6299-00-002-Y-24-CIS-Y	$12,500.00
9	1	8	Misc Contracted Services	162-11-6299-62-002-Y-30-000-Y	$29,500.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	15	Supplies	162-61-6399-00-002-Y-30-WTF-Y	$200.00
9	1	15	Misc. Operating costs	162-61-6499-53-002-Y-30-WTF-Y	$350.00
				Sub-Total	$1,009,758.00
				Budgeted Fund Source Amount	$1,009,758.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	163-11-6399-00-002-Y-25-000-Y	$11,000.00
				Sub-Total	$11,000.00
				Budgeted Fund Source Amount	$11,000.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	166-11-6399-00-002-Y-23-000-Y	$5,500.00
1	1	1	Copy Paper	166-11-6396-00-002-Y-23-000-Y	$800.00
1	1	1	General Supplies Ink	166-11-6399-62-002-Y-23-000-Y	$2,000.00
5	2	2	Awards & Incentives	166-11-6498-00-002-Y-23-0P8-Y	$2,740.00
				Sub-Total	$11,040.00
				Budgeted Fund Source Amount	$11,040.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Computer Programs	211-11-6249-00-002-Y-30-0F2-Y	$20,000.00
1	1	1	General Supplies	211 -11-6399-00-002-Y-30-0F2-Y	$20,000.00
1	1	1	Duplicating Paper	211 -11-6396-00-002-Y-30-0F2-Y	$4,000.00
1	1	1	Ink	211 -11-6399-62-002-Y-30-0F2-Y	$17,000.00
1	1	1	Library Books	211 -12-6329-00-002-Y-30-0F2-Y	$15,000.00
1	1	1	Library General Supplies	211 -12-6399-00-002-Y-30-0F2-Y	$1,000.00
1	1	2	Employee Travel - Professional Development	211-13-6411-23-002-Y-30-AYP-Y	$15,000.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Employee Travel Administration	211-23-6411-23-002-Y-30-0F2-Y	$3,500.00
1	1	2	Training Supplies	211-13-6399-00-002-Y-24-0F2-Y	$2,000.00
1	1	6	Technology	211 -11-6398-62-002-Y-30-0F2-Y	$19,291.00
1	1	6	Technology Title I Minigrant	211 -11-6398-62-002-Y-30-0F2-Y	$98,865.00
1	1	9	Extra Duty Pay & Fringe	211 -11-6118-00-002-Y-30-0F2-Y	$16,818.00
1	1	9	Transportation	211 -11-6494-00-002-Y-30-0F2-Y	$23,000.00
1	1	11	AP Testing Fees	211 -11-6339-00-002-Y-30-0F2-Y	$27,000.00
1	3	2	Misc. Contracted Advise Texas	211-11-6299-00-002-Y-30-TUK-Y	$10,000.00
1	3	3			$8,600.00
6	1	2	Other Operating Cost - Refreshments	211-61-6299-00-002-Y-24-0F2-Y	$1,500.00
6	1	2	General Supplies	211-61-6399-00-002-Y-30-0F2-Y	$500.00
6	1	2	Consulting	211-61-6291-00-002-Y-30-0F2-Y	$2,000.00
6	1	4	Employee Travel		$300.00
9	1	13	Extra Duty Pay & Fringe Teachers	211-11-61XX-00-002-Y-30-BDG-Y	$8,449.00
9	1	13	Transportation	211-11-6494-00-002-Y-30-BDG-Y	$1,500.00
9	1	13	Extra Duty Pay & Fringe Adm	211-23-61XX-00-002-Y-30-BDG-Y	$1,122.00
				Sub-Total	$316,445.00
				Budgeted Fund Source Amount	$316,445.00
				+/- Difference	$0.00
			212 Title I-C (Migrant)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	1	General Supplies	212-11-6399-45-002-Y-24-0F2-Y	$2,970.00
1	4	3	Transportation	212-11-6494-00-002-Y-24-0F2-Y	$200.00
1	4	4	Extra Duty Pay	212-61-6121-08-002-Y-24-0F2-	$100.00
6	1	6		212-61-6499-53-002-Y-24-0F2-Y	$100.00
				Sub-Total	$3,370.00
				Budgeted Fund Source Amount	$3,370.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	Supplies & Materials Technology	263-11-6398-XX-002-Y-25-000-Y	$13,432.00
				Sub-Total	$13,432.00
				Budgeted Fund Source Amount	$13,432.00
				+/- Difference	$0.00
XXX Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Project RISE Training Stipends	287-13-6117-00-002-Y24-TIF-Y	$186,500.00
1	1	2	Project RISE Training Substitutes	287-13-6112-00-002-Y24-TIF-Y	$25,000.00
1	1	12	Consultants	289-31-6291-002-Y-24-T4C-Y	$500.00
3	2	2	Performance Based Compensation	287-XX-6117-PP-002-Y-24-TIF-Y	$562,000.00
				Sub-Total	$774,000.00
				Budgeted Fund Source Amount	$774,000.00
				+/- Difference	$0.00
				Grand Total	$2,271,545.00

Addendums

Definitions	"Bullying":
Bullying	1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

     a.   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

     b.   Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

     c.   Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

     d.   Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

"Cyberbullying" means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

     a.   Interferes with a student's educational opportunities; or

b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;

2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3. Establishes a procedure for providing notice of an incident of bullying to:

    a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

    b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Internet Posting

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

Prevention and Mediation

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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

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

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901002**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English I																
At Approaches Grade Level or Above	2019	68%	68%	**60%**	-	60%	*	-	-	-	-	22%	*	62%	50%	59%	51%
	2018	65%	65%	**56%**	-	56%	*	-	-	-	-	21%	60%	60%	39%	56%	45%
At Meets Grade Level or Above	2019	50%	49%	**41%**	-	41%	*	-	-	-	-	13%	*	42%	37%	41%	29%
	2018	44%	43%	**33%**	-	33%	*	-	-	-	-	8%	40%	35%	23%	33%	20%
At Masters Grade Level	2019	11%	10%	**4%**	-	3%	*	-	-	-	-	2%	*	4%	1%	3%	1%
	2018	7%	6%	**1%**	-	1%	*	-	-	-	-	1%	0%	1%	0%	1%	0%
End of Course English II																
At Approaches Grade Level or Above	2019	68%	67%	**59%**	-	59%	*	-	-	-	-	29%	*	65%	43%	60%	45%
	2018	67%	64%	**52%**	*	52%	*	-	-	-	-	19%	80%	61%	30%	52%	37%
At Meets Grade Level or Above	2019	49%	45%	**34%**	-	34%	*	-	-	-	-	12%	*	39%	21%	35%	18%
	2018	48%	43%	**31%**	*	31%	*	-	-	-	-	9%	60%	38%	12%	31%	13%
At Masters Grade Level	2019	8%	6%	**2%**	-	2%	*	-	-	-	-	3%	*	3%	0%	2%	1%
	2018	8%	5%	**3%**	*	3%	*	-	-	-	-	3%	0%	5%	1%	3%	0%
End of Course Algebra I																
At Approaches Grade Level or Above	2019	85%	94%	**92%**	-	92%	*	-	-	-	-	75%	*	91%	95%	92%	95%
	2018	83%	90%	**87%**	-	88%	*	-	-	-	-	62%	80%	87%	90%	87%	92%
At Meets Grade Level or Above	2019	61%	82%	**74%**	-	74%	*	-	-	-	-	45%	*	73%	80%	74%	78%
	2018	55%	71%	**48%**	-	47%	*	-	-	-	-	25%	60%	49%	44%	48%	45%
At Masters Grade Level	2019	37%	62%	**51%**	-	50%	*	-	-	-	-	20%	*	48%	62%	50%	52%
	2018	32%	48%	**13%**	-	13%	*	-	-	-	-	5%	0%	12%	17%	13%	12%
End of Course Biology																
At Approaches Grade Level or Above	2019	88%	90%	**88%**	-	88%	*	-	-	-	-	75%	*	90%	83%	88%	83%
	2018	87%	88%	**81%**	-	81%	-	-	-	-	-	51%	*	84%	72%	81%	73%
At Meets Grade Level or Above	2019	62%	60%	**55%**	-	55%	*	-	-	-	-	30%	*	60%	38%	55%	45%
	2018	59%	55%	**44%**	-	44%	-	-	-	-	-	14%	*	50%	26%	44%	28%
At Masters Grade Level	2019	25%	18%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	9%	12%	7%
	2018	24%	16%	**10%**	-	10%	-	-	-	-	-	5%	*	12%	5%	10%	5%
End of Course U.S. History																
At Approaches Grade Level or Above	2019	93%	94%	**91%**	*	91%	-	-	-	-	-	73%	80%	93%	83%	91%	85%
	2018	92%	92%	**86%**	-	85%	*	-	-	-	-	57%	*	87%	81%	86%	78%
At Meets Grade Level or Above	2019	73%	72%	**60%**	*	60%	-	-	-	-	-	31%	80%	67%	38%	61%	44%
	2018	70%	68%	**53%**	-	54%	*	-	-	-	-	31%	*	56%	41%	53%	35%
At Masters Grade Level	2019	45%	40%	**28%**	*	28%	-	-	-	-	-	5%	20%	33%	14%	29%	13%
	2018	40%	33%	**22%**	-	22%	*	-	-	-	-	5%	*	25%	12%	22%	12%
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	**75%**	*	75%	75%	-	-	-	-	48%	62%	77%	66%	75%	67%
	2018	77%	78%	**69%**	*	69%	50%	-	-	-	-	38%	74%	73%	56%	69%	59%
At Meets Grade Level or Above	2019	50%	52%	**49%**	*	49%	58%	-	-	-	-	23%	46%	53%	37%	50%	38%
	2018	48%	49%	**40%**	*	40%	33%	-	-	-	-	15%	58%	44%	25%	40%	25%
At Masters Grade Level	2019	24%	23%	**15%**	*	15%	33%	-	-	-	-	6%	15%	16%	11%	15%	11%

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	21%	**9%**	*	9%	0%	-	-	-	-	3%	5%	10%	5%	9%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**60%**	-	60%	57%	-	-	-	-	25%	60%	63%	46%	59%	48%
	2018	74%	74%	**54%**	*	54%	*	-	-	-	-	20%	70%	60%	33%	54%	41%
At Meets Grade Level or Above	2019	48%	47%	**37%**	-	37%	29%	-	-	-	-	12%	20%	40%	27%	38%	23%
	2018	46%	44%	**32%**	*	32%	*	-	-	-	-	8%	50%	37%	15%	32%	16%
At Masters Grade Level	2019	21%	18%	**3%**	-	3%	14%	-	-	-	-	2%	0%	4%	0%	3%	1%
	2018	19%	17%	**2%**	*	2%	*	-	-	-	-	2%	0%	3%	1%	2%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**92%**	-	92%	*	-	-	-	-	75%	*	91%	95%	92%	95%
	2018	81%	85%	**87%**	-	88%	*	-	-	-	-	62%	80%	87%	90%	87%	92%
At Meets Grade Level or Above	2019	52%	57%	**74%**	-	74%	*	-	-	-	-	45%	*	73%	80%	74%	78%
	2018	50%	55%	**48%**	-	47%	*	-	-	-	-	25%	60%	49%	44%	48%	45%
At Masters Grade Level	2019	26%	31%	**51%**	-	50%	*	-	-	-	-	20%	*	48%	62%	50%	52%
	2018	24%	28%	**13%**	-	13%	*	-	-	-	-	5%	0%	12%	17%	13%	12%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**88%**	-	88%	*	-	-	-	-	75%	*	90%	83%	88%	83%
	2018	80%	82%	**81%**	-	81%	-	-	-	-	-	51%	*	84%	72%	81%	73%
At Meets Grade Level or Above	2019	54%	55%	**55%**	-	55%	*	-	-	-	-	30%	*	60%	38%	55%	45%
	2018	51%	51%	**44%**	-	44%	-	-	-	-	-	14%	*	50%	26%	44%	28%
At Masters Grade Level	2019	25%	21%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	9%	12%	7%
	2018	23%	19%	**10%**	-	10%	-	-	-	-	-	5%	*	12%	5%	10%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	**91%**	*	91%	-	-	-	-	-	73%	80%	93%	83%	91%	85%
	2018	78%	80%	**86%**	-	85%	*	-	-	-	-	57%	*	87%	81%	86%	78%
At Meets Grade Level or Above	2019	55%	54%	**60%**	*	60%	-	-	-	-	-	31%	80%	67%	38%	61%	44%
	2018	53%	51%	**53%**	-	54%	*	-	-	-	-	31%	*	56%	41%	53%	35%
At Masters Grade Level	2019	33%	29%	**28%**	*	28%	-	-	-	-	-	5%	20%	33%	14%	29%	13%
	2018	31%	26%	**22%**	-	22%	*	-	-	-	-	5%	*	25%	12%	22%	12%

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	68	**71**	-	71	*	-	-	-	-	59	*	70	73	71	69
	2018	67	69	**70**	*	70	-	-	-	-	-	54	*	72	62	70	66
End of Course Algebra I	2019	75	91	**89**	-	89	*	-	-	-	-	77	*	88	92	88	90
	2018	72	85	**71**	-	71	*	-	-	-	-	48	*	70	73	71	72
All Grades Both Subjects	2019	69	69	**78**	-	78	80	-	-	-	-	68	*	78	79	78	79
	2018	69	71	**70**	*	70	*	-	-	-	-	50	75	71	66	70	69
All Grades ELA/Reading	2019	68	67	**71**	-	71	*	-	-	-	-	59	*	70	73	71	69
	2018	69	69	**70**	*	70	-	-	-	-	-	54	*	72	62	70	66
All Grades Mathematics	2019	70	71	**89**	-	89	*	-	-	-	-	77	*	88	92	88	90
	2018	70	72	**71**	-	71	*	-	-	-	-	48	*	70	73	71	72

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Student Success Initiative													
Grade 8 Reading													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	99%	95%	**100%**	-	100%	-	-	-	-	-	*	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2019	13%	15%	**14%**	-	14%	*	-	-	-	-	10%	14%	13%
Grade 8 Mathematics													
STAAR Non-Proficient Students Promoted by Grade Placement Committee													
2018	98%	90%	**100%**	-	100%	-	-	-	-	-	*	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)													
Promoted to Grade 9													
2019	50%	75%	**71%**	-	70%	*	-	-	-	-	69%	71%	79%

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

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

Total Students: 1,995
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**75%**	-	-	-	-	-	58%	35%	63%	*	58%	58%
	2018	77%	78%	**69%**	-	-	-	-	-	50%	50%	*	69%	50%	50%
At Meets Grade Level or Above	2019	50%	52%	**49%**	-	-	-	-	-	28%	4%	33%	*	28%	28%
	2018	48%	49%	**40%**	-	-	-	-	-	15%	15%	*	23%	15%	15%
At Masters Grade Level	2019	24%	23%	**15%**	-	-	-	-	-	8%	0%	10%	*	8%	8%
	2018	22%	21%	**9%**	-	-	-	-	-	3%	3%	*	8%	3%	3%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**60%**	-	-	-	-	-	35%	14%	40%	*	35%	35%
	2018	74%	74%	**54%**	-	-	-	-	-	31%	31%	*	56%	31%	31%
At Meets Grade Level or Above	2019	48%	47%	**37%**	-	-	-	-	-	14%	1%	17%	*	14%	14%
	2018	46%	44%	**32%**	-	-	-	-	-	8%	8%	*	11%	8%	8%
At Masters Grade Level	2019	21%	18%	**3%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	19%	17%	**2%**	-	-	-	-	-	0%	0%	*	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**92%**	-	-	-	-	-	95%	*	95%	-	95%	95%
	2018	81%	85%	**87%**	-	-	-	-	-	90%	90%	-	*	90%	90%
At Meets Grade Level or Above	2019	52%	57%	**74%**	-	-	-	-	-	74%	*	75%	-	74%	74%
	2018	50%	55%	**48%**	-	-	-	-	-	37%	37%	-	*	37%	38%
At Masters Grade Level	2019	26%	31%	**51%**	-	-	-	-	-	42%	*	43%	-	42%	42%
	2018	24%	28%	**13%**	-	-	-	-	-	15%	15%	-	*	15%	15%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**88%**	-	-	-	-	-	77%	53%	80%	-	77%	77%
	2018	80%	82%	**81%**	-	-	-	-	-	66%	66%	-	*	66%	67%
At Meets Grade Level or Above	2019	54%	55%	**55%**	-	-	-	-	-	32%	5%	36%	-	32%	32%
	2018	51%	51%	**44%**	-	-	-	-	-	18%	18%	-	*	18%	17%
At Masters Grade Level	2019	25%	21%	**12%**	-	-	-	-	-	7%	0%	8%	-	7%	7%
	2018	23%	19%	**10%**	-	-	-	-	-	3%	3%	-	*	3%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	83%	**91%**	-	-	-	-	-	81%	75%	83%	*	81%	81%
	2018	78%	80%	**86%**	-	-	-	-	-	71%	71%	-	*	71%	71%
At Meets Grade Level or Above	2019	55%	54%	**60%**	-	-	-	-	-	35%	10%	43%	*	35%	35%
	2018	53%	51%	**53%**	-	-	-	-	-	23%	23%	-	*	23%	23%
At Masters Grade Level	2019	33%	29%	**28%**	-	-	-	-	-	10%	0%	13%	*	10%	10%
	2018	31%	26%	**22%**	-	-	-	-	-	6%	6%	-	*	6%	6%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**78%**	-	-	-	-	-	82%	*	82%	-	82%	82%
	2018	69%	71%	**70%**	-	-	-	-	-	65%	65%	-	*	65%	65%
All Grades ELA/Reading	2019	68%	67%	**71%**	-	-	-	-	-	76%	*	76%	-	76%	76%
	2018	69%	69%	**70%**	-	-	-	-	-	64%	64%	-	-	64%	64%
All Grades Mathematics	2019	70%	71%	**89%**	-	-	-	-	-	89%	-	89%	-	89%	89%
	2018	70%	72%	**71%**	-	-	-	-	-	66%	66%	-	*	66%	67%

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	*	99%	100%	-	-	-	-	99%	99%	99%
Included in Accountability	94%	95%	**90%**	*	90%	71%	-	-	-	-	92%	90%	81%
Not Included in Accountability													
Mobile	4%	2%	**4%**	*	4%	0%	-	-	-	-	5%	4%	5%
Other Exclusions	1%	2%	**5%**	*	5%	29%	-	-	-	-	2%	5%	14%
Not Tested	1%	0%	**1%**	*	1%	0%	-	-	-	-	1%	1%	1%
Absent	1%	0%	**1%**	*	1%	0%	-	-	-	-	1%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	*	99%	100%	-	-	-	-	98%	99%	100%
Included in Accountability	94%	95%	**91%**	*	91%	55%	-	-	-	-	91%	91%	83%
Not Included in Accountability													
Mobile	4%	3%	**5%**	*	5%	36%	-	-	-	-	6%	5%	6%
Other Exclusions	1%	2%	**4%**	*	4%	9%	-	-	-	-	1%	4%	10%
Not Tested	1%	0%	**1%**	*	1%	0%	-	-	-	-	2%	1%	0%
Absent	1%	0%	**1%**	*	1%	0%	-	-	-	-	2%	1%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**93.5%**	*	93.5%	*	-	-	-	*	92.3%	93.6%	92.5%
2016-17	95.7%	95.8%	**93.9%**	*	93.9%	*	-	-	-	-	94.0%	94.0%	93.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	**0.8%**	*	0.8%	0.0%	-	-	-	*	1.4%	0.8%	1.1%
2016-17	1.9%	1.3%	**0.6%**	*	0.6%	0.0%	-	-	-	-	0.7%	0.6%	0.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	**93.7%**	-	93.7%	*	-	-	-	-	95.2%	94.2%	90.0%
Received TxCHSE	0.4%	0.3%	**0.7%**	-	0.7%	*	-	-	-	-	0.0%	0.7%	0.0%
Continued HS	3.8%	3.0%	**1.9%**	-	1.9%	*	-	-	-	-	2.4%	1.5%	1.3%
Dropped Out	5.7%	3.9%	**3.6%**	-	3.6%	*	-	-	-	-	2.4%	3.6%	8.8%
Graduates and TxCHSE	90.4%	93.1%	**94.4%**	-	94.4%	*	-	-	-	-	95.2%	94.9%	90.0%
Graduates, TxCHSE, and Continuers	94.3%	96.1%	**96.4%**	-	96.4%	*	-	-	-	-	97.6%	96.4%	91.3%
Class of 2017													
Graduated	89.7%	91.6%	**91.3%**	-	91.2%	*	-	-	-	-	93.8%	91.3%	84.2%
Received TxCHSE	0.4%	0.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	4.0%	4.8%	**5.9%**	-	5.9%	*	-	-	-	-	2.1%	5.9%	12.9%
Dropped Out	5.9%	3.4%	**2.8%**	-	2.9%	*	-	-	-	-	4.2%	2.8%	3.0%
Graduates and TxCHSE	90.1%	91.9%	**91.3%**	-	91.2%	*	-	-	-	-	93.8%	91.3%	84.2%
Graduates, TxCHSE, and Continuers	94.1%	96.6%	**97.2%**	-	97.1%	*	-	-	-	-	95.8%	97.2%	97.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	**97.2%**	-	97.2%	*	-	-	-	-	93.9%	97.2%	97.2%
Received TxCHSE	0.6%	0.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	**0.2%**	-	0.2%	*	-	-	-	-	2.0%	0.2%	0.0%
Dropped Out	6.3%	3.8%	**2.6%**	-	2.6%	*	-	-	-	-	4.1%	2.6%	2.8%
Graduates and TxCHSE	92.6%	95.7%	**97.2%**	-	97.2%	*	-	-	-	-	93.9%	97.2%	97.2%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**97.4%**	-	97.4%	*	-	-	-	-	95.9%	97.4%	97.2%
Class of 2016													
Graduated	91.6%	94.7%	**94.7%**	-	95.0%	*	-	-	-	-	93.0%	94.7%	92.2%
Received TxCHSE	0.7%	0.3%	**0.3%**	-	0.3%	*	-	-	-	-	0.0%	0.3%	0.0%
Continued HS	1.2%	0.8%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.3%	**5.0%**	-	4.8%	*	-	-	-	-	7.0%	5.0%	7.8%
Graduates and TxCHSE	92.2%	94.9%	**95.0%**	-	95.2%	*	-	-	-	-	93.0%	95.0%	92.2%
Graduates, TxCHSE, and Continuers	93.4%	95.7%	**95.0%**	-	95.2%	*	-	-	-	-	93.0%	95.0%	92.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	**94.7%**	-	95.0%	*	-	-	-	-	93.0%	94.7%	92.2%

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	0.5%	-	0.3%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.5%	0.1%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.2%	4.8%	-	4.8%	*	-	-	-	-	7.0%	4.8%	7.8%
Graduates and TxCHSE	92.9%	95.7%	95.2%	-	95.2%	*	-	-	-	-	93.0%	95.2%	92.2%
Graduates, TxCHSE, and Continuers	93.4%	95.8%	95.2%	-	95.2%	*	-	-	-	-	93.0%	95.2%	92.2%
Class of 2015													
Graduated	91.8%	95.2%	95.9%	*	95.9%	-	-	-	-	-	94.5%	96.1%	96.0%
Received TxCHSE	1.0%	0.3%	0.7%	*	0.7%	-	-	-	-	-	0.0%	0.7%	0.0%
Continued HS	0.6%	0.3%	0.2%	*	0.2%	-	-	-	-	-	0.0%	0.2%	0.0%
Dropped Out	6.7%	4.2%	3.2%	*	3.2%	-	-	-	-	-	5.5%	3.0%	4.0%
Graduates and TxCHSE	92.8%	95.5%	96.6%	*	96.6%	-	-	-	-	-	94.5%	96.8%	96.0%
Graduates, TxCHSE, and Continuers	93.3%	95.8%	96.8%	*	96.8%	-	-	-	-	-	94.5%	97.0%	96.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	92.1%	-	92.1%	*	-	-	-	-	83.3%	92.6%	90.0%
Class of 2017	89.7%	90.5%	89.8%	-	89.7%	*	-	-	-	-	83.3%	89.8%	84.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	98.4%	-	98.4%	*	-	-	-	-	93.2%	98.4%	98.8%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	6.2%	-	6.2%	*	-	-	-	-	4.3%	6.2%	11.4%
Class of 2017	6.0%	13.2%	0.0%	-	0.0%	-	-	-	-	-	*	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	92.7%	-	92.7%	*	-	-	-	-	87.0%	92.7%	88.6%
Class of 2017	60.8%	73.7%	66.7%	-	66.7%	-	-	-	-	-	*	66.7%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	98.9%	-	98.9%	*	-	-	-	-	91.3%	98.9%	100.0%
Class of 2017	85.9%	96.2%	97.9%	-	97.9%	*	-	-	-	-	91.1%	97.9%	97.6%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	*	-	*	-	-	-	-	-	*	*	-
2016-17	87.2%	95.1%	98.6%	-	98.6%	*	-	-	-	-	97.6%	98.6%	98.8%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	7.8%	-	7.8%	-	-	-	-	-	7.7%	7.8%	13.0%
2016-17	7.2%	24.2%	0.0%	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	91.0%	-	91.0%	-	-	-	-	-	80.8%	91.0%	87.0%
2016-17	56.5%	52.7%	75.6%	-	75.0%	*	-	-	-	-	0.0%	75.6%	91.7%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	97.8%	-	97.8%	-	-	-	-	-	79.3%	98.1%	100.0%
2016-17	84.0%	94.1%	96.1%	-	96.1%	*	-	-	-	-	78.8%	96.1%	97.8%

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	427	100.0%	3,253	347,893
By Ethnicity:				
African American	0	0.0%	4	43,502
Hispanic	427	100.0%	3,215	173,272
White	0	0.0%	25	107,052
American Indian	0	0.0%	0	1,226
Asian	0	0.0%	9	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	0	0.0%	0	6,724
By Graduation Type:				
Minimum H.S. Program	4	0.9%	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	87	3,538
Foundation H.S. Program (No Endorsement)	19	4.4%	113	49,432
Foundation H.S. Program (Endorsement)	32	7.5%	110	16,542
Foundation H.S. Program (DLA)	372	87.1%	2,882	272,526
Special Education Graduates	43	10.1%	286	25,962
Economically Disadvantaged Graduates	426	99.8%	3,134	166,956
LEP Graduates	110	25.8%	405	21,359
At-Risk Graduates	350	82.0%	1,769	144,805

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 1,995

Campus Name: PORTER EARLY COLLEGE H S

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

Grade Span: 09 - 12

Campus Number: 031901002

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) *													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	**60.3%**	-	60.3%	-	-	-	-	-	65.1%	60.4%	54.1%
College Ready Graduates *													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	**37.2%**	-	37.2%	-	-	-	-	-	2.3%	37.3%	30.9%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	**41.5%**	-	41.5%	-	-	-	-	-	2.3%	41.5%	12.7%
Mathematics													
2017-18	46.0%	49.9%	**35.6%**	-	35.6%	-	-	-	-	-	4.7%	35.7%	20.9%
Both Subjects													
2017-18	42.1%	44.9%	**27.2%**	-	27.2%	-	-	-	-	-	2.3%	27.2%	7.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	**11.5%**	-	11.5%	-	-	-	-	-	0.0%	11.5%	0.9%
2016-17	19.9%	18.7%	**7.0%**	-	7.0%	*	-	-	-	-	0.0%	7.0%	1.1%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	**18.0%**	-	18.0%	-	-	-	-	-	0.0%	18.1%	25.5%
2016-17	20.1%	22.4%	**17.3%**	-	17.4%	*	-	-	-	-	1.8%	17.3%	25.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	**39.5%**	-	39.5%	-	-	-	-	-	65.1%	39.6%	34.1%
2016-17	13.2%	22.8%	**25.7%**	-	25.6%	*	-	-	-	-	22.3%	25.7%	22.8%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	**5.2%**	-	5.2%	-	-	-	-	-	9.3%	5.2%	4.5%
2016-17	2.7%	4.0%	**6.5%**	-	6.5%	*	-	-	-	-	5.4%	6.5%	3.3%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2016-17	1.0%	0.4%	**0.7%**	-	0.7%	*	-	-	-	-	5.4%	0.7%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	**59.3%**	-	59.3%	-	-	-	-	-	46.5%	59.4%	60.9%
2016-17	17.3%	37.2%	**43.2%**	-	43.0%	*	-	-	-	-	28.6%	43.3%	42.4%

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	**5.4%**	-	5.4%	-	-	-	-	-	0.0%	5.4%	1.8%
2016-17	2.2%	1.8%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	**5.4%**	-	5.4%	-	-	-	-	-	53.5%	5.4%	0.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2016-17	0.5%	0.0%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%

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

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Total Students: 1,995
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	**37.2%**	-	37.2%	-	-	-	-	-	2.3%	37.3%	11.8%
2016-17	23.4%	53.1%	**36.9%**	-	36.5%	*	-	-	-	-	7.1%	37.0%	15.2%
Mathematics													
2017-18	23.7%	44.4%	**27.9%**	-	27.9%	-	-	-	-	-	4.7%	27.9%	10.9%
2016-17	19.8%	45.4%	**25.7%**	-	25.4%	*	-	-	-	-	1.8%	25.7%	16.3%
Both Subjects													
2017-18	18.1%	39.1%	**23.4%**	-	23.4%	-	-	-	-	-	2.3%	23.5%	6.4%
2016-17	12.9%	39.0%	**21.8%**	-	21.5%	*	-	-	-	-	1.8%	21.9%	8.7%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	**93.9%**	-	93.9%	-	-	-	-	-	81.4%	94.1%	94.5%
2016-17	50.5%	81.8%	**89.4%**	-	89.6%	*	-	-	-	-	69.6%	89.7%	90.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2016-17	0.8%	2.5%	**2.4%**	-	2.4%	*	-	-	-	-	0.0%	2.4%	3.3%
Mathematics													
2017-18	3.9%	4.6%	**7.0%**	-	7.0%	-	-	-	-	-	0.0%	7.0%	10.0%
2016-17	1.4%	2.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2016-17	0.2%	0.2%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	**24.9%**	-	24.9%	-	-	-	-	-	n/a	24.8%	n/a
2017	26.2%	31.9%	**26.3%**	-	26.2%	*	-	-	-	-	n/a	26.2%	n/a
English Language Arts													
2018	15.3%	15.6%	**15.7%**	-	15.7%	-	-	-	-	-	n/a	15.6%	n/a
2017	15.9%	23.4%	**16.7%**	-	16.6%	*	-	-	-	-	n/a	16.6%	n/a
Mathematics													
2018	7.3%	2.0%	**2.0%**	-	2.0%	-	-	-	-	-	n/a	2.0%	n/a
2017	7.2%	3.3%	**2.5%**	-	2.5%	*	-	-	-	-	n/a	2.5%	n/a
Science													
2018	10.8%	5.5%	**4.8%**	-	4.8%	-	-	-	-	-	n/a	4.8%	n/a
2017	10.9%	8.5%	**9.5%**	-	9.5%	*	-	-	-	-	n/a	9.5%	n/a
Social Studies													
2018	14.5%	13.6%	**12.9%**	-	12.9%	-	-	-	-	-	n/a	12.8%	n/a
2017	15.0%	22.7%	**17.6%**	-	17.6%	*	-	-	-	-	n/a	17.5%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	**30.4%**	-	30.4%	-	-	-	-	-	n/a	30.1%	n/a
2017	49.1%	23.2%	**24.3%**	-	24.4%	*	-	-	-	-	n/a	23.9%	n/a
English Language Arts													
2018	42.5%	14.2%	**4.0%**	-	4.0%	-	-	-	-	-	n/a	3.3%	n/a
2017	41.3%	8.5%	**4.6%**	-	4.6%	*	-	-	-	-	n/a	4.6%	n/a
Mathematics													
2018	52.8%	14.8%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	**13.0%**	-	13.0%	-	-	-	-	-	n/a	13.0%	n/a
Science													
2018	38.0%	7.4%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2017	38.3%	5.0%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
Social Studies													
2018	44.6%	11.7%	**11.3%**	-	11.3%	-	-	-	-	-	n/a	11.4%	n/a
2017	41.4%	6.9%	**5.0%**	-	5.0%	-	-	-	-	-	n/a	5.0%	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	76.9%	**71.9%**	-	71.9%	-	-	-	-	-	n/a	71.4%	n/a
2016-17	73.5%	71.0%	**54.0%**	-	53.9%	66.7%	-	-	-	-	n/a	54.1%	n/a

At/Above Criterion

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	37.9%	22.5%	**12.4%**	-	12.4%	-	-	-	-	-	n/a	12.2%	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	960	**904**	-	904	-	-	-	-	-	n/a	903	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	521	489	**455**	-	455	-	-	-	-	-	n/a	455	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	515	472	**449**	-	449	-	-	-	-	-	n/a	448	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	**16.3**	-	16.3	-	-	-	-	-	n/a	16.3	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.3	17.7	**15.4**	-	15.4	-	-	-	-	-	n/a	15.4	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	**16.9**	-	16.9	-	-	-	-	-	n/a	16.9	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.9	18.5	**17.1**	-	17.1	-	-	-	-	-	n/a	17.1	n/a

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	**51.1%**	*	51.2%	40.0%	-	-	-	*	26.1%	52.2%	44.3%
2016-17	37.1%	47.1%	**40.1%**	*	40.1%	20.0%	-	-	-	-	23.2%	41.0%	25.8%
English Language Arts													
2017-18	17.3%	26.5%	**30.0%**	*	30.0%	*	-	-	-	*	19.1%	30.5%	27.5%
2016-17	16.8%	29.4%	**26.6%**	*	26.6%	20.0%	-	-	-	-	19.3%	27.0%	22.0%
Mathematics													
2017-18	20.7%	24.5%	**23.1%**	*	23.1%	*	-	-	-	*	9.2%	23.3%	17.6%
2016-17	19.5%	19.8%	**14.7%**	*	14.7%	20.0%	-	-	-	-	3.5%	15.1%	5.6%
Science													
2017-18	21.2%	18.3%	**12.4%**	*	12.5%	*	-	-	-	*	4.4%	12.8%	4.1%
2016-17	5.7%	2.5%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Social Studies													
2017-18	22.8%	24.9%	**12.7%**	*	12.7%	*	-	-	-	*	1.4%	13.1%	1.1%
2016-17	21.8%	25.3%	**17.4%**	*	17.4%	20.0%	-	-	-	-	1.1%	17.8%	1.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	**46.8%**	-	46.6%	*	-	-	-	-	19.6%	46.9%	37.0%
2015-16	54.7%	56.8%	**41.5%**	-	41.5%	-	-	-	-	-	16.7%	41.6%	30.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	**42.4%**	-	42.3%	*	-	-	-	-	9.1%	42.4%	21.2%
2015-16	55.7%	62.5%	**42.9%**	-	42.9%	-	-	-	-	-	30.0%	42.9%	10.0%

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	1,995	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	8.0%	4.4%
Kindergarten	0	0.0%	5.9%	6.9%
Grade 1	0	0.0%	6.8%	7.1%
Grade 2	0	0.0%	6.6%	7.2%
Grade 3	0	0.0%	6.5%	7.3%
Grade 4	0	0.0%	6.9%	7.6%
Grade 5	0	0.0%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	539	27.0%	8.2%	8.1%
Grade 10	504	25.3%	7.6%	7.4%
Grade 11	488	24.5%	7.6%	6.9%
Grade 12	464	23.3%	7.3%	6.5%
Ethnic Distribution:				
African American	1	0.1%	0.1%	12.6%
Hispanic	1,982	99.3%	98.3%	52.6%
White	12	0.6%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	1,910	95.7%	88.5%	60.6%
Non-Educationally Disadvantaged	85	4.3%	11.5%	39.4%
Section 504 Students	108	5.4%	8.7%	6.5%
English Learners (EL)	582	29.2%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	43	2.0%	1.0%	1.4%
Students w/ Dyslexia	75	3.8%	5.4%	3.6%
At-Risk	1,597	80.1%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	251			
By Type of Primary Disability				
Students with Intellectual Disabilities	180	71.7%	55.3%	42.4%
Students with Physical Disabilities	8	3.2%	11.5%	21.9%
Students with Autism	30	12.0%	12.2%	13.7%
Students with Behavioral Disabilities	33	13.1%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	335	15.3%	15.0%	15.4%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 1,995

Campus Name: PORTER EARLY COLLEGE H S

2018-19 Campus Student Information

Grade Span: 09 - 12

Campus Number: 031901002

School Type: High School

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	331	15.1%		
White	3	0.1%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	1.8%	1.7%	-	4.3%	6.2%
Grade 1	-	10.7%	3.1%	-	16.2%	5.5%
Grade 2	-	5.9%	1.8%	-	3.0%	2.3%
Grade 3	-	3.0%	1.1%	-	1.1%	0.9%
Grade 4	-	1.6%	0.5%	-	1.0%	0.5%
Grade 5	-	0.7%	0.5%	-	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	6.9%	6.5%	7.2%	31.1%	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.2	18.9
Grade 1	-	17.8	18.8
Grade 2	-	17.8	18.7
Grade 3	-	19.2	18.9
Grade 4	-	21.6	19.2
Grade 5	-	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	17.2	17.0	16.6
Foreign Languages	17.1	20.8	18.9
Mathematics	19.8	19.9	17.8
Science	19.3	20.1	18.9
Social Studies	20.1	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Percent	District	State
Total Staff	197.1	100.0%	100.0%	100.0%
Professional Staff:	172.1	87.3%	56.5%	64.1%
Teachers	141.7	71.9%	44.0%	49.8%
Professional Support	22.5	11.4%	9.5%	10.1%
Campus Administration (School Leadership)	8.0	4.1%	2.9%	3.0%
Educational Aides:	25.0	12.7%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	7.0	n/a	149.0	12,433.0
Part-time	3.0	n/a	11.0	1,097.0
Total Minority Staff:	176.7	89.6%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	1.0	0.7%	0.3%	10.6%
Hispanic	123.5	87.2%	90.3%	27.7%
White	16.2	11.4%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	1.0	0.7%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	69.6	49.1%	32.0%	23.8%
Females	72.1	50.9%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	4.3	3.0%	1.2%	1.4%
Bachelors	113.5	80.1%	79.4%	73.6%
Masters	24.0	16.9%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	7.0	4.9%	2.7%	7.0%
1-5 Years Experience	32.0	22.6%	14.3%	28.9%
6-10 Years Experience	31.9	22.5%	17.6%	19.0%
11-20 Years Experience	37.8	26.7%	39.3%	29.3%
Over 20 Years Experience	32.9	23.2%	26.0%	15.7%
Number of Students per Teacher	14.1	n/a	15.2	15.1

District Name: BROWNSVILLE ISD

Campus Name: PORTER EARLY COLLEGE H S

Campus Number: 031901002

Total Students: 1,995

Grade Span: 09 - 12

School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	8.8	6.3
Average Years Experience of Principals with District	9.0	8.4	5.4
Average Years Experience of Assistant Principals	8.7	8.4	5.3
Average Years Experience of Assistant Principals with District	7.9	8.2	4.7
Average Years Experience of Teachers:	13.6	15.1	11.1
Average Years Experience of Teachers with District:	12.5	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,027	$49,007	$47,218
1-5 Years Experience	$48,490	$49,170	$50,408
6-10 Years Experience	$48,934	$50,423	$52,786
11-20 Years Experience	$54,781	$55,575	$56,041
Over 20 Years Experience	$64,104	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$53,828	$55,810	$54,122
Professional Support	$57,918	$67,073	$64,069
Campus Administration (School Leadership)	$91,835	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

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

District Name: BROWNSVILLE ISD
Campus Name: PORTER EARLY COLLEGE H S
Campus Number: 031901002

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	579	29.0%	34.1%	19.7%
Career & Technical Education	1,910	95.7%	31.3%	26.3%
Gifted & Talented Education	249	12.5%	12.0%	8.1%
Special Education	251	12.6%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	1.2%	2.7%	6.4%
Career & Technical Education	22.8	16.1%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	103.7	73.2%	78.8%	71.4%
Special Education	13.5	9.5%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools
Campus Name: PORTER EARLY COLLEGE H S
Campus ID: 031901002
District Name: BROWNSVILLE ISD

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

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

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

State ESSA Goals

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

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

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),
C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.
(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.
Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.
Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
Comprehensive Support and Improvement Schools , **Targeted Support and Improvement Schools** and **Additional Targeted Support Schools** list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status.Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.
To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

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

STAAR Percent at Approaches Grade Level or Above
End of Course

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	66%	65%	**56%**	-	56%	33%	-	-	-	-	55%	72%	22%	64%	29%	51%	62%	61%	38%	*	75%
	CWD	27%	29%	**22%**	-	22%	-	-	-	-	-	21%	40%	22%	-	9%	23%	19%	0%	14%	*	*
	CWOD	71%	72%	**64%**	-	64%	33%	-	-	-	-	63%	76%	-	64%	31%	59%	69%	78%	42%	*	86%
	EL	34%	32%	**29%**	-	29%	20%	-	-	-	-	29%	42%	9%	31%	29%	28%	31%	36%	30%	-	*
	Male	60%	60%	**51%**	-	51%	*	-	-	-	-	49%	82%	23%	59%	28%	51%	-	60%	22%	-	*
	Female	73%	70%	**62%**	-	63%	*	-	-	-	-	62%	62%	19%	69%	31%	-	62%	63%	50%	*	83%
English II	All Students	67%	66%	**57%**	-	57%	*	-	-	-	-	57%	53%	28%	62%	32%	55%	59%	41%	30%	*	50%
	CWD	27%	31%	**28%**	-	28%	-	-	-	-	-	27%	40%	28%	-	0%	32%	23%	*	*	*	*
	CWOD	72%	71%	**62%**	-	62%	*	-	-	-	-	62%	55%	-	62%	33%	59%	65%	45%	35%	*	50%
	EL	30%	33%	**32%**	-	31%	*	-	-	-	-	33%	24%	0%	33%	32%	30%	34%	23%	22%	-	*
	Male	62%	63%	**55%**	-	55%	*	-	-	-	-	55%	55%	32%	59%	30%	55%	-	33%	22%	*	*
	Female	73%	69%	**59%**	-	59%	*	-	-	-	-	60%	50%	23%	65%	34%	-	59%	50%	33%	*	50%
Algebra I	All Students	83%	93%	**92%**	-	92%	*	-	-	-	-	92%	92%	76%	96%	95%	93%	90%	94%	83%	*	*
	CWD	52%	74%	**76%**	-	76%	-	-	-	-	-	77%	*	76%	-	94%	84%	63%	*	50%	-	-
	CWOD	87%	97%	**96%**	-	96%	*	-	-	-	-	96%	100%	-	96%	95%	96%	96%	92%	92%	*	*
	EL	73%	91%	**95%**	-	94%	*	-	-	-	-	94%	*	94%	95%	95%	95%	94%	83%	88%	-	-
	Male	79%	91%	**93%**	-	93%	*	-	-	-	-	93%	100%	84%	96%	95%	93%	-	100%	88%	-	-
	Female	88%	95%	**90%**	-	90%	*	-	-	-	-	90%	80%	63%	96%	94%	-	90%	83%	79%	*	*
Biology	All Students	87%	89%	**87%**	-	87%	*	-	-	-	-	86%	91%	73%	89%	74%	84%	90%	91%	77%	*	88%
	CWD	60%	67%	**73%**	-	73%	-	-	-	-	-	71%	88%	73%	-	71%	69%	78%	*	*	-	*
	CWOD	90%	92%	**89%**	-	89%	*	-	-	-	-	88%	92%	-	89%	74%	86%	91%	91%	81%	*	83%
	EL	68%	76%	**74%**	-	74%	*	-	-	-	-	74%	75%	71%	74%	74%	69%	79%	78%	87%	-	*
	Male	84%	88%	**84%**	-	84%	*	-	-	-	-	83%	92%	69%	86%	69%	84%	-	94%	75%	*	*
	Female	90%	91%	**90%**	-	90%	-	-	-	-	-	90%	91%	78%	91%	79%	-	90%	83%	78%	*	86%

STAAR Percent at Meets Grade Level or Above
End of Course

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	48%	47%	**38%**	-	38%	33%	-	-	-	-	38%	44%	12%	43%	13%	33%	44%	43%	28%	*	38%
	CWD	15%	16%	**12%**	-	12%	-	-	-	-	-	12%	20%	12%	-	4%	15%	6%	0%	0%	*	*
	CWOD	53%	53%	**43%**	-	44%	33%	-	-	-	-	43%	47%	-	43%	14%	38%	49%	56%	33%	*	43%
	EL	14%	12%	**13%**	-	13%	20%	-	-	-	-	14%	0%	4%	14%	13%	14%	13%	18%	22%	-	*
	Male	42%	42%	**33%**	-	33%	*	-	-	-	-	33%	41%	15%	38%	14%	33%	-	40%	22%	*	*
	Female	56%	53%	**44%**	-	44%	*	-	-	-	-	43%	48%	6%	49%	13%	-	44%	50%	32%	*	50%
English II	All Students	48%	44%	**33%**	-	33%	*	-	-	-	-	34%	25%	12%	36%	10%	31%	36%	27%	7%	*	30%
	CWD	16%	16%	**12%**	-	12%	-	-	-	-	-	11%	20%	12%	-	0%	16%	6%	*	*	*	*
	CWOD	52%	48%	**36%**	-	37%	*	-	-	-	-	37%	26%	-	36%	11%	33%	40%	30%	8%	*	25%
	EL	11%	11%	**10%**	-	10%	*	-	-	-	-	11%	0%	0%	11%	10%	10%	11%	0%	6%	-	*
	Male	42%	40%	**31%**	-	31%	*	-	-	-	-	32%	17%	16%	33%	10%	31%	-	25%	11%	*	*
	Female	55%	48%	**36%**	-	36%	*	-	-	-	-	36%	32%	6%	40%	11%	-	36%	30%	5%	*	33%
Algebra I	All Students	59%	81%	**74%**	-	74%	*	-	-	-	-	74%	75%	44%	81%	73%	74%	73%	75%	63%	*	*

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	24%	50%	**44%**	-	44%	-	-	-	-	-	45%	*	44%	-	53%	53%	30%	*	33%	-	-
	CWOD	63%	86%	**81%**	-	81%	*	-	-	-	-	81%	82%	-	81%	76%	80%	81%	67%	71%	*	*
	EL	40%	72%	**73%**	-	73%	*	-	-	-	-	73%	*	53%	76%	73%	74%	73%	67%	65%	-	-
	Male	53%	78%	**74%**	-	74%	*	-	-	-	-	74%	86%	53%	80%	74%	74%	-	70%	75%	-	-
	Female	65%	84%	**73%**	-	73%	*	-	-	-	-	73%	60%	30%	81%	73%	-	73%	83%	50%	*	*
Biology	All Students	60%	59%	**53%**	-	53%	*	-	-	-	-	53%	50%	29%	56%	28%	52%	54%	35%	40%	*	50%
	CWD	24%	30%	**29%**	-	29%	-	-	-	-	-	30%	25%	29%	-	29%	36%	22%	*	*	-	*
	CWOD	64%	62%	**56%**	-	56%	*	-	-	-	-	56%	55%	-	56%	28%	54%	58%	36%	44%	*	50%
	EL	24%	26%	**28%**	-	28%	*	-	-	-	-	29%	25%	29%	28%	28%	24%	33%	0%	27%	-	*
	Male	58%	59%	**52%**	-	52%	*	-	-	-	-	51%	58%	36%	54%	24%	52%	-	29%	25%	-	*
	Female	62%	59%	**54%**	-	54%	-	-	-	-	-	55%	41%	22%	58%	33%	-	54%	50%	50%	*	43%

STAAR Percent at Masters Grade Level

End of Course

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
English I	All Students	10%	9%	**3%**	-	3%	17%	-	-	-	-	3%	9%	1%	4%	1%	2%	5%	4%	0%	*	0%
	CWD	3%	5%	**1%**	-	1%	-	-	-	-	-	2%	0%	1%	-	0%	1%	2%	0%	0%	*	*
	CWOD	11%	10%	**4%**	-	4%	17%	-	-	-	-	3%	11%	-	4%	1%	2%	5%	6%	0%	*	0%
	EL	1%	1%	**1%**	-	1%	0%	-	-	-	-	1%	0%	0%	1%	1%	1%	1%	0%	0%	-	*
	Male	7%	7%	**2%**	-	2%	*	-	-	-	-	2%	9%	1%	2%	1%	2%	-	7%	0%	-	*
	Female	14%	12%	**5%**	-	5%	*	-	-	-	-	5%	10%	2%	5%	1%	-	5%	0%	0%	*	0%
English II	All Students	8%	6%	**2%**	-	2%	*	-	-	-	-	2%	4%	3%	2%	0%	2%	3%	0%	0%	*	10%
	CWD	4%	4%	**3%**	-	3%	-	-	-	-	-	3%	0%	3%	-	0%	4%	2%	*	*	*	*
	CWOD	8%	6%	**2%**	-	2%	*	-	-	-	-	2%	4%	-	2%	0%	2%	3%	0%	0%	*	0%
	EL	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Male	6%	4%	**2%**	-	2%	*	-	-	-	-	2%	0%	4%	2%	0%	2%	-	0%	0%	-	*
	Female	10%	7%	**3%**	-	3%	*	-	-	-	-	2%	7%	2%	3%	0%	-	3%	0%	0%	*	17%
Algebra I	All Students	36%	61%	**49%**	-	49%	*	-	-	-	-	48%	67%	21%	55%	39%	46%	52%	50%	43%	*	*
	CWD	9%	26%	**21%**	-	21%	-	-	-	-	-	21%	*	21%	-	12%	20%	22%	*	17%	-	-
	CWOD	39%	67%	**55%**	-	55%	*	-	-	-	-	55%	73%	-	55%	43%	53%	59%	50%	50%	*	*
	EL	19%	48%	**39%**	-	38%	*	-	-	-	-	38%	*	12%	43%	39%	41%	35%	33%	41%	-	-
	Male	31%	56%	**46%**	-	45%	*	-	-	-	-	45%	71%	20%	53%	41%	46%	-	40%	44%	-	-
	Female	40%	66%	**52%**	-	53%	*	-	-	-	-	52%	60%	22%	59%	35%	-	52%	67%	43%	*	*
Biology	All Students	24%	18%	**12%**	-	12%	*	-	-	-	-	12%	13%	5%	13%	6%	14%	10%	17%	3%	*	13%
	CWD	6%	7%	**5%**	-	5%	-	-	-	-	-	6%	0%	5%	-	0%	7%	3%	*	*	-	*
	CWOD	26%	19%	**13%**	-	13%	*	-	-	-	-	13%	16%	-	13%	6%	15%	11%	18%	4%	*	0%
	EL	4%	4%	**6%**	-	6%	*	-	-	-	-	6%	0%	0%	6%	6%	4%	8%	0%	0%	-	*
	Male	24%	19%	**14%**	-	14%	*	-	-	-	-	14%	17%	7%	15%	4%	14%	-	12%	8%	-	*
	Female	25%	16%	**10%**	-	10%	-	-	-	-	-	10%	9%	3%	11%	8%	-	10%	33%	0%	*	14%

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	77%	80%	**69%**	-	69%	64%	-	-	-	-	69%	72%	44%	74%	50%	67%	72%	70%	55%	56%	72%
	CWD	46%	51%	**44%**	-	44%	-	-	-	-	-	43%	54%	44%	-	40%	45%	41%	42%	25%	*	60%
	CWOD	81%	85%	**74%**	-	74%	64%	-	-	-	-	74%	75%	-	74%	50%	71%	77%	75%	61%	80%	75%

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	EL	62%	65%	**50%**	-	50%	64%	-	-	-	-	50%	45%	40%	50%	50%	48%	52%	49%	53%	-	*
	Male	74%	77%	**67%**	-	66%	80%	-	-	-	-	66%	77%	45%	71%	48%	67%	-	72%	53%	-	57%
	Female	80%	82%	**72%**	-	73%	*	-	-	-	-	73%	67%	41%	77%	52%	-	72%	67%	57%	56%	77%
Reading	All Students	73%	74%	**57%**	-	57%	44%	-	-	-	-	56%	61%	24%	63%	31%	53%	61%	51%	34%	43%	61%
	CWD	39%	41%	**24%**	-	24%	-	-	-	-	-	23%	40%	24%	-	6%	26%	21%	0%	9%	*	*
	CWOD	78%	80%	**63%**	-	63%	44%	-	-	-	-	62%	65%	-	63%	32%	59%	67%	61%	39%	*	67%
	EL	54%	55%	**31%**	-	31%	43%	-	-	-	-	31%	30%	6%	32%	31%	29%	33%	29%	27%	-	*
	Male	69%	71%	**53%**	-	53%	67%	-	-	-	-	52%	67%	26%	59%	29%	53%	-	48%	22%	-	50%
	Female	78%	78%	**61%**	-	61%	*	-	-	-	-	61%	55%	21%	67%	33%	-	61%	56%	42%	43%	67%
Mathematics	All Students	81%	85%	**92%**	-	92%	*	-	-	-	-	92%	92%	76%	96%	95%	93%	90%	94%	83%	*	*
	CWD	53%	61%	**76%**	-	76%	-	-	-	-	-	77%	*	76%	-	94%	84%	63%	*	50%	-	-
	CWOD	84%	89%	**96%**	-	96%	*	-	-	-	-	96%	100%	-	96%	95%	96%	96%	92%	92%	*	*
	EL	72%	78%	**95%**	-	94%	*	-	-	-	-	94%	*	94%	95%	95%	95%	94%	83%	88%	-	-
	Male	79%	84%	**93%**	-	93%	*	-	-	-	-	93%	100%	84%	96%	95%	93%	-	100%	88%	-	-
	Female	82%	86%	**90%**	-	90%	*	-	-	-	-	90%	80%	63%	96%	94%	-	90%	83%	79%	*	*
Science	All Students	80%	83%	**87%**	-	87%	*	-	-	-	-	86%	91%	73%	89%	74%	84%	90%	91%	77%	*	88%
	CWD	51%	55%	**73%**	-	73%	-	-	-	-	-	71%	88%	73%	-	71%	69%	78%	*	*	-	*
	CWOD	84%	88%	**89%**	-	89%	*	-	-	-	-	88%	92%	-	89%	74%	86%	91%	91%	81%	*	83%
	EL	61%	67%	**74%**	-	74%	*	-	-	-	-	74%	75%	71%	74%	74%	69%	79%	78%	87%	-	*
	Male	79%	82%	**84%**	-	84%	*	-	-	-	-	83%	92%	69%	86%	69%	84%	-	94%	75%	-	*
	Female	81%	84%	**90%**	-	90%	-	-	-	-	-	90%	91%	78%	91%	79%	-	90%	83%	78%	*	86%

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	49%	51%	**45%**	-	45%	50%	-	-	-	-	46%	41%	21%	50%	25%	43%	48%	43%	34%	22%	45%
	CWD	24%	26%	**21%**	-	21%	-	-	-	-	-	21%	21%	21%	-	21%	26%	14%	33%	10%	*	40%
	CWOD	52%	55%	**50%**	-	50%	50%	-	-	-	-	50%	45%	-	50%	25%	47%	53%	44%	38%	40%	46%
	EL	29%	30%	**25%**	-	25%	45%	-	-	-	-	26%	11%	21%	25%	25%	25%	25%	15%	29%	-	*
	Male	47%	50%	**43%**	-	43%	60%	-	-	-	-	43%	41%	26%	47%	25%	43%	-	39%	36%	-	29%
	Female	52%	53%	**48%**	-	48%	*	-	-	-	-	48%	41%	14%	53%	25%	-	48%	50%	32%	22%	50%
Reading	All Students	47%	46%	**35%**	-	36%	22%	-	-	-	-	36%	33%	12%	40%	12%	32%	39%	36%	19%	29%	33%
	CWD	21%	21%	**12%**	-	12%	-	-	-	-	-	11%	20%	12%	-	3%	15%	6%	0%	0%	*	*
	CWOD	50%	51%	**40%**	-	40%	22%	-	-	-	-	40%	35%	-	40%	12%	36%	44%	42%	22%	*	33%
	EL	23%	22%	**12%**	-	12%	14%	-	-	-	-	13%	0%	3%	12%	12%	12%	12%	8%	15%	-	*
	Male	43%	43%	**32%**	-	32%	33%	-	-	-	-	32%	27%	15%	36%	12%	32%	-	33%	19%	-	17%
	Female	51%	49%	**39%**	-	40%	*	-	-	-	-	39%	39%	6%	44%	12%	-	39%	39%	19%	29%	42%
Mathematics	All Students	51%	56%	**74%**	-	74%	*	-	-	-	-	74%	75%	44%	81%	73%	74%	73%	75%	63%	*	*
	CWD	26%	32%	**44%**	-	44%	-	-	-	-	-	45%	*	44%	-	53%	53%	30%	*	33%	-	-
	CWOD	54%	61%	**81%**	-	81%	*	-	-	-	-	81%	82%	-	81%	76%	80%	81%	67%	71%	*	*
	EL	37%	41%	**73%**	-	73%	*	-	-	-	-	73%	*	53%	76%	73%	74%	73%	67%	65%	-	-
	Male	50%	56%	**74%**	-	74%	*	-	-	-	-	74%	86%	53%	80%	74%	74%	-	70%	75%	-	-
	Female	51%	57%	**73%**	-	73%	*	-	-	-	-	73%	60%	30%	81%	73%	-	73%	83%	50%	*	*
Science	All Students	53%	54%	**53%**	-	53%	*	-	-	-	-	53%	50%	29%	56%	28%	52%	54%	35%	40%	*	50%

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	CWD	25%	29%	**29%**	-	29%	-	-	-	-	-	30%	25%	29%	-	29%	36%	22%	*	*	-	*
	CWOD	56%	58%	**56%**	-	56%	*	-	-	-	-	56%	55%	-	56%	28%	54%	58%	36%	44%	*	50%
	EL	26%	30%	**28%**	-	28%	*	-	-	-	-	29%	25%	29%	28%	28%	24%	33%	0%	27%	-	*
	Male	53%	55%	**52%**	-	52%	*	-	-	-	-	51%	58%	36%	54%	24%	52%	-	29%	25%	-	*
	Female	53%	53%	**54%**	-	54%	-	-	-	-	-	55%	41%	22%	58%	33%	-	54%	50%	50%	*	43%

STAAR Percent at Masters Grade Level

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	23%	23%	**12%**	-	12%	29%	-	-	-	-	12%	13%	6%	13%	8%	12%	12%	15%	11%	0%	14%
	CWD	8%	11%	**6%**	-	6%	-	-	-	-	-	7%	0%	6%	-	4%	6%	6%	17%	5%	*	40%
	CWOD	25%	25%	**13%**	-	13%	29%	-	-	-	-	13%	15%	-	13%	8%	13%	13%	15%	12%	0%	8%
	EL	11%	11%	**8%**	-	7%	18%	-	-	-	-	8%	6%	4%	8%	8%	8%	7%	5%	10%	-	*
	Male	22%	22%	**12%**	-	12%	40%	-	-	-	-	12%	13%	6%	13%	8%	12%	-	13%	15%	-	0%
	Female	24%	23%	**12%**	-	12%	*	-	-	-	-	12%	12%	6%	13%	7%	12%	-	20%	8%	0%	18%
Reading	All Students	20%	17%	**3%**	-	3%	11%	-	-	-	-	3%	6%	2%	3%	0%	2%	4%	2%	0%	0%	6%
	CWD	7%	7%	**2%**	-	2%	-	-	-	-	-	2%	0%	2%	-	0%	2%	2%	0%	0%	*	*
	CWOD	22%	19%	**3%**	-	3%	11%	-	-	-	-	3%	7%	-	3%	0%	2%	4%	3%	0%	*	0%
	EL	8%	7%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Male	17%	15%	**2%**	-	2%	17%	-	-	-	-	2%	4%	2%	2%	0%	2%	-	4%	0%	-	0%
	Female	23%	20%	**4%**	-	4%	*	-	-	-	-	3%	8%	2%	4%	0%	-	4%	0%	0%	0%	8%
Mathematics	All Students	26%	30%	**49%**	-	49%	*	-	-	-	-	48%	67%	21%	55%	39%	46%	52%	50%	43%	*	*
	CWD	11%	15%	**21%**	-	21%	-	-	-	-	-	21%	*	21%	-	12%	20%	22%	*	17%	-	-
	CWOD	28%	33%	**55%**	-	55%	*	-	-	-	-	55%	73%	-	55%	43%	53%	59%	50%	50%	*	*
	EL	16%	18%	**39%**	-	38%	*	-	-	-	-	38%	*	12%	43%	39%	41%	35%	33%	41%	-	-
	Male	25%	30%	**46%**	-	45%	*	-	-	-	-	45%	71%	20%	53%	41%	46%	-	40%	44%	-	-
	Female	26%	31%	**52%**	-	53%	*	-	-	-	-	52%	60%	22%	59%	35%	-	52%	67%	43%	*	*
Science	All Students	24%	21%	**12%**	-	12%	*	-	-	-	-	12%	13%	5%	13%	6%	14%	10%	17%	3%	*	13%
	CWD	8%	11%	**5%**	-	5%	-	-	-	-	-	6%	0%	5%	-	0%	7%	3%	*	*	-	*
	CWOD	26%	22%	**13%**	-	13%	*	-	-	-	-	13%	16%	-	13%	6%	15%	11%	18%	4%	*	0%
	EL	7%	8%	**6%**	-	6%	*	-	-	-	-	6%	0%	0%	6%	6%	4%	8%	0%	0%	-	*
	Male	25%	23%	**14%**	-	14%	*	-	-	-	-	14%	17%	7%	15%	4%	14%	-	12%	8%	-	*
	Female	23%	19%	**10%**	-	10%	-	-	-	-	-	10%	9%	3%	11%	8%	-	10%	33%	0%	*	14%

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

Part (iii): Academic Growth and Graduation Rate

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

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	71	-	71	*	-	-	-	-	71	60	76
CWD	60	-	60	-	-	-	-	-	61	60	*
CWOD	72	-	72	*	-	-	-	-	72	-	76
EL	76	-	76	*	-	-	-	-	75	*	76
Male	71	-	70	*	-	-	-	-	71	62	74
Female	71	-	72	*	-	-	-	-	71	57	78
Mathematics											
All Students	89	-	89	*	-	-	-	-	89	77	89
CWD	77	-	77	-	-	-	-	-	77	77	81
CWOD	91	-	91	*	-	-	-	-	91	-	91
EL	89	-	89	*	-	-	-	-	89	81	89
Male	87	-	87	*	-	-	-	-	87	80	89
Female	91	-	91	*	-	-	-	-	91	70	91

Part (iii)(II): Graduation Rate

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	92.1%	-	92.1%	100.0%	-	-	-	-	92.6%	83.3%	89.7%	92.9%	-
CWD	83.3%	-	83.3%	-	-	-	-	-	83.3%	83.3%	100.0%	100.0%	-
CWOD	93.3%	-	93.3%	100.0%	-	-	-	-	93.8%	-	89.4%	91.9%	-
EL	89.7%	-	89.7%	-	-	-	-	-	90.6%	100.0%	89.7%	89.5%	-
Male	90.2%	-	90.2%	100.0%	-	-	-	-	91.1%	87.5%	88.9%	92.3%	-
Female	94.1%	-	94.1%	-	-	-	-	-	94.1%	75.0%	90.9%	93.8%	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.
'^'   Ever EL in grades 9-12

Part (iv): English Language Proficiency

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

Total EL in Class	Proficiency of EL	Rate of Proficiency
563	79	14%

Total EL in Class	Proficiency of EL	Rate of Proficiency

'^' Indicates data reporting does not meet for Minimum Size.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	42	-	42	48	-	-	-	-	42	24	28
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	59%	-	59%	-	-	-	-	-	59%	59%	52%

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.

Part (vi): Goal Meeting Status

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	Y		Y						Y	N	Y

English Learner Language Proficiency Status

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

Federal Graduation Status^

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y	N	N
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y	N	N
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N

'+'   STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
      Blank cells above represent student group indicators that do not meet the minimum size criteria.
'^'   Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

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

Participation Rate		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**99%**	-	99%	100%	-	-	-	-	99%	100%	99%	99%	100%	99%	99%	100%
	CWD	**99%**	-	99%	-	-	-	-	-	98%	100%	99%	-	100%	99%	98%	100%
	CWOD	**99%**	-	99%	100%	-	-	-	-	99%	100%	-	99%	99%	99%	99%	100%
	EL	**100%**	-	100%	100%	-	-	-	-	99%	100%	100%	99%	100%	100%	99%	100%
	Male	**99%**	-	99%	100%	-	-	-	-	99%	100%	99%	99%	100%	99%	-	100%
	Female	**99%**	-	99%	100%	-	-	-	-	99%	100%	98%	99%	99%	-	99%	100%
Reading	All Students	**99%**	-	99%	100%	-	-	-	-	99%	100%	99%	99%	100%	99%	100%	100%
	CWD	**99%**	-	99%	-	-	-	-	-	99%	100%	99%	-	100%	99%	99%	100%

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	CWOD	**99%**	-	99%	100%	-	-	-	-	99%	100%	-	99%	100%	99%	100%	100%
	EL	**100%**	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%	99%	100%
	Male	**99%**	-	99%	100%	-	-	-	-	99%	100%	99%	99%	100%	99%	-	100%
	Female	**100%**	-	100%	*	-	-	-	-	100%	100%	99%	100%	99%	-	100%	100%
Mathematics	All Students	**99%**	-	99%	*	-	-	-	-	99%	100%	100%	99%	99%	100%	99%	100%
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	**99%**	-	99%	*	-	-	-	-	99%	100%	-	99%	99%	99%	99%	100%
	EL	**99%**	-	99%	*	-	-	-	-	99%	*	100%	99%	99%	100%	98%	100%
	Male	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	99%	100%	100%	-	100%
	Female	**99%**	-	99%	*	-	-	-	-	99%	100%	100%	99%	98%	-	99%	100%
Science	All Students	**98%**	-	98%	*	-	-	-	-	98%	100%	96%	99%	99%	99%	98%	100%
	CWD	**96%**	-	96%	-	-	-	-	-	96%	100%	96%	-	100%	98%	95%	*
	CWOD	**99%**	-	99%	*	-	-	-	-	99%	100%	-	99%	99%	99%	99%	100%
	EL	**99%**	-	99%	*	-	-	-	-	99%	100%	100%	99%	99%	100%	98%	100%
	Male	**99%**	-	99%	*	-	-	-	-	99%	100%	98%	99%	100%	99%	-	100%
	Female	**98%**	-	98%	-	-	-	-	-	98%	100%	95%	99%	98%	-	98%	100%
Non-Participation Rate																	
All Subjects	All Students	**1%**	-	1%	0%	-	-	-	-	1%	0%	1%	1%	0%	1%	1%	0%
	CWD	**1%**	-	1%	-	-	-	-	-	2%	0%	1%	-	0%	1%	2%	0%
	CWOD	**1%**	-	1%	0%	-	-	-	-	1%	0%	-	1%	1%	1%	1%	0%
	EL	**0%**	-	0%	0%	-	-	-	-	1%	0%	0%	1%	0%	0%	1%	0%
	Male	**1%**	-	1%	0%	-	-	-	-	1%	0%	1%	1%	0%	1%	-	0%
	Female	**1%**	-	1%	0%	-	-	-	-	1%	0%	2%	1%	1%	-	1%	0%
Reading	All Students	**1%**	-	1%	0%	-	-	-	-	1%	0%	1%	1%	0%	1%	0%	0%
	CWD	**1%**	-	1%	-	-	-	-	-	1%	0%	1%	-	0%	1%	1%	0%
	CWOD	**1%**	-	1%	0%	-	-	-	-	1%	0%	-	1%	0%	1%	0%	0%
	EL	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%	1%	0%
	Male	**1%**	-	1%	0%	-	-	-	-	1%	0%	1%	1%	0%	1%	-	0%
	Female	**0%**	-	0%	*	-	-	-	-	0%	0%	1%	0%	1%	-	0%	0%
Mathematics	All Students	**1%**	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	1%	0%
	CWD	**0%**	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	**1%**	-	1%	*	-	-	-	-	1%	0%	-	1%	1%	1%	1%	0%
	EL	**1%**	-	1%	*	-	-	-	-	1%	*	0%	1%	1%	0%	2%	0%
	Male	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	1%	0%	0%	-	0%
	Female	**1%**	-	1%	*	-	-	-	-	1%	0%	0%	1%	2%	-	1%	0%
Science	All Students	**2%**	-	2%	*	-	-	-	-	2%	0%	4%	1%	1%	1%	2%	0%
	CWD	**4%**	-	4%	-	-	-	-	-	4%	0%	4%	-	0%	2%	5%	*

	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
CWOD	1%	-	1%	*	-	-	-	-	1%	0%	-	1%	1%	1%	1%	0%
EL	1%	-	1%	*	-	-	-	-	1%	0%	0%	1%	1%	0%	2%	0%
Male	1%	-	1%	*	-	-	-	-	1%	0%	2%	1%	0%	1%	-	0%
Female	2%	-	2%	-	-	-	-	-	2%	0%	5%	1%	2%	-	2%	0%

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

Part (viii): Civil Rights Data

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	196	0	194	2	0	0	0	0	83		
	Female	115	0	113	2	0	0	0	0	35		
	Total	311	0	307	4	0	0	0	0	118		
Out-of-School Suspensions												
	Male	123	0	121	2	0	0	0	0	46		
	Female	57	0	55	2	0	0	0	0	19		
	Total	180	0	176	4	0	0	0	0	65		
Expulsions												
With Educational Services	Male	2	0	2	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	2	0	2	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	13	0	11	2	0	0	0	0	2		
	Female	8	0	8	0	0	0	0	0	2		
	Total	21	0	19	2	0	0	0	0	4		
Referrals to Law Enforcement												
	Male	16	0	14	2	0	0	0	0	2		
	Female	8	0	8	0	0	0	0	0	2		
	Total	24	0	22	2	0	0	0	0	4		
Students With Disabilities												
In-School Suspensions												

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	44	0	44	0	0	0	0	0	2		11
	Female	17	0	17	0	0	0	0	0	2		11
	Total	61	0	61	0	0	0	0	0	4		22
Out-of-School Suspensions												
	Male	40	0	40	0	0	0	0	0	2		7
	Female	7	0	7	0	0	0	0	0	0		8
	Total	47	0	47	0	0	0	0	0	2		15
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	5	0	5	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	7	0	7	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	5	0	5	0	0	0	0	0	0		0
	Female	2	0	2	0	0	0	0	0	0		0
	Total	7	0	7	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	265	0	263	2	0	0	0	0	77	50	14
	Female	190	0	188	2	0	0	0	0	59	14	8
	Total	455	0	451	4	0	0	0	0	136	64	22

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	10
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	1
Incidents of possession of a firearm or explosive device	0

	Total
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

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

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	122	0	122	0	0	0	0	0	5	0
	Female	167	0	167	0	0	0	0	0	14	2
	Total	289	0	289	0	0	0	0	0	19	2
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	38	0	38	0	0	0	0	0	2	0
	Female	35	0	35	0	0	0	0	0	2	0
	Total	73	0	73	0	0	0	0	0	4	0

'*'　Indicates results are masked due to small numbers to protect student confidentiality.
'-'　Indicates there are no students in the group.
　Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

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

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	16.2	10.9%
Teachers Teaching with Emergency or Provisional Credentials	3.0	2.1%

	All School	
	Number	**Percent**
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	17.4	12.3%

'-' Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-
Grade 6						
Reading	6,038	1%	52	2%	-	-
Mathematics	6,036	1%	52	2%	-	-
Grade 7						
Reading	5,616	1%	62	2%	-	-
Mathematics	5,616	2%	62	2%	-	-
Grade 8						
Reading	5,251	1%	63	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Mathematics	5,254	2%	63	3%	-	-
Science	5,250	1%	63	2%	-	-
End of Course						
English I	5,150	1%	60	1%	9	1%
English II	4,680	1%	46	1%	*	1%
Algebra I	5,122	1%	61	2%	9	2%
Biology	4,954	1%	49	1%	*	1%
All Grades						
All Subjects	101,751	1%	1,107	2%	26	1%
Reading	45,064	1%	483	2%	13	1%
Mathematics	40,350	1%	438	2%	9	2%
Science	16,337	1%	186	2%	*	1%

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

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

			% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
Grade	Subject	Student Group	TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

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

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

Grade	Subject	Student Group	Rate

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
In-State Public Institutions	42%	-	42%	*	-	-	-	-	42%	20%	33%

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates there are no students in the group.

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CCMR Progress Measure 1
Used in applicable Campus Plans with campus targets

The percentage of Porter ECHS graduates that meet the criteria for TSI will increase from 23% to 33% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
25%	27%	29%	31%	33%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	25%	*	*	*	*	*	4%	25%	2%	8%	28%	15%
2021	*	27%	*	*	*	*	*	6%	27%	4%	10%	30%	17%
2022	*	29%	*	*	*	*	*	8%	29%	6%	12%	32%	19%
2023	*	31%	*	*	*	*	*	10%	31%	8%	14%	34%	21%
2024	*	33%	*	*	*	*	*	12%	33%	10%	16%	36%	23%

CCMR Progress Measure 2
Used in applicable Campus Plans with campus targets

The percentage of Porter ECHS graduates that earn at least 9 hours of dual credit will increase from 11% to 21% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
13%	15%	17%	19%	21%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	13%	*	*	*	*	*	2%	14%	2%	3%	15%	6%
2021	*	15%	*	*	*	*	*	4%	16%	4%	5%	17%	8%
2022	*	17%	*	*	*	*	*	6%	18%	6%	7%	19%	10%
2023	*	19%	*	*	*	*	*	8%	20%	8%	9%	21%	12%
2024	*	21%	*	*	*	*	*	10%	22%	10%	11%	23%	14%

CCMR Progress Measure 3
Used in applicable Campus Plans with campus targets

The percentage of Porter ECHS graduates that earn at least one certification or certificate will increase from 5% to 15% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
7%	9%	11%	13%	15%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	*	7%	*	*	*	*	*	11%	7%	2%	7%	7%	6%
2021	*	9%	*	*	*	*	*	13%	9%	4%	9%	9%	8%
2022	*	11%	*	*	*	*	*	15%	11%	6%	11%	11%	10%
2023	*	13%	*	*	*	*	*	17%	13%	8%	13%	13%	12%
2024	*	15%	*	*	*	*	*	19%	15%	10%	15%	15%	14%

CCMR Targeted Professional Development Plan

Porter ECHS/P-TECH will provide professional development activities to inform teachers about new TSI assessments and continue to revise curricular supports.   Porter ECHS will train counselors and faculty to improve guidance for students toward dual enrollment coursework to meet the nine hour minimum.
Porter ECHS/P-TECH will train additional faculty to be able to offer more certifications and/or licensures to Porter ECHS/P-TECH students.