Brownsville Independent School District

Porter Early College High School

2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

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.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Porter Early College High School is located on 3500 International Boulevard near Historic 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 2000, the Porter campus has taken on a new identity with several buildings added,   including: an athletic complex that houses both boys' and girls' dressing rooms including a weight room, a state-of-the-art soccer artificial turf field, a highly equipped 8 classroom/laboratory science wing, a 20 room building that houses the 9th & 10th graders, and a 20 room building for 11th & 12th graders. Presently, the campus houses 120 classrooms and 9 fully equipped and furnished computer labs with over 25 computers in each lab. Additionally, there is also a fully furnished and equipped computer lab designated for migrant students. Porter Early College High School employs approximately 147 professional staff members including seven administrators and eight counselors. It also employees approximately 50 support personnel ranging from para-professionals to custodial staff.

Porter Early College High School has an enrollment of approximately 2000 students enrolled in grades 9 through 12. Within these demographics, 99.9% of the student population is identified Hispanic, 99.9% is identified as economically disadvantaged, 29.4% are classified as Limited English Proficient, 84.2% are At-Risk, and 12.5% are categorized 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 Early College High School is identified as a Title I school, as are all seven of the Brownsville ISD high schools.

The students of Porter Early College High School are recipients of a well-balanced curriculum. Courses are offered in every subject area as necessary for college admission, as well as a diverse range of elective and career and technology courses. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Pre-Advanced Placement, Advanced Placement as well as Dual-Enrollment courses in collaboration with the University of Texas Rio Grande Valley, Texas Southmost College, and Texas A & M University-Kingsville. Porter ECHS also has a "school within a school" A/V technology and communication program, Animation, Radio and Television professions. About 20% of our student population is enrolled in this program. Along with the other Career and Technology programs, the school also offers a strong foundation for careers in the engineering profession, cosmetology, fire fighter certification as well as EMT. Students at our school also have access to three graduation plans: the Minimum, Recommended, and Distinguished Achievement Graduation Plan. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR). Porter ECHS promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as team sports, HOSA, A/V Technology and Video Production, Robotics, Criminal Justice Mock Trial, Chess, Science and History Fairs, Environmental Club, Anime and Book Clubs, Fine Arts, computer maintenance, UIL Academics, MasterMinds, Volunteer Income Tax Assistance (VITA) Preparation, Technology Skills, Technology Student Association, Business Professionals of America, National Honor Society, JROTC, and Student Council.

Demographics

Demographics Summary

Porter ECHS continuously monitors demographic data to identify areas of improvement. The student population at Porter Early College High School is approximately 1,986 and serves students in grades ninth through twelfth. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic (99.9%), White (0.1%), Economically Disadvantaged (99.9%), Limited English Proficient (29.4%), At-Risk (84.2%), and Special Education (12.5%). The SBDM committee meets to target strengths and weaknesses to be considered for school improvement.

Attendance data is monitored on a daily basis for all student populations/subgroups. The Attendance Rate was 93.9% for all students and 94.1% for at-risk students. Student, parent, team, and home visits are used as methods of addressing attendance concerns. At-Risk students are consistently progress monitored to endure students are academically successful by administrators, counselors, and teachers. The Dropout Rate was 0.8% for all students and 0.8% for at-risk students. The Graduation Rate was 89.4% for all students and 40.0% for at-risk students. Moreover, the Completion Rate was 94.1% for all students and 72.5% for at-risk students.

Procedures for overseeing demographic concerns include verifying daily, attendance, verifying before and after-school and Saturday tutorial attendance, allotting time for teacher and parent conferences, and purchasing additional resources.

Demographics Strengths

- Highly Qualified Teachers
- Appropriate teacher/student ratio
- High Student Attendance
- High Teacher Attendance
- CTE Career Pathway Enrollment
- At-Risk Tutorial/Cohort Express

Demographics Needs

- Increase attendance by keeping phone logs, tardary sign-ins, holding parent conferences, submitting court/citations notices when students are truant to parents in order to increase student time at school. 4.1.1
- Provide for incentives that can be used for instruction will be issued for perfect attendance to motivate students every semester. 1.1.14
- Increase in graduation/completion-work on transcripts by promoting cohort express. In addition, tutorials and credit recovery programs will be offered to students to increase credit counts for students. Students need transportation for after school tutorials and every effort should be made to provide the most efficient technology possible to engage these reluctant, elusive students. 1.1.11
- Increase advanced course offerings for AP and DE so that students are college ready and provide tutorials for PSAT, SAT, ACT, and TSI testing.

1.1.12
- Increase college/career readiness by participating in collaborations in programs that promote post secondary education such as Advise-Texas and Upward Bound. 4.2.1
- All counselors including the AT-Risk Counselor as well as Dropout Specialist will monitor graduation rates during the school year to ensure students will graduate with their cohort. 3.1.4, 3.1.5
- All Special Population Information (Migrant, SE, ELL) will be disseminated in a timely manner to ensure student needs are met.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education students (Reading 23%, Math 65%, Science 60%, and SS 53%) continue to progress at a slower rate than the all student group (Reading 51%, Math 90%, Science 83%, and SS 88%) in all content areas. **Root Cause**: Student literacy (Reading & Writing) skills were not fully developed because differentiated instruction needs to be more individualized for subpopulations.

Student Achievement

Student Achievement Summary

Data decision making is a daily practice at Gladys Porter High School. The Porter SBDM committee representatives continuously reviewed several sources of data from the EOC, TELPAS, TAPR, AYP, AP/Dual Enrollment, Benchmark results, and student grades to decide how to increase student achievement. EOC, TELPAS, TAPR, AYP, AP/Dual Enrollment information was used to identify the needs of the campus at the beginning of the year. Monitoring of District Benchmarks, campus based 3 weeks assessments, and eSchoolPlus failure reports will be used to identify student expectations in need of improvement in all areas and for all students including Migrant student population. RTI plans will be created based on this data and instruction adjusted accordingly in a timely manner to address the needs of all students.

A student group that performed less than or equal to the state average is identified as a priority. The following information originated from the 2016-2017 TAPR results.

STAAR Summary of Grades Tested

	State	District	Campus
English I/Reading I	64%	61%	54%
English II/Reading II	66%	62%	50%
Algebra I	83%	89%	90%
Biology	86%	86%	83%
U.S. History	91%	93%	88%

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanic	Econ Disadvantage	Special Ed	ELL
All Subjects	69%	68%	68%	41%	51%
Reading	51%	51%	51%	23%	26%
Mathematics	90%	90%	90%	65%	92%
Science	83%	83%	83%	60%	75%
Social Studies	88%	88%	88%	53%	78%

Student Achievement Strengths

- 93.9% 5 Year Graduation Rate
- 90.2% 4 Year Graduation Rate (Class 2016)
- 88.4% RHSP/DAP Rate
- 84.6% College Readiness Graduates

<u>Student Achievement Needs</u>

- Blocked Math and linked ELA EOC course with developmental course to provide struggling learners additional help to achieve mastery and progress on state exams.
- Increase number of students taking college entrance exams to facilitate transition to post-secondary institutions. 4.2.1
- 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. 1.1.11
- 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.1.1.2
- Continue to monitor and support sub-populations (At Risk, Migrant, ESL) students to ensure needs are being addressed to promote student success by providing them (school supplies, clothing, shoes, hygiene products, credit by exam, laminating paper, technical support) and any other tools necessary to succeed academically.
- 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.
- Increase PreAP/AP/DE opportunities for all students to promote college readiness for all students. 4.3.2

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Special Education students (Reading 23%, Math 65%, Science 60%, and SS 53%) continue to progress at a slower rate than the all student group (Reading 51%, Math 90%, Science 83%, and SS 88%) in all content areas. **Root Cause**: Student literacy (Reading & Writing) skills were not

fully developed because differentiated instruction needs to be more individualized for subpopulations

Problem Statement 2: ELA I and II passing rates were at 51% for "All" students for 2016-2017. **Root Cause**: Differentiated lessons to address the diverse needs of students continue to cause lower passing rates.

School Culture and Climate

School Culture and Climate Summary

Porter Early College High School's SBDM committee and leadership teams review campus surveys and feedback from departments, parents, and students to determine campus needs. Administrators conduct meetings with departments/department heads and other campus leaders to discuss and address campus concerns. Students, parents, and community members are informed of school initiatives through newsletters, the parent center, campus website, curbside coffee, Remind, and ClassDojo. Administrators, faculty, and staff promote a safe and disciplined environment that is conducive to student learning.

School Culture and Climate Strengths

- SBDM Meetings once per month
- Department Meetings twice per month
- Strand meetings three times per week
- Discipline Committee meetings prior to SBDM meetings
- Beautification Committee established
- Project Rise professional development opportunities and stipends
- Parent center
- At-Risk Drop Out Prevention Team
- University Go Center
- Campus Safety Video Monitoring
- Athletics
- Fine Arts
- Extra-curricular and Co-curricular Clubs

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Porter Early College High School's SBDM committee reviews teacher certification/qualification data and master schedule to determine teacher-student ratios, campus needs, and target areas of strengths and weaknesses. Department chairs, administrator appraisers, and the Dean of Instruction work together along with other campus leaders to analyze department needs and plans of action in regards to the need for trainings, materials, and/or resources. New teachers are provided a Project Rise mentor teacher, as well as a content and grade level mentor. They also receive specialized assistance from a district content area specialist to promote retention. New teachers are afforded numerous professional development opportunities which are eligible for Project Rise stipends, and they also participate in monthly Professional Learning Communities, which are led by Project Rise Master and Mentor teachers. Routine administrators' walkthroughs, as well as Project Rise Master teacher walkthroughs, will help to identify teachers in need of assistance and provide needed support.

Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Teachers
- Low teacher/student ratio
- Project Rise Master and Mentor Teachers
- Project Rise Grant
- Extra duty pay as tutorial for content areas
- Stipends for Professional Development Opportunities in All Content Areas

Staff Quality, Recruitment, and Retention Needs

- Porter Early College High School provides professional development and training opportunities for new and experienced teachers and administrators in the various content areas, some of which may be eligible for a Project Rise stipend. Professional development and training opportunities may include, but are not limited to, those provide by: BISD, ESC Region One, Dr. Kay, and Kagan; trainings and professional development opportunities may address SIOP, thinking maps, collaborative learning, and the lesson cycle. In addition, new teachers are provided with training opportunities in pedagogy, content, and classroom management; these areas are also addressed one-on-one with a Project Rise Master or Mentor teacher. All teachers will be encouraged to attend professional organizational conferences to receive specialized training and updates for their content area; as further incentive for all teachers to continue with their professional growth and development, some of these conferences will be eligibile for a Project Rise stipend. 1.1.1
- Porter Early College High School provides training opportunities that specifically address the needs of special populations. Trainings include, but are not limited to, SIOP, ELPS, Review 360, Ellevation, and RTI.1.1.1
- Porter Early College High School strives to maintain low teacher to student ratios in order to decrease the achievement gap by encouraging individualized instruction to promote student success.

- Provide teachers all needed instructional materials.
- Recruit teachers with master degree's to increase DE course offerings.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Porter Early College High School administrators, faculty, and staff understand the importance of following the Texas Essential Knowledge and Skills (TEKS) to prepare students for state assessments and college readiness. Porter ECHS implements , the district curriculum, as its primary scope and sequence and guide for instruction. Administrators provide teachers resources, professional development opportunities, and technology to improve instruction. Teachers plan their lessons collaboratively by content based on the TEKS ensuring spiraling opportunities for the Readiness Standards to promote student EOC mastery. Coordination meetings are held routinely to monitor all special populations.

Curriculum, Instruction, and Assessment Strengths

- District Scope and Sequence
- Curriculum specialist support to campus
- Technology Labs
- Computer Assisted Instruction
- Vertical Alignments
- Horizontal Alignments
- Weekly progress monitoring strand meetings with administration
- Coordination Meetings with Sub-populations
- Blocked or linked Courses for English I, English II, and blocked course for Algebra I

Curriculum, Instruction, and Assessment Needs

- After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities, the following Curriculum, Instruction and Assessment areas of improvement would be addressed.
- Facilitate data analysis and collaboration among disciplines by implementing data rooms where instructional and content teams meet to address individual student needs.
- Updated, expanded hardware and software to support extended educational technology in the classroom to address different learning styles of students will be purchased. 1.1.8
- Curriculum Planning for core content areas. 1.1.1
- Purchase A.P.I. modules andcredit by exam for migrant students to increase credit recovery. 1.8.11

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: ELA I and II passing rates were at 51% for "All" students for 2016-2017 **Root Cause**: Differentiated lessons to address the diverse needs of students continue to cause lower passing rates.

Family and Community Involvement

Family and Community Involvement Summary

Porter Early College High School recognizes the importance of parental involvement in students' academic success and personal growth. Therefore, Porter ECHS promotes an open door policy to parents. Parents are invited to meetings via brochures, email, phone calls, messenger, and our website. The parent liaison and migrant clerk hold routine meetings to inform and educate parents on student issues and needs, as well as school programs and expectations. Attendance data is shared with the SBDM committee to identify methods to improve parental involvement and student attendance. Valuable information and services are also provided for parents at Open House. The parent center provides weekly informational meetings and trainings for parents.

Family and Community Involvement Strengths

- Active Parent Volunteer Group
- Curbside Coffee
- Boosters
- Parent Center
- Migrant Parent Meetings
- Project Rise Parent Surveys
- Open House presentations

Family and Community Involvement Needs

- Increase the number of parents attending parent meetings 6.1.1
- Provide parents updates from all departments on campus 6.1.2
- Provide refreshments for parent meetings 6.1.2
- Provide supplies for parental trainings 6.1.2

School Context and Organization

School Context and Organization Summary

Porter ECHS strives to create and maintain a culture and climate that is safe, caring, and collaborative through, aligned Student Code of Conducts, school safety and practices, vertically aligned rigorous curriculum and targeted staff development. The administration does their best to support the school organization as a whole.

The total number of students in Porter ECHS is 2000 students. In total the school has 553 English Language Learners on campus. This data for the campus reflects that with our high number of English Language Learners all teachers receive professional development on the SIOP model. English Language Learners receive support through the Bilingual department and attend a LUCHA class in order to gain credits. Students are encouraged to take duel enrollment, Pre-Ap, and AP classes in preparation for post-secondary classes.

It is of great importance that students are successful in learning and passing assessments; therefore, when students perform poorly, tutoring Mondays through Saturdays are offered in addition to grade recovery programs. Students are also monitored through benchmark exams.

Students who loose credit in a class due to absences and / or grades are given the opprotunity to regain credit, during school, after school, and on Saturdays.

Porter ECHS recieved a Project RISE grant. The goal of the grant is to create a 9-12th grade pipeline of highly-effective teachers, leaders and educators to increase ALL students' academic achievement, graduation rates and college enrollment. This is done through professional development and providing support to teachers employed 0-3 years. There are 3 master teachers and 5 mentor teachers who provide support and offer professional development to all teachers.

Teachers and students are encouraged to voice their opinion and provide feedback on the climate, curriculum, decision making, and discipline procedures on the campus.

School Context and Organization Strengths

- SBDM
- CBLT
- Student Advisory Committee
- Vertical and Horizontal Communication Structures
- Strong emphasis on faculty feedback
- Weekly departmental meetings
- PLCs
- Closed Campus

- Weekly At-Risk Meetings

School Context and Organization Needs

- Incorporate Review 360 for documentation
- Professional Development System workshop numbers for all trainings/meetings

Technology

Technology Summary

Porter Early College High School SBDM committee representatives reviewed STAR Chart, Fixed Assets' Report along with the current hardware and software being utilized across grade level at the campus to determine campus needs. Updated computers, interactive hand held tablets, and student response systems were recommended by the SBDM. Porter HS has a computer lab wing set up to service the needs of students. The approximate average age of the CPU is 4.5 years old. The need for updated computers has been identified for student instructional use as well as for online testing. In addition, replacement of teacher computers is necessary to be able to access, run, and support campus purchased and licensed educational websites, interactive programs, and student self response systems for student monitoring. The SBDM has also voted to enact a "No Phone Zone" initiative that will isolate usage of phones to intructional content and during lunch within the courtyard and cafeteria. The SBDM recommended this policy to reduce distractions caused by cell phones in the hallways during school day and to redirect personal techology use to an educational purpose.

Technology Strengths

- Computer Lab Wing
- Wireless campus wide
- TST
- Technology across the curriculum
- Visual Stimulus Technology (Projector and HD Television) in each classroom
- Campus Purchased and Licensed Interactive Learning Programs
- EOC Practice Software
- Capus wide use of Data Analysis Tools
- Ipad Carts and Computer on Wheels for classroom use

Technology Needs

- Campus needs improvement in its instructional work stations as we move closer to a 1 to 1 solution for our students.
- Increase the number of laptops, Ipads, ELMO's, smart boards, audio devices, and tablets to increase the use of technology in the classroom to promote student success in state assessments by providing multi-sensory instructional opportunities. 1.1.8
- Update teacher workstations to facilitate integration of new interactive instructional technology to provide differentiated instruction for students. 1.1.8
- Professional development opportunities will be offered by TST, Librarians, and Computer teachers for students and teachers to promote integration of technology in the classroom. Administration will monitor the implementation of technology use in the classroom during walkthroughs, to ensure learned content is being applied in the classroom. 1.1.1
- The campus has purchased an array of EOC software/online programs for ELA, math, science, and social studies to provide opportunities to students for updated assessments and practices to increase student performance on state assessments and credit recovery programs. Professional development

opportunities for teachers to use these tools have been offered throughout the school year and refresher courses will continue to be available. 1.1.8

- Replace outdated computers and printers. 1.1.8

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

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

Goals

Goal 1: Porter ECHS 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

Performance Objective 1: Porter ECHS student performance for all students, all grades, all subjects will exceed 2017 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance by 5 percentage points. (Board Goal #1)

Evaluation Data Source(s) 1: STAAR, TELPAS, TSI, ACT, SAT, AP scores

STAAR/EOC scores
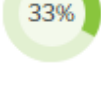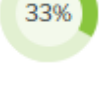
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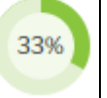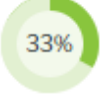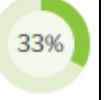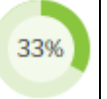
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
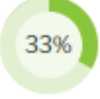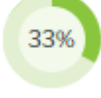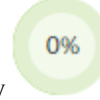
System Safeguard Strategy	1, 3, 4, 10	Principals, Deans, Specialist, Master Teachers, Mentor Teachers, Department Chairs & HS Teachers	BISD Instructional Feedback Walk Throughs, District Monitoring Instrument Sign-in sheets and Workshop agendas	33%	33%		
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will utilize research-based strategies and best practices, vital curriculum, current TEKS, and college readiness such as			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				
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 Compass Learning Odyssey 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. Populations: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2017 to June 2018 CNA: 14		Funding Sources: 211 Title I-A - $32,600.00, 162 State Compensatory - $25,760.00					

Critical Success Factors			
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 2) 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 in the foundation curriculum and assessments (local, state, national). STAAR resource materials, computer assisted instructional programs (Study Island, Compass Odyssey), 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: TI MI ELL AR DYS All students Timeline: July 2017 through June 2018 CNA 11	Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education	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	33% 33%
	Funding Sources: 211 Title I-A - $76,000.00, 199 Local funds - $10,000.00, 162 State Compensatory - $51,314.00, 163 State Bilingual - $14,425.00		
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 CSF 7 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 2016 - June 2017 CNA 9-10	Principals, Deans, Specialist, Department Chairs & HS Teachers	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	33% 33%
	Funding Sources: 163 State Bilingual - $4,983.00		

Critical Success Factors CSF 6 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 2017 -June 2018 CNA 9-10		Principals, Deans, Specialist, Department Chairs & HS Teachers	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.	33%	33%		

Funding Sources: 199 Local funds - $4,000.00

System Safeguard Strategy **Critical Success Factors** CSF 1 5) In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum, Literacy Groups, Vocabulary developement and routines in all content areas. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2017 June 2018 CNA 9-10		Principals, Deans, Specialist, Department Chairs & HS Teachers	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	33%	33%		
6) 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 2017 - June 2018	1, 2, 3, 4, 7, 8, 9, 10	Principals, Deans, Specialist, Department Chairs & HS Teachers	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	33%	33%		

Critical Success Factors							
Critical Success Factors CSF 1 CSF 2 CSF 7 7) Provide Professional Development in the area of Reading through turn-around training by selected teachers, Teacher Specialists, and administrators, who attended TX TLI Summer Institute, in order to guide planning for student improvement. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2017 -June 2018 CNA 13-14	1, 2, 3, 4, 5, 7, 8, 9, 10	9th-12th grade teachers -Special Ed. Teachers -Dyslexia Teachers -Principals -Dean of Instruction -Lead Teachers/ Department Heads -Language Arts Specialists	Evidence of Implementation: BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development, Sign-in sheets, Workshop agenda, ERO session roster and evaluations.The district will have a 10% increase in the number of students meeting the phase II passing standard. Formative: Classroom observation, PDS Session Evaluations, BOY/MOY/EOY data analysis meeting, STAAR scores, Campus rosters of participants attending Summit and/or Institute	→	→		
Critical Success Factors CSF 1 CSF 2 CSF 7 8) 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, document cameras, tablets, clickers, graphing calculators, hardware and software, etc.) in order to differentiate instruction and meet accommodations. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timelines: July 2017 through June 2018 CNA 21		Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff	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, TLI Activity Report Summative: STAAR scores, TELPAS	33%	33%		
			Funding Sources: 162 State Compensatory - $25,700.00, 199 Local funds - $2,000.00, 211 Title I-A - $50,000.00				
Critical Success Factors CSF 3 CSF 6 9) 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 2017 to June 2018 CNA 9-10	2, 4, 6, 10	Principals, Deans, Specialist, Department Chairs & HS Teachers	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	33%	33%		

Critical Success Factors					
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7 10) Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments.	2, 3, 4, 7, 8, 9, 10	TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk		66%	33%
Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2017 to June 2018 CNA 9-10 and 13-14		Funding Sources: 211 Title I-A - $358,293.00, 212 Title I-C (Migrant) - $59,457.00			
Critical Success Factors CSF 1 CSF 2 CSF 4 11) 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.		Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs		33%	33%
Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2017 to June 2018 CNA 9-10, 14		Funding Sources: 211 Title I-A - $72,314.00, 199 Local funds - $4,000.00			
Critical Success Factors CSF 1 12) 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 2017 - June 2018 CNA 10	9	Teachers; Dept. Chairs; Campus Administration; and Advanced Academics	Increased Post Secondary Opportunities for Students Formative: Number of students taking AP exams Summative: AP Score Report and Dual Enrollment Score Report	33%	33%

| Critical Success Factors CSF 6

13) 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.

Time Line: July 2017 - June 2018		Principals, Deans, Specialist, Department Chairs & HS Teachers	CNA Results regarding school culture	33%	33%		
14) Implement PBIS point system for students incentives with behavior challenges to promote attendance and class participation for student success. Such as campus fun days.

Time Line: August 2017- June 2018

CNA 6-7; 10-11 | | Principals, Deans, Specialist, Department Chairs & HS SE Teachers | Point Sheets; Attendance records; Eschool | 33% | 33% | | |
| System Safeguard Strategy
15) 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 blocked for targeted students to ensure 100% state assessment mastery.

Time Line: July 2017 - June 2018 | 8, 9 | Principals, Deans, Specialist, Department Chairs & HS Teachers | Improves EOC results | 33% | 66% | | |
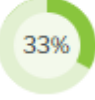
100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: Porter ECHS 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

Performance Objective 2: A minimum of 90% of our Career and Technical Education students will meet academic performance standards.

Evaluation Data Source(s) 2: Final Semester grades

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning. Population: CTE students Timeline: August 2017 - July 2018		CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals	Students will be engaged in learning as evidenced by walkthroughs. Students will learn the latest software applications using upgraded technology.	33%	33%		
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. Population: CTE students Timeline: August 2017 - July 2018		CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers	Teachers will return to their classrooms and be able to share the newest technologies with their students. Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.)	33%	33%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Porter ECHS students will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

Performance Objective 1: Porter Early College High School students will achieve a minimum of 90% of our fine arts students will meet performance standards in all fine arts area with 92% meeting commended performance.
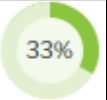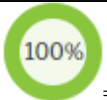
Evaluation Data Source(s) 1: UIL and TMEA contests and performance evaluations

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 6 1) The Porter Early College High School Band will perform at all football games, compete in UIL Region, Area, and State Marching Competitions, UIL Concert and Sight Reading Competitions, Pre- & Post- UIL Marching Competitions, compete in TMEA All-Region, Area and State Band Competitions, TMEA Honor Band Competition, All-City Band Clinic and Concert, Fall and Spring Concerts, Charro Days Events, Baccalaureate and Graduation Ceremonies, and perform in all city and district parades in order to encourage school spirit, prepare for UIL competitions, promote community awareness of Fine Arts programs, and enhance academic performance. Jazz band will perform fall and spring concerts. Time Line: July 2017 - June 2018		Band Directors Campus Administration Fine Arts Department	Student Achievement in competitions The campus student participation and achievements in fine art competitions will improve by 5%.	33%	33%		

Critical Success Factors		Responsible	Evidence				
Critical Success Factors CSF 6 2) Porter Early College High School band students will participate in the BISD Band Evaluation Festival, Color Guard Festival, and the BISD Drum Line Festival in order to encourage school spirit, promote community awareness of Fine Arts programs, and enhance academic performance. Students perform at recital night. Pre and Post UIL Concert and Sight Reading Competition Time Line: July 2017 - June 2018		Band Directors Campus Administration Fine Arts Department	Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%.	33%	33%		
Critical Success Factors CSF 6 3) Porter Early College High School Tenampa Estudiantina will compete in the Estudiantina Championship, Fiesta Folklorica, Charro Days Events, and the BISD Estudiantina Festival in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance. Time Line: July 2017 - June 2018		Estudiantina Instructor Campus Administration Fine Arts Department	Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%	33%	33%		
Critical Success Factors CSF 6 4) Porter Early College High School Color Guard will compete in Color Guard competitions, summer camp sessions, and Charro Days Events in order to encourage school spirit, promote community awareness of Fine Arts programs, and enhance academic performance. Drum line and Color Guard compete in the Texas Educational Color Guard Association Circuit. Time Line: July 2017 - June 2018		Color Guard Instructor Band Directors Campus Administration Fine Arts Department	Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%	33%	33%		

Critical Success Factors CSF 6							
Critical Success Factors CSF 6 5) Porter Early College High School choir students will compete and participate in summer choir camps, the TMEA District, Region, Pre-Area, Area and State Competitions, UIL Choir Solo and Ensemble Competitions, Santa and Friends Performance, Choir Evaluations, UIL Choir Concert and Sight Reading Competitions, All-City Choir Clinic and Concerts, Madrigal Festival, and Baccalaureate and Graduation Ceremonies in order to encourage school spirit, promote community awareness of Fine Arts programs, and enhance student performance. Time Line: July 2017 - June 2018		Choir Instructor Campus Administration Fine Arts Department	Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%	33%	33%		
Critical Success Factors CSF 6 6) Porter Early College High School visual arts students will participate in community and/or valley art competitions, Region and State Visual Arts Scholastic Events (VASE), Yam Youth Art Month activities, Portfolio Day, Santa and Friends Performance, BISD Art Competitions and Exhibitions, in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance. Enhance and grow the AP Studio Arts and Dual Enrollment Programs. Time Line: July 2017 - June 2018		Art Teachers Campus Administration Fine Arts Department	Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%	33%	33%		
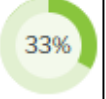
Critical Success Factors			
Critical Success Factors CSF 6 7) Porter Early College High School theatre arts students will participate in the Texas Forensic Association Competitions, An Evening of Theatre, One Act Play (OAP) high school clinics, One Act Play (OAP) zone, district, area, and state competitions, theatre arts summer camps, Madrigal Festival, Santa and Friends Performance, and the BISD Fine Arts Festival in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance. Will produce and present a minimum of four public play productions and two for Porter High School Time Line: July 2017 - June 2018	Theatre Arts Teacher Campus Administration Fine Arts Department Funding Sources: 199 Local funds - $6,100.00	Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%	33% 33%
Critical Success Factors CSF 6 8) Porter Early College High School dance students will participate in the BISD Red Hot Ballroom Competition, Fine Arts Dance Evaluation, Santa and Friends Performance, BISD Employee Awards Banquet, Charro Days Events, Employee Awards Banquet, and district and city parades in order to encourage student participation in extracurricular activities, promote community awareness of Fine Arts programs, and enhance academic performance. Dance concerts and Football games Time Line: July 2017 - June 2018	Dance Instructor Campus Administration Fine Arts Department	Student Participation and/or Registration Log The campus student participation and achievements in fine art competitions will improve by 5%	33% 33%

100% = Accomplished   ➡ = Continue/Modify   0% = No Progress   ✖ = Discontinue

Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.

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 Source(s) 1: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, High School Completion Rate, and High School Graduation Rate
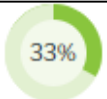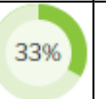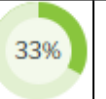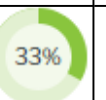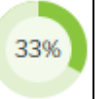
    Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
System Safeguard Strategy **Critical Success Factors** CSF 1 CSF 2 CSF 4 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 2017 - June 2018 (At minimum 2 x week) CNA 9-10		Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs Administrator for State Compensatory Education	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	33%	33%		
		Funding Sources: 162 State Compensatory - $45,464.00					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 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, 2017 - June 2018 (Daily) CNA 9-10	4, 10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	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	33%	33%		
		Funding Sources: 162 State Compensatory - $73,813.00					

Critical Success Factors					
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 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. Population: AR, TI, MI, LEP Timeline: August 2017 - June 2018 (Daily) CNA 9-10		Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	33%	33%
		Funding Sources: 162 State Compensatory - $178,625.00			
Critical Success Factors CSF 1 CSF 5 CSF 6 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 2017 - June 2018 (Daily) CNA 9-10		Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	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 Rate	33%	33%
		Funding Sources: 162 State Compensatory - $70,661.00			
Critical Success Factors CSF 1 CSF 5 CSF 6 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 2017 - June 2018 (Daily) CNA 9-10	10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	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 Rate	33%	33%
		Funding Sources: 162 State Compensatory - $56,023.00			
Critical Success Factors CSF 1 CSF 2 CSF 6 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 2017- June 2018 (Daily)	10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	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	33%	33%
		Funding Sources: 162 State Compensatory - $20,000.00			

Critical Success Factors							
Critical Success Factors CSF 1 CSF 2 CSF 6 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 2017 - June 2018 (Daily) CNA 9-10	10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	33%	33%		
	Funding Sources: 162 State Compensatory - $25,000.00						
Critical Success Factors CSF 1 CSF 4 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 2016 - June 2017 CNA9-10 and 21	2, 9	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	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	33%	33%		
	Funding Sources: 162 State Compensatory - $11,500.00						
Critical Success Factors CSF 6 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. Population: AR, TI, MI, LEP Timeline: August 2017 - June 2018 (Daily) CNA 9-10	10	Administration Homeless Liaison Registrar CIS Case Worker At-Risk Counselor	Formative: Campus Homeless Intervention Logs, student progress reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	33%	33%		

Critical Success Factors		Resources/Staff Responsible	Evidence of Implementation/Impact		
Critical Success Factors CSF 1 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. Population: LEP Timeline: August 2017 - June 2018 (Daily) CNA 9-10		Bilingual Department Administrator Bilingual/ESL Counselor Bilingual/ESL Teacher Curriculum and Instruction Administrator	Formative: Eschool Plus, Student Sign In Logs, Lucha Credit Counts Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	33% 33%	
Critical Success Factors CSF 5 CSF 6 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 Population: AR, TI, MI, LEP Timeline: August 2017 - June 2018 (Daily) CNA 9-10 and 11-12	10	Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs	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	33% 33%	
Critical Success Factors CSF 1 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 2017 - June 2018 (Daily) CNA 9-10	3, 10	Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs	Formative: Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	33% 33%	
		Funding Sources: 211 Title I-A - $1,000.00			
Critical Success Factors CSF 1 CSF 2 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 2018		Principal Admin Counselors Teachers hired Dean of Instruction	Formative: eSchoolPlus Reports, Teacher Lesson Plans, Classroom Observations Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	→ 33%	
		Funding Sources: 211 Title I-A - $24,500.00			

Critical Success Factors		Formative / Summative			
Critical Success Factors CSF 1 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	2, 3, 9	Principal Admin Counselors Teachers Dean of Instruction SBDM Committee	Formative: Lesson Plans, Classroom Observation, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	33%　33%	
		Funding Sources: 162 State Compensatory - $25,434.00			
Critical Success Factors CSF 1 CSF 5 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. September 2017	1, 6, 9	State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer	Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate	100%　100%　100%	
		Funding Sources: 162 State Compensatory - $250.00			

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

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 1: Increase the student attendance rates to 96% for Porter ECHS.

Evaluation Data Source(s) 1: Attendance Rates through use of District Attendance Monitoring form and Campus Visits by Pupil Services
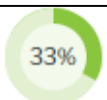
Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 CSF 5 1) Teachers, attendance clerks and parent/attendance liaisons will consistently monitor and communicate students' 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. Populations: All Timeline August 2017-June 2018 CNA 9-10 and 17	6, 9	Teachers Attendance Clerks Attendance Liaisons PEIMS Supervisor Campus Administration District Attendance Office	Formative: Class Attendance Rate, Weekly Campus Attendance Rate Summative: PEIMS Campus Summary Report, ADA Annual Report, Phone Master Daily Log	33%	33%		
Critical Success Factors CSF 1 CSF 5 2) 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. Populations: All Timeline August 2016-June 2017 CNA 9-10 and 17	6, 10	Teachers Attend Clerks Data Entry Attend. Liaisons PEIMS Supervisor Campus Administration District Attend. Office	Formative: ESchool Plus Reports Summative: PEIMS Campus Summary Report	→	→		
Critical Success Factors CSF 1 CSF 5 3) School Messenger will be used to communicate student absences to parents to improve the daily attendance rate and maximize instruction. Populations: All Timeline August 2016-June 2017 CNA 9-10 and 17	6, 10	Attendance Clerks Attendance Liaisons PEIMS Supervisor Campus Administration	Formative: Daily Attendance Rate Summative: PEIMS Campus Summary Report, ADA Annual Report, Phone Master Daily Log	33%	33%		

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

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 2: The percent of students taking the SAT/ACT/TSI will increase by 10% and the percent of students at or above the criterion will increase by 10%.

    Evaluation Data Source(s) 2: SAT/ACT/TSI participation reports and results from College Board.

    Summative Evaluation 2:
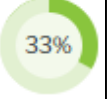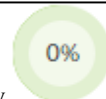
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 1) Campus administration and counselors will ensure that tutorials are provided for students preparing for the PSAT, SAT, ACT, and TSI in order to ensure high student achievement and entrance to their selected college. Population: All 9th-12th grade students Timeline: September 2016-June 2017 CNA: 9-10	9	9th-12th Grade Students; Parents; At-Risk; Special Ed.; LEP; Migrant; Dyslexia; GT; Pre-AP/AP; and CTE	Increased Post Secondary Opportunities for Students Formative: Tutorial Sign-in sheets, Student Progress Reports Summative: PSAT, SAT, ACT, TSI, National Merit Finalists	33%	33%		
	100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

Performance Objective 3: All of the seniors will apply to at least on college or university and complete their FAFSA before they graduate.

Evaluation Data Source(s) 3: Completion rates from GenTex reports.

Summative Evaluation 3:
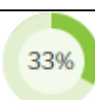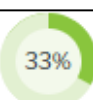
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 1 1) 1 Campus administration will promote and increase the number of students attending field trips to college career days and career awareness activities at various universities to promote college awareness Timeline: August 2017-June 2018 CNA 9-10	9	Teachers; Counselors; and Campus Administration	Increased Post Secondary Opportunities for Students Formative: Completed Field Trip Request Forms Summative: College & University Applications	33%	33%		
			Funding Sources: 199 Local funds - $10,000.00				
Critical Success Factors CSF 1 CSF 5 2) In order to significantly 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. Population: All 9th-12th grade students Timeline: September 2017-June 2018 CNA: 9-10	9	Teachers; Counselors; and Campus Administration	Increased Post Secondary Opportunities for Students Post Secondary Student Enrollment	33%	33%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Discipline referrals (office referrals, removals and expulsions) to Brownsville Academic Center and Juvenile Justice Alternative Education Program (JJAEP) will decrease by 5%.

Evaluation Data Source(s) 1: The following departments (Pupil Services, Police and Security Services, Health Services, Guidance and Counseling Services and Special Services) will determine the success of each strategy as per recommended documentation.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) In order to prevent discipline incidents and/or referrals to BAC and JJAEP, 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. Population: All Students/parents; campus personnel Timeline: August 2017 through June 2018		Campus Administration	Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites.	100%	100%	100%	
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. Population: All Students Timeline: August 2017 to June 2018		Principal, Assistant Principals, Security Monitor	Formative: Increased coordination between security and administration Summative: Reduction in vandalism	33%	33%		
3) Review 360 Software will be utilized to create databases and reports of student discipline and school safety procedures. Population: All Students Timeline: August 2017 to June 2018		Principal, Assistant Principals, Security Monitor	Formative: Review 360 Reports Summative: Reduction in discipline referrals. EOY Reports	33%	33%		

| 4) Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, bullying and violence prevention.

Population: All Students

Timeline: August 2017 to June 2018 | | Counselors, Administration | Formative: Sign in sheets

Summative: Discipline Referral Count | 33% → | | |

| 100% = Accomplished | → = Continue/Modify | 0% = No Progress | ✗ = 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.

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities during each school year.

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, EOY Parent Survey, Parent Attendance Rates, Student Attendance Rates, State Assessment Scores

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 5 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 Timeline: August 2017 -June 2018 CNA 19-20	6	Administration Parent Liaisons	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.	33%	33%		

Critical Success Factors CSF 5 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 2017- June 2018 CNA 19-20		Parent Liaison Administration Principal Dean of Instruction	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.	33%	33%	
		Funding Sources: 211 Title I-A - $34,948.00				
Critical Success Factors CSF 5 3) Increase the community partnership with the campus inviting business community members and organizations to present at weekly Timeline: August 2017- May 2018 CNA 19-20	6	Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers	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.	33%	33%	
Critical Success Factors CSF 5 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. Timeline: August 2017-May 2018 CNA 19-20	6	Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office	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.	33%	33%	
		Funding Sources: 211 Title I-A - $300.00				
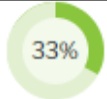
| Critical Success Factors
CSF 5

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.

Timeline: August 2017-May 2018 CNA 19-20 | 6 | Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration | 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. | → | → | | |

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

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.
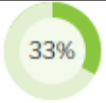
Performance Objective 1: 90% of Porter ECHS Migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Evaluation Data Source(s) 1: PBMAS Report

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
Critical Success Factors CSF 2 1) Migrant clerks will attend the annual intensive Identification and Recruitment (ID&R) training and attend the Annual Generation Systems (NGS) training in order to be certified as state recruiters and appropriately enter data for migrant students into the state migrant data base. Timeline: August 22, 2017 - June 6, 2018 (Daily) CNA 13-14 Population: PFS/All Migrant Students	1	Migrant Teacher Campus Migrant Clerk Campus Administration Migrant Service Coordinator (MSC)	Student ID&R numbers Migrant clerks certificate of attendance Region I Audit Report Correctly enter dates w/o errors	33%	33%		
Critical Success Factors CSF 7 2) The migrant funded staff will have the opportunity to attend local, regional, and state migrant conferences in order to expand their knowledge of the Migrant Program; thus providing a more comprehensive supplemental support to migrant students and their families Timeline: August 22, 2017 - June 6, 2018 CNA 13-14 Population: PFS/All Migrant Students	1	Migrant Teacher Campus Migrant Clerk Campus Administration Migrant Service Coordinator (MSC)	Improved student performance Documented ERO-Cross training of staff not attending events to ensure complete program training	100%	100%	100%	

Critical Success Factors CSF 1 3) The annual Residency Verification of migrant students with a current Certificate of Eligibility (COE) on file will be conducted as required by the State of Texas Migrant Program thus ensuring the accuracy of the count of migrant students in the school district. Timeline: August 22, 2017 - June 6, 2018 CNA 9-10 Population: PFS/All Migrant Students	1	Data Entry Clerk NGS Clerks Campus Clerks Migrant Teachers Administration District Migrant Counselor (DMC) MSC	NGS Maximum Enrollment Report Continuation of Services On-time promotion/ graduation Complete family files showing annual residency verification	100%	100%	100%
Critical Success Factors CSF 1 4) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&R data and information has been appropriately coded in a timely manner. Population: Migrant Timeline: August 24, 2017 - June 6, 2018 CNA 9-10 Population: PFS/All Migrant Students	1	Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC	PBMAS Report Correctly coded migrants on NGS	33%	33%	
Critical Success Factors CSF 1 5) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Migrant students will receive tutorial in addition to traditional accelerated instruction programs to increase student success. Timeline: August 24, 2017 - June 6, 2018 CNA 9-10 Population: PFS/All Migrant Students		Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	Fewer PFS students are identified due to increased performance	33%	33%	
		Funding Sources: 212 Title I-C (Migrant) - $0.00				

Critical Success Factors	1	Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	On-time promotion and on-time graduation	33%	33%		
CSF 1							
6) All migrant students will receive grade appropriate school supplies which includes hygiene products, clothing, laminating film and shoes on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services and necessary clothing and shoes before other migrant students. Migrant students will also be provided access to a fully equipped and furnished computer lab to aid in supplemental instruction and credit recovery opportunities in extension to all the opportunities already provided by the school.		Funding Sources: 212 Title I-C (Migrant) - $2,075.00					
Timeline: August 22, 2017 - June 6, 2018 CNA 8-9 Population: PFS/All Migrant Students							
Critical Success Factors		Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Timely placement into Interventions	33%	33%		
CSF 1 CSF 7							
7) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.		Funding Sources: 212 Title I-C (Migrant) - $0.00					
Population: PFS/Migrant Timeline: August 22, 2017 - June 6, 2018 CNA 7-8							
Population: PFS/All Migrant Students							

Critical Success Factors							
Critical Success Factors CSF 1 8) The campus migrant clerks 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 NCLB Act of 2001 (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: Migrant Timeline: August 22, 2017 - June 6, 2018 CNA 9-10	1	Campus Principals Migrant Campus Clerks Migrant Teachers DMC MSC	Decrease in the number of PFS students	33%	33%		
			Funding Sources: 212 Title I-C (Migrant) - $0.00				
Critical Success Factors CSF 1 9) Migrant teacher and migrant clerk will create a file for all migrant students scheduled to graduate, in order to track on-time graduation. The individual migrant student folders will be reviewed by the campus team and the district migrant counselor to ensure all graduation requirements are being met in a timely manner with adjustments done if needed. Timeline: August 22, 2017 - June 6, 2018 CNA 9-10 Population: PFS/All Migrant Students	1	HS Principal HS Migrant Teachers 5 FTEs HS Migrant Clerks- 6 FTEs- MSC	On-time promotion and on-time graduation and Decreased dropout rates PBMAS	33%	33%		
Critical Success Factors CSF 1 10) High school migrant students will have credit accrual opportunities through the State recommended onlinecourses, API modules, and/or Credit by Exams to ensure on time graduation. Population: Migrant Timeline: August 22, 2017 - June 6, 2018 CNA 9-13	1	HS Principal HS Counselor DMC HS Migrant Teachers HS Migrant Campus Clerks MSC Computers	Increased number of earned credits and on-time graduation PBMAS	33%	33%		
			Funding Sources: 212 Title I-C (Migrant) - $360.00				

Critical Success Factors							
Critical Success Factors CSF 1 11) Graduating juniors and seniors will have the opportunity to attend the BISD annual Migrant College CAMP Fair in order to visit with representatives and apply to the Texas Universities that offer the college Assistance Migrant Program (CAMP). Population: PFS/Migrant Timeline: August 22, 2017- June 6, 2018 CNA 9-10	1	HS Migrant Teachers HS Migrant Campus Clerks DMC MSC	Increased applications and acceptance into CAMP	100%	100%	100%	
Critical Success Factors CSF 1 12) High school migrant students will have the opportunity to do on-site visitations to Texas universities with a CAMP program in order to facilitate the application to the universities and the enrollment into their CAMP programs Population: PFS/ Migrant Timeline: August 22, 2017 - June 6, 2018 CNA 9-10	1	HS Principal HS Migrant Teachers HS Migrant Campus Clerks DMC MSC	Increased applications and acceptance into CAMP	100%	100%	100%	
Critical Success Factors CSF 2 13) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: PFS/Migrant Timeline: August 22, 2017 - June 6, 2018 CNA 9-10		Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC	Increase on- time graduation	→	→		

Critical Success Factors							
Critical Success Factors CSF 1 CSF 5 14) The migrant clerk will conduct a minimum of two migrant parent meetings - one per semester in order to provide migrant parents with current information regarding academic progress of students. Refreshments will be provided to promote parents attendance. Population: PFS/Migrant Migrant Timeline: August 22, 2017 - June 6, 2018 Parent meetings: October18, 2017 - February 27, 2018 CNA pg 15	1	Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC	Invitations, Agenda and Sign Ins	33%	33%		
		Funding Sources: 212 Title I-C (Migrant) - $50.00					
Critical Success Factors CSF 4 15) Migrant students will receive tutorial in addition to traditional accelerated instruction programs to increase student success. Population: PFS/ Migrant Timeline: August 22, 2017 - June 6, 2018 CNA 9-10	1	Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	Fewer PFS students are identified due to increased performance	33%	33%		

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

Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.

Performance Objective 1: 100% of schools will be at Advanced Tech level 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 Source(s) 1: 1)EOY Student grades, Rubric Electronic portfolios, Presentations, Gradebooks/-Tech. Application TEKS STAR Chart 2)STaRchart Survey Results,PDAS,,ERO Summary Report 3)ERO Summary Report, PDAS, STAR Chart Survey 4)Texas STaR Chart Survey Results 5)Fixed Assets inventory Expenditure reports

Summative Evaluation 1:
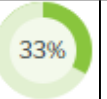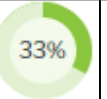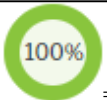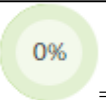
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas. Technology Teacher Trainers will provide training and support for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom. August, 2017- June 2018		Tech Services Technology Teacher Trainers Professional Development Adm. Principals Teachers Tech 21 teachers Campus TST	ERO 2. PDAS 3. Certificates of completion 1. Administrative walkthroughs 2. Application Management Reports 3. Star Chart Survey	33%	33%		
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 9: Porter ECHS, in collaboration with Campus 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 energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

Evaluation Data Source(s) 1: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Porter ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All campus facilities Timeline: December 2017- June 2018 Need: SBDM Approval		Campus Administration Facilities and maintenance staff	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	→	33%		
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. Population: All campus facilities Timeline: December 2017- June 2018 Need: SBDM Approval		Campus Administration Facilities and maintenance staff	Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data	→	33%		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 10: Porter ECHS will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3)

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. (Board Goal 3)

Evaluation Data Source(s) 1: Fiscal reports for Porter, internal and external audit reports and FIRST ratings.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
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 2017- June 2018 Need: SBDM Approval		Campus Administration SBDM Committees	Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports	→	→		
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 10: Porter ECHS will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3)

Performance Objective 2: Porter ECHS will commit to a balanced budget which includes improved compensation for 100% of teachers. (Board Goal 3)

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Teachers will be given the opportunity to attend professional development and be compensated through the Project RISE funding source. Population: Porter ECHS Stakeholders Timeline: December 2017- June 2018 Need: SBDM Approval		Campus Admininstration	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.	33%	33%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 11: Porter ECHS 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: Porter ECHS will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4)

Evaluation Data Source(s) 1: Media records with Public Information Office, enrollment data

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
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 2017- June 2018 Need: Decreasing enrollment/ SBDM Approval		PIO District Administration Campus Administration	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.	→	33%		
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 2017- June 2018 Need: Need: Decreasing enrollment/ SBDM Approval		PIO District Administrators Campus Administration	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	→	→		
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✕ = Discontinue	

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will utilize research-based strategies and best practices, vital 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 Compass Learning Odyssey 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. Populations: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2017 to June 2018 CNA: 14
1	1	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 2016 - June 2017 CNA 9-10
1	1	5	In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum, Literacy Groups, Vocabulary developement and routines in all content areas. Population: TI MI ELL SE AR GT DYS CTE All students Timeline: July 2017 June 2018 CNA 9-10
1	1	15	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 blocked for targeted students to ensure 100% state assessment mastery. Time Line: July 2017 - June 2018
3	1	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 2017 - June 2018 (At minimum 2 x week) CNA 9-10

State Compensatory

Budget for Porter Early College High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-002-Y-24-EOC-Y	6118 Extra Duty Stipend - Locally Defined	$38,238.00
162-11-6118-00-002-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$18,727.00
162-11-6119-00-002-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$254,754.00
162-11-6119-00-002-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$25,434.00
162-13-6119-31-002-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$69,999.00
162-23-6119-01-002-Y-30-037-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$53,100.00
162-31-6119-31-002-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	$62,864.00
	6100 Subtotal:	**$523,116.00**
6200 Professional and Contracted Services		
162-11-6249-00-002-Y-30-APL-Y	6249 Contracted Maintenance & Repair	$2,500.00
162-32-6299-00-002-Y-24-CIS-Y	6299 Miscellaneous Contracted Services	$23,136.00
162-32-6299-00-002-Y-24-JPO-Y	6299 Miscellaneous Contracted Services	$20,000.00
	6200 Subtotal:	**$45,636.00**
6300 Supplies and Services		
162-11-6649-62-XXX-Y30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	$2,530.00
	6300 Subtotal:	**$2,530.00**
6600 Capital Outlay Accounts		
162-11-6649-62-XXX-Y30-TEC-Y	6649 Capital Assets - Locally Defined	$36,570.00
	6600 Subtotal:	**$36,570.00**

Personnel for Porter Early College High School:

Name	Position	Program	FTE
Beckie Paz	Program Specialist	State Compensatory	1
Edith Garcia	Teacher	State Compensatory	1
Erika Medina	Dean of Instruction	State Compensatory	1
Ira Ivette Mar	Teacher	State Compensatory	1
Margarita Galvan	Counselor	State Compensatory	1
Mireya Salgado	Teacher	State Compensatory	1
Vacancy	Teacher	State Compensatory	1
Vacancy	At-Risk Counselor	State Compensatory	1
Vacancy	Dyslexia Teacher	State Compensatory	.5
Zane Arredondo	Teacher	State Compensatory	1

Title I

Schoolwide Program Plan

Federal requirements for campus planning mandate that schools develop a School-wide program plan that includes the ten required components. The ten components are to address the educational needs of children to assure comprehensive strategies are in place to improve the whole school so every student achieves high levels of academic proficiency. The following components are embedded within the campus improvement plan and its activities (7.1.14).

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision Making (SBDM) Committee reviewed a comprehensive needs assessment conducted with all stakeholders: students, parents, faculty, & staff. The SBDM committee reviewed this data along with current data like STAAR, TELPAS, AP, TSI, and failure rates to determine their strengths and needs to allocate funding from local, state, and federal funding sources. Based on this information the SBDM decided to focus on student mastery on STAAR, particularly the need for English EOC improvement for all student populations. Writing across the curriculum and fluency activities D.E.A.R were implemented as campus initiatives (1.1.5). Professional development will be provided for all areas to support all populations (CIP 1.1.1). In addition to graduation rate and completion increase as well attendance improvement. Credit recovery opportunities will be extended to provide students the opportunity to regain credits and graduate. The goal is to have all student groups master 90% of all parts of their state assessments (1.1.3).

2: Schoolwide Reform Strategies

To fulfil these objectives, the staff will utilize research-based strategies such as TEKS, ELPS, CCRS, STAAR, EOC, Kagan Strategies, Gretchen Bernabi Sheltered English Instruction, word walls, thinking maps, Writing Across the Curriculum, Comprehension Strategies, Classroom Management, PreAP/AP Strategies, GT Training, Dual Enrollment, Trail of Breadcrumbs, and Compass Learning Odyssey in the classroom to strengthen the core academic program, increase the amount of quality learning time, and include strategies to address the needs of all children (CIP 1.1.1).

3: Instruction by highly qualified professional teachers

Highly qualified teachers will be hired to alleviate overcrowding and increase state assessment scores (3.1.3 & 1.1.10). Only teachers who are certified and who have met state testing requirement to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, experienced teachers who have been successful in previous assignments will be sought after.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

The SBDM Committee reviews campus information and data to serve in an advisory capacity (1.1.1). In addition, the SBDM Committee evaluates the plan's activities in order to make recommendations. The campus Dean and Principal will determine the professional development training as per need and beneficial components which will be determined by needs assessment surveys, classroom observations, and walkthroughs. Teachers attending staff development training will share vital information with faculty members.

5: Strategies to attract highly qualified teachers

(1) Certification reform- higher teachers who are certified and have met state testing requirements to teach subjects/grade levels which they are assigned. In emergency situations, the school will consider teachers who have alternative certification. (2) Professional development is offered to teachers on a need basis and will ease the transition of a new teacher. (3) Compensation strategies - the district offers stipends for attainment of a Master's Degree and stipends for math, science, and social studies content area certification. (4) Recruitment ideas - Strategies to attract high-quality teachers to high need school will include our school's participation in the selection of teachers from the District's highly qualified applicant pool and Region One's efforts to recruit teachers from out of state (3.1.3 & 1.1.10).

6: Strategies to increase parental involvement

Curbside Coffee is an activity used to inform parents of activities, state assessments, and tutorial sessions offered on campus. The campus will offer parent information meetings on topics such as nutrition, curriculum, safety issues, and at-risk services (7.1.2).

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

8th grade students from the two feeder schools will tour our campus during the Spring semester to orient students on a day in high school. Summer Bridge is offered during the summer to assist students in transitioning from middle school to high school (3.1.13).

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Teachers will meet with their team, department, and with the Dean of Instruction in the Data Room to discuss the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments and benchmarks to modify and/or discontinue existing strategies to increase test scores (3.1.14).

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Based on the data from benchmarks and state assessments, students experiencing difficulty mastering the TEKS will be provided additional assistance. Teachers will closely monitor students' performance based on daily exercises and teacher created assessments. Students in need of additional assistance will be assigned after school tutorial and/or additional enrichment courses. Parental contact will be made to inform parents of the need for students to master TEKS (1.1.11).

10: Coordination and integration of federal, state and local services and programs

The school will coordinate and integrate federal, state, and local programs, and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are used to provide tutorial services, professional development, and other supplemental resources.

Porter High School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the fourth week of school. Tutorials will be held at minimum twice a week and on Saturdays as needed. The campus will also utilize State Compensatory Education funds to provide direct instructional services via personnel, contracted services via the CIS Site Coordinator, computer-based instruction, instructional materials, and other resources.

Title I Personnel

Name	Position	Program	FTE
Araceli Bowman	Teacher	Math	1
Denise Rodriguez	Teacher	English	1
Dorally Alvarez	Nurse	Nurse	.40
Edith Orozco	Library Aide	Library	1
Eduardo Atkinson	Parent Liaison	Parent Liaison	1
Eduardo Cano	Teacher	Social Studies	1
Julia Santos	Library Aide	Library	1
Laura Deanda	Nurse	Nurse	.40
Luis Quintanilla	Teacher	Math	1
Miguel Sandoval	Teacher	Math	1
Nadia Perales	Dyslexia Aide	Dyslexia	1
Veronica Martinez	Teacher	English	1

Plan Notes

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2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Maria Solis	Principal
Classroom Teacher	Ariel Arredondo	IDEA Teacher
Classroom Teacher	Karen Cadriel	CTE Teacher
Classroom Teacher	Belinda Martinez	English Teacher
Classroom Teacher	Elizabeth Garza	ELA Teacher
Classroom Teacher	Rolando Gil	History Teacher
Classroom Teacher	Luis Roman Ortega	History Teacher
Non-classroom Professional	Adriana Leal	Counselor
Non-classroom Professional	Lucinda Maddox	Counselor
Non-classroom Professional	Anna Saenz	Counselor
Non-classroom Professional	Erika Medina	Dean
Non-classroom Professional	Christine Reed	Librarian
Classroom Teacher	Eliza Rutledge	Science Teacher
Classroom Teacher	Alfonso Solis	Math Teacher
Classroom Teacher	Laura Solis	Math Teacher
Classroom Teacher	Felix Trejo	Fine Arts
Classroom Teacher	Raquel Silva	IDEA Teacher
Classroom Teacher	Armando Rivera	CTE Teacher
Classroom Teacher	Michelle Solis	Electives
Classroom Teacher	Rosa Sanchez	ELA Teacher
Paraprofessional	Bernice Garza	Paraprofessional
Classroom Teacher	Jovita Martinez	PE/Athletics Teacher
Classroom Teacher	Hector Zamarripa	Alternate: History Teacher
Classroom Teacher	John Clark	Alternate: ELA Teacher
Classroom Teacher	Antonio Serrano	Science Teacher

Classroom Teacher	Crystal Martinez	Math Teacher
Classroom Teacher	Eric Hugonnett	Fine Arts Teacher

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional Materials, Resources, and Consumables	199-11-6399-00-002-Y-30-0F2-Y	$10,000.00
1	1	4	Transportation		$4,000.00
1	1	8	Computers	199-23-6649-65-002-Y-99-000-y	$2,000.00
1	1	11	Student Furniture for Small Groups	199-11-6399-45-002-y-11-000-t	$4,000.00
2	1	7	Production costs		$6,100.00
4	3	1	Advise Texas	199-31-6299-00-002-Y-99-TUK-Y	$10,000.00
				Sub-Total	$36,100.00
				Budgeted Fund Source Amount	$20,000.00
				+/- Difference	$-16,100.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff Development Substitutes	162-13-6112-00-002-Y-30-000-Y	$4,500.00
1	1	1	Staff Development	162-13-6411-23-002-Y-30-000-Y	$5,100.00
1	1	1	Staff Development Supplies	162-13-6399-00-002-Y-30-000-Y	$1,500.00
1	1	1	Professional Development Funds	162-13-6411-23-002-Y-30-000-Y	$5,100.00
1	1	1	Staff Development Supplies- ink	162-13-6399-65-002-Y-30-000-Y	$1,500.00
1	1	1	Capital Outlay	162-13-6649-65-002-Y-30-000-Y	$1,000.00
1	1	1	Software/Microsoft	162-13-6395-65-002-Y-30-000-Y	$60.00
1	1	1	Professional Development Funds - In District	162-13-6411-00-002-Y-30-000-Y	$2,000.00
1	1	1	Supplemental Duty Pay	162-13-6118-00-002-Y-30-000-Y	$5,000.00
1	1	2	Instructional Materials	162-11-6399-00-002-Y-30-000-Y	$18,314.00
1	1	2	Ink	162-11-6399-62-002-Y30-000-Y	$17,000.00
1	1	2	Contracted Maintenance & Repair (Study Island)	162-11-6249-00-002-Y30-000-Y	$10,000.00
1	1	2	Duplicating Paper	162-11-6396-00-002-Y30-000-Y	$6,000.00

1	1	8	Electronic Equipment	162-11-6649-62-002-Y-30-000-Y	$24,000.00
1	1	8	Software Microsoft for computers & laptops	162-11-6395-62-002-Y-30-000-Y	$1,700.00
3	1	1	Extra Duty Pay	162-11-6118-00-002-Y-30-000-Y	$20,000.00
3	1	1	Extra Duty Pay (EOC)	162-11-6118-00-002-Y-24-EOC-Y	$25,464.00
3	1	2	1 FTE	162-13-6119-31-002-Y-30-000-Y	$73,813.00
3	1	3	5 FTEs	162-11-6119-00-002-Y-30-000-Y	$178,625.00
3	1	4	1 FTE	162-31-6119-31-002-Y-30-000-Y	$66,301.00
3	1	4	General Supplies	162-31-6399-00-002-Y-30-000-Y	$200.00
3	1	4	Captial Outlay	162-31-6649-65-002-Y-30-000-Y	$1,100.00
3	1	4	Professional Development	162-31-6411-23-002-Y-30-000-Y	$3,000.00
3	1	4	Software/Microsoft	162-31-6395-65-002-Y-30-000-Y	$60.00
3	1	5	1 FTE	162-23-6119-01-002-Y-30-037-Y	$56,023.00
3	1	6	Contracted Services	162-32-6299-00-002-Y-24-JPO-Y	$20,000.00
3	1	7	Contracted Services	162-32-6299-0-002-Y-24-CIS-Y	$25,000.00
3	1	8	Compass Software Renewal	162-1-6249-00-002-Y-30-CMP-Y	$4,000.00
3	1	8	Contracted and Maintenance (A+ Software)	162-11-6249-00-002-Y-30-APL-Y	$2,500.00
3	1	8	Living with Science Software Renewal	162-11-6249-00-002-Y-30-LWS-Y	$5,000.00
3	1	14	.50 FTE	162-11-6119-00-002-Y-30-054-Y	$25,434.00
3	1	15	Refreshments	162-61-6499-53-002-Y30-WTF-Y	$250.00
				Sub-Total	$609,544.00
				Budgeted Fund Source Amount	$504,160.00
				+/- Difference	$-105,384.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies	163-11-6399-00-002-Y30-000-Y	$14,425.00
1	1	3	Supplies	163-11-6399-00-002-Y-25-000-Y	$3,783.00
1	1	3	Substitutes	163-116112-00-LOC-Y-25-000-Y	$1,200.00
				Sub-Total	$19,408.00

				Budgeted Fund Source Amount	$14,425.00
				+/- Difference	$-4,983.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development Funds	211-13-6411-23-002-Y-30-AYP-Y	$14,600.00
1	1	1	Substitutes	211-13-6112-00-002-Y-30-AYP-Y	$2,000.00
1	1	1	Curriculum Writing	211-13-6118-00-002-Y-30-AYP-Y	$8,000.00
1	1	1	Professional Development Funds - In District	211-13-6411-00-002-Y-30-AYP-Y	$1,600.00
1	1	1	Professional Development Travel Counselors	211-31-6118-00-002-Y-30-0F2-Y	$3,000.00
1	1	1	Professional Development Travel Administrators	211-31-6118-00-002-Y-30-0F2-Y	$3,000.00
1	1	1	Consulting Services	211-13-6291-00-002-Y-30-AYP-Y	$400.00
1	1	2	Instructional Materials, Resources, and Consumables	211-11-6399-00-002-Y-30-0F2-Y	$30,000.00
1	1	2	Duplicating Paper	211-11-6396-00-002-Y-30-0F2-Y	$3,000.00
1	1	2	ink	211-11-6399-62-00-002-Y30-000-Y	$20,000.00
1	1	2	TSI Testing	211-31-6399-00-002-Y30-077-Y	$8,000.00
1	1	2	Reading Materials	211-12-6329-00-002-Y-30-0F2-Y	$15,000.00
1	1	8	Capital Outlay		$50,000.00
1	1	10	FTE Payroll Teachers	211-11-6119-00-002-Y-30-0F2-Y	$323,834.00
1	1	10	FTE Payroll Library Paraprofessionals	211-12-6129-06-002-Y-30-0F2-Y	$34,459.00
1	1	11	Supplemental Duty	211-11-6118-00-002-Y-30-0F2-Y	$35,994.00
1	1	11	Transportation- Tutorial Buses	211-11-6494-00-002-Y-30-0F2-Y	$30,000.00
1	1	11	Student Motivational Incentives	211-11-6498-00-002-Y-30-0F2-Y	$1,000.00
1	1	11	Supplies for Main & Operations	211-51-6315-00-002-Y-30-0F2-Y	$5,320.00
1	1	11	Extra Duty Pay	211-23-6121-00-002-Y-30-0F2-Y	$0.00
3	1	12	Supplies	211-33-6399-00-002-Y-30-0F2-Y	$1,000.00
3	1	13	Summer Bridge Supplemental Duty	211-11-6118-22-002-Y-30-BDG-Y	$15,000.00
3	1	13	Summer Bridge Administrative Supplemental Duty	211-23-6118-00-002-Y-30-BDG-Y	$2,000.00
3	1	13	Summer Bridge Clerical Supplemental Duty	211-33-6118-22-002-Y-30-BDG-Y	$1,500.00

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	13	Summer Bridge Transportation	211-11-6494-00-002-Y-30-BDG-Y	$3,000.00
3	1	13	Summer Bridge Counselors	211-31-6118-00-002-Y-30-BDG-Y	$2,000.00
3	1	13	General Supplies	211-11-6399-00-002-Y-30-BDG-Y	$1,000.00
6	1	2	Training Supplies and Consumables	211-61-6399-00-002-Y-30-0F2-Y	$300.00
6	1	2	Refreshments	211-61-6499-53-002-Y-30-0F2-Y	$1,500.00
6	1	2	Parental Involvement Liaison Payroll	211-61-6119-00-002-Y-30-0F2-Y	$31,648.00
6	1	2	Parental Training Misc Contracted Services	211-61-6291-00-002-Y-30-0F2-Y	$1,500.00
6	1	4	Travel for parental contacts.	211-61-6411-00-002-Y-30-0F2-Y	$300.00
				Sub-Total	$649,955.00
				Budgeted Fund Source Amount	$266,014.00
				+/- Difference	$-383,941.00

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	FTE Payroll Migrant	212-11-9119-01-002-Y-24-0F2-Y	$59,457.00
7	1	5	Tutorial Professional Extra Duty	212-11-6118-00-002-Y-24-0F2-Y	$0.00
7	1	5	TIC Tutorial 120x53		$0.00
7	1	5			$0.00
7	1	6	Supplies	212-11-6399-00-002-Y-24-0F2-Y	$2,075.00
7	1	6	Supplies -Ink	212-11-6399-62-002-Y-24-0F2-Y	$0.00
7	1	6	212-11-6649-62-002-Y-24-0F2-Y		$0.00
7	1	6	Capital Outlay		$0.00
7	1	7	Migrant Teacher	212-11-6119-01-002-Y-24-0F2-Y	$0.00
7	1	7	Migrant Clerk	212-61-6129-08-002-Y-99-0F2-Y	$0.00
7	1	8			$0.00
7	1	10	Credit by exam at Migrant Lab	212-11-6339-00-002-y-24-0F2-Y	$360.00
7	1	14	Refreshments	212-61-6499-53-002-Y-24-0F2-Y	$50.00
				Sub-Total	$61,942.00
				Budgeted Fund Source Amount	$2,075.00

				+/- Difference	$-59,867.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$10.00

XXX Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$10.00
				+/- Difference	$10.00
				Grand Total	$1,376,949.00

Addendums

2016-17 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901002**

2017 Accountability Rating: **Met Standard**

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Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 1,986
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	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
English I	2017	64%	61%	**54%**	-	54%	-	-	-	-	-	21%	53%	32%
	2016	65%	61%	**53%**	-	53%	*	-	-	-	-	24%	53%	33%
English II	2017	66%	62%	**50%**	-	50%	-	-	-	-	-	26%	50%	22%
	2016	67%	63%	**46%**	-	46%	*	-	-	-	-	20%	46%	19%
Algebra I	2017	83%	89%	**90%**	-	90%	-	-	-	-	-	65%	90%	92%
	2016	78%	85%	**79%**	-	79%	*	-	-	-	-	55%	79%	86%
Biology	2017	86%	86%	**83%**	-	83%	-	-	-	-	-	60%	83%	75%
	2016	87%	87%	**78%**	-	78%	*	-	-	-	-	51%	78%	64%
U.S. History	2017	91%	93%	**88%**	-	88%	*	-	-	-	-	53%	88%	78%
	2016	91%	91%	**82%**	-	82%	*	-	-	-	-	38%	82%	70%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	76%	**69%**	-	68%	*	-	-	-	-	41%	68%	51%
	2016	75%	75%	**63%**	-	63%	50%	-	-	-	-	36%	64%	46%
Reading	2017	72%	71%	**51%**	-	51%	-	-	-	-	-	23%	51%	26%
	2016	73%	71%	**50%**	-	50%	*	-	-	-	-	23%	50%	26%
Mathematics	2017	79%	82%	**90%**	-	90%	-	-	-	-	-	65%	90%	92%
	2016	76%	79%	**79%**	-	79%	*	-	-	-	-	55%	79%	86%
Science	2017	79%	80%	**83%**	-	83%	-	-	-	-	-	60%	83%	75%
	2016	79%	81%	**78%**	-	78%	*	-	-	-	-	51%	78%	64%
Social Studies	2017	77%	77%	**88%**	-	88%	*	-	-	-	-	53%	88%	78%
	2016	77%	77%	**82%**	-	82%	*	-	-	-	-	38%	82%	70%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	48%	**48%**	-	47%	*	-	-	-	-	19%	47%	17%
	2016	45%	42%	**35%**	-	35%	*	-	-	-	-	6%	35%	13%

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 1,986
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	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Reading	2017	48%	47%	**46%**	-	46%	-	-	-	-	-	18%	46%	7%
	2016	46%	42%	**34%**	-	34%	*	-	-	-	-	*	35%	7%
Mathematics	2017	48%	52%	**78%**	-	78%	-	-	-	-	-	50%	78%	78%
	2016	43%	44%	**46%**	-	46%	*	-	-	-	-	15%	46%	43%
Science	2017	52%	51%	**53%**	-	53%	-	-	-	-	-	31%	53%	31%
	2016	47%	45%	**39%**	-	39%	*	-	-	-	-	*	39%	20%
Social Studies	2017	51%	49%	**55%**	-	55%	*	-	-	-	-	22%	55%	26%
	2016	47%	46%	**44%**	-	44%	*	-	-	-	-	14%	44%	25%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	19%	**13%**	-	13%	*	-	-	-	-	7%	13%	9%
	2016	18%	16%	**5%**	-	5%	*	-	-	-	-	4%	5%	3%
Reading	2017	19%	16%	**3%**	-	3%	-	-	-	-	-	*	3%	1%
	2016	17%	14%	**2%**	-	2%	*	-	-	-	-	*	2%	*
Mathematics	2017	23%	25%	**44%**	-	44%	-	-	-	-	-	19%	44%	48%
	2016	19%	19%	**13%**	-	13%	*	-	-	-	-	8%	13%	16%
Science	2017	19%	17%	**10%**	-	10%	-	-	-	-	-	9%	10%	*
	2016	16%	13%	**5%**	-	5%	*	-	-	-	-	*	5%	*
Social Studies	2017	27%	23%	**21%**	-	21%	*	-	-	-	-	*	21%	10%
	2016	22%	18%	**11%**	-	11%	*	-	-	-	-	*	11%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	61%	**59%**	-	59%	-	-	-	-	-	55%	59%	48%
	2016	62%	63%	**47%**	-	46%	*	-	-	-	-	42%	47%	39%
Reading	2017	59%	57%	**47%**	-	47%	-	-	-	-	-	*	47%	*
	2016	60%	60%	*	-	*	*	-	-	-	-	*	*	*

Texas Academic Performance Report
2016-17 Campus Performance

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

Total Students: 1,986
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	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	65%	**84%**	-	84%	-	-	-	-	-	58%	84%	88%
	2016	63%	66%	**65%**	-	65%	*	-	-	-	-	45%	65%	70%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	20%	**17%**	-	17%	-	-	-	-	-	14%	17%	14%
	2016	17%	19%	**8%**	-	8%	*	-	-	-	-	7%	8%	10%
Reading	2017	17%	16%	**1%**	-	1%	-	-	-	-	-	*	1%	*
	2016	16%	17%	*	-	*	*	-	-	-	-	*	*	*
Mathematics	2017	20%	24%	**52%**	-	52%	-	-	-	-	-	25%	52%	54%
	2016	17%	21%	**29%**	-	29%	*	-	-	-	-	11%	29%	42%

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

Total Students: 1,986
Grade Span: 09 - 12
(Current Year ELL 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 ELL
STAAR Percent at Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	76%	**69%**	-	-	-	-	-	51%	51%	-	60%	51%	51%
	2016	75%	75%	**63%**	-	-	-	-	-	46%	46%	*	30%	46%	46%
Reading	2017	72%	71%	**51%**	-	-	-	-	-	26%	26%	-	*	26%	26%
	2016	73%	71%	**50%**	-	-	-	-	-	26%	26%	-	*	26%	26%
Mathematics	2017	79%	82%	**90%**	-	-	-	-	-	92%	92%	-	-	92%	92%
	2016	76%	79%	**79%**	-	-	-	-	-	87%	87%	-	*	87%	86%
Science	2017	79%	80%	**83%**	-	-	-	-	-	75%	75%	-	*	75%	75%
	2016	79%	81%	**78%**	-	-	-	-	-	64%	65%	*	*	64%	64%
Social Studies	2017	77%	77%	**88%**	-	-	-	-	-	78%	78%	-	*	78%	78%
	2016	77%	77%	**82%**	-	-	-	-	-	69%	69%	-	*	69%	70%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	48%	**48%**	-	-	-	-	-	18%	18%	-	*	18%	17%
	2016	45%	42%	**35%**	-	-	-	-	-	13%	13%	-	*	13%	13%
Reading	2017	48%	47%	**46%**	-	-	-	-	-	8%	8%	-	*	8%	7%
	2016	46%	42%	**34%**	-	-	-	-	-	7%	7%	-	*	7%	7%
Mathematics	2017	48%	52%	**78%**	-	-	-	-	-	78%	78%	-	-	78%	78%
	2016	43%	44%	**46%**	-	-	-	-	-	41%	41%	-	*	41%	43%
Science	2017	52%	51%	**53%**	-	-	-	-	-	30%	30%	-	*	30%	31%
	2016	47%	45%	**39%**	-	-	-	-	-	21%	21%	-	*	21%	20%
Social Studies	2017	51%	49%	**55%**	-	-	-	-	-	26%	26%	-	*	26%	26%
	2016	47%	46%	**44%**	-	-	-	-	-	25%	25%	-	*	25%	25%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	19%	**13%**	-	-	-	-	-	9%	9%	-	*	9%	9%
	2016	18%	16%	**5%**	-	-	-	-	-	3%	3%	*	*	3%	3%

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

Total Students: 1,986
Grade Span: 09 - 12
(Current Year ELL 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 ELL
STAAR Percent at Masters Grade Level															
All Grades															
Reading	2017	19%	16%	**3%**	-	-	-	-	-	1%	1%	-	*	1%	1%
	2016	17%	14%	**2%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	23%	25%	**44%**	-	-	-	-	-	48%	48%	-	-	48%	48%
	2016	19%	19%	**13%**	-	-	-	-	-	17%	17%	-	*	17%	16%
Science	2017	19%	17%	**10%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	13%	**5%**	-	-	-	-	-	*	*	*	*	*	*
Social Studies	2017	27%	23%	**21%**	-	-	-	-	-	10%	10%	-	*	10%	10%
	2016	22%	18%	**11%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	61%	**59%**	-	-	-	-	-	45%	45%	-	*	45%	45%
	2016	62%	63%	**47%**	-	-	-	-	-	39%	39%	-	*	39%	39%
Reading	2017	59%	57%	**47%**	-	-	-	-	-	*	*	-	*	*	*
	2016	60%	60%	*****	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	64%	65%	**84%**	-	-	-	-	-	88%	88%	-	-	88%	88%
	2016	63%	66%	**65%**	-	-	-	-	-	69%	69%	-	*	69%	69%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	20%	**17%**	-	-	-	-	-	14%	14%	-	*	14%	13%
	2016	17%	19%	**8%**	-	-	-	-	-	9%	9%	-	*	9%	10%
Reading	2017	17%	16%	**1%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	17%	*****	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	20%	24%	**52%**	-	-	-	-	-	60%	60%	-	-	60%	60%
	2016	17%	21%	**29%**	-	-	-	-	-	43%	43%	-	*	43%	43%

Texas Academic Performance Report
2016-17 Campus Participation

District Name: BROWNSVILLE ISD

Campus Name: PORTER EARLY COLLEGE H S

Campus Number: 031901002

Total Students: 1,986

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	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**99%**	*	99%	*	-	-	-	-	99%	99%	100%
Included in Accountability	94%	95%	**90%**	*	91%	*	-	-	-	-	94%	91%	84%
Not Included in Accountability													
Mobile	4%	2%	**4%**	*	4%	*	-	-	-	-	4%	4%	4%
Other Exclusions	1%	2%	**4%**	*	4%	*	-	-	-	-	0%	4%	12%
Not Tested	1%	0%	**1%**	*	1%	*	-	-	-	-	1%	1%	0%
Absent	1%	0%	**1%**	*	1%	*	-	-	-	-	1%	1%	0%
Other	0%	0%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**98%**	-	98%	100%	-	-	-	-	97%	98%	99%
Included in Accountability	94%	95%	**89%**	-	89%	67%	-	-	-	-	94%	89%	82%
Not Included in Accountability													
Mobile	4%	2%	**5%**	-	5%	0%	-	-	-	-	3%	5%	4%
Other Exclusions	1%	2%	**5%**	-	4%	33%	-	-	-	-	0%	4%	12%
Not Tested	1%	1%	**2%**	-	2%	0%	-	-	-	-	3%	2%	1%
Absent	1%	0%	**2%**	-	2%	0%	-	-	-	-	3%	2%	1%
Other	0%	0%	**0%**	-	0%	0%	-	-	-	-	0%	0%	0%

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

Total Students: 1,986
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	ELL
Attendance Rate													
2015-16	95.8%	96.0%	**93.9%**	-	93.9%	88.9%	-	-	-	-	93.6%	94.1%	93.8%
2014-15	95.7%	96.2%	**95.2%**	*	95.2%	*	-	-	-	-	94.7%	95.2%	95.7%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.3%	**0.8%**	-	0.8%	0.0%	-	-	-	-	1.3%	0.8%	1.1%
2014-15	2.1%	1.1%	**1.4%**	*	1.4%	0.0%	-	-	-	-	1.6%	1.3%	1.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	91.7%	**90.2%**	-	90.5%	*	-	-	-	-	80.3%	90.2%	84.8%
Received GED	0.5%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	4.2%	4.4%	**3.9%**	-	3.9%	*	-	-	-	-	13.1%	3.9%	7.6%
Dropped Out	6.2%	3.8%	**5.9%**	-	5.6%	*	-	-	-	-	6.6%	5.9%	7.6%
Graduates and GED	89.6%	91.8%	**90.2%**	-	90.5%	*	-	-	-	-	80.3%	90.2%	84.8%
Grads, GED, & Cont	93.8%	96.2%	**94.1%**	-	94.4%	*	-	-	-	-	93.4%	94.1%	92.4%
Class of 2015													
Graduated	89.0%	90.6%	**90.1%**	*	90.0%	-	-	-	-	-	73.4%	90.3%	90.7%
Received GED	0.6%	0.1%	**0.4%**	*	0.4%	-	-	-	-	-	0.0%	0.4%	0.0%
Continued HS	4.1%	5.9%	**6.6%**	*	6.6%	-	-	-	-	-	21.9%	6.6%	6.7%
Dropped Out	6.3%	3.4%	**2.9%**	*	2.9%	-	-	-	-	-	4.7%	2.6%	2.7%
Graduates and GED	89.6%	90.7%	**90.5%**	*	90.5%	-	-	-	-	-	73.4%	90.7%	90.7%
Grads, GED, & Cont	93.7%	96.6%	**97.1%**	*	97.1%	-	-	-	-	-	95.3%	97.4%	97.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	94.5%	**93.9%**	*	93.9%	-	-	-	-	-	79.4%	94.1%	96.0%
Received GED	0.8%	0.3%	**0.7%**	*	0.7%	-	-	-	-	-	0.0%	0.7%	0.0%
Continued HS	1.2%	1.2%	**2.2%**	*	2.3%	-	-	-	-	-	15.9%	2.3%	0.0%
Dropped Out	6.7%	4.0%	**3.1%**	*	3.2%	-	-	-	-	-	4.8%	2.9%	4.0%
Graduates and GED	92.1%	94.7%	**94.6%**	*	94.6%	-	-	-	-	-	79.4%	94.8%	96.0%
Grads, GED, & Cont	93.3%	96.0%	**96.9%**	*	96.8%	-	-	-	-	-	95.2%	97.1%	96.0%
Class of 2014													
Graduated	90.4%	93.7%	**92.0%**	-	92.0%	-	-	-	-	-	83.7%	92.0%	78.8%
Received GED	1.0%	0.4%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.2%	0.0%
Continued HS	1.3%	1.9%	**3.3%**	-	3.3%	-	-	-	-	-	11.6%	3.3%	9.1%
Dropped Out	7.2%	4.0%	**4.5%**	-	4.5%	-	-	-	-	-	4.7%	4.5%	12.1%
Graduates and GED	91.5%	94.1%	**92.2%**	-	92.2%	-	-	-	-	-	83.7%	92.2%	78.8%
Grads, GED, & Cont	92.8%	96.0%	**95.5%**	-	95.5%	-	-	-	-	-	95.3%	95.5%	87.9%

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

Total Students: 1,986
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	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.9%	95.2%	**95.0%**	-	95.0%	-	-	-	-	-	94.9%	94.9%	86.2%
Received GED	1.2%	0.4%	**0.5%**	-	0.5%	-	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.6%	0.1%	**0.2%**	-	0.2%	-	-	-	-	-	0.0%	0.2%	1.5%
Dropped Out	7.2%	4.2%	**4.3%**	-	4.3%	-	-	-	-	-	5.1%	4.3%	12.3%
Graduates and GED	92.2%	95.7%	**95.4%**	-	95.4%	-	-	-	-	-	94.9%	95.4%	86.2%
Grads, GED, & Cont	92.8%	95.8%	**95.7%**	-	95.7%	-	-	-	-	-	94.9%	95.7%	87.7%
Class of 2013													
Graduated	90.9%	94.6%	**94.0%**	-	94.0%	*	-	*	-	-	88.9%	94.4%	68.6%
Received GED	1.4%	0.5%	**0.7%**	-	0.7%	*	-	*	-	-	0.0%	0.7%	0.0%
Continued HS	0.6%	0.9%	**0.9%**	-	0.9%	*	-	*	-	-	5.6%	0.9%	0.0%
Dropped Out	7.2%	4.0%	**4.4%**	-	4.5%	*	-	*	-	-	5.6%	4.0%	31.4%
Graduates and GED	92.3%	95.1%	**94.7%**	-	94.6%	*	-	*	-	-	88.9%	95.1%	68.6%
Grads, GED, & Cont	92.8%	96.0%	**95.6%**	-	95.5%	*	-	*	-	-	94.4%	96.0%	68.6%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	91.0%	**89.4%**	-	89.6%	*	-	-	-	-	77.8%	89.4%	85.1%
Class of 2015	89.0%	90.1%	**89.7%**	*	89.7%	-	-	-	-	-	72.3%	89.9%	89.6%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	93.2%	**93.5%**	*	93.5%	-	-	-	-	-	79.4%	93.7%	94.8%
Class of 2014	90.4%	93.4%	**91.8%**	-	91.8%	-	-	-	-	-	83.7%	92.0%	78.8%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	94.0%	**93.6%**	-	93.6%	-	-	-	-	-	84.1%	93.9%	86.2%
Class of 2013	90.9%	94.0%	**93.4%**	-	93.4%	*	-	*	-	-	89.1%	93.8%	64.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	93.8%	**88.4%**	-	88.4%	-	-	-	-	-	34.7%	88.4%	94.6%
Class of 2015	86.1%	92.0%	**88.3%**	*	88.2%	-	-	-	-	-	19.1%	88.3%	94.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	93.8%	**88.4%**	-	88.4%	-	-	-	-	-	34.7%	88.4%	94.6%
Class of 2015	84.1%	92.0%	**88.3%**	*	88.2%	-	-	-	-	-	19.1%	88.3%	94.1%
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	91.5%	**86.1%**	-	86.1%	-	-	-	-	-	30.0%	86.3%	95.4%
2014-15	84.3%	90.2%	**86.5%**	*	86.5%	-	-	-	-	-	18.8%	86.5%	93.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	90.9%	**86.1%**	-	86.1%	-	-	-	-	-	30.0%	86.3%	95.4%
2014-15	82.2%	90.2%	**86.5%**	*	86.5%	-	-	-	-	-	18.8%	86.5%	93.8%

District Name: BROWNSVILLE ISD

Campus Name: PORTER EARLY COLLEGE H S

Campus Number: 031901002

Total Students: 1,986

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	ELL
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	55.1%	**49.6%**	-	49.7%	*	-	-	-	-	15.5%	50.0%	52.2%
2014-15	54.5%	50.3%	**34.9%**	*	34.9%	-	-	-	-	-	9.3%	35.4%	14.6%
English Language Arts													
2015-16	30.1%	33.7%	**29.1%**	-	29.1%	*	-	-	-	-	8.1%	28.7%	44.9%
2014-15	29.0%	35.1%	**20.2%**	*	20.2%	-	-	-	-	-	3.5%	20.1%	4.5%
Mathematics													
2015-16	43.1%	42.4%	**34.4%**	-	34.4%	*	-	-	-	-	8.6%	34.6%	18.1%
2014-15	43.8%	36.2%	**22.6%**	-	22.6%	-	-	-	-	-	1.2%	23.1%	8.5%
Science													
2015-16	12.2%	5.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2014-15	12.7%	4.5%	**0.3%**	*	0.3%	-	-	-	-	-	0.0%	0.4%	0.7%
Social Studies													
2015-16	29.0%	30.6%	**10.8%**	-	10.8%	*	-	-	-	-	0.0%	11.0%	0.5%
2014-15	28.4%	28.4%	**13.5%**	*	13.6%	-	-	-	-	-	0.9%	13.9%	0.6%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	42.0%	**54.7%**	-	54.8%	36.4%	-	-	-	-	33.2%	55.3%	59.4%
2014-15	34.6%	37.7%	**21.8%**	*	21.8%	0.0%	-	-	-	-	10.3%	22.2%	11.9%
English Language Arts													
2015-16	16.2%	22.2%	**42.7%**	-	42.7%	40.0%	-	-	-	-	31.7%	42.6%	58.0%
2014-15	15.7%	24.5%	**12.4%**	*	12.4%	*	-	-	-	-	8.5%	12.5%	7.6%
Mathematics													
2015-16	19.3%	20.1%	**14.8%**	-	14.9%	0.0%	-	-	-	-	3.3%	15.0%	7.2%
2014-15	19.4%	16.1%	**9.6%**	-	9.6%	*	-	-	-	-	0.5%	9.8%	3.1%
Science													
2015-16	5.1%	2.4%	**0.0%**	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	0.0%
2014-15	5.2%	2.1%	**0.1%**	*	0.1%	*	-	-	-	-	0.0%	0.1%	0.3%
Social Studies													
2015-16	20.8%	23.6%	**11.4%**	-	11.4%	*	-	-	-	-	0.0%	11.7%	1.5%
2014-15	19.5%	18.5%	**9.4%**	*	9.4%	*	-	-	-	-	0.4%	9.6%	0.7%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	46.8%	**31.3%**	-	31.3%	-	-	-	-	-	5.1%	31.3%	3.3%
2014-15	42.0%	27.0%	**20.0%**	-	20.0%	-	-	-	-	-	0.0%	20.0%	16.0%
Mathematics													
2015-16	44.6%	38.1%	**20.4%**	-	20.4%	-	-	-	-	-	2.4%	20.4%	8.2%
2014-15	38.0%	21.0%	**15.0%**	-	15.0%	-	-	-	-	-	14.0%	15.0%	16.0%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 1,986

Campus Name: PORTER EARLY COLLEGE H S

2016-17 Campus Attendance and Postsecondary Readiness

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	ELL
College-Ready Graduates													
Both Subjects													
2015-16	38.7%	32.3%	**15.4%**	-	15.4%	-	-	-	-	-	2.6%	15.4%	3.3%
2014-15	35.0%	19.0%	**12.0%**	-	12.0%	-	-	-	-	-	0.0%	12.0%	13.0%
Either Subject													
2015-16	56.4%	52.3%	**35.8%**	-	35.8%	-	-	-	-	-	4.9%	35.8%	8.1%
2014-15	45.0%	30.0%	**23.0%**	-	23.0%	-	-	-	-	-	14.0%	23.0%	19.0%
College and Career Ready Graduates													
2015-16	75.9%	86.8%	**84.6%**	-	84.6%	-	-	-	-	-	74.0%	84.8%	69.2%
2014-15	74.5%	79.9%	**75.2%**	*	75.3%	-	-	-	-	-	56.3%	75.3%	52.5%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	38.7%	**28.9%**	-	28.9%	-	-	-	-	-	4.0%	28.9%	3.1%
2014-15	10.6%	12.3%	**7.4%**	*	7.5%	-	-	-	-	-	0.0%	7.4%	6.3%
Mathematics													
2015-16	18.1%	29.5%	**18.2%**	-	18.2%	-	-	-	-	-	2.0%	18.3%	7.7%
2014-15	7.1%	8.0%	**5.6%**	*	5.6%	-	-	-	-	-	2.1%	5.6%	6.3%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	48.7%	**36.2%**	-	36.2%	-	-	-	-	-	8.0%	36.3%	26.2%
2014-15	48.1%	46.2%	**32.3%**	*	32.4%	-	-	-	-	-	0.0%	32.3%	5.0%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	8.9%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2014-15	10.6%	5.3%	**0.0%**	*	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	48.0%	**30.4%**	-	30.4%	-	-	-	-	-	4.0%	30.5%	9.2%
2014-15	43.4%	46.4%	**37.4%**	*	37.5%	-	-	-	-	-	4.2%	37.4%	13.8%
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	82.1%	**79.7%**	-	79.7%	-	-	-	-	-	74.0%	79.9%	60.0%
2014-15	46.6%	70.7%	**63.3%**	*	63.4%	-	-	-	-	-	56.3%	63.5%	46.3%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	29.7%	**18.7%**	-	18.6%	*	-	-	-	-	n/a	18.7%	n/a
2015	24.9%	30.7%	**24.2%**	*	24.0%	?	-	-	-	-	n/a	23.7%	n/a
English Language Arts													
2016	15.5%	19.5%	**11.6%**	-	11.5%	*	-	-	-	-	n/a	11.7%	n/a
2015	15.1%	22.5%	**17.1%**	*	17.1%	?	-	-	-	-	n/a	16.8%	n/a
Mathematics													
2016	6.8%	4.1%	**3.5%**	-	3.5%	*	-	-	-	-	n/a	3.5%	n/a
2015	6.8%	3.7%	**3.7%**	*	3.7%	-	-	-	-	-	n/a	3.7%	n/a

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

Total Students: 1,986
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	ELL
AP/IB Results (Participation)													
Science													
2016	10.4%	9.2%	**2.9%**	-	2.8%	*	-	-	-	-	n/a	2.9%	n/a
2015	10.2%	8.4%	**3.4%**	*	3.4%	-	-	-	-	-	n/a	3.4%	n/a
Social Studies													
2016	14.8%	20.5%	**10.6%**	-	10.5%	*	-	-	-	-	n/a	10.7%	n/a
2015	14.4%	21.2%	**13.1%**	*	13.0%	?	-	-	-	-	n/a	13.0%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	27.9%	**24.0%**	-	24.1%	*	-	-	-	-	n/a	24.0%	n/a
2015	49.1%	26.6%	**26.4%**	-	26.1%	*	-	-	-	-	n/a	26.0%	n/a
English Language Arts													
2016	43.3%	12.0%	**1.9%**	-	1.9%	*	-	-	-	-	n/a	1.9%	n/a
2015	43.7%	10.7%	**2.6%**	-	2.6%	*	-	-	-	-	n/a	2.6%	n/a
Mathematics													
2016	54.0%	4.5%	**6.5%**	-	6.5%	-	-	-	-	-	n/a	6.5%	n/a
2015	51.7%	3.1%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
Science													
2016	35.1%	3.3%	**0.0%**	-	0.0%	*	-	-	-	-	n/a	0.0%	n/a
2015	35.4%	6.0%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
Social Studies													
2016	41.6%	7.4%	**4.2%**	-	4.3%	*	-	-	-	-	n/a	4.2%	n/a
2015	40.1%	6.7%	**5.0%**	-	5.1%	*	-	-	-	-	n/a	5.1%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	71.1%	**56.2%**	-	56.2%	-	-	-	-	-	n/a	56.3%	n/a
Class of 2015	68.3%	70.5%	**44.5%**	*	44.8%	-	-	-	-	-	n/a	44.7%	n/a
At/Above Criterion													
Class of 2016	22.5%	7.3%	**1.4%**	-	1.4%	-	-	-	-	-	n/a	1.4%	n/a
Class of 2015	24.3%	7.5%	**2.6%**	-	2.6%	-	-	-	-	-	n/a	2.6%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1250	**1146**	-	1146	-	-	-	-	-	n/a	1146	n/a
Class of 2015	1394	1248	**1200**	-	1200	-	-	-	-	-	n/a	1200	n/a
English Language Arts and Writing													
Class of 2016	903	827	**760**	-	760	-	-	-	-	-	n/a	760	n/a
Class of 2015	912	819	**784**	-	784	-	-	-	-	-	n/a	784	n/a
Mathematics													
Class of 2016	472	423	**387**	-	387	-	-	-	-	-	n/a	387	n/a
Class of 2015	482	429	**415**	-	415	-	-	-	-	-	n/a	415	n/a

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

Total Students: 1,986
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	ELL
Average ACT Score													
All Subjects													
Class of 2016	20.3	17.6	**15.3**	-	15.3	-	-	-	-	-	n/a	15.3	n/a
Class of 2015	20.6	18.0	**16.6**	-	16.6	-	-	-	-	-	n/a	16.6	n/a
English Language Arts													
Class of 2016	19.8	17.2	**14.6**	-	14.6	-	-	-	-	-	n/a	14.6	n/a
Class of 2015	20.1	17.4	**15.7**	-	15.7	-	-	-	-	-	n/a	15.7	n/a
Mathematics													
Class of 2016	20.5	17.8	**15.5**	-	15.5	-	-	-	-	-	n/a	15.5	n/a
Class of 2015	20.9	18.4	**17.5**	-	17.5	-	-	-	-	-	n/a	17.5	n/a
Science													
Class of 2016	20.5	18.0	**15.8**	-	15.8	-	-	-	-	-	n/a	15.8	n/a
Class of 2015	20.7	18.4	**17.1**	-	17.1	-	-	-	-	-	n/a	17.1	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	55.3%	**39.9%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	57.8%	**47.3%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2014-15	55.6%	60.4%	**56.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	58.8%	**41.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Total Students: 1,986
Grade Span: 09 - 12
School Type: High School

Student Information	Count	Percent	District	State
		---------------- Campus ----------------		
Total Students:	1,986	100.0%	46,799	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	6.8%	4.2%
Kindergarten	0	0.0%	6.3%	7.0%
Grade 1	0	0.0%	7.1%	7.4%
Grade 2	0	0.0%	7.0%	7.6%
Grade 3	0	0.0%	7.3%	7.7%
Grade 4	0	0.0%	7.0%	7.7%
Grade 5	0	0.0%	7.0%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.2%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	569	28.7%	8.2%	8.1%
Grade 10	536	27.0%	7.8%	7.4%
Grade 11	474	23.9%	7.4%	6.8%
Grade 12	407	20.5%	6.4%	6.2%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	1,984	99.9%	98.4%	52.4%
White	2	0.1%	1.3%	28.1%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.2%
Pacific Islander	0	0.0%	0.0%	0.1%
Two or More Races	0	0.0%	0.0%	2.2%
Economically Disadvantaged	1,985	99.9%	96.0%	59.0%
Non-Educationally Disadvantaged	1	0.1%	4.0%	41.0%
English Language Learners (ELL)	584	29.4%	33.4%	18.9%
Students w/ Disciplinary Placements (2015-2016)	36	1.6%	1.1%	1.4%
At-Risk	1,672	84.2%	65.9%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	250			
By Type of Primary Disability				
Students with Intellectual Disabilities	189	75.6%	57.5%	44.5%
Students with Physical Disabilities	11	4.4%	11.3%	21.9%
Students with Autism	17	6.8%	11.4%	12.5%
Students with Behavioral Disabilities	33	13.2%	17.4%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.4%	1.3%

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

Total Students: 1,986
Grade Span: 09 - 12
School Type: High School

Student Information	--------------- Campus --------------- Count	Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	383	17.4%	14.7%	16.2%
By Ethnicity:				
African American	0	0.0%		
Hispanic	379	17.2%		
White	4	0.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		
Graduates (Class of 2016):				
Total Graduates	395	100.0%	3,024	324,311
By Ethnicity (incl. Special Ed.):				
African American	0	0.0%	5	41,084
Hispanic	395	100.0%	2,984	157,633
White	0	0.0%	18	104,551
American Indian	0	0.0%	0	1,280
Asian	0	0.0%	15	13,481
Pacific Islander	0	0.0%	2	449
Two or More Races	0	0.0%	0	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	55	13.9%	257	42,804
Recommended H.S. Program/DAP	340	86.1%	2,749	254,625
Foundation High School Plan (No Endorsement)	0	0.0%	18	11,477
Foundation High School Plan (Endorsement)	0	0.0%	0	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	50	12.7%	271	23,325

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

Total Students: 1,986
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.0	18.8
Grade 1	-	16.7	18.8
Grade 2	-	17.7	18.9
Grade 3	-	17.4	19.0
Grade 4	-	17.3	19.0
Grade 5	-	18.3	20.9
Grade 6	-	21.6	20.4
Secondary:			
English/Language Arts	18.6	18.1	16.8
Foreign Languages	18.9	20.3	18.7
Mathematics	19.6	20.4	18.0
Science	20.6	20.7	19.0
Social Studies	18.6	19.8	19.4

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

Total Students: 1,986
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	182.6	100.0%	100.0%	100.0%
Professional Staff:	163.4	89.5%	56.4%	64.0%
Teachers	134.5	73.7%	44.2%	50.0%
Professional Support	20.8	11.4%	9.0%	10.0%
Campus Administration (School Leadership)	8.1	4.4%	3.0%	2.9%
Educational Aides:	19.2	10.5%	10.0%	9.6%
Total Minority Staff:	160.9	88.1%	93.4%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	0.7%	0.3%	10.2%
Hispanic	115.1	85.6%	89.3%	26.6%
White	18.4	13.7%	9.8%	59.8%
American Indian	0.0	0.0%	0.1%	0.4%
Asian	0.0	0.0%	0.1%	1.5%
Pacific Islander	0.0	0.0%	0.4%	0.4%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	70.2	52.1%	31.7%	23.7%
Females	64.4	47.9%	68.3%	76.3%
Teachers by Highest Degree Held:				
No Degree	6.1	4.5%	1.2%	1.2%
Bachelors	107.2	79.7%	80.0%	74.5%
Masters	21.2	15.8%	18.4%	23.6%
Doctorate	0.0	0.0%	0.4%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	3.0%	1.9%	7.8%
1-5 Years Experience	32.0	23.8%	16.7%	28.0%
6-10 Years Experience	38.0	28.2%	21.6%	20.9%
11-20 Years Experience	30.3	22.5%	36.1%	27.8%
Over 20 Years Experience	30.3	22.5%	23.7%	15.5%
Number of Students per Teacher	14.8	n/a	15.5	15.1

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

Total Students: 1,986
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	41.0	24.5	19.5
Average Years Experience of Principals with District	41.0	22.4	12.2
Average Years Experience of Assistant Principals	16.3	18.7	15.7
Average Years Experience of Assistant Principals with District	14.4	16.8	10.1
Average Years Experience of Teachers:	13.9	14.3	10.9
Average Years Experience of Teachers with District:	13.0	13.5	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$36,201	$46,816	$46,199
1-5 Years Experience	$44,418	$45,417	$48,779
6-10 Years Experience	$48,331	$47,993	$51,184
11-20 Years Experience	$52,465	$52,683	$54,396
Over 20 Years Experience	$63,788	$61,537	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$51,452	$52,446	$52,525
Professional Support	$59,728	$63,965	$61,728
Campus Administration (School Leadership)	$81,977	$78,108	$76,471
Instructional Staff Percent:	n/a	58.8%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.2	2,110.5

District Name: BROWNSVILLE ISD

Campus Name: PORTER EARLY COLLEGE H S

Campus Number: 031901002

Texas Academic Performance Report

2016-17 Campus Profile

Total Students: 1,986

Grade Span: 09 - 12

School Type: High School

Program Information	--------------- Campus ---------------			
	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	579	29.2%	32.6%	18.8%
Career & Technical Education	1,910	96.2%	30.9%	25.0%
Gifted & Talented Education	244	12.3%	11.9%	7.8%
Special Education	250	12.6%	10.8%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.8	1.4%	2.9%	6.0%
Career & Technical Education	20.4	15.1%	5.0%	4.5%
Compensatory Education	0.0	0.0%	0.3%	2.8%
Gifted & Talented Education	0.1	0.0%	1.1%	1.9%
Regular Education	97.2	72.3%	78.4%	72.8%
Special Education	15.1	11.2%	12.1%	8.6%
Other	0.0	0.0%	0.4%	3.4%

Link to:

PEIMS Financial Standard Reports/

2015-2016 Financial Actual Report

'^'   Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.

'*'   Indicates results are masked due to small numbers to protect student confidentiality.

'**'   When only one group is masked, then the second smallest group is masked (regardless of size).

'-'   Indicates zero observations reported for this group.

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

'***'   Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

'?'   Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

AP® Five-Year School Score Summary (2017)

This report shows five years of data at the school, state and global levels. On the first page, a graph illustrates the year-over-year change in the percentage of AP students with scores of 3 or higher, next to a table that provides the overall total exams, total unique students and both the number and percentage of AP students with one or more scores of 3 or higher. On subsequent pages, the report provides subject-specific summary data by year: total exams, total exams by score and mean score.

✓ Data Updated Jan 10, 2018, Report Run Jan 17, 2018

Gladys Porter High School (440911)

% of Total AP Students with Scores 3+

Gladys Porter High School (440911) Texas Global

	2013	2014	2015	2016	2017
Gladys Porter High School (440911)					
Total AP Students	342	257	316	287	373
Number of Exams	595	461	573	483	673
AP Students with Scores 3+	87	70	93	72	111
% of Total AP Students with Scores 3+	25.4	27.2	29.4	25.1	29.8
Texas					
Total AP Students	219,517	239,705	270,634	291,737	313,872
Number of Exams	400,391	437,148	510,619	547,751	590,636
AP Students with Scores 3+	110,927	125,200	135,197	145,851	156,754
% of Total AP Students with Scores 3+	50.5	52.2	50.0	50.0	49.9
Global					
Total AP Students	2,225,625	2,352,026	2,497,164	2,625,319	2,762,486
Number of Exams	3,955,410	4,199,454	4,516,044	4,741,566	5,006,466
AP Students with Scores 3+	1,354,800	1,442,136	1,515,264	1,583,115	1,666,097
% of Total AP Students with Scores 3+	60.9	61.3	60.7	60.3	60.3

"Success" on an AP Exam is defined as an exam score of 3 or higher, which represents the score point that research finds predictive of college success and college graduation. These findings have held consistent across the decades. One example of such a study comes from the National Center for Educational Accountability, which found that an AP Exam score, and a score of 3 or higher in particular, is a strong predictor of a student's ability to persist in college and earn a bachelor's degree.

The data in this report differs from other College Board reports, such as *The AP Cohort Data Report*, which tracks exams taken by seniors throughout their time in high school (cohort-based) and includes public school data only.

AP® Five-Year School Score Summary (2017)

Print / Download Options

Gladys Porter High School (440911)

Art History

	Gladys Porter High School (440911) 2013	2014	2015	2016	2017	Texas 2013	2014	2015	2016	2017	Global 2013	2014	2015	2016	2017
5						235	265	283	313	322	2,699	2,810	2,349	2,817	2,812
4						400	396	468	609	715	4,883	4,717	4,776	5,783	5,816
3						499	494	599	682	805	6,245	6,325	6,392	7,127	6,942
2					1	416	375	502	778	860	4,363	4,352	4,798	7,040	6,684
1						538	606	626	404	509	4,621	5,049	5,188	2,873	3,166
Total Exams					1	2,088	2,136	2,478	2,786	3,211	22,811	23,253	23,503	25,640	25,420
Mean Score					2.00	2.70	2.69	2.71	2.87	2.84	2.85	2.82	2.76	2.95	2.94

Biology

	Gladys Porter High School (440911) 2013	2014	2015	2016	2017	Texas 2013	2014	2015	2016	2017	Global 2013	2014	2015	2016	2017
5						534	742	799	891	1,010	11,188	14,169	14,351	15,738	16,471
4	1					2,193	2,526	2,964	3,185	3,663	44,035	47,989	49,708	50,161	53,713
3	5	1				4,428	4,515	5,675	5,922	7,993	73,865	75,312	80,744	80,218	93,869
2	6	7		2	1	4,784	4,875	5,850	6,416	7,878	59,665	58,024	61,741	68,659	70,374
1	4	1	2			1,836	2,460	2,531	3,529	3,571	15,149	18,770	18,384	24,163	21,673
Total Exams	16	9	2	2	1	13,775	15,118	17,819	19,943	24,115	203,902	214,264	224,928	238,939	256,100
Mean Score	2.19	2.00	1.00	2.00	2.00	2.62	2.62	2.64	2.57	2.61	2.88	2.91	2.91	2.85	2.89

Calculus AB

	Gladys Porter High School (440911) 2013	2014	2015	2016	2017	Texas 2013	2014	2015	2016	2017	Global 2013	2014	2015	2016	2017
5	2					3,397	3,827	3,752	4,484	3,493	67,783	72,511	66,411	76,875	59,589
4	1	1			1	2,998	2,954	3,266	3,543	3,757	51,440	48,984	51,769	53,696	57,084
3				1	2	3,263	3,407	3,928	3,743	4,771	49,101	52,076	56,482	53,743	66,211
2	4	3	1		3	2,239	2,201	2,394	2,379	6,166	31,833	31,360	31,371	30,109	69,875
1	6	21	23	21	11	8,070	8,507	9,793	10,158	7,935	83,261	89,775	98,285	95,103	64,893
Total Exams	13	25	24	22	17	19,967	20,896	23,133	24,307	26,122	283,418	294,706	304,318	309,526	317,652
Mean Score	2.15	1.24	1.04	1.09	1.59	2.57	2.59	2.52	2.58	2.57	2.96	2.94	2.86	2.96	2.93

AP® Five-Year School Score Summary (2017)

✔ Data Updated Jan 10, 2018, Report Run Jan 17, 2018

Gladys Porter High School (440911)

Calculus BC

	Gladys Porter High School (440911)					Texas					Global				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1					3,049	3,365	3,531	4,078	3,740	47,972	54,335	54,148	60,907	56,706
4						1,149	1,344	1,327	1,340	1,735	16,896	18,525	19,551	19,248	24,097
3	1					1,409	1,352	1,586	1,565	2,054	18,762	18,200	21,482	21,481	26,447
2					1	488	471	538	596	1,743	5,950	5,966	6,505	7,207	18,726
1	19		4	6	3	1,489	1,556	1,789	1,651	709	15,018	15,259	17,725	16,461	7,097
Total Exams	21		4	6	4	7,584	8,088	8,771	9,230	9,981	104,598	112,285	119,411	125,304	133,073
Mean Score	1.29		1.00	1.00	1.25	3.50	3.56	3.49	3.61	3.61	3.73	3.81	3.72	3.81	3.79

Calculus BC: AB Subscore

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1					3,777	3,993	4,431	4,264	4,364	58,790	61,853	66,942	64,077	64,514
4	1					1,517	1,344	1,342	1,859	2,257	20,792	18,826	19,481	26,201	29,982
3	2		2		1	949	1,100	1,221	1,271	1,478	11,725	14,440	15,234	16,379	18,760
2				1	1	511	572	586	492	1,243	5,640	7,040	6,555	5,764	13,297
1	17		2	5	2	829	1,079	1,190	1,342	638	7,645	10,121	11,194	12,875	6,511
Total Exams	21		4	6	4	7,583	8,088	8,770	9,228	9,980	104,592	112,280	119,406	125,296	133,064
Mean Score	1.52		2.00	1.17	1.75	3.91	3.82	3.83	3.78	3.85	4.12	4.03	4.04	3.98	4.00

Chemistry

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						1,368	814	862	935	935	26,535	15,047	14,178	16,203	16,080
4	1					1,658	1,430	1,453	1,423	1,747	30,081	25,155	24,703	23,994	25,926
3		1				1,612	2,266	2,801	2,876	3,177	26,318	38,533	43,084	42,332	41,745
2		3				1,304	2,688	3,016	3,187	3,617	20,841	38,359	38,033	38,067	41,785
1		3		1		3,268	3,322	4,251	4,247	4,587	36,403	31,946	33,277	33,371	34,098
Total Exams	1	7		1		9,210	10,520	12,383	12,668	14,063	140,178	149,040	153,275	153,967	159,634
Mean Score	4.00	1.71		1.00		2.63	2.40	2.33	2.34	2.35	2.93	2.68	2.66	2.69	2.67

AP CollegeBoard

AP® Five-Year School Score Summary (2017)

✔ Data Updated Jan 10, 2018, Report Run Jan 17, 2018

Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				

Computer Science A

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1					844	813	1,082	977	1,385	8,285	8,397	12,015	12,117	14,780
4		1				1,005	966	1,283	1,153	1,397	8,295	9,122	12,135	11,951	12,753
3		1		1		606	764	836	1,534	1,533	4,353	6,588	7,505	13,439	13,321
2		1	1	1		312	374	381	838	864	2,160	3,007	3,529	7,208	6,959
1	1	16	10	4	3	1,208	1,638	1,602	1,568	1,454	8,042	12,205	14,018	13,419	13,031
Total Exams	2	19	11	6	3	3,975	4,555	5,184	6,070	6,633	31,135	39,319	49,202	58,134	60,844
Mean Score	3.00	1.32	1.09	1.50	1.00	2.99	2.77	2.97	2.86	3.06	3.21	2.96	3.09	3.04	3.15

English Language and Composition

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						4,155	4,466	4,386	5,260	4,356	48,927	48,497	52,434	58,643	53,198
4	4		1			7,141	8,618	8,926	9,306	9,658	77,548	90,548	97,172	96,625	106,532
3	5	3	2	2	4	14,336	15,116	14,941	15,952	16,449	136,438	143,859	144,613	149,154	161,287
2	8	20	20	10	25	18,551	20,350	21,197	24,258	23,779	142,270	152,507	157,552	176,254	179,119
1	47	49	46	30	52	15,271	15,571	17,238	15,726	19,355	72,552	71,713	78,604	69,453	83,300
Total Exams	64	72	69	42	81	59,454	64,121	66,688	70,502	73,597	477,735	507,124	530,375	550,129	583,436
Mean Score	1.47	1.36	1.39	1.33	1.41	2.43	2.47	2.43	2.49	2.40	2.77	2.79	2.79	2.82	2.77

English Literature and Composition

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						2,035	2,287	2,449	2,399	2,386	29,387	30,531	30,460	30,224	27,623
4	2					5,700	5,661	6,157	6,104	5,949	72,663	70,802	73,125	72,400	65,349
3	7	2	2		3	10,349	10,171	10,823	10,965	11,631	121,601	118,081	122,631	119,608	120,712
2	34	12	12	12	16	12,135	13,471	13,943	15,034	16,090	122,374	131,572	131,534	135,861	137,882
1	66	54	74	56	50	6,693	7,944	8,003	8,823	10,506	40,506	47,745	45,004	48,942	54,970
Total Exams	109	68	88	68	69	36,912	39,534	41,375	43,325	46,562	386,531	398,731	402,754	407,035	406,536
Mean Score	1.50	1.24	1.18	1.18	1.32	2.57	2.52	2.54	2.50	2.43	2.81	2.76	2.78	2.75	2.69

AP ⬡ CollegeBoard

AP® Five-Year School Score Summary (2017)

Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				
European History															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						476	408	575	538	702	11,439	9,557	11,177	8,090	9,944
4		3			1	711	646	727	813	998	20,678	18,661	18,770	17,562	19,874
3		4			2	1,120	1,059	1,261	1,248	1,213	38,307	37,602	38,484	32,016	29,851
2		2			2	273	354	330	1,294	1,333	12,116	13,011	11,535	38,575	33,851
1		19	3		5	714	833	943	508	579	27,564	31,877	28,363	13,505	12,892
Total Exams		28	3		10	3,294	3,300	3,836	4,401	4,825	110,104	110,708	108,329	109,748	106,412
Mean Score		1.68	1.00		1.90	2.99	2.83	2.91	2.90	2.98	2.78	2.65	2.75	2.71	2.81
French Language and Culture *															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						137	149	137	134	155	4,141	4,044	3,899	4,121	3,983
4						216	259	250	272	283	5,580	5,770	5,972	6,224	5,841
3						360	430	455	481	512	6,997	7,457	7,916	7,568	7,843
2	1	2				350	339	421	437	398	3,775	3,871	4,468	4,359	4,639
1						127	152	202	201	226	1,051	1,162	1,309	1,305	1,317
Total Exams	1	2				1,190	1,329	1,465	1,525	1,574	21,544	22,304	23,564	23,577	23,623
Mean Score	2.00	2.00				2.90	2.94	2.79	2.80	2.84	3.37	3.34	3.28	3.32	3.28
Macroeconomics															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1					1,464	1,936	1,746	2,294	2,563	15,878	18,908	19,390	23,694	24,765
4	1					2,919	3,190	3,370	4,034	4,418	25,298	27,343	28,223	31,776	33,126
3						2,599	3,071	3,149	3,365	3,975	18,072	21,758	21,685	21,841	24,003
2			1	1		3,671	3,700	3,885	4,359	4,476	20,745	20,497	21,579	22,957	22,390
1	15		19	26	27	8,726	8,619	11,376	11,672	12,938	28,919	29,036	36,195	35,182	37,830
Total Exams	17		20	27	27	19,379	20,516	23,526	25,724	28,370	108,912	117,542	127,072	135,450	142,114
Mean Score	1.41		1.05	1.04	1.00	2.21	2.32	2.16	2.26	2.27	2.80	2.89	2.79	2.90	2.89

AP® Five-Year School Score Summary (2017)

Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				

Microeconomics

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1					361	301	387	345	469	12,268	11,847	15,129	14,692	20,711
4						567	549	592	603	677	19,330	21,527	22,617	22,796	24,832
3	1					470	440	461	602	554	13,524	15,404	15,282	18,204	15,834
2						403	441	426	475	414	10,079	11,546	10,822	11,278	10,520
1	18		24	27	14	920	1,188	1,419	1,633	1,886	12,457	14,168	15,048	15,700	16,334
Total Exams	20		24	27	14	2,721	2,919	3,285	3,658	4,000	67,658	74,492	78,898	82,670	88,231
Mean Score	1.30		1.00	1.00	1.00	2.65	2.43	2.42	2.33	2.36	3.13	3.07	3.15	3.11	3.26

Music Theory

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						324	360	377	405	398	3,469	3,559	3,609	3,517	3,764
4						330	363	400	410	428	3,068	3,160	3,267	3,323	3,365
3						514	523	555	562	564	4,709	4,601	4,681	4,687	4,815
2			1		2	494	483	534	540	557	4,605	4,370	4,713	5,045	4,806
1			7	2	2	354	346	352	314	400	2,578	2,395	2,706	2,826	2,909
Total Exams			8	2	4	2,016	2,075	2,218	2,231	2,347	18,429	18,085	18,976	19,398	19,659
Mean Score			1.13	1.00	1.50	2.89	2.96	2.96	3.02	2.94	3.01	3.06	3.02	2.98	3.01

Music Aural Subscore

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						330	373	409	381	376	3,429	3,631	3,602	3,511	3,654
4						346	379	408	433	431	2,974	3,064	3,378	3,253	3,579
3					1	571	555	556	588	575	5,035	4,732	4,532	4,524	4,650
2			2			433	469	550	556	582	4,296	4,387	4,820	5,419	4,821
1			6	2	3	336	299	295	273	383	2,692	2,271	2,643	2,690	2,935
Total Exams			8	2	4	2,016	2,075	2,218	2,231	2,347	18,426	18,085	18,975	19,397	19,639
Mean Score			1.25	1.00	1.50	2.95	3.03	3.04	3.04	2.93	3.01	3.08	3.03	2.97	3.01

AP® Five-Year School Score Summary (2017)

✔ Data Updated Jan 10, 2018, Report Run Jan 17, 2018

Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				
Music Non-Aural Subscore															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						308	348	362	429	435	3,466	3,423	3,551	3,595	3,744
4						300	368	377	414	401	2,884	3,278	3,355	3,393	3,226
3						515	497	536	468	539	4,704	4,673	4,659	4,411	4,766
2			2		2	518	478	567	570	587	4,704	4,396	4,759	5,105	5,054
1			6	2	2	375	384	376	350	385	2,668	2,315	2,651	2,893	2,849
Total Exams			8	2	4	2,016	2,075	2,218	2,231	2,347	18,426	18,085	18,975	19,397	19,639
Mean Score			1.25	1.00	1.50	2.83	2.91	2.90	3.00	2.96	2.99	3.06	3.02	2.98	3.00
Physics 1															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5								687	608	768			8,619	7,789	9,301
4								2,401	2,335	2,894			23,632	23,885	27,710
3								4,463	4,470	4,370			35,691	36,033	34,765
2			1	2	4			8,749	9,276	8,677			51,239	51,310	49,811
1			28	22	81			16,345	17,368	16,802			53,337	51,296	49,915
Total Exams			29	24	85			32,645	34,057	33,511			172,518	170,313	171,502
Mean Score			1.03	1.08	1.05			1.85	1.81	1.87			2.32	2.33	2.40
Physics 2															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5								194	238	342			1,767	2,513	3,267
4								297	466	493			2,836	4,507	4,205
3								844	1,131	1,133			6,938	9,249	8,541
2				1				1,223	1,335	1,180			7,166	8,086	6,900
1								482	585	627			2,010	2,141	2,229
Total Exams				1				3,040	3,755	3,775			20,717	26,496	25,142
Mean Score				2.00				2.51	2.58	2.67			2.77	2.89	2.98

✔ Data Updated Jan 10, 2018, Report Run Jan 17, 2018

Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				
Physics B *	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						951	1,029				14,830	14,828			
4	1					1,262	1,267				17,781	17,363			
3		1				1,914	2,147				23,358	24,823			
2	2					1,406	1,670				14,524	15,917			
1	37	18				3,447	3,620				18,881	20,939			
Total Exams	40	19				8,980	9,733				89,374	93,870			
Mean Score	1.13	1.11				2.43	2.43				2.95	2.89			

	Gladys Porter High School (440911)					Texas					Global				
Physics C: Electricity and Magnetism	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	1					447	579	562	673	688	6,148	6,959	7,201	8,105	7,766
4						526	620	674	586	724	4,667	5,228	5,617	5,303	6,129
3						345	341	395	394	475	2,650	2,540	2,859	3,079	3,463
2						530	544	704	588	608	3,660	3,632	4,477	4,153	4,087
1	4					390	458	572	445	537	2,228	2,418	2,714	2,704	2,821
Total Exams	5					2,238	2,542	2,907	2,686	3,032	19,353	20,777	22,868	23,344	24,266
Mean Score	1.80					3.05	3.13	2.98	3.17	3.14	3.46	3.51	3.44	3.51	3.49

	Gladys Porter High School (440911)					Texas					Global				
Physics C: Mechanics	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						795	1,053	1,082	1,193	1,443	12,230	15,297	15,910	17,189	20,082
4	1					953	1,081	1,267	1,210	1,279	11,145	12,055	14,754	14,371	14,938
3						783	840	1,099	887	748	8,648	8,782	10,582	9,594	8,706
2	1					704	609	733	688	663	6,081	5,960	6,138	6,965	6,848
1	3					709	829	939	665	556	4,793	4,995	5,530	5,053	4,459
Total Exams	5					3,944	4,412	5,120	4,643	4,689	42,897	47,089	52,914	53,172	55,033
Mean Score	1.80					3.11	3.21	3.16	3.34	3.51	3.46	3.57	3.56	3.60	3.71

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Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				

Psychology

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						1,972	1,833	1,997	2,276	2,363	50,833	48,766	56,123	56,174	57,974
4						3,044	3,270	3,484	3,753	3,880	63,606	69,937	73,009	76,757	76,240
3						2,528	2,706	3,027	3,210	3,604	46,778	51,953	55,148	56,210	60,631
2			1			1,919	1,994	2,312	2,616	2,935	31,026	35,206	36,423	41,698	44,378
1		31			2	3,182	4,094	4,964	5,851	5,979	47,277	54,608	57,657	63,881	64,406
Total Exams		32			2	12,645	13,897	15,784	17,706	18,761	239,520	260,470	278,360	294,720	303,629
Mean Score		1.03			1.00	2.90	2.77	2.70	2.66	2.66	3.17	3.09	3.12	3.07	3.06

Spanish Language and Culture *

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	24	2	3	9	4	5,819	4,904	6,175	7,103	5,089	34,686	34,303	41,066	45,307	34,473
4	24	11	28	11	33	6,568	8,243	9,602	10,161	10,675	35,573	48,729	53,023	57,019	61,833
3	9	23	33	22	34	5,453	9,128	9,188	9,180	12,285	27,617	42,264	41,934	44,832	61,298
2	4	13	11	11	14	4,861	3,516	3,551	3,674	4,402	22,818	13,306	13,548	15,764	18,665
1	2	2	3	4	5	4,404	699	692	815	901	19,014	2,382	2,075	2,528	3,113
Total Exams	63	51	78	57	90	27,105	26,490	29,208	30,933	33,352	139,708	140,984	151,646	165,450	179,382
Mean Score	4.02	2.96	3.22	3.18	3.19	3.17	3.50	3.58	3.62	3.44	3.32	3.70	3.77	3.77	3.59

Statistics

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						1,362	1,752	1,826	2,054	2,252	21,678	26,333	26,390	29,674	29,455
4						2,260	2,891	2,736	3,233	2,435	34,573	38,613	37,489	44,966	34,514
3						3,017	3,381	3,730	3,911	4,162	42,148	45,137	49,495	51,457	53,652
2						2,407	2,636	3,065	2,610	3,569	31,879	32,794	36,556	32,193	43,721
1					1	3,995	4,235	4,965	4,700	5,586	39,757	41,746	46,435	48,876	55,471
Total Exams					1	13,041	14,895	16,322	16,508	18,004	170,035	184,623	196,365	207,166	216,813
Mean Score					1.00	2.58	2.68	2.60	2.72	2.57	2.80	2.86	2.80	2.88	2.72

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AP® Five-Year School Score Summary (2017)

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Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				

Studio Art: 2-D Design Portfolio

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5		1	3		1	321	358	455	394	588	3,411	3,795	4,892	4,542	6,447
4	5	3	7	4	4	725	681	735	923	975	7,931	8,055	8,177	10,412	10,365
3	3	10	5	8	3	829	860	845	1,089	1,150	8,757	9,646	9,200	11,109	11,576
2	4	1	1			431	560	499	631	581	4,553	5,039	5,077	4,952	4,434
1	1		1			87	125	180	182	83	893	969	1,385	796	721
Total Exams	13	15	17	12	8	2,393	2,584	2,714	3,219	3,377	25,545	27,504	28,731	31,811	33,543
Mean Score	2.92	3.27	3.59	3.33	3.75	3.32	3.23	3.29	3.22	3.42	3.33	3.32	3.35	3.41	3.52

Studio Art: 3-D Design Portfolio

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						40	42	45	63	82	459	471	567	668	672
4						76	103	117	143	148	813	837	1,087	1,305	1,227
3						176	184	176	237	312	1,574	1,569	1,657	1,820	2,093
2		1				139	141	166	154	241	1,093	1,199	1,136	1,133	1,404
1		1				30	19	27	26	41	246	204	151	155	179
Total Exams		2				461	489	531	623	824	4,185	4,280	4,598	5,081	5,575
Mean Score		1.50				2.91	3.02	2.98	3.10	2.99	3.03	3.04	3.17	3.24	3.15

Studio Art: Drawing Portfolio

	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5		1		2		213	239	279	288	462	2,576	2,749	2,872	3,196	4,473
4		1		1	1	281	359	373	460	541	3,451	3,611	4,100	5,100	5,636
3		4	8	3	4	674	650	761	760	758	7,242	7,007	7,470	7,310	7,306
2	10	1	2	1	2	375	323	387	317	312	3,226	3,316	3,466	2,779	2,658
1	3	1		2		68	92	106	78	46	518	679	732	536	402
Total Exams	13	8	10	9	7	1,611	1,663	1,906	1,903	2,119	17,013	17,362	18,640	18,921	20,475
Mean Score	1.77	3.00	2.80	3.00	2.86	3.12	3.20	3.17	3.30	3.50	3.26	3.26	3.26	3.40	3.54

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Gladys Porter High School (440911)

	Gladys Porter High School (440911)					Texas					Global				
United States Government and Politics															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5	2		1		1	1,567	1,810	1,554	2,411	2,475	28,845	32,336	27,546	36,539	35,693
4			1	1		2,479	2,404	2,755	3,065	3,231	36,550	33,898	38,345	40,193	39,910
3	3	6	4	1	1	5,273	5,915	5,943	6,646	7,590	66,864	71,829	70,019	74,014	82,501
2	4	1	2	7	2	6,333	6,624	7,555	7,586	8,705	63,612	67,126	70,847	71,302	78,989
1	5	6	27	24	48	10,198	10,991	13,072	13,336	14,688	60,346	66,996	76,566	74,976	83,887
Total Exams	14	13	35	33	52	25,850	27,744	30,879	33,044	36,689	256,217	272,185	283,323	297,024	320,980
Mean Score	2.29	2.00	1.49	1.36	1.15	2.18	2.19	2.10	2.20	2.19	2.65	2.62	2.54	2.64	2.58
United States History															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						2,966	3,589	3,583	5,015	4,545	47,306	50,976	44,897	59,029	54,968
4		1	1		2	7,262	7,855	7,263	7,935	7,990	95,758	98,927	85,806	88,709	90,214
3	1	3	1	1	3	8,405	8,667	10,689	11,005	11,072	96,020	93,548	112,701	111,449	113,688
2	11	5	6	8	14	13,341	15,058	14,006	13,780	13,768	120,095	130,143	118,045	114,930	119,557
1	76	87	57	45	89	15,542	17,619	21,450	22,806	23,539	85,449	91,384	115,077	120,395	130,557
Total Exams	88	96	65	54	108	47,516	52,788	56,991	60,541	60,914	444,628	464,978	476,526	494,512	508,984
Mean Score	1.15	1.15	1.17	1.19	1.24	2.34	2.33	2.25	2.32	2.28	2.77	2.76	2.64	2.70	2.65
World History															
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
5						1,788	2,401	2,587	2,822	3,854	13,506	16,430	17,460	18,994	25,542
4	2			1	3	4,490	5,712	5,531	6,217	8,847	31,504	39,498	37,745	44,534	59,847
3	3	2		6	12	10,784	12,740	13,547	13,104	13,516	67,735	78,640	83,601	84,010	80,173
2	23	7	3	27	41	13,535	14,228	17,171	16,480	18,724	69,756	68,632	79,600	82,100	88,970
1	62	18	51	56	33	12,414	12,589	15,161	16,892	13,625	48,159	43,733	47,968	56,523	46,238
Total Exams	90	27	54	90	89	43,011	47,670	53,997	55,515	58,566	230,660	246,933	266,374	286,161	300,770
Mean Score	1.39	1.41	1.06	1.47	1.83	2.30	2.39	2.32	2.31	2.50	2.53	2.66	2.61	2.61	2.77

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AP® Five-Year School Score Summary (2017)

✔ Data Updated Jan 10, 2018, Report Run Jan 17, 2018

Gladys Porter High School (440911)

Gladys Porter High School (440911)	Texas	Global

* In 2011-12, the AP French Language course and exam title was changed to AP French Language and Culture.

* In 2013-14, the AP Spanish Language course and exam title was changed to AP Spanish Language and Culture.

* The AP Physics B Exam was discontinued following the 2014 AP Exam administration.

Brownsville

Independent School District

Porter Early College High School

Campus overall 2017 CaSE Rating: Recognized

BISD is rated overall Recognized for CaSE House Bill 5, Section 46; Texas Education Code Section 39.0545

Fine Arts Performances & Competitions

Fine Arts Program rated Exemplary

Summer Encampments

Performances

Community Events

Competitions

Parades

Ballroom Dances

Holiday Programs

Concerts

Get Moving & Wellness Activities

Wellness Program rated Recognized

Red Ribbon Week

Fitness Gram 0ver 98%

Wellness Fairs

Get Moving Events

Health Fairs

Catch Activities

Community Volunteer Events & Parental Meetings

Community and Parental Involvement rated Acceptable

VITA

Drives (Coats, Food, School Supplies, Graduation Gown, etc.)

Soccer & Cheerleader Camps

Community Involvement with Local Businesses

21st Century Workforce

Career Day Events

College Day Events

College Campus Visits

CTSO Organizations

CTE Career Clusters

PGP Completions

School Wide TSI testing

Advanced Learning & College Opportunities for All Students
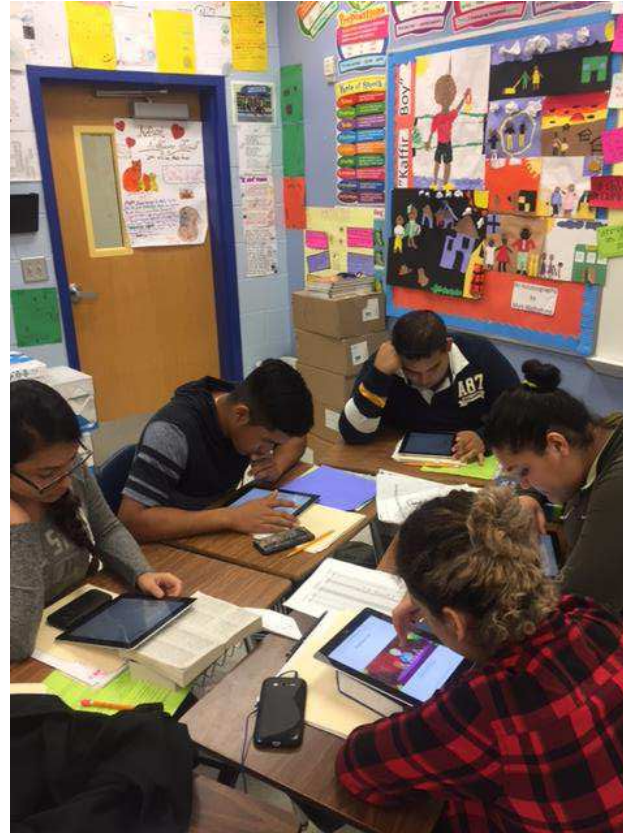
Second Language Acquisition rated Recognized

Cultural Awareness Experiences

Parent Meetings

Teacher Trainings

Advanced Course Opportunities

Multimedia Learning & Communication
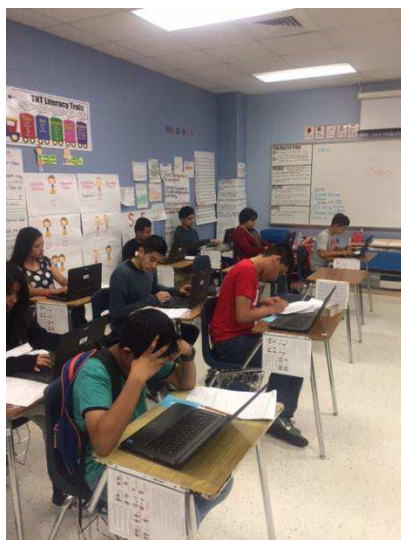
Student Trainings

Parent Trainings

Teacher Trainings

Technology Initiatives

Availability of Resources

Digital Communication for Students, Parents, Faculty & Staff

Curbside Coffee & Social Media
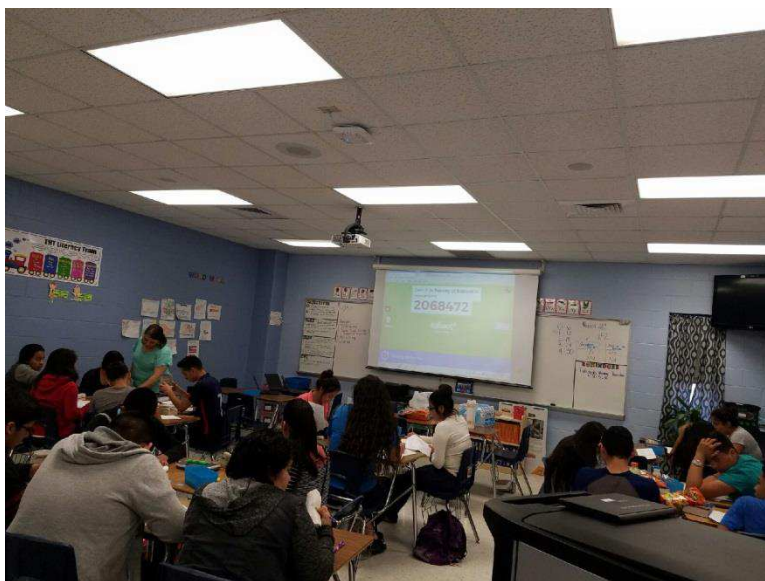
Dropout Preventions Strategies rated *Recognized*

Accelerated Instruction

Computer Assisted Instruction

Saturday & Holiday Academies

Credit Recovery Programs

Tutorial Incentives

Showcase Opportunities

Educational Programs for G/T rated Recognized

Teacher Training

Parental Meetings

GT Nominations

Competitions Talent Showcasing