Brownsville Independent School District

Porter Early College High School

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: December 14, 2021
Public Presentation Date: September 27, 2021

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 OBJECTIVES

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 in the future in the social, economic, and educational 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. (b) The objectives of public education are:

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. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

OBJECTIVE 11: The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

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.

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2021

Demographics

Demographics Summary

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

Porter ECHS has an enrollment of approximately 2000 students enrolled in grades 9 through 12. In this population, 99.9 % of the student population is identified Hispanic, 99.9 % is identified as Economically Disadvantaged, and 29.4% are classified as Limited English Proficient, 84.2 are At-Risk, and 12.6% are identified as Special Education. Many Porter students are first generation Mexican immigrants and a majority of these students are bilingual in English and Spanish. In addition, several of our students come from homes which participate in state and federal assistance programs such as SNAP food benefits, TANF, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance. Porter High School is identified as a Title I school, as are all seven of the Brownsville ISD high schools.

The students of Porter ECHS 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, Honors, Advanced Placement, Project Lead the Way, and Dual Enrollment. Gladys Porter Early College High School offers two “schools within a school” where early college students with an opportunity to graduate with an Associate’s Degree. Students can enroll in Porter Early College Highs School or Porter Pathways in Technology Early College High School. Approximately 25% of our student population is enrolled in this program. Thus, our SPACE, STAMP and PTECH programs also offer a strong foundation for careers in engineering, medical and manufacturing professions. Students are exposed through a challenging curriculum that enhances their critical thinking, field studies, hands-on projects, and research. In addition to these programs, we have incorporated dual enrollment courses into our automotive and manufacturing programs where our students acquire an Industry Based Certification to their Associate’s Degree. Through all the Career and Technical courses, 90% of our seniors have acquired an industry-based certification as approved by TEA. Students at our school also have access to three graduation plans: Foundation, Foundation with Endorsement, 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 Ambassadors, Skills USA, TSA, TAFE, Chess, Science Fairs, Dancing arts, Computer, Technology Skills, JROTC, and Student Council.

School and Student Information

This section provides demographic information about PORTER EARLY COLLEGE H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2018-19)	91.3%	95.0%	95.4%
Enrollment by Race/Ethnicity			
African American	0.1%	0.1%	12.6%
Hispanic	99.1%	98.3%	52.8%
White	0.8%	1.3%	27.0%
American Indian	0.0%	0.0%	0.4%
Asian	0.0%	0.2%	4.6%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	95.3%	89.5%	60.2%
Special Education	13.5%	13.4%	10.7%
English Learners	33.5%	36.1%	20.3%
Mobility Rate (2018-19)	16.6%	14.1%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	15.6	16.3	16.4
Foreign Languages	15.4	17.8	18.7
Mathematics	20.0	19.5	17.8
Science	18.7	19.3	18.8
Social Studies	20.7	19.0	19.3

2020-2021 Schol Report Card

School and Student Information

This section provides demographic information about PORTER EARLY COLLEGE H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	97.1%	98.4%	98.3%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.7%
Hispanic	99.5%	98.5%	52.9%
White	0.5%	1.1%	26.5%
American Indian	0.0%	0.0%	0.3%
Asian	0.0%	0.2%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	97.7%	89.2%	60.3%
Special Education	13.0%	14.4%	11.1%
Emergent Bilingual/EL	36.6%	35.7%	20.7%
Mobility Rate (2019-20)	13.6%	12.0%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	16.4	17.0	15.7
Foreign Languages	15.0	19.8	17.8
Mathematics	19.1	19.5	16.9
Science	18.4	20.4	17.9
Social Studies	20.6	20.1	18.3

Demographics Strengths

High School completion rates

Parents/stakeholder involvement

Fine Arts Program

CTE Program Enrollment/Certifications

TIA Designated Teachers

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause:** Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

Need Statement 2 (Prioritized): Increase EB, At-Risk, Economically Disadvantaged assessment scores. **Data Analysis/Root Cause:** Emergent Bilingual and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 3 (Prioritized): Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause:** Participation in DE, ECHS, and AP lower that district average.

Need Statement 4 (Prioritized): Increase migrant students achievements and attendance rates by providing school supplies, clothing, hygiene products as needed **Data Analysis/Root Cause:** Migrant students score lower in state assessments and struggle with attendance compared to their peers.

Need Statement 5: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports).

Need Statement 6: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 7: Need to purchase health and safety supplies for students. **Data Analysis/Root Cause:** Student attendance decreased during 2020-2021 school year.

Student Learning

Student Learning Summary

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

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

Texas Education Agency

2020-21 STAAR Performance

PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Currer
STAAR Performance Rates by Tested Grade, Subject, and Performance Level												
End of Course English I												
At Approaches Grade Level or Above	2021	67%	64%	51%	-	51%	*	-	-	-	-	15%
	2019	68%	68%	60%	-	60%	*	-	-	-	-	22%
At Meets Grade Level or Above	2021	50%	46%	34%	-	34%	*	-	-	-	-	8%
	2019	50%	49%	41%	-	41%	*	-	-	-	-	13%
At Masters Grade Level	2021	12%	10%	5%	-	5%	*	-	-	-	-	1%
	2019	11%	10%	4%	-	3%	*	-	-	-	-	2%
End of Course English II												
At Approaches Grade Level or Above	2021	71%	69%	55%	-	55%	*	-	-	-	-	18%
	2019	68%	67%	59%	-	59%	*	-	-	-	-	29%
At Meets Grade Level or Above	2021	57%	54%	41%	-	41%	*	-	-	-	-	11%
	2019	49%	45%	34%	-	34%	*	-	-	-	-	12%
At Masters Grade Level	2021	11%	9%	5%	-	5%	*	-	-	-	-	4%
	2019	8%	6%	2%	-	2%	*	-	-	-	-	3%

End of Course Algebra I											
At Approaches Grade Level or Above	2021	73%	64%	51%	-	51%	*	-	-	-	26%
	2019	85%	94%	92%	-	92%	*	-	-	-	75%
At Meets Grade Level or Above	2021	41%	27%	21%	-	21%	*	-	-	-	9%
	2019	61%	82%	74%	-	74%	*	-	-	-	45%
At Masters Grade Level	2021	23%	13%	8%	-	8%	*	-	-	-	3%
	2019	37%	62%	51%	-	50%	*	-	-	-	20%
End of Course Biology											
At Approaches Grade Level or Above	2021	82%	77%	69%	-	69%	*	-	-	-	47%
	2019	88%	90%	88%	-	88%	*	-	-	-	75%
At Meets Grade Level or Above	2021	55%	43%	37%	-	36%	*	-	-	-	19%
	2019	62%	60%	55%	-	55%	*	-	-	-	30%
At Masters Grade Level	2021	22%	12%	9%	-	9%	*	-	-	-	3%
	2019	25%	18%	12%	-	12%	*	-	-	-	5%
End of Course U.S. History											
At Approaches Grade Level or Above	2021	88%	85%	75%	-	75%	*	-	-	-	47%
	2019	93%	94%	91%	*	91%	-	-	-	-	73%
At Meets Grade Level or Above	2021	69%	60%	48%	-	48%	*	-	-	-	24%
	2019	73%	72%	60%	*	60%	-	-	-	-	31%
At Masters Grade Level	2021	43%	30%	23%	-	23%	*	-	-	-	9%
	2019	45%	40%	28%	*	28%	-	-	-	-	5%
SAT/ACT All Subjects											
At Approaches Grade Level or Above	2021	95%	85%	86%	-	86%	-	-	-	-	-
At Meets Grade Level or Above	2021	69%	41%	36%	-	36%	-	-	-	-	-
At Masters Grade Level	2021	14%	1%	0%	-	0%	-	-	-	-	-
All Grades All Subjects											
At Approaches Grade Level or Above	2021	67%	59%	61%	-	61%	58%	-	-	-	27%
	2019	78%	81%	75%	*	75%	75%	-	-	-	48%
At Meets Grade Level or Above	2021	41%	31%	38%	-	38%	42%	-	-	-	13%
	2019	50%	52%	49%	*	49%	58%	-	-	-	23%
At Masters Grade Level	2021	18%	11%	10%	-	10%	17%	-	-	-	4%
	2019	24%	23%	15%	*	15%	33%	-	-	-	6%
All Grades ELA/Reading											
At Approaches Grade Level or Above	2021	68%	63%	53%	-	53%	33%	-	-	-	16%
	2019	75%	76%	60%	-	60%	57%	-	-	-	25%
At Meets Grade Level or Above	2021	45%	38%	37%	-	37%	33%	-	-	-	9%
	2019	48%	47%	37%	-	37%	29%	-	-	-	12%
At Masters Grade Level	2021	18%	12%	5%	-	5%	17%	-	-	-	3%
	2019	21%	18%	3%	-	3%	14%	-	-	-	2%
All Grades Mathematics											
At Approaches Grade Level or Above	2021	66%	51%	56%	-	56%	*	-	-	-	26%
	2019	82%	86%	92%	-	92%	*	-	-	-	75%

At Meets Grade Level or Above	2021	37%	21%	23%	-	24%	*	-	-	-	-	9%
	2019	52%	57%	74%	-	74%	*	-	-	-	-	45%
At Masters Grade Level	2021	18%	7%	7%	-	7%	*	-	-	-	-	3%
	2019	26%	31%	51%	-	50%	*	-	-	-	-	20%
All Grades Science												
At Approaches Grade Level or Above	2021	71%	62%	69%	-	69%	*	-	-	-	-	47%
	2019	81%	84%	88%	-	88%	*	-	-	-	-	75%
At Meets Grade Level or Above	2021	44%	31%	37%	-	36%	*	-	-	-	-	19%
	2019	54%	55%	55%	-	55%	*	-	-	-	-	30%
At Masters Grade Level	2021	20%	10%	9%	-	9%	*	-	-	-	-	3%
	2019	25%	21%	12%	-	12%	*	-	-	-	-	5%
All Grades Social Studies												
At Approaches Grade Level or Above	2021	73%	68%	75%	-	75%	*	-	-	-	-	47%
	2019	81%	83%	91%	*	91%	-	-	-	-	-	73%
At Meets Grade Level or Above	2021	49%	44%	48%	-	48%	*	-	-	-	-	24%
	2019	55%	54%	60%	*	60%	-	-	-	-	-	31%
At Masters Grade Level	2021	29%	21%	23%	-	23%	*	-	-	-	-	9%
	2019	33%	29%	28%	*	28%	-	-	-	-	-	5%

Student Learning Strengths

Porter ECHS has shown improvement in Dual Enrollment opportunites have improved for the last three years. Over 90% of the graduating class is CCR ready due to vast opportunities of CTE certifications available to all students through their career pathways.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): 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 EB populations and SE populations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 2 (Prioritized): Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions **Data Analysis/Root Cause:** Campus Need Surveys indicate a need to increase awareness for these programs.

Need Statement 3 (Prioritized): Provide supplemental instructional materials, software programs, 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. **Data Analysis/Root Cause:** Materials and resources needed to continue academic growth in all areas.

Need Statement 4: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Surveys for availability and access from 2019-2021.

Need Statement 5 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause:** 2021 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 6 (Prioritized): Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause:** Participation in DE, ECHS, and AP lower that district average.

Need Statement 7 (Prioritized): Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** Surveys indicate need to increase training and supports for implementation of online and blended instruction.

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

Strenghts

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause:** 2021 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 2: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Surveys for availability and access from 2019-2021.

Need Statement 3: Need to decrease academic achievement gaps, and dropout rates, and increase completion rates and graduation rates for all subpopulations. **Data Analysis/Root Cause:** Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports).

Need Statement 4 (Prioritized): Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause:** Surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 5: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 6: Need to increase real-world learning integration especially through CTE programs and improve engagement of business and industry stakeholders. **Data Analysis/Root Cause:** Research and stakeholder feedback indicate that additional resources still need to be provided to reach all student

Need Statement 7 (Prioritized): Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause:** Participation in DE, ECHS, and AP lower that district average.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

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

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

Designation as an Early College High School

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

STAMP Program

GEAR UP Grant

Project RISE Grant

P-TECH Campus

Needs:

1. Update school school cameras and Raptor.

Need Statements Identifying Perceptions Needs

Need Statement 1: Need to increase marketing and outreach to community stakeholders through paper, TV, social media and other available means **Data Analysis/Root Cause:** Surveys of needs and board directives support this as a priority need.

Need Statement 2: Need to increase parent and family engagement in supporting student learning for academic success especially for second language stakeholders and by providing different times and ways to participate. **Data Analysis/Root Cause:** Data from Parent and Student Needs Surveys and additional parent surveys shows more support and access is indicated.

Need Statement 3 (Prioritized): Need to purchase health and safety supplies for students. **Data Analysis/Root Cause:** Student attendance decreased during 2020-2021 school year.

Priority Need Statements

Need Statement 1: Need to increase attendance for students and teachers and improve school climate.

Data Analysis/Root Cause 1: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

Need Statement 1 Areas: Demographics

Need Statement 10: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training.

Data Analysis/Root Cause 10: 2021 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 10 Areas: Student Learning - School Processes & Programs

Need Statement 4: 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 EB populations and SE populations.

Data Analysis/Root Cause 4: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 4 Areas: Student Learning

Need Statement 2: Increase EB, At-Risk, Economically Disadvantaged assessment scores.

Data Analysis/Root Cause 2: Emergent Bilingual and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 2 Areas: Demographics

Need Statement 5: Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions

Data Analysis/Root Cause 5: Campus Need Surveys indicate a need to increase awareness for these programs.

Need Statement 5 Areas: Student Learning

Need Statement 3: Increase participation and support of Dual Enrollment, ECHS, and AP.

Data Analysis/Root Cause 3: Participation in DE, ECHS, and AP lower that district average.

Need Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 6: Provide supplemental instructional materials, software programs, 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.

Data Analysis/Root Cause 6: Materials and resources needed to continue academic growth in all areas.

Need Statement 6 Areas: Student Learning

Need Statement 9: Need to purchase health and safety supplies for students.

Data Analysis/Root Cause 9: Student attendance decreased during 2020-2021 school year.

Need Statement 9 Areas: Perceptions

Need Statement 7: Increase migrant students achievements and attendance rates by providing school supplies, clothing, hygiene products as needed

Data Analysis/Root Cause 7: Migrant students score lower in state assessments and struggle with attendance compared to their peers.

Need Statement 7 Areas: Demographics

Need Statement 8: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities.

Data Analysis/Root Cause 8: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 8 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- State-developed online interim assessments

Student Data: Student Groups

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

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Revised/Approved: November 29, 2021

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

Performance Objective 1: Porter ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in ELAR, mathematics, science and social studies by 2 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Utilize research-based instructional resources and targeted interventions to ensure that all students, especially EB, SE, and Dyslexia, are prepared to meet the demands of rigorous TEKS and TSIA2 in the foundation curriculum and assessments (local, state, national). STAAR resource materials, AVID materials, computer assisted instructional programs (Edgenuity, APEX, Criterion, IXL, SIRIUS, Criterion, Unique Learning, News2you), 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.

Utilizar recursos didacticos basados en investigaciones e intervenciones especificas para garantizar que todos los estudiantes, especialmente EB, SE y dislexia, esten preparados para cumplir con las demandas de los rigurosos TEKS y TSIA2 en el curriculo basico y las evaluaciones (locales, estatales, nacionales). Materiales de recursos STAAR, materiales AVID, programas educativos asistidos por computadora (Edgenuity, APEX, Criterion, IXL, SIRIUS, Criterion, Unique Learning, News2you), sistemas de auto respuesta de los estudiantes (Navegadores), materiales educativos, libros de biblioteca y consumibles junto con RTI 3 Tier Modelo. Se proporcionaran estrategias a los estudiantes para mejorar el rendimiento academico.

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

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

Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores

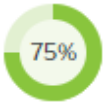
Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education

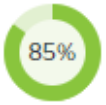
Schoolwide and Targeted Assistance Title I Elements: 2.4 - **TEA Priorities:** Build a foundation of reading

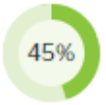
and math - **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022

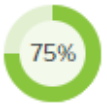
Need Statements: Student Learning 3

Funding Sources: General Supplies - 211 Title I-A - 211 -11-6399-00-002-Y-30-0F2-Y - $3,241, Ink - 211 Title I-A - 211 -11-6399-62-002-Y-30-0F2-Y - $4,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-002-Y-30-000-Y - $2,760, General Supplies - 162 State Compensatory - 162-11-6399-00-002-Y-30-000-Y - $23,000, Ink - 162 State Compensatory - 162-11-6399-62-002-Y-30-000-Y - $18,400, Library Books - 211 Title I-A - 211 -12-6329-00-002-Y-30-0F2-Y - $2,295, Paper - 199 Local funds - 199-11-6396-00-002-Y-11-000-Y - $1,000, General Supplies - 199 Local funds - 199-11-6399-xx-002-Y-11-000-Y - $8,002, Textbooks - 199 Local funds - 199-11-6312-00-002-Y-11-000-Y - $2,000, MISC - 162 State Compensatory - 162-11-6399-00-002-Y-30-000-Y, Transportation - 199 Local funds - 199-11-6494-00-002-Y-11-000-Y - $1,000, Misc. Operating Costs - 199 Local funds - 199-11-6499-53-002-Y-11-000-Y - $2,000, General Supplies Counselors - 199 Local funds - 199-31-6399-00-002-Y-00-000-Y - $400 , Library Supplies, Bookies, and Materials - 199 Local funds - 199-12-63xx-00-002-Y-00-000-Y - $8,500, General Supplies - 163 State Bilingual - 163-11-6399-00-002-Y-25-000-Y - $2,300, Supplies & Materials Software - 162 State Compensatory - 162-11-6395-00-002-Y-30-000-Y - $500, General Supplies - 199 Local funds - $18,985, General Supplies - 281 ESSER II Grant Funds - 281-11-6399-00-002-Y-24-0CG-Y - $25,543, Supplies - 166 State Special Ed. - 166-11-639x-00-002-Y-23-XXX-Y - $16,998, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-002-Y-XX-XXX-1 - $138,535, General Supplies - 281 ESSER II Grant Funds - 281-11-6399-00-002-Y-xx-Y - $114,043





Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: In order to enhance writing and reading comprehension skills students to address the academic slide resulting from pandemic and reduce the achievement gap, campus will participate weekly in Writing Across Curriculum, Literacy Groups, Graphic Organizers, Summarization Activities, DEAR (drop everything and read), Vocabulary development and routines in all content areas. Con el fin de mejorar las habilidades de escritura y comprension de lectura de los estudiantes para abordar la caida academica resultante de la pandemia y reducir la brecha de rendimiento, el campus participara semanalmente en Writing Across Curriculum, Grupos de alfabetizacion, Organizadores graficos, Actividades de resumen, DEAR (dejar todo y leer), Desarrollo de vocabulario y rutinas en todas las areas de contenido. **Milestone's/Strategy's Expected Results/Impact:** District Benchmarks, Campus Based Assessments , Instructional Walkthroughs, and Lesson Plans The campus will have 100% of the teachers and librarians participating in this initiative. Formative: Classroom observation, data analysis meeting, TAPR report Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 - Student Learning 3, 5 - School Processes & Programs 1 **Funding Sources:** Reading Materials - 281 ESSER II Grant Funds - 281-12-6329-00-002-Y-99-0CG-Y - $173,980, MISCELLANEOUS CONTRACTED SERVI - 281 ESSER II Grant Funds - 281-12-6299-00-002-Y-99-0CG-Y - $957, Software - 281 ESSER II Grant Funds - 281-11-6395-62-002-Y-24-0CG-Y - $2,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments. Maestros altamente calificados contratados para aliviar el hacinamiento en las aulas para aumentar los puntajes en las evaluaciones estatales. **Milestone's/Strategy's Expected Results/Impact:** Compensation plan will reflect incentives available for teachers at high poverty/ high minority/ low performing campuses. Formative: draft of revised compensation plan Summative: approved revised compensation plan **Staff Responsible for Monitoring:** TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implement accelerated instruction in core-area subjects for low-performing students in order improve student achievement and close the achievement gap. Promote attendance for extended day instruction by providing incentives. Implementar instruccion acelerada en materias basicas para estudiantes de bajo rendimiento a fin de mejorar el rendimiento estudiantil y cerrar la brecha de rendimiento. Promueva la asistencia a la instruccion de dia extendido proporcionando incentivos. **Milestone's/Strategy's Expected Results/Impact:** Decrease achievement gap. Formative: Classroom observation, data analysis meeting, TAPR report Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores **Staff Responsible for Monitoring:** Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1, 2 **Funding Sources:** Extra Duty Pay & Fringe - 211 Title I-A - 211 -11-6118-00-002-Y-30-0F2-Y - $5,000, EOC Tutorials - 162 State Compensatory - 162-11-6118-00-002-Y-24-EOC-Y - $22,610, Transportation - 211 Title I-A - 211 -11-6494-00-002-Y-30-0F2-Y - $5,000, Extra Duty Pay & Fringe - 282 ESSER III Grant Funds - 282-11-6118-00-002-Y-24-ECG-1 - $102,780, Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-002-Y-24-0CG-1 - $36,916, Extra Duty Pay & Fringe - 281 ESSER II Grant Funds - 281-11-6118-00-002-Y-24-0CG-Y - $9,675, Transportation - 281 ESSER II Grant Funds - 281-11-6494-00-002-Y-24-0CG-Y - $3,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: 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. Brindar capacitacion anual de respuesta a la intervencion (RtI) para el personal del campus (nuevo y de actualizacion) para implementar la intervencion a traves del modelo de 3 niveles de RtI para apoyar el crecimiento y el exito academico de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** District Benchmarks, Campus Based Assessments , Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas. The campus will decrease number of referrals to Special Education Program by 10%. Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions Summative: STAAR, TELPAS, TSIA2, SAT, ACT, AP Scores **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** Tiered Students - **Start Date:** July 1, 2021 - **End Date:** October 1, 2021	100%	100%	100%	100%

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Teacher, campus administration and counselors will promote and increase the number of students achieving scores of 3 or higher on AP Exams by increasing teacher participation in the following vertical teaming and enrichment activities Honors & AP Institute Workshop and on-going training in GT, Honors, and AP curricula/resources (Perfection Learning) and promote AP tutorials and testing. El maestro, la administracion del campus y los consejeros promoveran y aumentaran la cantidad de estudiantes que obtienen puntajes de 3 o mas en los examenes AP al aumentar la participacion de los maestros en las siguientes actividades de enriquecimiento y trabajo en equipo vertical. Taller del Instituto de Honores y AP y capacitacion continua en GT, Honores, y curriculo/recursos AP (Aprendizaje perfecto) y promover tutoriales y examenes AP. **Milestone's/Strategy's Expected Results/Impact:** Increased Post Secondary Opportunities for Students Formative: Number of students taking AP exams Summative: AP Score Report and Dual Enrollment Score Report **Staff Responsible for Monitoring:** Teachers; Dept. Chairs; Campus Administration; and Advanced Academics **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 3 - Student Learning 6 - School Processes & Programs 7 **Funding Sources:** AP Testing Fees - 211 Title I-A - 211 -11-6339-00-002-Y-30-0F2-Y - $29,900	35%	75%	85%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSIA2 preparation. Se implementara un horario flexible para satisfacer las necesidades de los estudiantes. Las clases de recuperacion de ingles I, ingles II y ELA EOC se vincularan para mejorar el exito de los estudiantes. Los cursos de Algebra I se vincularan con el Curso de Transicion a la Universidad para estudiantes seleccionados para garantizar el 100% de dominio de la evaluacion estatal y la preparacion para TSIA2. **Milestone's/Strategy's Expected Results/Impact:** Improves EOC mastery and TSIA2 passing rates Formative Benchmark data Summative EOC Scores **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Comprehensive Support Strategy** - **Population:** All students, specially At-Risk and SE students - **Start Date:** August 2, 2021 - **End Date:** June 3, 2022	100%	100%	100%	→

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Porter ECHS will empower learners by developing and fostering Social Emotional Learning Skills through enrichment extended day sessions and SEL curriculum/ resources to provide a safe environment for all students. Porter ECHS empoderara a los estudiantes mediante el desarrollo y el fomento de habilidades de aprendizaje socioemocional a traves de sesiones de enriquecimiento de dia extendido y curriculo/recursos SEL para proporcionar un entorno seguro para todos los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Student Attendance Counselor Referrals **Staff Responsible for Monitoring:** Campus Administration Counselors Teachers Librarian **Population:** All Students - **Start Date:** November 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 1 - Student Learning 1 **Funding Sources:** Extra Duty Pay - 282 ESSER III Grant Funds - 282-31-6118-00-002-Y-99-MH1-1. - $3,000, General Supplies - Books - 281 ESSER II Grant Funds - 281-12-6323-00-002-Y-99-OCG-Y - $20,000	35%	60%	80%	→

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

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

Need Statement 2: Increase EB, At-Risk, Economically Disadvantaged assessment scores. **Data Analysis/Root Cause**: Emergent Bilingual and At-Risk students are not performing as successfully as the rest of their peers in state assessments.

Need Statement 3: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Student Learning

Need Statement 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 EB populations and SE populations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 2: Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions **Data Analysis/Root Cause**: Campus Need Surveys indicate a need to increase awareness for these programs.

Need Statement 3: Provide supplemental instructional materials, software programs, 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. **Data Analysis/Root Cause**: Materials and resources needed to continue academic growth in all areas.

Need Statement 5: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause**: 2021 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 6: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

School Processes & Programs

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause**: 2021 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 7: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

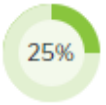
Goal 1: Porter students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

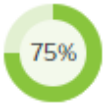
Performance Objective 2: Porter Career and Technical Education student participation will increase by 3 percentage points over 2019 and 2021 including special population students and CCMR graduates will improve over prior year graduates by at least one percentage point.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter CTE teachers in grades 9-12 will utilize CTE funds for curriculum supplements and updated technology that will lead to enhanced student learning by increased numbers of students receiving endorsements, industry based certifications and licenses. Los maestros de Porter CTE en los grados 9-12 utilizaran los fondos de CTE para suplementos curriculares y tecnologia actualizada que conducira a un mejor aprendizaje de los estudiantes mediante un mayor numero de estudiantes que reciben endosos, certificaciones y licencias basadas en la industria. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased student engagement on walkthrough reports Increased usage on software application data reports Summative: increased numbers of students receiving endorsements, industry based certifications and licenses, CCR **Staff Responsible for Monitoring:** CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals Special Education Teachers **TEA Priorities:** Connect high school to career and college - **Population:** CTE students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 3 **Funding Sources:** Maintenance and repair for machines, computers and other equipment - 164 State Career and Technical Education - 164-11-6249-xx-002-Y-22-000-Y - $4,200, Contracted Sources - Software licenses - 164 State Career and Technical Education - 164-11-6299-xx-002-Y-22-xxx-Y - $51,175, Textbooks - 164 State Career and Technical Education - 164-11-6321-xx-002-Y-22-000-Y - $6,500, Software (District Owned) - 164 State Career and Technical Education - 164-11-6395-62-002-Y-22-xxx-Y - $24,130, Computer equipment for instruction ($5,000 or less per unit cost) - 164 State Career and Technical Education - 164-11-6398-xx-002-Y-22-000-Y - $49,535, General Supplies - 164 State Career and Technical Education - 164-11-6399-xx-002-Y-22-000-Y - $128,307, Fees - 164 State Career and Technical Education - 164-11-6497-xx-002-Y-22-xxx-Y - $66,685, Equipment - 244 Perkins Grant (Fed. CTE) - 244-11-6398-xx-002-Y-22-000-Y - $69,400, General Supplies - 244 Perkins Grant (Fed. CTE) - 244-11-6398-xx-002-Y-22-000-Y - $18,000, Professional Extra Duty - 282 ESSER III Grant Funds - 282-11-6118-00-002-Y-22-000-1 - $9,100, General Supplies - 282 ESSER III Grant Funds - 282-11-6399-00-002-Y-22-000-1 - $56,363, Misc Operating Costs - 282 ESSER III Grant Funds - 282-11-6497-00-002-Y-22-CCR-1 - $27,000	65%	80%	90%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Porter ECHS will collaborate with the P-TECH TEA technical service provider and P-TECH advisory committee to implement plans for P-TECH Porter College High Schools based on the P-TECH Blueprint. Porter ECHS colaborara con el proveedor de servicios tecnicos P-TECH TEA y el comite asesor de P-TECH para implementar planes para las escuelas secundarias de P-TECH Porter College basados en el P-TECH Blueprint. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: meeting agendas, sign-ins, and draft plans for implementation Summative Impact: submitted application for designation as Pathways to Technology Early College High School (P-TECH) **Staff Responsible for Monitoring:** Principal Dean CTE Assistant Principal CPO CTE Administrator P-TECH Administrator **Population:** P-TECH Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 2 **Funding Sources:** Stipends and supplemental pay - 429 P-TECH Grant Funds - $35,150, Consulting Services - 429 P-TECH Grant Funds - $12,771, Tuition - 429 P-TECH Grant Funds - $7,200, Travel - 429 P-TECH Grant Funds - $13,500, Supplies - 429 P-TECH Grant Funds - $19,557				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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. Los maestros de educacion profesional y tecnica continuaran asistiendo a desarrollo profesional continuo para que los estudiantes puedan aprender las ultimas habilidades tecnologicas y poder competir en la universidad y en la fuerza laboral. **Milestone's/Strategy's Expected Results/Impact:** Formative: instructional Framework Observation Feedback forms. Summative: increased numbers of student receiving endorsements, certification and licenses, CCMR **Staff Responsible for Monitoring:** CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers **Population:** CTE Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 7 - School Processes & Programs 4 **Funding Sources:** Employee Travel - 164 State Career and Technical Education - 164-13-6411-23-002-Y-22-000-Y - $2,500				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Porter Career Placement Officer will utilize CTE funds for updated technology that will lead to enhanced student learning.				

El Oficial de Colocacion de Carreras de Porter utilizara los fondos de CTE para tecnologia actualizada que conducira a un mejor aprendizaje de los estudiantes.

Milestone's/Strategy's Expected Results/Impact: Formative: students enrolled in CTE programs

Summative: increased numbers of student receiving endorsements, industry based certification and licenses, CCMR

Staff Responsible for Monitoring: CTE Administrative
Career Placement Officers
HS Administrators
HS CTE Teachers

Population: CTE students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022

Need Statements: Student Learning 1

Funding Sources: Supplies - 164 State Career and Technical Education - 164-31-6399-xx-002-Y-22-000-Y - $6,300, Awards/Cords - 164 State Career and Technical Education - 164-31-6498-00-002-Y-22-000-Y - $5,000

50%	70%	85%	→

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

Performance Objective 2 Need Statements:

Student Learning

Need Statement 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 EB populations and SE populations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

Need Statement 2: Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions **Data Analysis/Root Cause**: Campus Need Surveys indicate a need to increase awareness for these programs.

Need Statement 3: Provide supplemental instructional materials, software programs, 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. **Data Analysis/Root Cause**: Materials and resources needed to continue academic growth in all areas.

Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

School Processes & Programs

Need Statement 4: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

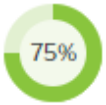
Goal 1: Porter students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

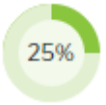
Performance Objective 3: Porter will implement the early college high school model at all comprehensive and stand-alone high schools to maintain designation and improve performance as measured by the ECHS Blueprint.

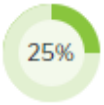
Evaluation Data Sources: TSIA2s reports, dual enrollment credit reports, AP score reports, ECHS Blueprint

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement a comprehensive Texas Success Initiative Assessment 2.0 (TSIA2) remediation plan with the expectation that all BISD students will graduate college ready. Plan includes the implementation of the following: APEX Edgenuity TSIA2 Lab TSIA2 Tutorials Implementar una evaluacion integral de la Iniciativa de Exito de Texas 2.0 (TSIA2) plan de remediacion con la expectativa de que todos. Los estudiantes de BISD se graduaran listos para la universidad. El plan incluye la implementacion de lo siguiente: APENDICE Edgenuity Laboratorio TSIA2 Tutoriales TSIA2 **Milestone's/Strategy's Expected Results/Impact:** Formative: TSIA2 test taking and passing data by grade level Summative: Increased 5% percentage points of students passing each and all TSIiA2 components at each grade level over previous year **Staff Responsible for Monitoring:** ECHS Director ECHS Counselor AVID Teacher Dean of Instruction **Population:** All Students - **Start Date:** August 16, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 3 - Student Learning 6 - School Processes & Programs 7				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Increase the number of students who are prepared to enter and succeed in post-secondary education, campus administration and counselors will ensure that students and their parents have the information they need to prepare academically, socially and financially for college by collaborating with ADVISE TEXAS, Upward Bound, & AmeriCorp. Aumentar el numero de estudiantes que estan preparados para ingresar y tener exito en la educacion postsecundaria educacion, la administracion del campus y los consejeros asegurar que los estudiantes y sus padres tengan la informacion necesitan prepararse academica, social y economicamente para la universidad colaborando con ADVISE TEXAS, Upward Bound y AmeriCorp. **Milestone's/Strategy's Expected Results/Impact:** Formative: Credits Accrued and Student Transcripts Summative: Students Enrolled in Post Secondary Education **Staff Responsible for Monitoring:** Teachers; Counselors; and Campus Administration **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** July 31, 2022 **Need Statements:** Student Learning 2 **Funding Sources:** Misc. Contracted Advise Texas - 211 Title I-A - 211-11-6299-00-002-Y-30-TUK-Y - $12,500				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: The AVID Elective course will be offered to ECHS Cohort students, which will allow them to receive the additional academic, social, and emotional support that will help them succeed in their most rigorous courses. AVID Secondary will have an effect on the entire school by providing classroom activities, teaching practices, and academic behaviors that can be incorporated into any classroom to improve engagement and success for all students. El curso electivo AVID se ofrecera a ECHS Estudiantes de cohorte, lo que les permitira recibir la apoyo academico, social y emocional adicional que les ayudara a tener exito en sus cursos mas rigurosos. AVID Secundaria tendra un efecto en toda la escuela proporcionando actividades en el aula, practicas de ensenanza, y comportamientos academicos que se pueden incorporar en cualquier salon de clases para mejorar el compromiso y el exito de todos los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Increased number of students enrolled in advanced level courses. Increased number of students who apply for colleges Formative Report Cards and Benchmarks Summative EOC, AP scores and EOY report cards/retention rate **Staff Responsible for Monitoring:** ECHS Director Counselors Administration Dean of Instruction ECHS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** ECHS PTECH Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 2 **Funding Sources:** AVID Dues - 211 Title I-A - 211-11-6495-00-002-Y-30-0F2-Y - $4,900				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase vertically aligned course offerings in grades 9-12 and all instructional materials needed to ensure equitable access for all students on all campuses, for advanced placement (AP)/Dual enrollment courses at the high school level to ensure college readiness. Aumentar las ofertas de cursos alineados verticalmente en los grados 9-12 y todos los materiales de instruccion necesarios para garantizar el acceso equitativo de todos los estudiantes en todos los campus, para cursos de colocacion avanzada (AP)/inscripcion doble en el nivel de escuela secundaria para garantizar la preparacion universitaria. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores **Staff Responsible for Monitoring:** Principal Dean Dept Heads All Teachers **TEA Priorities:** Connect high school to career and college - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 3 - Student Learning 6 - School Processes & Programs 7 **Funding Sources:** Misc Contracted Services -Adjuncts - 162 State Compensatory - 162-11-6299-15-002-Y-30-000-Y - $46,730, Dual Enrollment Tuition - 162 State Compensatory - 162-11-6223-15-002-Y-30-000-Y - $3,800				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 3: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Student Learning
Need Statement 2: Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions **Data Analysis/Root Cause**: Campus Need Surveys indicate a need to increase awareness for these programs.
Need Statement 6: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

School Processes & Programs

Need Statement 7: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All migrant students will receive grade appropriate school supplies, hygiene products and clothing on an as needed basis in order to provide them with the necessary tools to complete homework and classwork assignments thus extending them the same opportunities for meeting the academic challenges of all students. PFS Migrant students will receive supplemental support services before other migrant students. Todos los estudiantes migrantes recibiran utiles escolares, productos de higiene y ropa apropiados para su grado, segun sea necesario, para brindarles las herramientas necesarias para completar las tareas y trabajos de clase, y asi brindarles las mismas oportunidades para enfrentar los desafios academicos de todos los estudiantes. Los estudiantes migrantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: distribution forms, PFS Learning Academy Reports, Composite of Services Reports Summative: fewer PFS students are identified due to increased performance, On-time promotion and on-time graduation rates increased. **Staff Responsible for Monitoring:** Migrant Funded Teacher Migrant Funded Clerk Migrant Counselor Assist Principal Principal **Population:** All migrant students - **Start Date:** August 1, 2021 - **End Date:** June 30, 2022	100%	100%	100%	100%

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Migrant 9th graders will have the opportunity to attend a math workshop to learn and reinforce the skills necessary to successfully meet the challenges of the district'ts rigorous math classes and STAAR exams. Los estudiantes migrantes de noveno grado tendran la oportunidad de asistir a un taller de matematicas para aprender y reforzar las habilidades necesarias para enfrentar con exito los desafios de la clases rigurosas de matematicas del distrito y examenes STAAR. **Milestone's/Strategy's Expected Results/Impact:** Formative: six week grades and PFS monitoring tool Summative: increased Algebra I and EOC passing rates **Staff Responsible for Monitoring:** Principal Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math - **Population:** 9th grade migrant students - **Start Date:** August 17, 2021 - **End Date:** June 29, 2022	20%	50%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: All migrant students will be provided with training and support in the use of academic tools and resources to increase success in reading and mathematics. Todos los estudiantes migrantes recibiran capacitacion y apoyo en el uso de herramientas y recursos academicos para aumentar el exito en lectura y matematicas. **Milestone's/Strategy's Expected Results/Impact:** Formative: training sign-in sheets Summative: increased reading and math state assessment scores for migrant students. **Staff Responsible for Monitoring:** Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 29, 2022 **Need Statements:** Student Learning 1 **Funding Sources:** Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-002-Y-24-0F2-Y - $300	100%	100%	100%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Porter ECHS campus migrant clerk will provide supplemental support to the PFS and migrant students only, in order to enhance the advocacy, encouragement, and support to the special needs of migrant students as delineated by ESSA (Public Law 07-110) Section 1301- 1309 and will ensure that the migrant students are actively engaged in the Migrant Club, receive needed homework assistance and socialize with other migrant students throughout the current school year. El secretario migrante del campus de Porter ECHS brindara apoyo adicional al PFS y a los estudiantes migrantes unicamente, con el fin de mejorar la defensa, el estimulo y la y apoyo a las necesidades especiales de los estudiantes migrantes segun lo delineado por ESSA (Ley Publica 07-110) Seccion 1301-1309 y garantizara que los estudiantes migrantes participen activamente en el Club Migrante, reciban la ayuda necesaria con la tarea y socialicen con otros estudiantes migrantes a lo largo el ano escolar actual. **Milestone's/Strategy's Expected Results/Impact:** Formative: attendance rosters into Migrant lab, phone logs, 3 week progress reports, and six weeks grades Summative: EOY state assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Migrant Funded Teacher **TEA Priorities:** Build a foundation of reading and math - **Population:** PFS and Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 29, 2022	100%	100%	100%	→

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

Performance Objective 4 Need Statements:

Student Learning
Need Statement 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 EB populations and SE populations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

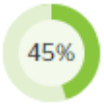
Goal 1: Porter students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goals 1 and 2) (TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 5: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, Physical Education and CTE programs by 5% over 2020-2021 participation

Evaluation Data Sources: Regional and state competition participation numbers and numbers of students advancing to the next performance level.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 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 AMC to enhance their academic achievement. Desarrollar, apoyar e implementar un solido programa de enriquecimiento basico para los estudiantes de Porter HS a traves de competencias, tales como, entre otras: AMC, UIL, ferias de ciencias de HS, ferias regionales, estatales e internacionales de ciencia e ingenieria, Texas y Science Olympiad y Brainsville, Science Ferias, Ferias de Historia, TSA, Ajedrez, Quizbowl y AMC para mejorar su rendimiento academico. **Milestone's/Strategy's Expected Results/Impact:** Student participation data at school, district, regional, state, and national events The campus will have a 10% increase in the number of students participating in these events. Formative Competition/Activity participation logs Summative Students Advancing and Placing in Competitions **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Transportation - 199 Local funds - 199-36-6494-00-002-Y-99-0xx-Y - $4,200, Travel & Subsistence - 199 Local funds - 199-36-6112-00-002-Y-99-000-Y - $5,100, Stipends UIL Coaches - 199 Local funds - 199-36-6117-00-002-Y-99-000-Y - $16,500, General Supplies - 199 Local funds - 199-36-6399-00-002-Y-99-000-Y - $1,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CTE will continue to encourage its students to participate in Career and Technical Student Organizations (CTSOs) so that leadership, communication and soft skills may be developed. CTE continuara alentando a sus estudiantes a participar en Organizaciones de Estudiantes de Carreras y Tecnicas (CTSO, por sus siglas en ingles) para que se puedan desarrollar habilidades de liderazgo, comunicacion y sociales. **Milestone's/Strategy's Expected Results/Impact:** Formative: documentation for students competing at the regional, state and national levels Summative: increased participation and success in CTErelated competitions, increase accolades for students in respective competitive areas **Staff Responsible for Monitoring:** Career Placement Officer CTE Administrator **Population:** CTE Students - **Start Date:** August 16, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Student travel and subsistence - 164 State Career and Technical Education - 164-11-6412-FT-002-Y-22-xxx-Y - $20,600, BISD Transportation - 164 State Career and Technical Education - 164-11-6494-FT-002-Y-22-000-Y - $750				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events and public performances. Fine Arts students will develop critical thinking and multi-tasking skills, creativity, teamwork and character by participating in UIL contests, TMEA contests, non-UIL contests, exhibitions, district/community events and public performances. **Milestone's/Strategy's Expected Results/Impact:** Formative: performance ratings, attendance, audience / student reaction Summative: EOY performance recognition, student program enrollment increases **Staff Responsible for Monitoring:** Principal FA Assistant Principal FA Directors **Population:** All Fine Arts Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits. Aumentar la matricula en los programas de Bellas Artes mediante la realizacion de visitas y conciertos de captacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: PEIMS enrollment numbers, class rosters Summative: improved enrollment form prior year **Staff Responsible for Monitoring:** Principal FA Assistant Principal FA Directors **Population:** All Fine Arts Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	10%	50%	85%	→

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Increase the number of athletes to be scheduled in the appropriate athletic period each year, so that leadership skills, sport skills, higher-order thinking skills, strengthening and condition skills, and sportsmanship skills can be mastered by the student in athletics. Aumentar el numero de atletas que se programaran en el periodo deportivo apropiado cada ano, de modo que las habilidades de liderazgo, las habilidades deportivas, las habilidades de pensamiento de orden superior, el estudiante puede dominar las habilidades de fortalecimiento y acondicionamiento, y las habilidades deportivas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus master schedules, PE/Coach class rosters, choice slips Summative: PEIMS enrollment reports, athletic coordinator reports **Staff Responsible for Monitoring:** Principal Athletic Coordinator Dean of Instruction **Population:** All Athletic students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	30%	65%	80%	→

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

Performance Objective 5 Need Statements:

Demographics
Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 3)

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. **Milestone's/Strategy's Expected Results/Impact:** Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **Population:** campus facilities - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	40%	60%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Custodial supplies will also be bought for the maintenance of facilities. **Milestone's/Strategy's Expected Results/Impact:** Survey results from campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data **Staff Responsible for Monitoring:** Campus Administration Facilities and maintenance staff **Population:** Campus staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Perceptions 3 **Funding Sources:** Building Construction and Improvement - 282 ESSER III Grant Funds - 282-81-6629 - $2,558,056, Air Purifiers - 282 ESSER III Grant Funds - 281-51-6639-00-002-Y-99-090-1 - $10,444, Equipment - 282 ESSER III Grant Funds - 281-51-6698-00-002-Y-99-090-1 - $5,597, PPE - 282 ESSER III Grant Funds - 281-36-6399-xx-002-Y-99-090-1 - $4,157	65%	70%	85%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Porter Early College High School will develop and maintain green areas/landscaped areas to help beautify facilities with the support of community, parents and students **Milestone's/Strategy's Expected Results/Impact:** Formative: beautification/garden event showcases and perception campuses areas are clean and green Summative: improved campus survey data about facilities **Staff Responsible for Monitoring:** Principal Assistant Principals Maintenance Supervisor **Population:** All Students and Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

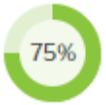
Perceptions
Need Statement 3: Need to purchase health and safety supplies for students. **Data Analysis/Root Cause**: Student attendance decreased during 2020-2021 school year.

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will support the campus in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: **Milestone's/Strategy's Expected Results/Impact:** Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration SBDM Committees **Population:** Porter ECHS Stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 3 Math, 2 ELA, 2 SS/History, 2 Library Aides, 2 Nurses (.40 each), 1 teacher aide, 2 Parent Liaison **Milestone's/Strategy's Expected Results/Impact:** Formative: position control report compared to CIP strategies Summative: EOY position control report, time and effort certification forms **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 **Funding Sources:** Payroll -Teachers - 211 Title I-A - 211-11-6119-00-002-Y-30-0F2 - $557,313, Payroll - Teacher Dyslexia Aide - 211 Title I-A - 211-11-6129-00-002-Y-30-054 - $26,406, Payroll Library Aides - 211 Title I-A - 211-12-6129-06-002-Y-30-0F2 - $58,956, Payroll - Nurses - 211 Title I-A - 211-33-6119-00-002-Y-30-0F2 - $59,561, Payroll - Parent Liasons - 211 Title I-A - 211-61-6129-00-002-Y-30-0F2 - $60,556				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Campus will support programs and teachers in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. **Milestone's/Strategy's Expected Results/Impact:** Formative: monthly expenditure reports, CIP evaluations Summative: EOY expenditure reports, PDS evaluations and certifications, CIP summative report **Staff Responsible for Monitoring:** Principal Dean of Instruction SBDM Committee **Population:** campus personnel and stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus administration will conduct annual training for all programs on the required documentation for program expenditures for transportation, professional extra duty pay, and purchase orders for resources and programs as per district policies and guidelines. **Milestone's/Strategy's Expected Results/Impact:** Formative: sign-in sheets, agenda, certification(s), extra duty timesheets Summative: EOY student activities final report submission and bi-tech reports **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction **Population:** All stakeholders: teachers, coaches, sponsors - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Campus book keeper will conduct an annual training for all coaches and program sponsors to review district policies and procedures for student activities funds and fundraising activities. **Milestone's/Strategy's Expected Results/Impact:** Formative: sign-in sheets, agenda, certification(s) and student activities constitutions Summative: EOY student activities final report submission **Staff Responsible for Monitoring:** Campus Principal Dean of Instruction Campus Book Keeper **Population:** All coaches and program sponsors - **Start Date:** August 9, 2021 - **End Date:** September 30, 2021				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 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 EB populations and SE populations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Strategies to attract highly-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and Special Education) free professional development, performance based pay and free health insurance. **Milestone's/Strategy's Expected Results/Impact:** Formative: position control report, staff assignments Summative: PDS evaluations, EOY position control FTE report **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** Porter ECHS Teachers - **Start Date:** July 1, 2021 - **End Date:** January 31, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Performance Based Compensation - 282 ESSER III Grant Funds - 287-XX-6117-PP-002-Y-24-TIF-Y	30%	75%	80%	→

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Campus administration along with the SBDM committee will create and participate in employee incentives and recognition to improve employee and district and campus morale and climate **Milestone's/Strategy's Expected Results/Impact:** Formative: CNA survey and campus climate survey data related to support and retention Summative: PEIMS and TAPR report showing increased years of experience and decreased turn over rates **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Recruit, support, retain teachers and principals - **Population:** Campus Faculty and Staff - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	20%	60%	80%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Covid-19 retention stipend for all faculty and staff. **Milestone's/Strategy's Expected Results/Impact:** Payroll records **Staff Responsible for Monitoring:** Principal **Population:** All faculty and staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Stipend - 282 ESSER III Grant Funds - 282-11-6117-xx-002-Y-xx-000-1 - $638,320	0%	55%	60%	100%

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

Performance Objective 3 Need Statements:

Demographics

Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1) Porter ECHS will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. **Milestone's/Strategy's Expected Results/Impact:** Updates on media sources will be completed routinely. Formative: schedule of weekly updates. Summative: Listing of all the activities posted by the end of the year. **Staff Responsible for Monitoring:** Principal Dean of Instruction Campus TST **Population:** Porter ECHS Stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Equipment - Marquee - 199 Local funds - $35,000	50%	70%	85%	→

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Campus will designate a PIO contact to provide updates on current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. **Milestone's/Strategy's Expected Results/Impact:** Regular updates on media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information to be showcased. Summative: annual compilation of showcases **Staff Responsible for Monitoring:** PIO District Administrators Campus Administration Campus TST **Population:** Porter ECHS Stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	50%	75%	80%	→

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

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

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

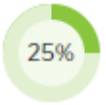
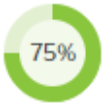
Evaluation Data Sources: BAC placement data for 2017-2018 and 2018-2019, 2020-2021 PEIMS discipline report data, Referral report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to BAC placements

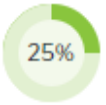
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: In order to prevent discipline incidents and/or referrals to BAC, all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. **Milestone's/Strategy's Expected Results/Impact:** Formative Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites. Summative EOY eSchool Discipline report and PEIMS data for BAC enrollments **Staff Responsible for Monitoring:** Campus Administration Behavior Coordinators **Population:** All Students/parents; campus personnel - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	25%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Additional security cameras will be installed to ensure the security needs of the campus as well as a monitor to view cameras throughout the day. Population: All Students **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased coordination between security and administration Summative: Reduction in vandalism **Staff Responsible for Monitoring:** Principal, Assistant Principals, Security Monitor	15%	60%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, bullying and violence prevention. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in sheets Summative: Discipline Referral Count **Staff Responsible for Monitoring:** Counselors, Administration Teachers **Population:** All facuty, staff, students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus will implement RtI behavior interventions upon transitioning to their home campus and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans **Milestone's/Strategy's Expected Results/Impact:** Formative: RtI documentation, eSchool reports, Counselor meeting logs Summative: eSchool report data, decrease the number of repeated referrals to BAC by implementing RtI behavior interventions for students transitioning to their home campus from BAC. **Staff Responsible for Monitoring:** Campus RtI Administrator Campus Counselor				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Reduce placement assignments to a DAEP setting by providing early behavior intervention strategies and deescalation techniques through the implementation of Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at each campus.				
Milestone's/Strategy's Expected Results/Impact: Formative: student sign-in sheets, counselor's log, audits, evaluation sheets, training sign-in sheets Summative: discipline PEIMS report data reflecting a reduction in placements to a DAEP per campus				
Staff Responsible for Monitoring: Administration Campus Behavior Coordinator Counselor				
Population: All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

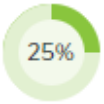
  No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 and will not be disproportionate for any population.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers will receive training on the use of district software (eSchool & SuccessED) and discipline management and safe environments at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans P				
Milestone's/Strategy's Expected Results/Impact: Formative: eSchool discipline reports and RtI plans Summative: reduced number/percentage of population of students referrals to ISS and/or OSS compared to previous school year. **Staff Responsible for Monitoring:** Campus RtI Administrator Campus RtI committee Counselor **Population:** All Teachers - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations. Incentives will be provided for redirection. **Milestone's/Strategy's Expected Results/Impact:** Formative: ISS/OSS placements of special education and other targeted groups will decrease by 5% at the district level Summative: discipline indicator performance levels and staging will decrease **Staff Responsible for Monitoring:** Special Education Administrator RtI Administrator Campus Behavior Coordinator **Population:** All Students including IDEA students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Misc Operating Costs Awards - 199 Local funds - 199-11-6498-00-002-Y-11-000-Y - $12,000, Awards & Incentives - 166 State Special Ed. - 166-11-6498-00-002-Y-23-0P8-Y - $12,792	5%	5%	15%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: Discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. **Staff Responsible for Monitoring:** Counseling Department Campus Administration **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 1 **Funding Sources:** Counselor FTE - 281 ESSER II Grant Funds - 281-31-6119-00-002-Y-99-MH3-Y - $386,978	70%	70%	70%	→

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

Performance Objective 2 Need Statements:

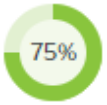
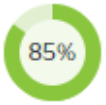
Demographics
Need Statement 1: Need to increase attendance for students and teachers and improve school climate. **Data Analysis/Root Cause**: Porter ECHS student attendance showed a continuing decline in student and teacher attendance during 2019-2020 and 2020-2021 school year.

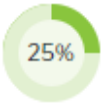
Goal 5: Porter ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

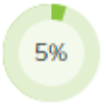
Performance Objective 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis

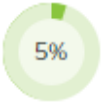
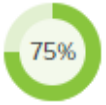
Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Truancy, Emergency Operations Plan (EOP) - Safety Procedures. **Milestone's/Strategy's Expected Results/Impact:** Decrease in the number of student discipline incidents compared to prior school year. Formative: presentations, sign-in sheets Summative: Discipline referral report **Staff Responsible for Monitoring:** Principal Assistant Principals Campus Behavior Coordinator Counselors Dean of Instruction **Population:** All campus personnel and students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Instructional Strategies Provide classroom instructional strategies through professional development and campus training to keep students engaged in order to reduce discipline issues in the classroom and increase academic performance. **Milestone's/Strategy's Expected Results/Impact:** Decrease in the number of student discipline incidents compared to prior school year. Formative: walk-throughs with constructive feedback, session evaluations, six week(s) academic and discipline reports Summative: EOY discipline referral reports, EOY academic progress reports **Staff Responsible for Monitoring:** Principal Dean of Instruction Assistant Principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan **Milestone's/Strategy's Expected Results/Impact:** 100% completed campus Emergency Operations Plan. Formative: safety meeting sign-in sheets Summative: campus EOY plan and EOY safety reports **Staff Responsible for Monitoring:** Campus Administration **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester **Milestone's/Strategy's Expected Results/Impact:** Formative: practice drill reports, Summative: EOY drill report with required drills conducted **Staff Responsible for Monitoring:** Campus Administration **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Update and maintain school safety equipment and supplies for the health and safety of students. **Milestone's/Strategy's Expected Results/Impact:** Formative: Daily Use Summative Attendance rates **Staff Responsible for Monitoring:** Campus Administration and Security **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Perceptions 3 **Funding Sources:** Raptor contract and equipment - 199 Local funds - 199-23-6299-41-002-Y-99-021-Y - $1,000, PPE and Custodial Supplies - 211 Title I-A - 211-51-6315-00-002-Y-30-0F2-Y - $2,000, Nurses' General Supplies - 211 Title I-A - 211-33-6399-00-002-Y-30-0F2-Y - $1,500, Supplies for Main/Oper - 199 Local funds - 199-51-6315-00-002-Y-99-000-Y - $20,000, General Supplies - 199 Local funds - 199-51-6399-00-002-Y-99-000-Y - $5,000, Equipment Under $5000 - 199 Local funds - 199-51-6398-00-002-Y-99-000-Y - $2,000, Supplemental Duty - 199 Local funds - 199-51-6121-xx-002-Y-99-000-Y - $2,400				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Need Statements:

Perceptions
Need Statement 3: Need to purchase health and safety supplies for students. **Data Analysis/Root Cause**: Student attendance decreased during 2020-2021 school year.

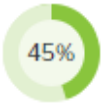
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4,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

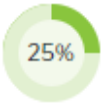
Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022

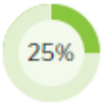
Evaluation Data Sources: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

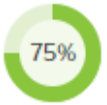
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Conduct the following annual Title I-A required activities; Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the campus level Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Title I-A Meeting to inform parents of the services provided through Title I funds Title I-A Parent Survey to evaluate the effectiveness of the Campus Parental Involvement Program Cada campus del Titulo I-A desarrolla y difunde la Politica de Participacion de los Padres y la Familia y el Pacto S-P-S a los padres de los estudiantes del Titulo I-A participantes y lo publica en el sitio web del campus en ingles y espanol. Asegura que el Pacto entre la escuela, los padres y los estudiantes describe como los padres, todo el personal de la escuela, los estudiantes y los padres comparten la responsabilidad de mejorar el endimiento de los estudiantes y por que medios la escuela y los padres construiran y desarrollaran una asociacion para ayudar a los ninos a alcanzar el alto nivel del estado. **Milestone's/Strategy's Expected Results/Impact:** Formative: Completed Parental Involvement Policies Campuses Campus Websites Fliers Meeting Agendas Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Agendas and Sign Ins Summative: Training Session Evaluations and Increased Parental participation to positively impact attendance, discipline, EOC scores, and graduation rates. **Staff Responsible for Monitoring:** Administration Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** All stakeholders - **Start Date:** September 1, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants, meetings, and trainings at different dates and times. 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 Mejorar el programa de participacion de los padres en el campus para aumentar el porcentaje de participacion de los padres en el campus proporcionando consultores, juntas, y entrenamientos durante diferentes horarios. Proporcionara refrigerios para los padres. Clases para padres Clases de nutricion Informacion para estudiantes universitarios y profesionales Entrenamiento COE Capacitaciones de requisitos de graduacion. Clases de ESL Cafe en la acera Encuentros Informativos Migrantes. **Milestone's/Strategy's Expected Results/Impact:** Increased parental participation in school activities and awareness of student responsibilities and opportunities for success. Formative:Agenda, Sign-In sheets, Summative: Evaluations positively impact attendance rates, discipline, EOC Scores, and graduation rates. **Staff Responsible for Monitoring:** Parent Liaison Administration Principal Dean of Instruction **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** July 31, 2022 **Need Statements:** Student Learning 7 - School Processes & Programs 4 **Funding Sources:** Other Operating Cost - Refreshments - 211 Title I-A - 211-61-6499-00-002-Y-24-0F2-Y - $900, General Supplies - 199 Local funds - 199-61-6399-00-002-Y-99-000-Y - $300, Employee Travel - 199 Local funds - 199-61-6411-00-002-Y-99-000-Y - $500, Misc Operating Costs - 199 Local funds - 199-61-6499-53-002-Y-99-000-Y - $700, General Supplies - 211 Title I-A - 211-61-6399-00-002-Y-30-0F2-Y - $900				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Increase the community partnership with the campus inviting business community members and organizations to present at weekly meetings. Aumentar la asociacion comunitaria con el campus invitando a miembros y organizaciones de la comunidad empresarial a presentar en reuniones semanales. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agenda, Sign-In sheets for parent, community, and SBDM meetings. Summative: Evaluations in order to increase student attendance, decrease failure rates, increase EOC Scores, graduation rates, and real work experiences. **Staff Responsible for Monitoring:** Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers 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 to address learning loss among students and provide information to parents how they can effectively support their student's learning. Student incentives will be provided for perfect attendance as way to increase attendance rate. Los maestros monitorearan y comunicaran constantemente las ausencias y tardanzas diarias de los estudiantes a los padres para promover un sistema rapido de comunicacion que mejorara la tasa de asistencia diaria para abordar la perdida de aprendizaje entre los estudiantes y brindar informacion a los padres sobre como pueden apoyar efectivamente el aprendizaje de sus estudiantes. Se proporcionaran incentivos a los estudiantes por asistencia perfecta como forma de aumentar el indice de asistencia. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increased Class Attendance Rate, Weekly Campus Attendance Rate Phone Master Daily Log Summative: PEIMS Campus Summary Report, ADA Annual Report in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates. **Staff Responsible for Monitoring:** Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Verify phone numbers & addresses of all students during the first weeks of the Fall semester in order to maintain accurate student data for parent communication. Verifique los numeros de telefono y las direcciones de todos los estudiantes durante las primeras semanas del semestre de otono para mantener datos precisos de los estudiantes para la comunicacion con los padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Accurate contact information in Eschool Plus Reports PEIMS Campus Summary Report Summative: School Messenger Report and Parental Contact logs in order to increase student attendance, decrease failure rates, increase EOC Scores, and graduation rates. **Staff Responsible for Monitoring:** Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration **Population:** Parent Liaisons, Attendance Clerks, Teachers, Counselors, Administration - **Start Date:** August 9, 2021 - **End Date:** October 1, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: Campus migrant clerk will conduct a minimum of two migrant parent meetings to provide migrant parents with current information regarding the academic progress and on-time graduation requirements. La secretaria del departamento migrantes del campus llevara a cabo un minimo de dos reuniones de padres migrantes para brindarles a los padres migrantes informacion actualizada sobre el progreso academico y los requisitos de graduacion a tiempo. **Milestone's/Strategy's Expected Results/Impact:** Formative: Meeting sign-in sheets and agendas Summative: Year end evaluations **Staff Responsible for Monitoring:** Migrant Campus Clerk Migrant Teacher	100%	100%	100%	→

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.
School Processes & Programs
Need Statement 4: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.
Population: All teachers teaching core content and special education, dyslexia, Honors/AP, CTE, and other academic areas
Timeline: July 2021 to June 2022

Milestone's/Strategy's Expected Results/Impact: ormative Results:
BISD Instructional Feedback Form District Monitoring Instrument data will indicate a 5 percentage point increase in Domain 2 proficient and higher ratings.

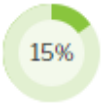
Summative Impact:
The district will have a 5 percentage point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.

Staff Responsible for Monitoring: Principal
Dean
Assistant Principals
C& I

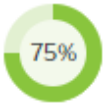
TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Comprehensive Support Strategy** - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022

Need Statements: Demographics 3 - Student Learning 5, 6, 7 - School Processes & Programs 1, 4, 7

Funding Sources: Employee Travel - 211 Title I-A - 211-13-6411-23-002-Y-30-AYP-Y - $4,000, MISCEL OPERATN COSTS-FEES - 211 Title I-A - 211-13-6499-53-002-Y-30-000-Y - $6,000, Employee Travel - Professional Development - 162 State Compensatory - 162-13-6411-23-002-Y-30-000-Y - $10,000, Professional Extra Duty Pay - 162 State Compensatory - 162-13-6118-00-002-Y-30-000-Y - $13,000, Training Materials - 162 State Compensatory - 162-13-6399-00-002-Y-30-000-Y - $2,460, General Supplies - Ink - 162 State Compensatory - 162-13-6399-65-002-Y-30-000-Y - $2,500, In District PD - 162 State Compensatory - 162-13-6411-00-002-Y-30-000-Y - $1,000, Contracted Services - 162 State Compensatory - 162-13-6249-23-002-Y-30-000-Y - $500, Employee Travel - 162 State Compensatory - 162-31-6411-23-002-Y-30-000-Y - $3,000, General Supplies - 211 Title I-A - 211-13-6399-00-002-Y-30-AYP-Y - $5,000, Employee Travel - Professional Development - 211 Title I-A - 211-23-6411-23-002-Y-30-AYP-Y - $2,500, Misc Operating Cost - Virtual Trainings - 211 Title I-A - 211-13-6497-23-002-Y-30-000-Y - $1,500, Employee Travel - Professional Development - 163 State Bilingual - $1,000, Substitutes - 199 Local funds - 199-11-6112-18-002-Y-99-000-Y - $3,000, Employee Travel - Professional Development - 199 Local funds - $4,000, Training Stipends - 281 ESSER II Grant Funds - 281-13-61xx-23-002-Y-24-0CG-Y - $23,449, Consulting Service - 281 ESSER II Grant Funds - 281-13-6291-00-002-Y-24-0CG-Y - $10,000, Employee Travel - 281 ESSER II Grant Funds - 281-13-6411-23-002-Y-24-0CG-Y - $8,000, Substitutes - 281 ESSER II Grant Funds - 281-13-6112-00-002-Y-24 -0CG-Y - $5,000

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Development and maintain traditional and online Professional Learning Communities that are based both on content and pedagogy. This formal collaboration among colleagues will serve to build instructional capacity starting at the individual classroom level. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: PLC meeting agendas, Sign-in sheets, PDS session rosters and evaluations, BISD Instructional Feedback reports, PDS Session Evaluations, BOY/MOY/EOY data analysis reports Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, Iowa Assessment **Staff Responsible for Monitoring:** Principal Dean Assistant Principals C& I Teachers **Population:** All Stakeholders - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSIA2, and other college readiness assessment scores by 5 percentage points. **Staff Responsible for Monitoring:** Principal Dean Assistant Principals C& I Teachers **Population:** All G/T sub-population students and teachers for these students in core content areas and Special Education - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Teachers, Counselors, and Administration 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 Solution Tree PLC Fluency Vocabulary Development Martha Morales TNT Literacy 101 Strategies to help all students in the classroom by attending district, regional, and state professional development for ELA, Math, Science, and Social Studies or hiring consultants to improve instruction and increase student success in state assessments. Attend AP Summer Institutes **Milestone's/Strategy's Expected Results/Impact:** BISD Instructional Feedback Walk Throughs, District Monitoring Instrument Sign-in sheets and Workshop agendas The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Master Teachers, Mentor Teachers, Department Chairs & HS Teachers **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 29, 2022				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: Improve instruction for all students including EB, 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). **Milestone's/Strategy's Expected Results/Impact:** District Benchmarks, Campus Based Assessments , Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas, and 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 **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** All Students: specially subpops - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	40%	70%	85%	→

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

Performance Objective 1 Need Statements:

Demographics

Need Statement 3: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Student Learning

Need Statement 5: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause**: 2021 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 6: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

School Processes & Programs

Need Statement 1: Need to improve reading/literacy skills at all levels and all content areas and writing across the curriculum and providing teacher training. **Data Analysis/Root Cause**: 2021 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 4: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

Need Statement 7: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause**: Participation in DE, ECHS, and AP lower that district average.

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

Performance Objective 2: Porter ECHS CTE Department will provide on-going professional development for CTE teachers, so that extended leaning opportunities,
with the use of research-based programs and activities, are provided to students to ensure more opportunities to be college and career ready.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will continue to support ongoing professional development for its teachers so that students may learn the latest program area and technology skills and be able to compete in college and the workforce. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Teachers will return to their classrooms and be able to share the newest technologies with their students and Teachers will be able to train their campus colleagues based on what they learned at their professional development (i.e., Word, Excel, Photoshop etc.) Summative Impact: Teachers lesson plans and walkthroughs will indicate improved implementation after training sessions **Staff Responsible for Monitoring:** CTE Department CPO Campus Adminstration **Population:** CTE Faculty & Staff - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	0%	0%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: CTE teachers will participate in Project Lead the Way (PLTW) and career cluster alignment trainings to enhance teacher effectiveness in providing project-based learning instruction to meet the needs of all students to improve overall performance and				

engagement.

Milestone's/Strategy's Expected Results/Impact: Formative Results: lesson plans, walkthroughs and observations including trainings and strategies
Summative Impact: increased student engagement on classroom observation documentation and increased student participation in under-served career pathways

Staff Responsible for Monitoring: CTE Department
CPO
Campus Adminstration

Population: CTE PTLW Teacher - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022

No Progress

Accomplished

Continue/Modify

Discontinue

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

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

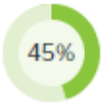
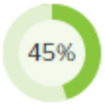
Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Porter ECHS will determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Use survey instruments and Learning Management/Classroom Management System software to assess students' and educator's skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Surveys of parents, students and teachers Walkthroughs and Feedback Summative Impact: EOY Survey data shows positive increases EOY Progress monitoring shows increases/improvement **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	60%	70%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Porter ECHS will determine what gaps students at risk of dropping out have and will provide adaptive, personalized supplemental learning devices with software in foundational content areas (ELA, Math, Science, Social Studies consisting of Texas, United States, and world history, government, and geography). **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Curriculum & Instruction Campus Administration Teachers **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	30%	65%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Porter ECHS teachers will receive training on positive behavior interventions and updates on seclusions, restraints, and timeouts as defined in SB1196. CORE TEAM will be trained yearly on CPI techniques. **Milestone's/Strategy's Expected Results/Impact:** Treating all students with dignity and respect. **Staff Responsible for Monitoring:** District Behavior Specialist Campus Administration Teachers **Population:** All students including IDEA students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

 No Progress Accomplished Continue/Modify Discontinue

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

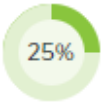
Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019 or 2021 (due to COVID-19), leveraging human capital in personalized learning.
Future Ready Use of Space and Time

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST Teachers **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Porter ECHS will support students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments LMS participation data **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST Teachers **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Porter ECHS will provide internship opportunities in the areas of Aerospace Engineering, Entrepreneurship, Robotics, and Coding through foundational skills such as computational thinking, systems thinking, and design thinking. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Internship reports CTE CTSO reports Summative Impact: Increased CTSO participation Increased enrollment in related courses **Staff Responsible for Monitoring:** Curriculum Administration CTE Administration Technology Administration Campus Administration CPO CTE Teachers **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will conduct/support speed tests will be conducted across the district in the early fall, mid-year and spring to ensure appropriate WIFI connectivity for all stakeholders. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks **Staff Responsible for Monitoring:** Curriculum Administration Technology Administration Campus Administration TST **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	0%	15%	70%	

No Progress | Accomplished | Continue/Modify | Discontinue

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

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

Evaluation Data Sources: Updated policies, reports of data breaches

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will review current data sources, review existing school improvement plans and determine places where increased use of data can help support existing goals and continuous improvement, by mapping them to key questions to be answered by this data. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Focus groups Survey reports Summative Results: Surveys indicate progress **Staff Responsible for Monitoring:** Curriculum & Instruction ISET Dept Technology Dept Campus Administration TST **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	15%	45%	70%	

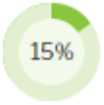
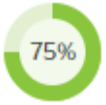
No Progress | Accomplished | Continue/Modify | Discontinue

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will train parents on the use of district Learning Management System and Classroom Management Systems to monitor the instructional use of instructional software and devices. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Records Summative Results: Software usage reports **Staff Responsible for Monitoring:** Campus Administration TST **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

 No Progress Accomplished Continue/Modify Discontinue

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Teachers, school leaders, and campus support staff will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Campus Administration **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	30%	80%	100%	100%

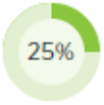
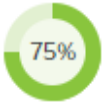
No Progress Accomplished Continue/Modify Discontinue

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

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

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Porter ECHS will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The district will utilize platforms such as GOGUARDIAN, CLEVER, and PAPERBASKET to analyze the return of investment for all software purchased by campuses and the district, It will analyze student usage, academic impact, student performance, etc. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports **Staff Responsible for Monitoring:** Curriculum Administration Professional Development Administration Technology Administration Campus Administration TST **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 8: All schools will show a 5% increase in all four areas 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize instructional technology by modeling within the context of instruction in curriculum by using a variety of technology equipment (computer labs, Interactive tables, Sensors/Interface Technology, computers, printers, document cameras, tablets, Mobi Views, clickers, graphing calculators, hardware and software, interactive panels etc.) in order to				

differentiate instruction and address learning loss.

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

Staff Responsible for Monitoring: Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff

Need Statements: Student Learning 7 - School Processes & Programs 4

Funding Sources: Supplies & Materials Technology - 263 Title III-A Bilingual - 263-11-6398-XX-002-Y-25-000-Y - $6,876, Supplies & Materials Software - 163 State Bilingual - 163-11-6395-62-002-Y-25-000-Y - $17,775, Technology - Equipment under $5000 - 211 Title I-A - 211 -11-6398-62-002-Y-30-0F2-Y - $56,358, Technology - Equipment under $5000 - 162 State Compensatory - 162-11-6398-62-002-Y-30-000-Y - $66,086, Misc Contracted Services - Panels - 162 State Compensatory - 162-11-6299-62-002-Y-30-000-Y - $6,000, Technology - Equipment under $5000 - 211 Title I-A - 211-23-6398-65-002-Y-30-0F2-Y - $1,600, Technology - Equipment under $5000 - 211 Title I-A - 211-33-6398-65-002-Y-30-0F2-Y - $450, Equipment under $5000 - 281 ESSER II Grant Funds - 281-11-6398-62-002-Y-24-0CG-Y - $148,251, Equipment over $5000 - - 281 ESSER II Grant Funds - 281-11-6399-00-002-Y-24-0CG-Y - $24,840, Contracted Services - Installation - 281 ESSER II Grant Funds - 281-11-6299-62-002-Y-24-0CG-Y - $17,250, Equipment under $5000 - 281 ESSER II Grant Funds - 281-31-6398-65-002-Y-24-0CG-Y - $4,900, Equipment under $5000 - 281 ESSER II Grant Funds - 281-13-6398-65-002-Y-24-0CG-Y - $4,900, Equipment under $5000 - 496 Elon Musk Grant Funds - 496-11-6398-62-002-Y-11-000-Y - $55,530, General Supplies - 496 Elon Musk Grant Funds - 496-11-6399-00-002-Y-11-000-Y - $9,939, Contracted Services - Installation - 496 Elon Musk Grant Funds - 496-11-6299-62-002-Y-11-000-Y - $5,200

0%	25%	65%	→

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

Performance Objective 8 Need Statements:

Student Learning
Need Statement 7: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

School Processes & Programs

Need Statement 4: Need to increase availability of personalized professional learning for faculty, staff, administration and parents, especially in the area of integration of technology including by district staff, online and face-to-face opportunities. **Data Analysis/Root Cause**: Surveys indicate need to increase training and supports for implementation of online and blended instruction.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (Board Goal 1) (TEA Ch. 4 Obj. 3)

Performance Objective 1: Porter ECHS will develop prevention and intervention strategies that increase at-risk student achievement on STAAR by 10%, increase the At-Risk Student Attendance Rate by 10%, increase the High School Completion Rate to 95%, and increase the High School Graduation Rate to 91.3%.

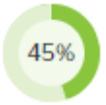
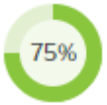
Evaluation Data Sources: STAAR/EOC, At-Risk Student Attendance Rate, Retention Rate, Recidivism Rate, High School Completion Rate, and High School Graduation Rate

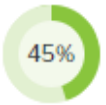
Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Se proporcionara instruccion acelerada en el plan de estudios basico durante programas de tutoria de dia, semana y/o ano extendidos para mejorar el rendimiento de los estudiantes en riesgo, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate **Staff Responsible for Monitoring:** Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs Administrator for State Compensatory Education **Population:** At-Risk, SE, MI, EB - **Start Date:** August 16, 2021 - **End Date:** June 3, 2022 **Need Statements:** Student Learning 1 **Funding Sources:** Supplemental Duty - 162 State Compensatory - 162-11-6118-00-002-Y-30-000-Y - $9,200				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. La Decano de Instruccion llevara a cabo sesiones periodicas de desarrollo profesional basadas en la investigacion para capacitar y retener personal altamente calificado que impactara positivamente el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuira las tasas de retencion y desercion de los estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** AR, TI,MI, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 **Funding Sources:** Dean of Instruction - 162 State Compensatory - 162-13-6119-00-002-Y-30-000-Y - $87,762	45%	70%	85%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate to include dyslexia and supplemental teachers. Los maestros instruccion complementaria a los estudiantes en riesgo para mejorar el rendimiento de los estudiantes, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion para incluir dislexia y maestros suplementarios. **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** AR, TI, MI, EB - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 **Funding Sources:** Support Teachers - 162 State Compensatory - 162-11-6119-00-002-Y-30-000-Y - $559,241	45%	75%	85%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: The High School At-Risk Counselor will monitor and coordinate intervention programs along side other counselors to improve at-risk student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. La consejera de la escuela secundaria en riesgo supervisara y coordinara los programas de intervencion junto con otros consejeros para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo y reducir la tasa de retencion y la tasa de abandono escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** At Risk Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1, 2 **Funding Sources:** At Risk Counselor - 162 State Compensatory - 162-31-6119-00-002-Y-30-000-Y - $78,027, At-Risk Counselor Supplies - 162 State Compensatory - 162-31-6399-65-002-Y-30-000-Y - $2,650, Professional Extra Duty Pay - 162 State Compensatory - 162-31-6118-00-002-Y-30-000-Y - $5,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5: The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. El Especialista del Programa supervisara y coordinara los programas de intervencion de abandono escolar para estudiantes clasificados como en riesgo para disminuir la tasa de abandono escolar y aumentar la tasa de finalizacion y graduacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS At-Risk Progress Report, eSchoolPLUS Dropout Monitor Report, eSchoolPLUS Special Programs Report, Student Logs, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rat **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** AT Risk - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 **Need Statements:** Student Learning 1 **Funding Sources:** Program Specialist - 162 State Compensatory - 162-23-6119-00--002-Y-24-000-Y - $52,924				

Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6: The Probation officer will to work with students who are on probation to improve probated student achievement, and attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. El oficial de libertad condicional trabajara con los estudiantes que estan en libertad condicional para mejorar el rendimiento y la asistencia de los estudiantes probados, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion, la tasa de reincidencia y la tasa de abandono escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate, Recidivism Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** All At- Risk Students - **Start Date:** August 9, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 **Funding Sources:** JPO - 162 State Compensatory - 162-32-6299-00-002-Y-24-JPO-Y	45%	70%	80%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7: The Communities in School (CIS) Site Coordinators will work to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate by providing identified at-risk students case management and instructional services. Los coordinadores de sitio de Communities in School (CIS) trabajaran para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y disminuir las tasas de retencion y la tasa de desercion al proporcionar servicios de instruccion y administracion de casos de estudiantes en riesgo identificados. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** High School AR Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022 **Need Statements:** Demographics 2 **Funding Sources:** CIS Site Coordinator - 162 State Compensatory - 162-32-6299-00-002-Y-24-CIS-Y	50%	70%	85%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento, la asistencia, la tasa de graduacion, la tasa de finalizacion de los estudiantes en riesgo y disminuir la tasa de retencion y la tasa de abandono escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** At Risk Students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Misc Contracted Services - 162 State Compensatory - 162-11-6299-62-002-Y-30-000-Y	45%	70%	85%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9: In order to increase student success support services for students identified as homeless will be provided to students who are identified by the Homeless Youth Project. Campus will refer any possible identified student to the District Homeless Youth Program after registration. Con el fin de aumentar el exito de los estudiantes, se proporcionaran servicios de apoyo para los estudiantes identificados como sin hogar a los estudiantes identificados por el Proyecto de jovenes sin hogar. El campus referira a cualquier posible estudiante identificado al Programa de jovenes sin hogar del distrito despues de la inscripcion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Homeless Intervention Logs, student progress reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Administration Homeless Liaison Registrar CIS Case Worker At-Risk Counselor **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	40%	65%	80%	

Strategy 10 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10: Continue LUCHA project to target literary development and math success through the use of native language support and sheltered instructional strategies; Conduct transcript analysis and implement online modules; Conduct parent/student information sessions on graduation requirements and career pathways options. This will provide an accelerated pathway for recent immigrants with high literacy levels to meet graduation requirements in less than 4 years and have a direct impact on the dropout rate and graduation rate of EB students. Continuar con el proyecto LUCHA para enfocarse en el desarrollo literario y el exito en matematicas mediante el uso de apoyo en el idioma nativo y estrategias de instruccion protegidas; Realizar analisis de transcripciones e implementar modulos en linea; Llevar a cabo sesiones de informacion para padres/estudiantes sobre los requisitos de graduacion y las opciones de trayectorias profesionales. Esto proporcionara un camino acelerado para los inmigrantes recientes con altos niveles de alfabetizacion para cumplir con los requisitos de graduacion en menos de 4 anos y tendra un impacto directo en la tasa de abandono escolar y la tasa de graduacion de los estudiantes de EB. **Milestone's/Strategy's Expected Results/Impact:** Formative: Eschool Plus, Student Sign In Logs, Lucha Credit Counts Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Bilingual Department Administrator EB Counselor EB Teacher Curriculum and Instruction Administrator Campus Administration **Population:** Emergent Bilingual Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	45%	70%	85%	

Strategy 11 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11: Implement a food pantry and closet at campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. 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. **Milestone's/Strategy's Expected Results/Impact:** Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs **Population:** AT Risk Students - **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	45%	65%	80%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 12: Promote health awareness programs to all students including student parent in need pregnancy related services available within BISD in order to keep students in school and meet graduation requirements. Promover programas de concientizacion sobre la salud para todos los estudiantes, incluidos los padres de estudiantes que necesitan servicios relacionados con el embarazo disponibles dentro de BISD para mantener a los estudiantes en la escuela y cumplir con los requisitos de graduacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmark Scores, Student Progress Reports Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs **Start Date:** August 2, 2021 - **End Date:** June 30, 2022	45%	70%	80%	

Strategy 13 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13: The campus will instate a Summer Bridge Program to decrease retention rates, bridge educational gaps, and ensure a successful transition from middle school to high school. El campus instalara un Programa Puente de Verano para disminuir las tasas de retencion, cerrar las brechas educativas y garantizar una transicion exitosa de la escuela intermedia a la secundaria. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchoolPlus Reports, Teacher Lesson Plans, Classroom Observations Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Principal Admin Counselors Teachers hired Dean of Instruction **Population:** All Students - **Start Date:** August 1, 2020 - **End Date:** June 30, 2021 **Need Statements:** Demographics 2 **Funding Sources:** Extra Duty Pay & Fringe Teachers - 211 Title I-A - 211-11-61XX-00-002-Y-30-BDG-Y, Transportation - 211 Title I-A - 211-11-6494-00-002-Y-30-BDG-Y, Extra Duty Pay & Fringe Adm - 211 Title I-A - 211-23-61XX-00-002-Y-30-BDG-Y	100%	100%	100%	100%

Strategy 14 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14: Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and dropout rate. Complementar el Programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y abandono escolar. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom Observation, student progress reports, benchmark scores Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** Principal Admin Counselors Teachers Dean of Instruction SBDM Committee	45%	65%	80%	→

Strategy 15 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15: The At-Risk Team will sponsor outreach events to ensure all students enroll in school in a timely manner such as Walk for the Future. El equipo en riesgo patrocinara eventos de divulgacion para garantizar que todos los estudiantes se inscriban en la escuela de manera oportuna, como Caminata por el Futuro. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate **Staff Responsible for Monitoring:** State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** At Risk Students - **Start Date:** August 1, 2021 - **End Date:** October 29, 2021 **Need Statements:** Demographics 2 **Funding Sources:** Supplies - 162 State Compensatory - 162-61-6399-00-002-Y-30-WTF-Y - $500, Misc. Operating costs - 162 State Compensatory - 162-61-6499-53-002-Y-30-WTF-Y - $450, Supplies - 162 State Compensatory - 162-61-6399-16-002-Y-30-WTF-Y - $250	100%	100%	100%	100%

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Increase EB, At-Risk, Economically Disadvantaged assessment scores. **Data Analysis/Root Cause**: Emergent Bilingual and At-Risk students are not performing as successfully as the rest of their peers in state assessments.
Student Learning
Need Statement 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 EB populations and SE populations. **Data Analysis/Root Cause**: Continued gaps seen between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports) **Need Statement 2**: Increase Career and College Readiness awareness and opportunities by increasing DE opportunities and support for college counseling, Apply Texas help, FSFA assistance, scholarship completion (Advise Texas, AmeriCorp, & Upward Bound) to facilitate entrance to post secondary institutions **Data Analysis/Root Cause**: Campus Need Surveys indicate a need to increase awareness for these programs.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (Board Goal 1) (TEA Ch. 4 Obj. 3)

Performance Objective 2: Counselors will help reduce the High School Completion Rate to 95% and increase the High School Graduation Rate to 91.3% .

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All counselors will monitor and recover students during the school day and afterhours to reduce drop out rate. Todas las consejeros monitorearan y recuperaran a los estudiantes durante el dia escolar y despues del horario de atencion para reducir la tasa de abandono escolar. **Milestone's/Strategy's Expected Results/Impact:** PDS Session Attendance and Evaluation Reports, eSchoolPLUS At-Risk Progress Report and Dropout Monitor Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased At-risk Retention, Graduation, and Completion Rates +Decreased dropout rate **Staff Responsible for Monitoring:** Campus Administration Counselors **Population:** All students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022 - **Revision Date:** June 22, 2022	25%	70%	85%	→

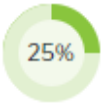
0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (Board Goal 1) (TEA Ch. 4 Obj. 3)

Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: To promote physically and emotionally healthy students, the district will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Para promover la salud fisica y emocional de los estudiantes, el distrito utilizara el -Curriculum PAPA (Concienciacion sobre crianza y paternidad) -Programa CATCH (Enfoque coordinado para la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) para abordar areas que incluyen la prevencion de la violencia en el noviazgo y el abuso sexual de ninos. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation **Staff Responsible for Monitoring:** District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Los Servicios de Salud (enfermeras) llevaran a cabo la asistencia en la planificacion y ejecucion del programa de salud general a nivel del campus, en un esfuerzo por mejorar la salud general de los estudiantes que aumente la asistencia y el rendimiento academico de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. **Staff Responsible for Monitoring:** Principal Assistant Principal Nurses **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	45%	70%	85%	→

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 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. En un esfuerzo por promover estudiantes fisica y emocionalmente saludables, el campus implementara el plan de estudios PAPA (Concienciacion sobre la crianza y la paternidad), el programa CATCH (Enfoque coordinado para la salud infantil) y un Comite asesor de salud del campus que evaluara la implementacion de las iniciativas del distrito. asi como las politicas como las de violencia en el noviazgo y abuso sexual infantil. **Milestone's/Strategy's Expected Results/Impact:** BISD Instructional Feedback Form, 100% of walkthroughs will indicate application of the skills acquired during the professional development The campus will have 100% effective implementation. Formative: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative: Fitness Gram results **Staff Responsible for Monitoring:** Principals, Deans, Specialist, Department Chairs & HS Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** All Students - **Start Date:** July 1, 2021 - **End Date:** June 30, 2022	0%	55%	75%	100%

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

State Compensatory

Budget for Porter Early College High School

Total SCE Funds:
Total FTEs Funded by SCE: 8
Brief Description of SCE Services and/or Programs

Personnel for Porter Early College High School

Name	Position	FTE
Elizabeth Garcia	Science Teacher	1
Erika Medina	Dean of Instruction	1
Ira Mar	ELA Teacher	1
Jose Salazar	STARS/Migrant	1
Karina Vasquez	ELA Teacher	1
Mireya Salgado	ELA Teacher	1
Monica Olvera Rivera	At Risk Counselor	1
Robert Lopez	Drop Out Prevention Specialist	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment May 21, 2021 to determine the strengths and needs of students, staff, parental and community involvement, and facilities before deciding how to use available local, state and federal budget allocations. During the SBDM meeting
based on the CNA results, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT,
Title I, and Special Education on state assessments. The 2022 goal is to have 90 / 60 / 30 percentage of all students and student groups passing all parts of state mandated assessment
for the 2021-2022 school year and to increase the advanced level performance in all tested areas.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus improvement plan is developed through the Site-Based-Decision-Making (SBDM) Committee (who include parents, teachers, community members, business representatives) and other campus stakeholders during the months of April and May 2021 to develop the 2021-2022 Campus Improvement Plan based on the revised CCNA and data collected through the 2020-2021 school year. The names and roles of the committee members can be found at the end of the CIP.

10/20/2021

2/9/2022

3/8/2022

2.2: Regular monitoring and revision

Campus improvement plan is reviewed, revised and monitored throughout the school year based on campus/district/state disaggregated data. SBDM committee members, to include department chairs and administration, review performance objectives and strategies to ensure targets are being met and aligned with allocation of campus funds for instructional needs.
2021-2022 SBDM Meeting Dates

10/20/2021

2/9/2022

3/8/2022

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

Campus and district documents are provided in both English and Spanish and posted to the campus website. Paper copies of the CIP are available at the campus front office and the campus Parental Involvement Center. Goal 6, Performance Objective 1 has been translated in Spanish and all other goals can be translated upon request.

2.4: Opportunities for all children to meet State standards

Porter Early College High School provides all students with the opportunity to meet academic standards throughout the various campus programs and initiatives such as: Saturday academies, EOC camps, Credit Recovery Labs, Student Attendance contracts for Loss of Credit, technology-based curriculum designed for instructional support.

2.5: Increased learning time and well-rounded education

Porter Early College High School teachers are provided with additional compensation to provided targeted instructional tutorials, acceleration and credit recovery after school, before school and on Saturday. Academies begin after first progress report and continue until the scheduled June graduation date. The campus offers a summer cohort express for students to complete credit recovery courses in order to meet the August graduation or regain credit to remain with their academic cohort.

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Porter Early College High School developed the Parent and Family Engagement Policy and Compact for the 2021-2022 with parent volunteer and SBDM members on May 21, 2021. The agreed policy and compact will be distributed to parent in English and Spanish during a Title I informational meeting conducted at the beginning of the 2021-2022 school year; follow up meetings and informational sessions are scheduled throughout the year, with our campus parent liaison, through a flexible meeting schedule with different dates and times to meet the needs of all parents. The policy and compact are made available on our campus website and the campus front office.

3.2: Offer flexible number of parent involvement meetings

Porter Early College High School parental involvement program conducts weekly scheduled meeting every Wednesday in C124 to inform parents of campus

activities, instructional strategies to use at home, policies and procedures, assessment information and college and career readiness information. In addition, parent meetings are conducted at least once a month and in collaboration with other campus events throughout school year.

Title I Personnel

Name	Position	Program	FTE
Araceli Bowman	Math Teacher		1
Denise Rodriguez	ELA Teacher		1
Dorally Alvarez	Nurse		.4
Edith Orozco	Library Aide		1
Eduardo Cano	Social Studies		1
Elisa Ramirez	Librarian		1
Gabriela Lawler	Librarian		1
Horacio Rosas	History Teacher		1
Laura Deanda	Nurse		.4
Leticia Tobias	Dyslexia Aide		1
Luis Quintanilla	Math Teacher		1
Maria Saenz	Parent Liaison		1
Miguel Sandoval	Math Teacher		1
Patricia Rivas	Parent Liason		1
Veronica Martinez	ELA Teacher		1

Campus Site-Based School Committee

Committee Role	Name	Position
Administrator	Erika Medina	Dean of Instruction
Administrator	Maria E. Solis	Principal
Administrator	Olivette Fisher	Assistant Principal
Classroom Teacher	Karina Vasquez	Member - Teacher
Classroom Teacher	Elizabeth Munoz	Member - Teacher
Classroom Teacher	John Clark	Member - Teacher
Classroom Teacher	Nancy Pardo	Member - Teacher
Classroom Teacher	Raphael Barba-Solis	Member - Teacher
Classroom Teacher	Tomas Alvarado	Member - Teacher
Classroom Teacher	Alfredo Cortez	Member - Teacher
Classroom Teacher	Juan Hernandez	Member Teacher Alternate
Classroom Teacher	Ruben Gutierrez	Member - Teacher
Classroom Teacher	Robin Pyle	Member - Teacher
Classroom Teacher	Elizabeth Fowler	Member Teacher Alternate
Classroom Teacher	Benjamin Rovelo	Member - Teacher
Classroom Teacher	Gilbert Flores	Member - Teacher
Classroom Teacher	Lucila Perez	Member - Teacher
Classroom Teacher	Norma Saenz	Member - Teacher
Classroom Teacher	Lazaro Cardenas	Member - Teacher
Classroom Teacher	Daniel Martinez	Member - Teacher
Classroom Teacher	Mike Hernandez	Member Teacher Alternate
Classroom Teacher	Joe Valdez	Member Teacher Alternate
Paraprofessional	Debbie Martinez	Attendance Clerk
Paraprofessional	Patricia Rivas	Parent Liaison
Paraprofessional	Bernice Gonzalez	Secretary
District-level Professional	Mary Tolman	Central Office
Community Representative	Nurith Galonsky	Brownsville Commissioner District 1
Parent	Jessica Gonzalez	Parent

Committee Role	Name	Position
Business Representative	Anna Oguin	Business Owner
Non-classroom Professional	Stefanie Ibarra	Cohort 2022 Counselor
Non-classroom Professional	Adriana Leal	CPO
Non-classroom Professional	Bertha Martinez Lopez	Cohort 2025 Counselor
Administrator	Beckie Paz	Assistant Principal
Administrator	Jesus Galarza	Assistant Principal
Administrator	Rosalva Garza	Assistant Principal
Parent	Francis Medellin	Parent
Community Representative	Deliah Zuniga	Community
Business Representative	Jose Sanchez	Business Representative

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies		$18,985.00
1	1	1	Paper	199-11-6396-00-002-Y-11-000-Y	$1,000.00
1	1	1	General Supplies	199-11-6399-xx-002-Y-11-000-Y	$8,002.00
1	1	1	Textbooks	199-11-6312-00-002-Y-11-000-Y	$2,000.00
1	1	1	Transportation	199-11-6494-00-002-Y-11-000-Y	$1,000.00
1	1	1	Misc. Operating Costs	199-11-6499-53-002-Y-11-000-Y	$2,000.00
1	1	1	General Supplies Counselors	199-31-6399-00-002-Y-00-000-Y	$400.00
1	1	1	Library Supplies, Bookies, and Materials	199-12-63xx-00-002-Y-00-000-Y	$8,500.00
1	5	1	Transportation	199-36-6494-00-002-Y-99-0xx-Y	$4,200.00
1	5	1	Travel & Subsistence	199-36-6112-00-002-Y-99-000-Y	$5,100.00
1	5	1	Stipends UIL Coaches	199-36-6117-00-002-Y-99-000-Y	$16,500.00
1	5	1	General Supplies	199-36-6399-00-002-Y-99-000-Y	$1,000.00
4	1	1	Equipment - Marquee		$35,000.00
5	2	2	Misc Operating Costs Awards	199-11-6498-00-002-Y-11-000-Y	$12,000.00
5	3	5	Raptor contract and equipment	199-23-6299-41-002-Y-99-021-Y	$1,000.00
5	3	5	General Supplies	199-51-6399-00-002-Y-99-000-Y	$5,000.00
5	3	5	Supplies for Main/Oper	199-51-6315-00-002-Y-99-000-Y	$20,000.00
5	3	5	Supplemental Duty	199-51-6121-xx-002-Y-99-000-Y	$2,400.00
5	3	5	Equipment Under $5000	199-51-6398-00-002-Y-99-000-Y	$2,000.00
6	1	2	General Supplies	199-61-6399-00-002-Y-99-000-Y	$300.00
6	1	2	Misc Operating Costs	199-61-6499-53-002-Y-99-000-Y	$700.00
6	1	2	Employee Travel	199-61-6411-00-002-Y-99-000-Y	$500.00
7	1	1	Employee Travel - Professional Development		$4,000.00
7	1	1	Substitutes	199-11-6112-18-002-Y-99-000-Y	$3,000.00
				Sub-Total	$154,587.00
				Budgeted Fund Source Amount	$154,587.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies & Materials Software	162-11-6395-00-002-Y-30-000-Y	$500.00
1	1	1	Copy Paper	162-11-6396-00-002-Y-30-000-Y	$2,760.00
1	1	1	General Supplies	162-11-6399-00-002-Y-30-000-Y	$23,000.00
1	1	1	Ink	162-11-6399-62-002-Y-30-000-Y	$18,400.00
1	1	1	MISC	162-11-6399-00-002-Y-30-000-Y	$0.00
1	1	4	EOC Tutorials	162-11-6118-00-002-Y-24-EOC-Y	$22,610.00
1	3	4	Misc Contracted Services -Adjuncts	162-11-6299-15-002-Y-30-000-Y	$46,730.00
1	3	4	Dual Enrollment Tuition	162-11-6223-15-002-Y-30-000-Y	$3,800.00
7	1	1	Training Materials	162-13-6399-00-002-Y-30-000-Y	$2,460.00
7	1	1	In District PD	162-13-6411-00-002-Y-30-000-Y	$1,000.00
7	1	1	Employee Travel	162-31-6411-23-002-Y-30-000-Y	$3,000.00
7	1	1	Professional Extra Duty Pay	162-13-6118-00-002-Y-30-000-Y	$13,000.00
7	1	1	Contracted Services	162-13-6249-23-002-Y-30-000-Y	$500.00
7	1	1	General Supplies - Ink	162-13-6399-65-002-Y-30-000-Y	$2,500.00
7	1	1	Employee Travel - Professional Development	162-13-6411-23-002-Y-30-000-Y	$10,000.00
8	8	1	Technology - Equipment under $5000	162-11-6398-62-002-Y-30-000-Y	$66,086.00
8	8	1	Misc Contracted Services - Panels	162-11-6299-62-002-Y-30-000-Y	$6,000.00
9	1	1	Supplemental Duty	162-11-6118-00-002-Y-30-000-Y	$9,200.00
9	1	2	Dean of Instruction	162-13-6119-00-002-Y-30-000-Y	$87,762.00
9	1	3	Support Teachers	162-11-6119-00-002-Y-30-000-Y	$559,241.00
9	1	4	At-Risk Counselor Supplies	162-31-6399-65-002-Y-30-000-Y	$2,650.00
9	1	4	Professional Extra Duty Pay	162-31-6118-00-002-Y-30-000-Y	$5,000.00
9	1	4	At Risk Counselor	162-31-6119-00-002-Y-30-000-Y	$78,027.00
9	1	5	Program Specialist	162-23-6119-00--002-Y-24-000-Y	$52,924.00
9	1	6	JPO	162-32-6299-00-002-Y-24-JPO-Y	$0.00
9	1	7	CIS Site Coordinator	162-32-6299-00-002-Y-24-CIS-Y	$0.00
9	1	8	Misc Contracted Services	162-11-6299-62-002-Y-30-000-Y	$0.00
9	1	15	Supplies	162-61-6399-00-002-Y-30-WTF-Y	$500.00
9	1	15	Misc. Operating costs	162-61-6499-53-002-Y-30-WTF-Y	$450.00
9	1	15	Supplies	162-61-6399-16-002-Y-30-WTF-Y	$250.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$1,018,350.00
				Budgeted Fund Source Amount	$1,018,350.00
				+/- Difference	$0.00

163 State Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	163-11-6399-00-002-Y-25-000-Y	$2,300.00
7	1	1	Employee Travel - Professional Development		$1,000.00
8	8	1	Supplies & Materials Software	163-11-6395-62-002-Y-25-000-Y	$17,775.00
				Sub-Total	$21,075.00
				Budgeted Fund Source Amount	$21,075.00
				+/- Difference	$0.00

164 State Career and Technical Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	Fees	164-11-6497-xx-002-Y-22-xxx-Y	$66,685.00
1	2	1	Computer equipment for instruction ($5,000 or less per unit cost)	164-11-6398-xx-002-Y-22-000-Y	$49,535.00
1	2	1	General Supplies	164-11-6399-xx-002-Y-22-000-Y	$128,307.00
1	2	1	Software (District Owned)	164-11-6395-62-002-Y-22-xxx-Y	$24,130.00
1	2	1	Textbooks	164-11-6321-xx-002-Y-22-000-Y	$6,500.00
1	2	1	Maintenance and repair for machines, computers and other equipment	164-11-6249-xx-002-Y-22-000-Y	$4,200.00
1	2	1	Contracted Sources - Software licenses	164-11-6299-xx-002-Y-22-xxx-Y	$51,175.00
1	2	3	Employee Travel	164-13-6411-23-002-Y-22-000-Y	$2,500.00
1	2	4	Supplies	164-31-6399-xx-002-Y-22-000-Y	$6,300.00
1	2	4	Awards/Cords	164-31-6498-00-002-Y-22-000-Y	$5,000.00
1	5	2	Student travel and subsistence	164-11-6412-FT-002-Y-22-xxx-Y	$20,600.00
1	5	2	BISD Transportation	164-11-6494-FT-002-Y-22-000-Y	$750.00
				Sub-Total	$365,682.00
				Budgeted Fund Source Amount	$365,682.00
				+/- Difference	$0.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies	166-11-639x-00-002-Y-23-XXX-Y	$16,998.00
5	2	2	Awards & Incentives	166-11-6498-00-002-Y-23-0P8-Y	$12,792.00
				Sub-Total	$29,790.00
				Budgeted Fund Source Amount	$29,790.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	211 -11-6399-00-002-Y-30-0F2-Y	$3,241.00
1	1	1	Ink	211 -11-6399-62-002-Y-30-0F2-Y	$4,000.00
1	1	1	Library Books	211 -12-6329-00-002-Y-30-0F2-Y	$2,295.00
1	1	4	Extra Duty Pay & Fringe	211 -11-6118-00-002-Y-30-0F2-Y	$5,000.00
1	1	4	Transportation	211 -11-6494-00-002-Y-30-0F2-Y	$5,000.00
1	1	6	AP Testing Fees	211 -11-6339-00-002-Y-30-0F2-Y	$29,900.00
1	3	2	Misc. Contracted Advise Texas	211-11-6299-00-002-Y-30-TUK-Y	$12,500.00
1	3	3	AVID Dues	211-11-6495-00-002-Y-30-0F2-Y	$4,900.00
3	1	2	Payroll - Nurses	211-33-6119-00-002-Y-30-0F2	$59,561.00
3	1	2	Payroll -Teachers	211-11-6119-00-002-Y-30-0F2	$557,313.00
3	1	2	Payroll - Parent Liasons	211-61-6129-00-002-Y-30-0F2	$60,556.00
3	1	2	Payroll Library Aides	211-12-6129-06-002-Y-30-0F2	$58,956.00
3	1	2	Payroll - Teacher Dyslexia Aide	211-11-6129-00-002-Y-30-054	$26,406.00
5	3	5	Nurses' General Supplies	211-33-6399-00-002-Y-30-0F2-Y	$1,500.00
5	3	5	PPE and Custodial Supplies	211-51-6315-00-002-Y-30-0F2-Y	$2,000.00
6	1	2	Other Operating Cost - Refreshments	211-61-6499-00-002-Y-24-0F2-Y	$900.00
6	1	2	General Supplies	211-61-6399-00-002-Y-30-0F2-Y	$900.00
7	1	1	Misc Operating Cost - Virtual Trainings	211-13-6497-23-002-Y-30-000-Y	$1,500.00
7	1	1	Employee Travel - Professional Development	211-23-6411-23-002-Y-30-AYP-Y	$2,500.00
7	1	1	General Supplies	211-13-6399-00-002-Y-30-AYP-Y	$5,000.00
7	1	1	Employee Travel	211-13-6411-23-002-Y-30-AYP-Y	$4,000.00
7	1	1	MISCEL OPERATN COSTS-FEES	211-13-6499-53-002-Y-30-000-Y	$6,000.00
8	8	1	Technology - Equipment under $5000	211-23-6398-65-002-Y-30-0F2-Y	$1,600.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	8	1	Technology - Equipment under $5000	211-33-6398-65-002-Y-30-0F2-Y	$450.00
8	8	1	Technology - Equipment under $5000	211 -11-6398-62-002-Y-30-0F2-Y	$56,358.00
9	1	13	Extra Duty Pay & Fringe Teachers	211-11-61XX-00-002-Y-30-BDG-Y	$0.00
9	1	13	Transportation	211-11-6494-00-002-Y-30-BDG-Y	$0.00
9	1	13	Extra Duty Pay & Fringe Adm	211-23-61XX-00-002-Y-30-BDG-Y	$0.00
				Sub-Total	$912,336.00
				Budgeted Fund Source Amount	$912,336.00
				+/- Difference	$0.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3	Transportation	212-11-6494-00-002-Y-24-0F2-Y	$300.00
				Sub-Total	$300.00
				Budgeted Fund Source Amount	$300.00
				+/- Difference	$0.00

244 Perkins Grant (Fed. CTE)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1	General Supplies	244-11-6398-xx-002-Y-22-000-Y	$18,000.00
1	2	1	Equipment	244-11-6398-xx-002-Y-22-000-Y	$69,400.00
				Sub-Total	$87,400.00
				Budgeted Fund Source Amount	$87,400.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	8	1	Supplies & Materials Technology	263-11-6398-XX-002- Y-25-000-Y	$6,876.00
				Sub-Total	$6,876.00
				Budgeted Fund Source Amount	$6,876.00
				+/- Difference	$0.00

281 ESSER II Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	281-11-6399-00-002-Y-24-0CG-Y	$25,543.00

281 ESSER II Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	281-11-6399-00-002-Y-xx-Y	$114,043.00
1	1	2	MISCELLANEOUS CONTRACTED SERVI	281-12-6299-00-002-Y-99-0CG-Y	$957.00
1	1	2	Software	281-11-6395-62-002-Y-24-0CG-Y	$2,500.00
1	1	2	Reading Materials	281-12-6329-00-002-Y-99-0CG-Y	$173,980.00
1	1	4	Transportation	281-11-6494-00-002-Y-24-0CG-Y	$3,000.00
1	1	4	Extra Duty Pay & Fringe	281-11-6118-00-002-Y-24-0CG-Y	$9,675.00
1	1	8	General Supplies - Books	281-12-6323-00-002-Y-99-OCG-Y	$20,000.00
5	2	3	Counselor FTE	281-31-6119-00-002-Y-99-MH3-Y	$386,978.00
7	1	1	Substitutes	281-13-6112-00-002-Y-24 -0CG-Y	$5,000.00
7	1	1	Consulting Service	281-13-6291-00-002-Y-24-0CG-Y	$10,000.00
7	1	1	Employee Travel	281-13-6411-23-002-Y-24-0CG-Y	$8,000.00
7	1	1	Training Stipends	281-13-61xx-23-002-Y-24-0CG-Y	$23,449.00
8	8	1	Equipment under $5000	281-11-6398-62-002-Y-24-0CG-Y	$148,251.00
8	8	1	Equipment under $5000	281-13-6398-65-002-Y-24-0CG-Y	$4,900.00
8	8	1	Equipment over $5000 -	281-11-6399-00-002-Y-24-0CG-Y	$24,840.00
8	8	1	Equipment under $5000	281-31-6398-65-002-Y-24-0CG-Y	$4,900.00
8	8	1	Contracted Services - Installation	281-11-6299-62-002-Y-24-0CG-Y	$17,250.00
				Sub-Total	$983,266.00
				Budgeted Fund Source Amount	$983,266.00
				+/- Difference	$0.00

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	282-11-6399-00-002-Y-XX-XXX-1	$138,535.00
1	1	4	Transportation	282-11-6494-00-002-Y-24-0CG-1	$36,916.00
1	1	4	Extra Duty Pay & Fringe	282-11-6118-00-002-Y-24-ECG-1	$102,780.00
1	1	8	Extra Duty Pay	282-31-6118-00-002-Y-99-MH1-1.	$3,000.00
1	2	1	Professional Extra Duty	282-11-6118-00-002-Y-22-000-1	$9,100.00
1	2	1	Misc Operating Costs	282-11-6497-00-002-Y-22-CCR-1	$27,000.00
1	2	1	General Supplies	282-11-6399-00-002-Y-22-000-1	$56,363.00
2	1	2	Building Construction and Improvement	282-81-6629	$2,558,056.00

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	2	PPE	281-36-6399-xx-002-Y-99-090-1	$4,157.00
2	1	2	Air Purifiers	281-51-6639-00-002-Y-99-090-1	$10,444.00
2	1	2	Equipment	281-51-6698-00-002-Y-99-090-1	$5,597.00
3	2	1	Performance Based Compensation	287-XX-6117-PP-002-Y-24-TIF-Y	$0.00
3	3	2	Stipend	282-11-6117-xx-002-Y-xx-000-1	$638,320.00
				Sub-Total	$3,590,268.00
				Budgeted Fund Source Amount	$3,590,268.00
				+/- Difference	$0.00

429 P-TECH Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	Tuition		$7,200.00
1	2	2	Consulting Services		$12,771.00
1	2	2	Travel		$13,500.00
1	2	2	Supplies		$19,557.00
1	2	2	Stipends and supplemental pay		$35,150.00
				Sub-Total	$88,178.00
				Budgeted Fund Source Amount	$88,178.00
				+/- Difference	$0.00

496 Elon Musk Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	8	1	General Supplies	496-11-6399-00-002-Y-11-000-Y	$9,939.00
8	8	1	Equipment under $5000	496-11-6398-62-002-Y-11-000-Y	$55,530.00
8	8	1	Contracted Services - Installation	496-11-6299-62-002-Y-11-000-Y	$5,200.00
				Sub-Total	$70,669.00
				Budgeted Fund Source Amount	$70,669.00
				+/- Difference	$0.00
				Grand Total Budgeted	$7,328,777.00
				Grand Total Spent	$7,328,777.00
				+/- Difference	$0.00

Addendums

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901002**

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

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

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

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

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

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

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	78%	**69%**	*	69%	50%	-	-	-	-	38%	74%	73%	56%	69%	59%
At Meets Grade Level or Above	2019	50%	52%	**49%**	*	49%	58%	-	-	-	-	23%	46%	53%	37%	50%	38%
	2018	48%	49%	**40%**	*	40%	33%	-	-	-	-	15%	58%	44%	25%	40%	25%
At Masters Grade Level	2019	24%	23%	**15%**	*	15%	33%	-	-	-	-	6%	15%	16%	11%	15%	11%
	2018	22%	21%	**9%**	*	9%	0%	-	-	-	-	3%	5%	10%	5%	9%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**60%**	-	60%	57%	-	-	-	-	25%	60%	63%	46%	59%	48%
	2018	74%	74%	**54%**	*	54%	*	-	-	-	-	20%	70%	60%	33%	54%	41%
At Meets Grade Level or Above	2019	48%	47%	**37%**	-	37%	29%	-	-	-	-	12%	20%	40%	27%	38%	23%
	2018	46%	44%	**32%**	*	32%	*	-	-	-	-	8%	50%	37%	15%	32%	16%
At Masters Grade Level	2019	21%	18%	**3%**	-	3%	14%	-	-	-	-	2%	0%	4%	0%	3%	1%
	2018	19%	17%	**2%**	*	2%	*	-	-	-	-	2%	0%	3%	1%	2%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**92%**	-	92%	*	-	-	-	-	75%	*	91%	95%	92%	95%
	2018	81%	85%	**87%**	-	88%	*	-	-	-	-	62%	80%	87%	90%	87%	92%
At Meets Grade Level or Above	2019	52%	57%	**74%**	-	74%	*	-	-	-	-	45%	*	73%	80%	74%	78%
	2018	50%	55%	**48%**	-	47%	*	-	-	-	-	25%	60%	49%	44%	48%	45%
At Masters Grade Level	2019	26%	31%	**51%**	-	50%	*	-	-	-	-	20%	*	48%	62%	50%	52%
	2018	24%	28%	**13%**	-	13%	*	-	-	-	-	5%	0%	12%	17%	13%	12%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**88%**	-	88%	*	-	-	-	-	75%	*	90%	83%	88%	83%
	2018	80%	82%	**81%**	-	81%	-	-	-	-	-	51%	*	84%	72%	81%	73%
At Meets Grade Level or Above	2019	54%	55%	**55%**	-	55%	*	-	-	-	-	30%	*	60%	38%	55%	45%
	2018	51%	51%	**44%**	-	44%	-	-	-	-	-	14%	*	50%	26%	44%	28%
At Masters Grade Level	2019	25%	21%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	9%	12%	7%
	2018	23%	19%	**10%**	-	10%	-	-	-	-	-	5%	*	12%	5%	10%	5%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	83%	**91%**	*	91%	-	-	-	-	-	73%	80%	93%	83%	91%	85%
	2018	78%	80%	**86%**	-	85%	*	-	-	-	-	57%	*	87%	81%	86%	78%
At Meets Grade Level or Above	2019	55%	54%	**60%**	*	60%	-	-	-	-	-	31%	80%	67%	38%	61%	44%
	2018	53%	51%	**53%**	-	54%	*	-	-	-	-	31%	*	56%	41%	53%	35%
At Masters Grade Level	2019	33%	29%	**28%**	*	28%	-	-	-	-	-	5%	20%	33%	14%	29%	13%
	2018	31%	26%	**22%**	-	22%	*	-	-	-	-	5%	*	25%	12%	22%	12%

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

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

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

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

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

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

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

Total Students: 1,942
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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

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

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

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

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

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

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

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	**91.3%**	*	91.3%	92.1%	*	-	-	-	89.7%	91.3%	91.1%
2017-18	95.4%	95.4%	**93.5%**	*	93.5%	*	-	-	-	*	92.3%	93.6%	92.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	**0.4%**	*	0.4%	0.0%	*	-	-	-	0.4%	0.3%	0.1%
2017-18	1.9%	1.1%	**0.8%**	*	0.8%	0.0%	-	-	-	*	1.4%	0.8%	1.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	**93.9%**	-	93.9%	-	-	-	-	-	79.1%	93.8%	93.2%
Received TxCHSE	0.5%	0.2%	**0.4%**	-	0.4%	-	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	3.7%	3.0%	**2.6%**	-	2.6%	-	-	-	-	-	11.6%	2.5%	2.6%
Dropped Out	5.9%	3.2%	**3.0%**	-	3.0%	-	-	-	-	-	9.3%	3.2%	4.3%
Graduates and TxCHSE	90.4%	93.9%	**94.4%**	-	94.4%	-	-	-	-	-	79.1%	94.3%	93.2%
Graduates, TxCHSE, and Continuers	94.1%	96.8%	**97.0%**	-	97.0%	-	-	-	-	-	90.7%	96.8%	95.7%
Class of 2018													
Graduated	90.0%	92.8%	**93.7%**	-	93.7%	*	-	-	-	-	95.2%	94.2%	90.0%
Received TxCHSE	0.4%	0.3%	**0.7%**	-	0.7%	*	-	-	-	-	0.0%	0.7%	0.0%
Continued HS	3.8%	3.0%	**1.9%**	-	1.9%	*	-	-	-	-	2.4%	1.5%	1.3%
Dropped Out	5.7%	3.9%	**3.6%**	-	3.6%	*	-	-	-	-	2.4%	3.6%	8.8%
Graduates and TxCHSE	90.4%	93.1%	**94.4%**	-	94.4%	*	-	-	-	-	95.2%	94.9%	90.0%
Graduates, TxCHSE, and Continuers	94.3%	96.1%	**96.4%**	-	96.4%	*	-	-	-	-	97.6%	96.4%	91.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	**94.7%**	-	94.7%	*	-	-	-	-	97.6%	94.9%	90.2%
Received TxCHSE	0.6%	0.5%	**1.2%**	-	1.2%	*	-	-	-	-	0.0%	1.2%	1.2%
Continued HS	1.1%	0.7%	**1.0%**	-	1.0%	*	-	-	-	-	0.0%	0.7%	1.2%
Dropped Out	6.1%	3.7%	**3.1%**	-	3.2%	*	-	-	-	-	2.4%	3.2%	7.3%
Graduates and TxCHSE	92.8%	95.6%	**95.9%**	-	95.9%	*	-	-	-	-	97.6%	96.1%	91.5%
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**96.9%**	-	96.8%	*	-	-	-	-	97.6%	96.8%	92.7%
Class of 2017													
Graduated	92.0%	95.4%	**97.2%**	-	97.2%	*	-	-	-	-	93.9%	97.2%	97.2%
Received TxCHSE	0.6%	0.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	1.1%	0.5%	**0.2%**	-	0.2%	*	-	-	-	-	2.0%	0.2%	0.0%
Dropped Out	6.3%	3.8%	**2.6%**	-	2.6%	*	-	-	-	-	4.1%	2.6%	2.8%
Graduates and TxCHSE	92.6%	95.7%	**97.2%**	-	97.2%	*	-	-	-	-	93.9%	97.2%	97.2%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**97.4%**	-	97.4%	*	-	-	-	-	95.9%	97.4%	97.2%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	**96.9%**	-	96.9%	*	-	-	-	-	92.2%	96.9%	97.2%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.2%	**0.5%**	-	0.5%	*	-	-	-	-	3.9%	0.5%	0.0%
Dropped Out	6.3%	3.8%	**2.6%**	-	2.6%	*	-	-	-	-	3.9%	2.6%	2.8%
Graduates and TxCHSE	93.2%	96.1%	**96.9%**	-	96.9%	*	-	-	-	-	92.2%	96.9%	97.2%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**97.4%**	-	97.4%	*	-	-	-	-	96.1%	97.4%	97.2%
Class of 2016													
Graduated	92.1%	95.4%	**94.7%**	-	95.0%	*	-	-	-	-	93.0%	94.7%	92.2%
Received TxCHSE	0.8%	0.4%	**0.5%**	-	0.3%	*	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	0.5%	0.1%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	4.2%	**4.8%**	-	4.8%	*	-	-	-	-	7.0%	4.8%	7.8%
Graduates and TxCHSE	92.9%	95.7%	**95.2%**	-	95.2%	*	-	-	-	-	93.0%	95.2%	92.2%
Graduates, TxCHSE, and Continuers	93.4%	95.8%	**95.2%**	-	95.2%	*	-	-	-	-	93.0%	95.2%	92.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	**91.9%**	-	91.9%	-	-	-	-	-	65.4%	91.7%	93.2%
Class of 2018	90.0%	91.9%	**92.1%**	-	92.1%	*	-	-	-	-	83.3%	92.6%	90.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	**-**	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	**2.3%**	-	2.3%	-	-	-	-	-	6.5%	2.5%	5.5%
Class of 2018	5.0%	3.6%	**6.2%**	-	6.2%	*	-	-	-	-	4.3%	6.2%	11.4%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	**96.8%**	-	96.8%	-	-	-	-	-	83.9%	96.6%	94.5%
Class of 2018	82.0%	93.2%	**92.7%**	-	92.7%	*	-	-	-	-	87.0%	92.7%	88.6%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	**99.1%**	-	99.1%	-	-	-	-	-	90.3%	99.0%	100.0%
Class of 2018	86.8%	96.8%	**98.9%**	-	98.9%	*	-	-	-	-	91.3%	98.9%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	**40.0%**	-	40.0%	-	-	-	-	-	0.0%	0.0%	-
2017-18	37.7%	58.8%	*	-	*	-	-	-	-	-	*	*	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	**1.4%**	-	1.4%	-	-	-	-	-	3.2%	1.5%	3.2%
2017-18	4.9%	3.6%	**7.8%**	-	7.8%	-	-	-	-	-	7.7%	7.8%	13.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	**97.5%**	-	97.5%	-	-	-	-	-	83.9%	97.3%	96.8%
2017-18	81.5%	94.3%	**91.0%**	-	91.0%	-	-	-	-	-	80.8%	91.0%	87.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	**97.6%**	-	97.6%	-	-	-	-	-	75.0%	97.4%	100.0%
2017-18	85.1%	96.1%	**97.8%**	-	97.8%	-	-	-	-	-	79.3%	98.1%	100.0%

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

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	453	100.0%	3,285	355,615
By Ethnicity:				
African American	0	0.0%	2	43,953
Hispanic	453	100.0%	3,255	180,673
White	0	0.0%	18	105,577
American Indian	0	0.0%	1	1,293
Asian	0	0.0%	8	16,564
Pacific Islander	0	0.0%	0	537
Two or More Races	0	0.0%	1	7,018
By Graduation Type:				
Minimum H.S. Program	6	1.3%	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	4	0.9%	20	1,090
Foundation H.S. Program (No Endorsement)	9	2.0%	198	51,579
Foundation H.S. Program (Endorsement)	6	1.3%	516	15,160
Foundation H.S. Program (DLA)	428	94.5%	2,509	285,538
Special Education Graduates	40	8.8%	299	27,598
Economically Disadvantaged Graduates	423	93.4%	2,760	186,364
LEP Graduates	124	27.4%	462	25,189
At-Risk Graduates	367	81.0%	2,003	146,432

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	**75.3%**	-	75.3%	-	-	-	-	-	85.0%	75.2%	71.8%
2017-18	65.5%	67.4%	**60.3%**	-	60.3%	-	-	-	-	-	65.1%	60.4%	54.1%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	**31.8%**	-	31.8%	-	-	-	-	-	7.5%	30.7%	27.4%
2017-18	50.0%	51.9%	**37.2%**	-	37.2%	-	-	-	-	-	2.3%	37.3%	30.9%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	**38.0%**	-	38.0%	-	-	-	-	-	10.0%	36.4%	9.7%
2017-18	58.2%	61.1%	**41.5%**	-	41.5%	-	-	-	-	-	2.3%	41.5%	12.7%
Mathematics													
2018-19	48.6%	46.2%	**20.5%**	-	20.5%	-	-	-	-	-	7.5%	18.9%	4.8%
2017-18	46.0%	49.9%	**35.6%**	-	35.6%	-	-	-	-	-	4.7%	35.7%	20.9%
Both Subjects													
2018-19	44.2%	41.1%	**18.1%**	-	18.1%	-	-	-	-	-	5.0%	16.5%	3.2%
2017-18	42.1%	44.9%	**27.2%**	-	27.2%	-	-	-	-	-	2.3%	27.2%	7.3%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	**14.1%**	-	14.1%	-	-	-	-	-	0.0%	13.0%	1.6%
2017-18	20.7%	20.1%	**11.5%**	-	11.5%	-	-	-	-	-	0.0%	11.5%	0.9%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	**17.9%**	-	17.9%	-	-	-	-	-	5.0%	17.7%	25.0%
2017-18	20.4%	18.6%	**18.0%**	-	18.0%	-	-	-	-	-	0.0%	18.1%	25.5%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	**66.8%**	-	66.8%	-	-	-	-	-	85.0%	67.1%	64.1%
2017-18	28.7%	36.1%	**39.5%**	-	39.5%	-	-	-	-	-	65.1%	39.6%	34.1%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	**32.0%**	-	32.0%	-	-	-	-	-	30.0%	31.9%	21.8%
2017-18	4.8%	4.4%	**5.2%**	-	5.2%	-	-	-	-	-	9.3%	5.2%	4.5%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD
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Total Students: 1,942
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	**2.4%**	-	2.4%	-	-	-	-	-	27.5%	2.4%	0.8%
2017-18	1.7%	0.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	**89.8%**	-	89.8%	-	-	-	-	-	70.0%	90.8%	86.3%
2017-18	38.7%	53.1%	**59.3%**	-	59.3%	-	-	-	-	-	46.5%	59.4%	60.9%
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	**4.9%**	-	4.9%	-	-	-	-	-	0.0%	5.0%	15.3%
2017-18	4.3%	4.1%	**5.4%**	-	5.4%	-	-	-	-	-	0.0%	5.4%	1.8%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	**6.0%**	-	6.0%	-	-	-	-	-	67.5%	5.9%	2.4%
2017-18	2.6%	4.9%	**5.4%**	-	5.4%	-	-	-	-	-	53.5%	5.4%	0.9%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%

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

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	**32.2%**	-	32.2%	-	-	-	-	-	7.5%	30.7%	8.9%
2017-18	32.1%	54.8%	**37.2%**	-	37.2%	-	-	-	-	-	2.3%	37.3%	11.8%
Mathematics													
2018-19	24.7%	43.2%	**19.4%**	-	19.4%	-	-	-	-	-	7.5%	17.7%	4.0%
2017-18	23.7%	44.4%	**27.9%**	-	27.9%	-	-	-	-	-	4.7%	27.9%	10.9%
Both Subjects													
2018-19	18.8%	36.6%	**15.7%**	-	15.7%	-	-	-	-	-	5.0%	14.2%	3.2%
2017-18	18.1%	39.1%	**23.4%**	-	23.4%	-	-	-	-	-	2.3%	23.5%	6.4%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	**91.4%**	-	91.4%	-	-	-	-	-	70.0%	92.4%	89.5%
2017-18	58.4%	82.3%	**93.9%**	-	93.9%	-	-	-	-	-	81.4%	94.1%	94.5%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2017-18	2.0%	1.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	3.3%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2017-18	3.9%	4.6%	**7.0%**	-	7.0%	-	-	-	-	-	0.0%	7.0%	10.0%
Both Subjects													
2018-19	2.6%	0.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
2017-18	0.9%	0.7%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	**24.2%**	*	24.2%	*	-	-	-	-	n/a	23.5%	n/a
2018	25.8%	24.1%	**24.9%**	-	24.9%	-	-	-	-	-	n/a	24.8%	n/a
English Language Arts													
2019	14.5%	16.1%	**14.3%**	*	14.2%	*	-	-	-	-	n/a	13.6%	n/a
2018	15.3%	15.6%	**15.7%**	-	15.7%	-	-	-	-	-	n/a	15.6%	n/a
Mathematics													
2019	7.4%	3.6%	**3.2%**	*	3.2%	*	-	-	-	-	n/a	2.7%	n/a
2018	7.3%	2.0%	**2.0%**	-	2.0%	-	-	-	-	-	n/a	2.0%	n/a
Science													
2019	10.4%	8.1%	**6.6%**	*	6.5%	*	-	-	-	-	n/a	6.6%	n/a
2018	10.8%	5.5%	**4.8%**	-	4.8%	-	-	-	-	-	n/a	4.8%	n/a
Social Studies													
2019	13.9%	16.7%	**16.3%**	*	16.3%	*	-	-	-	-	n/a	15.8%	n/a
2018	14.5%	13.6%	**12.9%**	-	12.9%	-	-	-	-	-	n/a	12.8%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	**27.1%**	*	27.2%	-	-	-	-	-	n/a	28.1%	n/a
2018	50.7%	27.6%	**30.4%**	-	30.4%	-	-	-	-	-	n/a	30.1%	n/a
English Language Arts													
2019	41.2%	9.2%	**2.9%**	*	2.9%	-	-	-	-	-	n/a	3.1%	n/a
2018	42.5%	14.2%	**4.0%**	-	4.0%	-	-	-	-	-	n/a	3.3%	n/a
Mathematics													
2019	52.2%	6.9%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	14.8%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
Science													
2019	40.6%	5.1%	**3.1%**	*	3.2%	-	-	-	-	-	n/a	3.2%	n/a
2018	38.0%	7.4%	**0.0%**	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
Social Studies													
2019	46.3%	9.5%	**10.1%**	*	10.1%	-	-	-	-	-	n/a	10.7%	n/a
2018	44.6%	11.7%	**11.3%**	-	11.3%	-	-	-	-	-	n/a	11.4%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	**62.0%**	-	62.0%	-	-	-	-	-	n/a	61.6%	n/a
2017-18	74.6%	76.9%	**71.9%**	-	71.9%	-	-	-	-	-	n/a	71.4%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	17.5%	**12.1%**	-	12.1%	-	-	-	-	-	n/a	10.0%	n/a
2017-18	37.9%	22.5%	**12.4%**	-	12.4%	-	-	-	-	-	n/a	12.2%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	**909**	-	909	-	-	-	-	-	n/a	903	n/a
2017-18	1036	960	**904**	-	904	-	-	-	-	-	n/a	903	n/a
English Language Arts and Writing													
2018-19	517	478	**458**	-	458	-	-	-	-	-	n/a	455	n/a
2017-18	521	489	**455**	-	455	-	-	-	-	-	n/a	455	n/a
Mathematics													
2018-19	510	464	**451**	-	451	-	-	-	-	-	n/a	448	n/a
2017-18	515	472	**449**	-	449	-	-	-	-	-	n/a	448	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	**17.4**	-	17.4	-	-	-	-	-	n/a	17.1	n/a
2017-18	20.6	18.1	**16.3**	-	16.3	-	-	-	-	-	n/a	16.3	n/a
English Language Arts													
2018-19	20.3	17.7	**16.7**	-	16.7	-	-	-	-	-	n/a	16.3	n/a
2017-18	20.3	17.7	**15.4**	-	15.4	-	-	-	-	-	n/a	15.4	n/a
Mathematics													
2018-19	20.4	17.8	**17.5**	-	17.5	-	-	-	-	-	n/a	17.3	n/a
2017-18	20.6	18.1	**16.9**	-	16.9	-	-	-	-	-	n/a	16.9	n/a
Science													
2018-19	20.8	18.4	**18.0**	-	18.0	-	-	-	-	-	n/a	17.8	n/a
2017-18	20.9	18.5	**17.1**	-	17.1	-	-	-	-	-	n/a	17.1	n/a

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	**50.8%**	*	50.9%	27.3%	-	-	-	-	33.2%	51.3%	46.8%
2017-18	43.4%	49.1%	**51.1%**	*	51.2%	40.0%	-	-	-	*	26.1%	52.2%	44.3%
English Language Arts													
2018-19	17.8%	27.5%	**29.4%**	*	29.3%	33.3%	-	-	-	-	25.7%	29.6%	30.6%
2017-18	17.3%	26.5%	**30.0%**	*	30.0%	*	-	-	-	*	19.1%	30.5%	27.5%
Mathematics													
2018-19	20.4%	27.5%	**18.7%**	*	18.8%	0.0%	-	-	-	-	7.5%	18.7%	18.2%
2017-18	20.7%	24.5%	**23.1%**	*	23.1%	*	-	-	-	*	9.2%	23.3%	17.6%
Science													
2018-19	21.7%	16.4%	**14.2%**	*	14.2%	0.0%	-	-	-	-	4.4%	13.9%	7.0%
2017-18	21.2%	18.3%	**12.4%**	*	12.5%	*	-	-	-	*	4.4%	12.8%	4.1%
Social Studies													
2018-19	23.6%	26.0%	**12.4%**	*	12.4%	0.0%	-	-	-	-	2.3%	12.3%	1.9%
2017-18	22.8%	24.9%	**12.7%**	*	12.7%	*	-	-	-	*	1.4%	13.1%	1.1%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	**46.8%**	-	46.8%	-	-	-	-	-	16.3%	46.9%	29.1%
2016-17	54.6%	59.3%	**46.8%**	-	46.6%	*	-	-	-	-	19.6%	46.9%	37.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	**43.4%**	-	43.4%	-	-	-	-	-	0.0%	43.4%	12.5%
2016-17	59.2%	63.5%	**42.4%**	-	42.3%	*	-	-	-	-	9.1%	42.4%	21.2%

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

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	1,942	100.0%	42,989	5,479,173	1,942	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	0	0.0%	8.3%	4.5%	0	0.0%	8.3%	4.5%
Kindergarten	0	0.0%	5.9%	7.0%	0	0.0%	5.9%	7.0%
Grade 1	0	0.0%	6.5%	7.1%	0	0.0%	6.5%	7.1%
Grade 2	0	0.0%	6.5%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.7%	7.1%	0	0.0%	6.7%	7.1%
Grade 4	0	0.0%	6.6%	7.3%	0	0.0%	6.6%	7.3%
Grade 5	0	0.0%	7.1%	7.6%	0	0.0%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	499	25.7%	8.5%	8.2%	499	25.7%	8.5%	8.2%
Grade 10	494	25.4%	8.0%	7.4%	494	25.4%	8.0%	7.4%
Grade 11	492	25.3%	7.5%	6.9%	492	25.3%	7.5%	6.9%
Grade 12	457	23.5%	7.2%	6.4%	457	23.5%	7.2%	6.4%
Ethnic Distribution:								
African American	1	0.1%	0.1%	12.6%	1	0.1%	0.1%	12.6%
Hispanic	1,925	99.1%	98.3%	52.8%	1,925	99.1%	98.3%	52.8%
White	16	0.8%	1.3%	27.0%	16	0.8%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	946	48.7%	49.1%	48.8%	946	48.7%	49.1%	48.8%
Male	996	51.3%	50.9%	51.2%	996	51.3%	50.9%	51.2%
Economically Disadvantaged	1,851	95.3%	89.5%	60.3%	1,851	95.3%	89.5%	60.2%
Non-Educationally Disadvantaged	91	4.7%	10.5%	39.7%	91	4.7%	10.5%	39.8%
Section 504 Students	93	4.8%	8.6%	6.9%	93	4.8%	8.6%	6.9%
English Learners (EL)	651	33.5%	36.1%	20.3%	651	33.5%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	29	1.3%	0.9%	1.5%				
Students w/ Dyslexia	69	3.6%	5.9%	4.1%	69	3.6%	5.9%	4.1%
Foster Care	33	1.7%	0.4%	0.3%	33	1.7%	0.4%	0.3%
Homeless	92	4.7%	3.4%	1.4%	92	4.7%	3.4%	1.4%
Immigrant	28	1.4%	1.1%	2.3%	28	1.4%	1.1%	2.3%
Migrant	47	2.4%	1.4%	0.3%	47	2.4%	1.4%	0.3%
Title I	1,917	98.7%	98.5%	65.1%	1,917	98.7%	98.5%	65.1%
Military Connected	15	0.8%	0.5%	1.9%	15	0.8%	0.5%	1.9%
At-Risk	1,503	77.4%	67.8%	50.6%	1,503	77.4%	67.7%	50.5%

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

Student Information	Membership --- Campus Count	Membership --- Campus Percent	Membership --- District	Membership --- State	Enrollment --- Campus Count	Enrollment --- Campus Percent	Enrollment --- District	Enrollment --- State
Students by Instructional Program:								
Bilingual/ESL Education	648	33.4%	35.6%	20.6%	648	33.4%	35.6%	20.6%
Career & Technical Education	1,840	94.7%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	1,748	90.0%	81.9%	50.8%	1,748	90.0%	81.9%	50.8%
Gifted & Talented Education	238	12.3%	11.6%	8.1%	238	12.3%	11.6%	8.1%
Special Education	263	13.5%	13.3%	10.5%	263	13.5%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	263							
By Type of Primary Disability								
Students with Intellectual Disabilities	181	68.8%	54.6%	42.4%				
Students with Physical Disabilities	7	2.7%	11.7%	21.4%				
Students with Autism	35	13.3%	12.1%	13.8%				
Students with Behavioral Disabilities	40	15.2%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	364	16.6%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	352	16.1%						
White	11	0.5%						
American Indian	1	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	239	15.3%						

Student Information	Non-Special Education Rates --- Campus	Non-Special Education Rates --- District	Non-Special Education Rates --- State	Special Education Rates --- Campus	Special Education Rates --- District	Special Education Rates --- State
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.6%	-	3.3%	5.5%
Grade 1	-	7.6%	2.9%	-	15.7%	4.9%
Grade 2	-	4.1%	1.6%	-	4.6%	2.0%
Grade 3	-	2.9%	0.9%	-	2.2%	0.8%
Grade 4	-	1.0%	0.5%	-	0.6%	0.4%
Grade 5	-	0.4%	0.4%	-	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	10.4%	9.1%	7.8%	24.2%	19.1%	13.1%

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Total Students: 1,942
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Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.0	19.0
Grade 1	-	16.9	18.9
Grade 2	-	17.9	18.8
Grade 3	-	22.2	19.0
Grade 4	-	23.3	19.2
Grade 5	-	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	15.6	16.3	16.4
Foreign Languages	15.4	17.8	18.7
Mathematics	20.0	19.5	17.8
Science	18.7	19.3	18.8
Social Studies	20.7	19.0	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	197.5	100.0%	100.0%	100.0%
Professional Staff:	171.5	86.8%	56.7%	63.7%
Teachers	137.8	69.8%	44.1%	49.4%
Professional Support	25.7	13.0%	9.7%	10.2%
Campus Administration (School Leadership)	8.0	4.1%	2.8%	3.0%
Educational Aides:	26.0	13.2%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	2.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	8.0	n/a	155.0	12,901.0
Part-time	4.0	n/a	8.0	1,103.0
Total Minority Staff:	177.9	90.1%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	0.7%	0.2%	10.8%
Hispanic	120.7	87.6%	89.8%	28.1%
White	16.0	11.6%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.1	0.1%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	70.8	51.4%	31.5%	23.8%
Females	67.0	48.6%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.3	3.9%	1.3%	1.3%
Bachelors	108.6	78.8%	79.4%	73.4%
Masters	23.9	17.4%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.1	1.6%	2.3%	7.4%
1-5 Years Experience	30.3	22.0%	13.3%	27.9%
6-10 Years Experience	27.4	19.9%	17.3%	19.4%
11-20 Years Experience	44.6	32.4%	40.1%	29.4%
Over 20 Years Experience	33.4	24.3%	27.1%	15.9%
Number of Students per Teacher	14.1	n/a	15.0	15.1

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Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	10.0	9.6	6.2
Average Years Experience of Principals with District	10.0	9.1	5.3
Average Years Experience of Assistant Principals	9.1	9.1	5.3
Average Years Experience of Assistant Principals with District	8.3	8.9	4.7
Average Years Experience of Teachers:	14.1	15.4	11.1
Average Years Experience of Teachers with District:	13.1	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,535	$50,807	$49,868
1-5 Years Experience	$50,832	$51,636	$52,823
6-10 Years Experience	$52,012	$53,468	$55,756
11-20 Years Experience	$58,840	$58,689	$59,308
Over 20 Years Experience	$65,923	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$57,266	$58,957	$57,091
Professional Support	$66,419	$73,071	$67,352
Campus Administration (School Leadership)	$93,755	$95,913	$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

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

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	1.1%	2.7%	6.5%
Career & Technical Education	23.0	16.7%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.1	0.1%	0.4%	1.9%
Regular Education	100.7	73.0%	78.7%	70.9%
Special Education	12.6	9.1%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

2020-21 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: PORTER EARLY COLLEGE H S

Campus Number: 031901002

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	64%	**51%**	-	51%	*	-	-	-	-	15%	*	55%	33%	50%	37%
	2019	68%	68%	**60%**	-	60%	*	-	-	-	-	22%	*	62%	50%	59%	51%
At Meets Grade Level or Above	2021	50%	46%	**34%**	-	34%	*	-	-	-	-	8%	*	37%	18%	32%	19%
	2019	50%	49%	**41%**	-	41%	*	-	-	-	-	13%	*	42%	37%	41%	29%
At Masters Grade Level	2021	12%	10%	**5%**	-	5%	*	-	-	-	-	1%	*	6%	1%	4%	1%
	2019	11%	10%	**4%**	-	3%	*	-	-	-	-	2%	*	4%	1%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	**55%**	-	55%	*	-	-	-	-	18%	-	59%	42%	55%	38%
	2019	68%	67%	**59%**	-	59%	*	-	-	-	-	29%	*	65%	43%	60%	45%
At Meets Grade Level or Above	2021	57%	54%	**41%**	-	41%	*	-	-	-	-	11%	-	47%	26%	42%	25%
	2019	49%	45%	**34%**	-	34%	*	-	-	-	-	12%	*	39%	21%	35%	18%
At Masters Grade Level	2021	11%	9%	**5%**	-	5%	*	-	-	-	-	4%	-	6%	2%	5%	0%
	2019	8%	6%	**2%**	-	2%	*	-	-	-	-	3%	*	3%	0%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	**51%**	-	51%	*	-	-	-	-	26%	*	49%	58%	51%	50%
	2019	85%	94%	**92%**	-	92%	*	-	-	-	-	75%	*	91%	95%	92%	95%
At Meets Grade Level or Above	2021	41%	27%	**21%**	-	21%	*	-	-	-	-	9%	*	22%	16%	21%	21%
	2019	61%	82%	**74%**	-	74%	*	-	-	-	-	45%	*	73%	80%	74%	78%
At Masters Grade Level	2021	23%	13%	**8%**	-	8%	*	-	-	-	-	3%	*	7%	12%	8%	8%
	2019	37%	62%	**51%**	-	50%	*	-	-	-	-	20%	*	48%	62%	50%	52%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	77%	**69%**	-	69%	*	-	-	-	-	47%	*	73%	55%	68%	58%
	2019	88%	90%	**88%**	-	88%	*	-	-	-	-	75%	*	90%	83%	88%	83%
At Meets Grade Level or Above	2021	55%	43%	**37%**	-	36%	*	-	-	-	-	19%	*	40%	26%	35%	25%
	2019	62%	60%	**55%**	-	55%	*	-	-	-	-	30%	*	60%	38%	55%	45%
At Masters Grade Level	2021	22%	12%	**9%**	-	9%	*	-	-	-	-	3%	*	10%	5%	8%	6%
	2019	25%	18%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	9%	12%	7%
End of Course U.S. History																	

Texas Education Agency

2020-21 STAAR Performance (TAPR)

PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	85%	**75%**	-	75%	*	-	-	-	-	47%	*	78%	61%	74%	56%
	2019	93%	94%	**91%**	*	91%	-	-	-	-	-	73%	80%	93%	83%	91%	85%
At Meets Grade Level or Above	2021	69%	60%	**48%**	-	48%	*	-	-	-	-	24%	*	51%	35%	47%	30%
	2019	73%	72%	**60%**	*	60%	-	-	-	-	-	31%	80%	67%	38%	61%	44%
At Masters Grade Level	2021	43%	30%	**23%**	-	23%	*	-	-	-	-	9%	*	23%	22%	22%	14%
	2019	45%	40%	**28%**	*	28%	-	-	-	-	-	5%	20%	33%	14%	29%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	85%	**86%**	-	86%	-	-	-	-	-	-	-	85%	*	85%	67%
At Meets Grade Level or Above	2021	69%	41%	**36%**	-	36%	-	-	-	-	-	-	-	37%	*	34%	33%
At Masters Grade Level	2021	14%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**61%**	-	61%	58%	-	-	-	-	27%	70%	64%	48%	60%	46%
	2019	78%	81%	**75%**	*	75%	75%	-	-	-	-	48%	62%	77%	66%	75%	67%
At Meets Grade Level or Above	2021	41%	31%	**38%**	-	38%	42%	-	-	-	-	13%	60%	41%	24%	37%	23%
	2019	50%	52%	**49%**	*	49%	58%	-	-	-	-	23%	46%	53%	37%	50%	38%
At Masters Grade Level	2021	18%	11%	**10%**	-	10%	17%	-	-	-	-	4%	20%	10%	7%	9%	5%
	2019	24%	23%	**15%**	*	15%	33%	-	-	-	-	6%	15%	16%	11%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**53%**	-	53%	33%	-	-	-	-	16%	*	57%	38%	52%	37%
	2019	75%	76%	**60%**	-	60%	57%	-	-	-	-	25%	60%	63%	46%	59%	48%
At Meets Grade Level or Above	2021	45%	38%	**37%**	-	37%	33%	-	-	-	-	9%	*	41%	22%	37%	22%
	2019	48%	47%	**37%**	-	37%	29%	-	-	-	-	12%	20%	40%	27%	38%	23%
At Masters Grade Level	2021	18%	12%	**5%**	-	5%	17%	-	-	-	-	3%	*	6%	1%	5%	1%
	2019	21%	18%	**3%**	-	3%	14%	-	-	-	-	2%	0%	4%	0%	3%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	**56%**	-	56%	*	-	-	-	-	26%	*	56%	59%	56%	50%
	2019	82%	86%	**92%**	-	92%	*	-	-	-	-	75%	*	91%	95%	92%	95%
At Meets Grade Level or Above	2021	37%	21%	**23%**	-	24%	*	-	-	-	-	9%	*	25%	16%	23%	21%
	2019	52%	57%	**74%**	-	74%	*	-	-	-	-	45%	*	73%	80%	74%	78%

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	**7%**	-	7%	*	-	-	-	-	3%	*	5%	12%	7%	8%
	2019	26%	31%	**51%**	-	50%	*	-	-	-	-	20%	*	48%	62%	50%	52%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	**69%**	-	69%	*	-	-	-	-	47%	*	73%	55%	68%	58%
	2019	81%	84%	**88%**	-	88%	*	-	-	-	-	75%	*	90%	83%	88%	83%
At Meets Grade Level or Above	2021	44%	31%	**37%**	-	36%	*	-	-	-	-	19%	*	40%	26%	35%	25%
	2019	54%	55%	**55%**	-	55%	*	-	-	-	-	30%	*	60%	38%	55%	45%
At Masters Grade Level	2021	20%	10%	**9%**	-	9%	*	-	-	-	-	3%	*	10%	5%	8%	6%
	2019	25%	21%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	9%	12%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	68%	**75%**	-	75%	*	-	-	-	-	47%	*	78%	61%	74%	56%
	2019	81%	83%	**91%**	*	91%	-	-	-	-	-	73%	80%	93%	83%	91%	85%
At Meets Grade Level or Above	2021	49%	44%	**48%**	-	48%	*	-	-	-	-	24%	*	51%	35%	47%	30%
	2019	55%	54%	**60%**	*	60%	-	-	-	-	-	31%	80%	67%	38%	61%	44%
At Masters Grade Level	2021	29%	21%	**23%**	-	23%	*	-	-	-	-	9%	*	23%	22%	22%	14%
	2019	33%	29%	**28%**	*	28%	-	-	-	-	-	5%	20%	33%	14%	29%	13%

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

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

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

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

\- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2021	67%	59%	**61%**	*	*	-	-	-	-	40%	0%	38%	65%	100%	78%	40%	79%
	2019	78%	81%	**75%**	-	-	-	-	-		58%	35%	63%		*		58%	
At Meets Grade Level or Above	2021	41%	31%	**38%**	*	*	-	-	-	-	18%	0%	16%	40%	83%	54%	18%	55%
	2019	50%	52%	**49%**	-	-	-	-	-		28%	4%	33%		*		28%	
At Masters Grade Level	2021	18%	11%	**10%**	*	*	-	-	-	-	4%	0%	4%	10%	17%	16%	4%	9%
	2019	24%	23%	**15%**	-	-	-	-	-		8%	0%	10%		*		8%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2021	68%	63%	**53%**	*	*	-	-	-	-	31%	*	29%	64%	*	74%	31%	75%
	2019	75%	76%	**60%**	-	-	-	-	-		35%	14%	40%		*		35%	
At Meets Grade Level or Above	2021	45%	38%	**37%**	*	*	-	-	-	-	15%	*	13%	56%	*	59%	15%	60%
	2019	48%	47%	**37%**	-	-	-	-	-		14%	1%	17%		*		14%	
At Masters Grade Level	2021	18%	12%	**5%**	*	*	-	-	-	-	0%	*	0%	8%	*	11%	0%	3%
	2019	21%	18%	**3%**	-	-	-	-	-		0%	0%	0%		*		0%	
All Grades Mathematics																		
At Approaches Grade Level or Above	2021	66%	51%	**56%**	-	-	-	-	-	-	48%	*	47%	58%	-	63%	48%	70%
	2019	82%	86%	**92%**	-	-	-	-	-		95%	*	95%		-		95%	
At Meets Grade Level or Above	2021	37%	21%	**23%**	-	-	-	-	-	-	20%	*	19%	25%	-	26%	20%	30%
	2019	52%	57%	**74%**	-	-	-	-	-		74%	*	75%		-		74%	
At Masters Grade Level	2021	18%	7%	**7%**	-	-	-	-	-	-	9%	*	9%	8%	-	6%	9%	0%
	2019	26%	31%	**51%**	-	-	-	-	-		42%	*	43%		-		42%	
All Grades Science																		
At Approaches Grade Level or Above	2021	71%	62%	**69%**	-	-	-	-	-	-	51%	-	48%	70%	*	81%	52%	96%
	2019	81%	84%	**88%**	-	-	-	-	-		77%	53%	80%		-		77%	
At Meets Grade Level or Above	2021	44%	31%	**37%**	-	-	-	-	-	-	17%	-	15%	30%	*	49%	18%	69%
	2019	54%	55%	**55%**	-	-	-	-	-		32%	5%	36%		-		32%	
At Masters Grade Level	2021	20%	10%	**9%**	-	-	-	-	-	-	3%	-	1%	13%	*	12%	3%	23%
	2019	25%	21%	**12%**	-	-	-	-	-		7%	0%	8%		-		7%	
All Grades Social Studies																		
At Approaches Grade Level or Above	2021	73%	68%	**75%**	-	-	-	-	-	-	50%	-	50%	-	-	88%	50%	85%
	2019	81%	83%	**91%**	-	-	-	-	-		81%	75%	83%		*		81%	
At Meets Grade Level or Above	2021	49%	44%	**48%**	-	-	-	-	-	-	25%	-	25%	-	-	61%	25%	55%
	2019	55%	54%	**60%**	-	-	-	-	-		35%	10%	43%		*		35%	
At Masters Grade Level	2021	29%	21%	**23%**	-	-	-	-	-	-	12%	-	12%	-	-	30%	12%	24%
	2019	33%	29%	**28%**	-	-	-	-	-		10%	0%	13%		*		10%	

* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
Blank cell indicates there are no data available in the group.

Texas Education Agency

2020-21 STAAR Participation (TAPR)

PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**78%**	-	78%	100%	-	-	-	-	65%	71%	78%	80%	78%	81%
Included in Accountability	83%	67%	**70%**	-	70%	71%	-	-	-	-	58%	71%	72%	63%	70%	67%
Not Included in Accountability: Mobile	3%	1%	**2%**	-	2%	18%	-	-	-	-	2%	0%	1%	3%	2%	2%
Not Included in Accountability: Other Exclusions	1%	3%	**7%**	-	7%	12%	-	-	-	-	5%	0%	4%	15%	7%	11%
Not Tested	12%	29%	**22%**	-	22%	0%	-	-	-	-	35%	29%	22%	20%	22%	19%
Absent	2%	0%	**1%**	-	1%	0%	-	-	-	-	1%	0%	1%	1%	1%	1%
Other	10%	29%	**20%**	-	21%	0%	-	-	-	-	33%	29%	21%	19%	21%	18%
2019 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	**99%**	*	99%	100%	-	-	-	-	99%	100%	99%	99%	99%	99%
Included in Accountability	94%	95%	**90%**	*	90%	71%	-	-	-	-	92%	76%	94%	77%	90%	86%
Not Included in Accountability: Mobile	4%	2%	**4%**	*	4%	0%	-	-	-	-	5%	24%	2%	8%	4%	4%
Not Included in Accountability: Other Exclusions	1%	2%	**5%**	*	5%	29%	-	-	-	-	2%	0%	2%	14%	5%	10%
Not Tested	1%	0%	**1%**	*	1%	0%	-	-	-	-	1%	0%	1%	1%	1%	1%
Absent	1%	0%	**1%**	*	1%	0%	-	-	-	-	1%	0%	1%	1%	1%	1%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%

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

\- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2019-20	98.3%	98.4%	**97.1%**	*	97.1%	*	-	-	-	-	95.6%	97.3%	97.2%
2018-19	95.4%	95.0%	**91.3%**	*	91.3%	92.1%	*	-	-	-	89.7%	91.3%	91.1%
Chronic Absenteeism													
2019-20	6.7%	7.6%	**17.8%**	*	17.9%	0.0%	-	-	-	-	23.6%	17.0%	19.4%
2018-19	11.4%	13.8%	**32.1%**	*	32.1%	31.3%	*	-	-	-	38.2%	31.5%	35.8%
Annual Dropout Rate (Gr 7-8)													
2019-20	0.5%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.3%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2019-20	1.6%	0.4%	**0.3%**	*	0.3%	0.0%	-	-	-	-	1.4%	0.3%	0.0%
2018-19	1.9%	0.7%	**0.4%**	*	0.4%	0.0%	*	-	-	-	0.4%	0.3%	0.1%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	90.3%	93.8%	**95.3%**	*	95.3%	*	-	-	-	-	93.9%	95.1%	93.5%
Received TxCHSE	0.4%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	3.9%	3.4%	**4.2%**	*	4.2%	*	-	-	-	-	4.1%	4.4%	5.6%
Dropped Out	5.4%	2.8%	**0.5%**	*	0.5%	*	-	-	-	-	2.0%	0.5%	0.9%
Graduates and TxCHSE	90.7%	93.8%	**95.3%**	*	95.3%	*	-	-	-	-	93.9%	95.1%	93.5%
Graduates, TxCHSE, and Continuers	94.6%	97.2%	**99.5%**	*	99.5%	*	-	-	-	-	98.0%	99.5%	99.1%
Class of 2019													
Graduated	90.0%	93.7%	**93.9%**	-	93.9%	-	-	-	-	-	79.1%	93.8%	93.2%
Received TxCHSE	0.5%	0.2%	**0.4%**	-	0.4%	-	-	-	-	-	0.0%	0.5%	0.0%
Continued HS	3.7%	3.0%	**2.6%**	-	2.6%	-	-	-	-	-	11.6%	2.5%	2.6%
Dropped Out	5.9%	3.2%	**3.0%**	-	3.0%	-	-	-	-	-	9.3%	3.2%	4.3%
Graduates and TxCHSE	90.4%	93.9%	**94.4%**	-	94.4%	-	-	-	-	-	79.1%	94.3%	93.2%
Graduates, TxCHSE, and Continuers	94.1%	96.8%	**97.0%**	-	97.0%	-	-	-	-	-	90.7%	96.8%	95.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.0%	96.3%	**96.3%**	-	96.3%	-	-	-	-	-	87.5%	96.1%	95.6%
Received TxCHSE	0.5%	0.3%	**0.7%**	-	0.7%	-	-	-	-	-	0.0%	0.7%	0.9%
Continued HS	1.3%	0.3%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	3.1%	**3.1%**	-	3.1%	-	-	-	-	-	12.5%	3.2%	3.5%
Graduates and TxCHSE	92.6%	96.5%	**96.9%**	-	96.9%	-	-	-	-	-	87.5%	96.8%	96.5%

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	96.9%	**96.9%**	-	96.9%	-	-	-	-	-	87.5%	96.8%	96.5%
Class of 2018													
Graduated	92.2%	95.1%	**94.7%**	-	94.7%	*	-	-	-	-	97.6%	94.9%	90.2%
Received TxCHSE	0.6%	0.5%	**1.2%**	-	1.2%	*	-	-	-	-	0.0%	1.2%	1.2%
Continued HS	1.1%	0.7%	**1.0%**	-	1.0%	*	-	-	-	-	0.0%	0.7%	1.2%
Dropped Out	6.1%	3.7%	**3.1%**	-	3.2%	*	-	-	-	-	2.4%	3.2%	7.3%
Graduates and TxCHSE	92.8%	95.6%	**95.9%**	-	95.9%	*	-	-	-	-	97.6%	96.1%	91.5%
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**96.9%**	-	96.8%	*	-	-	-	-	97.6%	96.8%	92.7%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.6%	95.5%	**95.2%**	-	95.2%	*	-	-	-	-	95.5%	95.2%	91.5%
Received TxCHSE	0.7%	0.5%	**1.2%**	-	1.2%	*	-	-	-	-	0.0%	1.2%	1.2%
Continued HS	0.6%	0.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Dropped Out	6.1%	3.7%	**3.6%**	-	3.6%	*	-	-	-	-	4.5%	3.6%	7.3%
Graduates and TxCHSE	93.3%	96.0%	**96.4%**	-	96.4%	*	-	-	-	-	95.5%	96.4%	92.7%
Graduates, TxCHSE, and Continuers	93.9%	96.3%	**96.4%**	-	96.4%	*	-	-	-	-	95.5%	96.4%	92.7%
Class of 2017													
Graduated	92.4%	95.7%	**96.9%**	-	96.9%	*	-	-	-	-	92.2%	96.9%	97.2%
Received TxCHSE	0.7%	0.3%	**0.0%**	-	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Continued HS	0.6%	0.2%	**0.5%**	-	0.5%	*	-	-	-	-	3.9%	0.5%	0.0%
Dropped Out	6.3%	3.8%	**2.6%**	-	2.6%	*	-	-	-	-	3.9%	2.6%	2.8%
Graduates and TxCHSE	93.2%	96.1%	**96.9%**	-	96.9%	*	-	-	-	-	92.2%	96.9%	97.2%
Graduates, TxCHSE, and Continuers	93.7%	96.2%	**97.4%**	-	97.4%	*	-	-	-	-	96.1%	97.4%	97.2%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2020	90.3%	92.9%	**94.9%**	*	94.8%	*	-	-	-	-	90.2%	94.6%	93.5%
Class of 2019	90.0%	92.1%	**91.9%**	-	91.9%	-	-	-	-	-	65.4%	91.7%	93.2%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2020	83.0%	*	*	-	*	-	-	-	-	-	-	*	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2020	4.3%	2.0%	**1.0%**	*	1.0%	*	-	-	-	-	0.0%	1.1%	2.0%
Class of 2019	4.2%	17.3%	**2.3%**	-	2.3%	-	-	-	-	-	6.5%	2.5%	5.5%
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.0%	**96.1%**	*	96.1%	*	-	-	-	-	75.6%	96.2%	96.0%
Class of 2019	83.5%	79.9%	**96.8%**	-	96.8%	-	-	-	-	-	83.9%	96.6%	94.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2020	87.8%	96.1%	**97.2%**	*	97.1%	*	-	-	-	-	75.6%	97.3%	98.0%
Class of 2019	87.6%	97.2%	**99.1%**	-	99.1%	-	-	-	-	-	90.3%	99.0%	100.0%
RHSP/DAP Graduates (Annual Rate)													
2019-20	38.6%	8.7%	*	-	*	-	-	-	-	-	*	*	-
2018-19	32.7%	32.3%	**40.0%**	-	40.0%	-	-	-	-	-	0.0%	0.0%	-
FHSP-E Graduates (Annual Rate)													
2019-20	4.4%	1.8%	**0.8%**	*	0.8%	*	-	-	-	-	0.0%	0.8%	2.1%
2018-19	4.4%	16.3%	**1.4%**	-	1.4%	-	-	-	-	-	3.2%	1.5%	3.2%
FHSP-DLA Graduates (Annual Rate)													
2019-20	81.8%	94.3%	**95.9%**	*	95.8%	*	-	-	-	-	72.3%	95.9%	95.9%
2018-19	82.1%	79.5%	**97.5%**	-	97.5%	-	-	-	-	-	83.9%	97.3%	96.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2019-20	85.8%	95.4%	**96.1%**	*	96.1%	*	-	-	-	-	69.4%	96.2%	97.9%
2018-19	85.9%	94.6%	**97.6%**	-	97.6%	-	-	-	-	-	75.0%	97.4%	100.0%

Texas Education Agency

2020-21 Graduation Profile (TAPR)

PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD - CAMERON COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2019-20 Annual Graduates)				
Total Graduates	389	100.0%	2,626	360,220
By Ethnicity:				
African American	1	0.3%	2	44,729
Hispanic	387	99.5%	2,610	184,060
White	1	0.3%	9	105,215
American Indian	0	0.0%	0	1,226
Asian	0	0.0%	4	17,126
Pacific Islander	0	0.0%	1	557
Two or More Races	0	0.0%	0	7,307
By Graduation Type:				
Minimum H.S. Program	2	0.5%	21	1,512
Recommended H.S. Program/Distinguished Achievement Program	1	0.3%	2	952
Foundation H.S. Program (No Endorsement)	13	3.3%	100	49,535
Foundation H.S. Program (Endorsement)	3	0.8%	48	15,689
Foundation H.S. Program (DLA)	370	95.1%	2,455	292,532
Special Education Graduates	49	12.6%	277	29,018
Economically Disadvantaged Graduates	372	95.6%	2,241	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	97	24.9%	366	29,639
At-Risk Graduates	235	60.4%	1,525	148,836

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2019-20	63.0%	74.4%	**71.0%**	*	70.8%	*	-	-	-	-	93.9%	70.4%	51.5%
2018-19	72.9%	79.7%	**75.3%**	-	75.3%	-	-	-	-	-	85.0%	75.2%	71.8%
College Ready Graduates													
College Ready (Annual Graduates)													
2019-20	53.4%	57.3%	**42.4%**	*	42.4%	*	-	-	-	-	8.2%	41.7%	27.8%
2018-19	53.0%	50.1%	**31.8%**	-	31.8%	-	-	-	-	-	7.5%	30.7%	27.4%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2019-20	59.7%	60.3%	**42.4%**	*	42.4%	*	-	-	-	-	4.1%	40.9%	12.4%
2018-19	60.7%	58.8%	**38.0%**	-	38.0%	-	-	-	-	-	10.0%	36.4%	9.7%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2019-20	47.9%	55.9%	**35.5%**	*	35.4%	*	-	-	-	-	4.1%	34.4%	14.4%
2018-19	48.6%	46.2%	**20.5%**	-	20.5%	-	-	-	-	-	7.5%	18.9%	4.8%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2019-20	43.2%	47.9%	**29.0%**	*	28.9%	*	-	-	-	-	4.1%	27.7%	5.2%
2018-19	44.2%	41.1%	**18.1%**	-	18.1%	-	-	-	-	-	5.0%	16.5%	3.2%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2019-20	21.1%	20.9%	**22.6%**	*	22.7%	*	-	-	-	-	0.0%	22.6%	25.8%
2018-19	21.1%	19.9%	**17.9%**	-	17.9%	-	-	-	-	-	5.0%	17.7%	25.0%
Associate Degree (Annual Graduates)													
2019-20	2.1%	1.0%	**0.3%**	*	0.3%	*	-	-	-	-	0.0%	0.3%	0.0%
2018-19	1.9%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2019-20	24.6%	26.6%	**21.1%**	*	20.9%	*	-	-	-	-	6.1%	20.7%	0.0%
2018-19	23.1%	23.7%	**14.1%**	-	14.1%	-	-	-	-	-	0.0%	13.0%	1.6%
Onramps Course Credits (Annual Graduates)													
2019-20	4.0%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2018-19	2.3%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2019-20	18.7%	36.5%	**47.3%**	*	47.3%	*	-	-	-	-	93.9%	47.3%	30.9%
2018-19	40.4%	61.4%	**66.8%**	-	66.8%	-	-	-	-	-	85.0%	67.1%	64.1%
Approved Industry-Based Certification (Annual Graduates)													
2019-20	13.2%	29.2%	**38.8%**	*	39.0%	*	-	-	-	-	26.5%	38.4%	29.9%

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2018-19	10.7%	25.8%	**32.0%**	-	32.0%	-	-	-	-	-	30.0%	31.9%	21.8%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2019-20	0.7%	0.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
2018-19	0.6%	0.0%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2019-20	2.4%	3.0%	**4.6%**	*	4.7%	*	-	-	-	-	36.7%	4.8%	2.1%
2018-19	2.3%	1.6%	**2.4%**	-	2.4%	-	-	-	-	-	27.5%	2.4%	0.8%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2019-20	3.7%	6.7%	**8.7%**	*	8.5%	*	-	-	-	-	69.4%	9.1%	4.1%
2018-19	2.7%	4.4%	**6.0%**	-	6.0%	-	-	-	-	-	67.5%	5.9%	2.4%

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2019-20	30.1%	55.4%	**40.6%**	*	40.6%	*	-	-	-	-	4.1%	39.2%	11.3%
	2018-19	33.4%	52.8%	**32.2%**	-	32.2%	-	-	-	-	-	7.5%	30.7%	8.9%
Mathematics	2019-20	21.2%	49.8%	**35.0%**	*	34.9%	*	-	-	-	-	4.1%	33.9%	13.4%
	2018-19	24.7%	43.2%	**19.4%**	-	19.4%	-	-	-	-	-	7.5%	17.7%	4.0%
Both Subjects	2019-20	16.4%	42.0%	**28.0%**	*	27.9%	*	-	-	-	-	4.1%	26.6%	4.1%
	2018-19	18.8%	36.6%	**15.7%**	-	15.7%	-	-	-	-	-	5.0%	14.2%	3.2%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2019-20	7.3%	3.0%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	5.1%	2.8%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Mathematics	2019-20	9.7%	6.2%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	7.3%	3.3%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
Both Subjects	2019-20	4.2%	1.4%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
	2018-19	2.6%	0.5%	**0.0%**	-	0.0%	-	-	-	-	-	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2020	22.0%	19.7%	**20.1%**	*	20.0%	*	-	-	-	-	4.6%	19.7%	6.0%
	2019	25.2%	27.6%	**24.2%**	*	24.2%	*	-	-	-	-	3.4%	23.5%	7.2%
English Language Arts	2020	12.7%	10.6%	**12.0%**	*	12.0%	*	-	-	-	-	3.8%	11.6%	2.5%
	2019	14.5%	16.1%	**14.3%**	*	14.2%	*	-	-	-	-	2.6%	13.6%	2.1%
Mathematics	2020	6.4%	1.9%	**1.8%**	*	1.8%	*	-	-	-	-	0.0%	1.7%	0.0%
	2019	7.4%	3.6%	**3.2%**	*	3.2%	*	-	-	-	-	0.9%	2.7%	0.3%
Science	2020	9.4%	4.7%	**3.6%**	*	3.6%	*	-	-	-	-	1.5%	3.3%	0.0%
	2019	10.4%	8.1%	**6.6%**	*	6.5%	*	-	-	-	-	0.0%	6.6%	0.3%
Social Studies	2020	12.4%	10.7%	**10.1%**	*	10.1%	*	-	-	-	-	0.8%	9.8%	2.5%
	2019	13.9%	16.7%	**16.3%**	*	16.3%	*	-	-	-	-	2.6%	15.8%	3.1%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2020	59.0%	35.8%	**29.2%**	*	29.4%	-	-	-	-	-	33.3%	29.0%	52.9%
	2019	51.0%	23.3%	**27.1%**	*	27.2%	-	-	-	-	-	*	28.1%	52.4%
English Language Arts	2020	50.1%	21.4%	**12.0%**	*	12.1%	-	-	-	-	-	20.0%	11.1%	0.0%
	2019	41.2%	9.2%	**2.9%**	*	2.9%	-	-	-	-	-	*	3.1%	0.0%
Mathematics	2020	56.5%	19.7%	**5.9%**	-	5.9%	-	-	-	-	-	-	6.3%	-
	2019	52.2%	6.9%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	*
Science	2020	47.6%	15.6%	**0.0%**	-	0.0%	-	-	-	-	-	*	0.0%	-
	2019	40.6%	5.1%	**3.1%**	*	3.2%	-	-	-	-	-	-	3.2%	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2020	52.3%	18.0%	**11.2%**	-	11.2%	-	-	-	-	-	*	9.9%	14.3%
	2019	46.3%	9.5%	**10.1%**	*	10.1%	-	-	-	-	-	*	10.7%	11.1%
SAT/ACT Results (Annual Graduates)														
Tested	2019-20	76.7%	91.7%	**72.2%**	*	72.4%	*	-	-	-	-	38.8%	71.5%	68.0%
	2018-19	75.0%	74.1%	**62.0%**	-	62.0%	-	-	-	-	-	22.5%	61.6%	45.2%
At/Above Criterion for All Examinees	2019-20	35.7%	20.6%	**14.9%**	*	14.6%	-	-	-	-	-	0.0%	13.5%	0.0%
	2018-19	36.1%	17.5%	**12.1%**	-	12.1%	-	-	-	-	-	0.0%	10.0%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2019-20	1019	949	**908**	*	907	-	-	-	-	-	805	905	779
	2018-19	1027	943	**909**	-	909	-	-	-	-	-	856	903	818
English Language Arts and Writing	2019-20	513	481	**457**	*	456	-	-	-	-	-	398	454	384
	2018-19	517	478	**458**	-	458	-	-	-	-	-	439	455	401
Mathematics	2019-20	506	468	**452**	*	451	-	-	-	-	-	407	451	395
	2018-19	510	464	**451**	-	451	-	-	-	-	-	417	448	416
Average ACT Score (Annual Graduates)														
All Subjects	2019-20	20.2	18.3	**19.9**	-	19.9	-	-	-	-	-	*	19.8	*
	2018-19	20.6	18.0	**17.4**	-	17.4	-	-	-	-	-	*	17.1	*
English Language Arts	2019-20	19.9	18.0	**20.1**	-	20.1	-	-	-	-	-	*	19.7	*
	2018-19	20.3	17.7	**16.7**	-	16.7	-	-	-	-	-	*	16.3	*
Mathematics	2019-20	20.1	18.1	**20.0**	-	20.0	-	-	-	-	-	*	20.1	*
	2018-19	20.4	17.8	**17.5**	-	17.5	-	-	-	-	-	*	17.3	*
Science	2019-20	20.5	18.7	**19.1**	-	19.1	-	-	-	-	-	*	19.1	*
	2018-19	20.8	18.4	**18.0**	-	18.0	-	-	-	-	-	*	17.8	*

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2019-20	46.3%	56.0%	**45.6%**	*	45.5%	*	-	-	-	-	14.9%	45.6%	28.5%
	2018-19	44.6%	53.7%	**50.8%**	*	50.9%	27.3%	-	-	-	-	33.2%	51.3%	46.8%
English Language Arts	2019-20	18.2%	27.9%	**25.7%**	*	25.6%	*	-	-	-	-	8.0%	25.4%	12.4%
	2018-19	17.8%	27.5%	**29.4%**	*	29.3%	33.3%	-	-	-	-	25.7%	29.6%	30.6%
Mathematics	2019-20	20.7%	31.7%	**21.3%**	*	21.2%	*	-	-	-	-	4.5%	21.3%	11.7%
	2018-19	20.4%	27.5%	**18.7%**	*	18.8%	0.0%	-	-	-	-	7.5%	18.7%	18.2%
Science	2019-20	22.4%	17.3%	**14.2%**	*	14.2%	*	-	-	-	-	6.7%	13.9%	5.3%
	2018-19	21.7%	16.4%	**14.2%**	*	14.2%	0.0%	-	-	-	-	4.4%	13.9%	7.0%
Social Studies	2019-20	24.6%	28.3%	**15.4%**	*	15.4%	*	-	-	-	-	2.6%	14.6%	2.0%
	2018-19	23.6%	26.0%	**12.4%**	*	12.4%	0.0%	-	-	-	-	2.3%	12.3%	1.9%
CTE Coherent Sequence (Annual Graduates)														
	2019-20	58.5%	83.5%	**91.0%**	*	91.5%	*	-	-	-	-	77.6%	91.4%	86.6%
	2018-19	59.0%	84.3%	**91.4%**	-	91.4%	-	-	-	-	-	70.0%	92.4%	89.5%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2018-19	52.6%	59.7%	**51.7%**	-	51.7%	-	-	-	-	-	22.5%	50.9%	47.6%
	2017-18	53.4%	58.9%	**46.8%**	-	46.8%	-	-	-	-	-	16.3%	46.9%	29.1%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2018-19	42.2%	49.6%	**23.8%**	-	23.8%	-	-	-	-	-	-	18.4%	0.0%
	2017-18	60.7%	53.6%	**43.4%**	-	43.4%	-	-	-	-	-	0.0%	43.4%	12.5%

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,953	100.0%	40,737	5,359,040	1,953	100.0%	40,765	5,371,586
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	0	0.0%	6.6%	3.7%	0	0.0%	6.6%	3.7%
Pre-Kindergarten: 3-year Old	0	0.0%	2.0%	0.5%				
Pre-Kindergarten: 4-year Old	0	0.0%	4.6%	3.2%				
Kindergarten	0	0.0%	6.1%	6.7%	0	0.0%	6.1%	6.7%
Grade 1	0	0.0%	6.3%	7.1%	0	0.0%	6.3%	7.1%
Grade 2	0	0.0%	6.4%	7.1%	0	0.0%	6.4%	7.1%
Grade 3	0	0.0%	6.6%	7.1%	0	0.0%	6.6%	7.1%
Grade 4	0	0.0%	6.9%	7.2%	0	0.0%	6.9%	7.2%
Grade 5	0	0.0%	6.9%	7.4%	0	0.0%	6.9%	7.4%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	7.3%	7.9%	0	0.0%	7.3%	7.9%
Grade 9	507	26.0%	8.3%	8.1%	507	26.0%	8.2%	8.1%
Grade 10	458	23.5%	8.2%	7.8%	458	23.5%	8.2%	7.8%
Grade 11	494	25.3%	8.4%	7.2%	494	25.3%	8.4%	7.2%
Grade 12	494	25.3%	7.7%	6.8%	494	25.3%	7.7%	6.8%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.7%	0	0.0%	0.1%	12.7%
Hispanic	1,943	99.5%	98.5%	52.9%	1,943	99.5%	98.5%	52.9%
White	10	0.5%	1.1%	26.5%	10	0.5%	1.1%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.2%	4.7%	0	0.0%	0.2%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
Sex:								
Female	934	47.8%	49.0%	48.9%	934	47.8%	49.0%	48.9%
Male	1,019	52.2%	51.0%	51.1%	1,019	52.2%	51.0%	51.1%
Economically Disadvantaged	1,908	97.7%	89.2%	60.3%	1,908	97.7%	89.2%	60.2%
Non-Educationally Disadvantaged	45	2.3%	10.8%	39.7%	45	2.3%	10.8%	39.8%
Section 504 Students	128	6.6%	9.2%	7.2%	128	6.6%	9.1%	7.2%
EB Students/EL	714	36.6%	35.7%	20.7%	714	36.6%	35.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	19	0.9%	0.8%	1.2%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students w/ Dyslexia	99	5.1%	6.5%	4.5%	99	5.1%	6.5%	4.5%
Foster Care	23	1.2%	0.3%	0.3%	23	1.2%	0.3%	0.3%
Homeless	44	2.3%	1.5%	1.1%	44	2.3%	1.5%	1.1%
Immigrant	9	0.5%	1.0%	2.0%	9	0.5%	1.0%	2.0%
Migrant	33	1.7%	1.1%	0.3%	33	1.7%	1.1%	0.3%
Title I	1,953	100.0%	99.0%	64.5%	1,953	100.0%	99.0%	64.5%
Military Connected	11	0.6%	0.5%	2.7%	11	0.6%	0.5%	2.7%
At-Risk	1,623	83.1%	69.9%	49.2%	1,623	83.1%	69.9%	49.1%
Students by Instructional Program:								
Bilingual/ESL Education	711	36.4%	35.2%	21.0%	711	36.4%	35.2%	20.9%
Gifted and Talented Education	237	12.1%	11.4%	8.3%	237	12.1%	11.4%	8.3%
Special Education	253	13.0%	14.4%	11.1%	253	13.0%	14.5%	11.3%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	253							
By Type of Primary Disability Students with Intellectual Disabilities	172	68.0%	54.6%	42.5%				
Students with Physical Disabilities	*	*	12.0%	21.3%				
Students with Autism	**	**	11.7%	14.1%				
Students with Behavioral Disabilities	49	19.4%	19.9%	20.6%				
Students with Non-Categorical Early Childhood	0	0.0%	1.8%	1.5%				
Mobility (2019-20):								
Total Mobile Students	288	13.6%	12.0%	13.8%				
By Ethnicity: African American	0	0.0%	0.0%	2.8%				
Hispanic	287	13.5%	11.7%	7.1%				
White	1	0.0%	0.2%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	49	17.1%	15.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	138	18.5%	15.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	242	12.2%	12.3%	16.0%				
Student Attrition (2019-20):								
Total Student Attrition	145	9.5%	11.3%	16.6%				

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	-	1.2%	1.4%	-	1.4%	4.8%
Grade 1	-	3.7%	1.9%	-	4.7%	3.2%
Grade 2	-	1.2%	1.0%	-	1.4%	1.4%
Grade 3	-	0.6%	0.5%	-	0.0%	0.6%
Grade 4	-	0.4%	0.3%	-	0.4%	0.4%
Grade 5	-	0.2%	0.2%	-	0.2%	0.3%
Grade 6	-	0.8%	0.2%	-	0.2%	0.3%
Grade 7	-	1.2%	0.3%	-	0.5%	0.3%
Grade 8	-	1.0%	0.2%	-	0.5%	0.4%
Grade 9	4.8%	3.4%	4.7%	16.4%	8.5%	7.8%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.4	17.7
Grade 1	-	16.3	18.0
Grade 2	-	18.0	18.0
Grade 3	-	18.7	18.2
Grade 4	-	20.8	18.3
Grade 5	-	21.1	19.8
Grade 6	-	23.3	19.4
Secondary:			
English/Language Arts	16.4	17.0	15.7
Foreign Languages	15.0	19.8	17.8
Mathematics	19.1	19.5	16.9
Science	18.4	20.4	17.9
Social Studies	20.6	20.1	18.3

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Total Staff	192.2	100.0%	100.0%	100.0%
Professional Staff:	168.1	87.4%	56.9%	64.3%
Teachers	138.8	72.2%	43.9%	49.6%
Professional Support	22.8	11.8%	9.9%	10.6%
Campus Administration (School Leadership)	6.5	3.4%	2.8%	3.0%
Educational Aides:	24.2	12.6%	11.9%	10.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	2.0	n/a	58.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	8.0	n/a	148.0	13,211.0
Part-time Counselors	2.0	n/a	8.0	1,126.0
Total Minority Staff:	173.4	90.2%	94.5%	51.5%
Teachers by Ethnicity:				
African American	1.0	0.7%	0.3%	11.1%
Hispanic	122.0	87.9%	91.4%	28.4%
White	15.8	11.4%	7.9%	56.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	71.8	51.7%	31.1%	23.8%
Females	67.0	48.3%	68.9%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.2	3.8%	1.5%	1.2%
Bachelors	109.6	79.0%	79.9%	73.0%
Masters	24.0	17.3%	18.2%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.2	0.1%	1.9%	6.7%
1-5 Years Experience	24.0	17.3%	11.7%	27.8%
6-10 Years Experience	31.4	22.6%	17.5%	20.3%
11-20 Years Experience	48.8	35.2%	41.6%	29.1%
21-30 Years Experience	21.5	15.5%	21.9%	13.0%
Over 30 Years Experience	12.9	9.3%	5.5%	3.1%

	--------- Campus ---------			
Staff Information	**Count/Average**	**Percent**	**District**	**State**
Number of Students per Teacher	14.1	n/a	14.8	14.5

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	10.2	6.4
Average Years Experience of Principals with District	11.0	9.6	5.5
Average Years Experience of Assistant Principals	12.8	9.9	5.5
Average Years Experience of Assistant Principals with District	11.6	9.8	4.8
Average Years Experience of Teachers:	14.4	15.5	11.2
Average Years Experience of Teachers with District:	13.5	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,004	$50,963	$50,849
1-5 Years Experience	$58,672	$52,972	$53,288
6-10 Years Experience	$55,292	$54,209	$56,282
11-20 Years Experience	$58,580	$59,076	$59,900
21-30 Years Experience	$69,821	$66,110	$64,637
Over 30 Years Experience	$73,289	$72,850	$69,974
Average Actual Salaries (regular duties only):			
Teachers	$60,947	$59,653	$57,641
Professional Support	$64,624	$74,973	$68,030
Campus Administration (School Leadership)	$103,551	$96,265	$83,424
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	5,731.4

	----- Campus -----			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.6%	6.2%
Career and Technical Education	25.0	18.0%	5.8%	5.1%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted and Talented Education	0.0	0.0%	0.6%	1.8%
Regular Education	103.8	74.8%	78.3%	71.0%
Special Education	10.0	7.2%	12.0%	9.4%
Other	0.0	0.0%	0.2%	3.6%

- \- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2019-20 Financial Actual Report
(To open link in a new window, press the "Ctrl" key and click on the link.)

Texas Education Agency
2020-21 STAAR Performance
PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2021	67%	64%	**51%**	-	51%	*	-	-	-	-	15%	*	55%	33%	50%	37%
	2019	68%	68%	**60%**	-	60%	*	-	-	-	-	22%	*	62%	50%	59%	51%
At Meets Grade Level or Above	2021	50%	46%	**34%**	-	34%	*	-	-	-	-	8%	*	37%	18%	32%	19%
	2019	50%	49%	**41%**	-	41%	*	-	-	-	-	13%	*	42%	37%	41%	29%
At Masters Grade Level	2021	12%	10%	**5%**	-	5%	*	-	-	-	-	1%	*	6%	1%	4%	1%
	2019	11%	10%	**4%**	-	3%	*	-	-	-	-	2%	*	4%	1%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2021	71%	69%	**55%**	-	55%	*	-	-	-	-	18%	-	59%	42%	55%	38%
	2019	68%	67%	**59%**	-	59%	*	-	-	-	-	29%	*	65%	43%	60%	45%
At Meets Grade Level or Above	2021	57%	54%	**41%**	-	41%	*	-	-	-	-	11%	-	47%	26%	42%	25%
	2019	49%	45%	**34%**	-	34%	*	-	-	-	-	12%	*	39%	21%	35%	18%
At Masters Grade Level	2021	11%	9%	**5%**	-	5%	*	-	-	-	-	4%	-	6%	2%	5%	0%
	2019	8%	6%	**2%**	-	2%	*	-	-	-	-	3%	*	3%	0%	2%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2021	73%	64%	**51%**	-	51%	*	-	-	-	-	26%	*	49%	58%	51%	50%
	2019	85%	94%	**92%**	-	92%	*	-	-	-	-	75%	*	91%	95%	92%	95%
At Meets Grade Level or Above	2021	41%	27%	**21%**	-	21%	*	-	-	-	-	9%	*	22%	16%	21%	21%
	2019	61%	82%	**74%**	-	74%	*	-	-	-	-	45%	*	73%	80%	74%	78%
At Masters Grade Level	2021	23%	13%	**8%**	-	8%	*	-	-	-	-	3%	*	7%	12%	8%	8%
	2019	37%	62%	**51%**	-	50%	*	-	-	-	-	20%	*	48%	62%	50%	52%
End of Course Biology																	
At Approaches Grade Level or Above	2021	82%	77%	**69%**	-	69%	*	-	-	-	-	47%	*	73%	55%	68%	58%
	2019	88%	90%	**88%**	-	88%	*	-	-	-	-	75%	*	90%	83%	88%	83%
At Meets Grade Level or Above	2021	55%	43%	**37%**	-	36%	*	-	-	-	-	19%	*	40%	26%	35%	25%
	2019	62%	60%	**55%**	-	55%	*	-	-	-	-	30%	*	60%	38%	55%	45%
At Masters Grade Level	2021	22%	12%	**9%**	-	9%	*	-	-	-	-	3%	*	10%	5%	8%	6%
	2019	25%	18%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	9%	12%	7%
End of Course U.S. History																	

Texas Education Agency
2020-21 STAAR Performance
PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2021	88%	85%	**75%**	-	75%	*	-	-	-	-	47%	*	78%	61%	74%	56%
	2019	93%	94%	**91%**	*	91%	-	-	-	-	-	73%	80%	93%	83%	91%	85%
At Meets Grade Level or Above	2021	69%	60%	**48%**	-	48%	*	-	-	-	-	24%	*	51%	35%	47%	30%
	2019	73%	72%	**60%**	*	60%	-	-	-	-	-	31%	80%	67%	38%	61%	44%
At Masters Grade Level	2021	43%	30%	**23%**	-	23%	*	-	-	-	-	9%	*	23%	22%	22%	14%
	2019	45%	40%	**28%**	*	28%	-	-	-	-	-	5%	20%	33%	14%	29%	13%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2021	95%	85%	**86%**	-	86%	-	-	-	-	-	-	-	85%	*	85%	67%
At Meets Grade Level or Above	2021	69%	41%	**36%**	-	36%	-	-	-	-	-	-	-	37%	*	34%	33%
At Masters Grade Level	2021	14%	1%	**0%**	-	0%	-	-	-	-	-	-	-	0%	*	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	**61%**	-	61%	58%	-	-	-	-	27%	70%	64%	48%	60%	46%
	2019	78%	81%	**75%**	*	75%	75%	-	-	-	-	48%	62%	77%	66%	75%	67%
At Meets Grade Level or Above	2021	41%	31%	**38%**	-	38%	42%	-	-	-	-	13%	60%	41%	24%	37%	23%
	2019	50%	52%	**49%**	*	49%	58%	-	-	-	-	23%	46%	53%	37%	50%	38%
At Masters Grade Level	2021	18%	11%	**10%**	-	10%	17%	-	-	-	-	4%	20%	10%	7%	9%	5%
	2019	24%	23%	**15%**	*	15%	33%	-	-	-	-	6%	15%	16%	11%	15%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	**53%**	-	53%	33%	-	-	-	-	16%	*	57%	38%	52%	37%
	2019	75%	76%	**60%**	-	60%	57%	-	-	-	-	25%	60%	63%	46%	59%	48%
At Meets Grade Level or Above	2021	45%	38%	**37%**	-	37%	33%	-	-	-	-	9%	*	41%	22%	37%	22%
	2019	48%	47%	**37%**	-	37%	29%	-	-	-	-	12%	20%	40%	27%	38%	23%
At Masters Grade Level	2021	18%	12%	**5%**	-	5%	17%	-	-	-	-	3%	*	6%	1%	5%	1%
	2019	21%	18%	**3%**	-	3%	14%	-	-	-	-	2%	0%	4%	0%	3%	1%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	**56%**	-	56%	*	-	-	-	-	26%	*	56%	59%	56%	50%
	2019	82%	86%	**92%**	-	92%	*	-	-	-	-	75%	*	91%	95%	92%	95%
At Meets Grade Level or Above	2021	37%	21%	**23%**	-	24%	*	-	-	-	-	9%	*	25%	16%	23%	21%
	2019	52%	57%	**74%**	-	74%	*	-	-	-	-	45%	*	73%	80%	74%	78%

Texas Education Agency

2020-21 STAAR Performance

PORTER EARLY COLLEGE H S (031901002) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2021	18%	7%	**7%**	-	7%	*	-	-	-	-	3%	*	5%	12%	7%	8%
	2019	26%	31%	**51%**	-	50%	*	-	-	-	-	20%	*	48%	62%	50%	52%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	**69%**	-	69%	*	-	-	-	-	47%	*	73%	55%	68%	58%
	2019	81%	84%	**88%**	-	88%	*	-	-	-	-	75%	*	90%	83%	88%	83%
At Meets Grade Level or Above	2021	44%	31%	**37%**	-	36%	*	-	-	-	-	19%	*	40%	26%	35%	25%
	2019	54%	55%	**55%**	-	55%	*	-	-	-	-	30%	*	60%	38%	55%	45%
At Masters Grade Level	2021	20%	10%	**9%**	-	9%	*	-	-	-	-	3%	*	10%	5%	8%	6%
	2019	25%	21%	**12%**	-	12%	*	-	-	-	-	5%	*	13%	9%	12%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2021	73%	68%	**75%**	-	75%	*	-	-	-	-	47%	*	78%	61%	74%	56%
	2019	81%	83%	**91%**	*	91%	-	-	-	-	-	73%	80%	93%	83%	91%	85%
At Meets Grade Level or Above	2021	49%	44%	**48%**	-	48%	*	-	-	-	-	24%	*	51%	35%	47%	30%
	2019	55%	54%	**60%**	*	60%	-	-	-	-	-	31%	80%	67%	38%	61%	44%
At Masters Grade Level	2021	29%	21%	**23%**	-	23%	*	-	-	-	-	9%	*	23%	22%	22%	14%
	2019	33%	29%	**28%**	*	28%	-	-	-	-	-	5%	20%	33%	14%	29%	13%

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

\- Indicates there are no students in the group.

Definitions

"Bullying":

Bullying

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

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

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

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

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

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

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

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

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

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

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

Policy

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

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
   a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
   b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

Internet Posting

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

Prevention and Mediation

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

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Report Format — A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

Notice of Report — When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.

Prohibited Conduct — The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

Investigation of Report — The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

Concluding the Investigation — Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

Notice to Parents — If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

District Action

Bullying — If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.

Discipline — A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

*CCMR Summary - 2020-21 Graduates & 12th for 2022 Accountability

Campus Name:	Brownsville ISD

CCMR Rate Domain I: Student Achievement	BISD	B'ville Early College Hs	Hanna High School	Lopez High School	Pace High School	Porter High School	Rivera High School	Veterans Memorial H S
# of CCMR Points	2782	89	493	397	457	444	445	457
# Students	3068	89	582	413	459	490	494	541
CCMR Estimate (%)	91	100	85	96	100	91	90	84

Campus	Domain I: Student Achievement CCMR Indicator (% of Graduates)							
	Graduates And 12th	*Met TSI ELAR & Math	*AP/IB	*Dual Course Credits	*Indust. Based Cert	*Assoc Deg	*IEP Grad (04.05, 54,55)	*SpEd Adv. Grad. Plan
BISD	3069	38.0%	24.0%	32.5%	65.4%	0.0%	1.7%	6.4%
B'ville Early College Hs	89	96.6%	76.4%	100.0%	16.9%	0.0%	0.0%	0.0%
Hanna High School	582	45.2%	14.4%	27.0%	64.3%	0.0%	2.1%	7.2%
Lopez High School	413	30.3%	14.5%	12.8%	89.6%	0.0%	2.9%	3.4%
Pace High School	459	50.8%	33.8%	46.2%	64.5%	0.0%	2.2%	7.8%
Porter High School	490	19.4%	24.7%	29.6%	70.2%	0.0%	2.4%	8.2%
Rivera High School	494	27.1%	22.7%	26.3%	67.6%	0.0%	0.6%	8.3%
Veterans Memorial H S	541	42.3%	25.1%	38.8%	50.6%	0.0%	0.4%	4.1%

*Pending Data For Current Year

FEDERAL CCMR Rate - Domain III Closing the Gaps (Minimum Size Criteria: 10 for All Students group | 25 for other student groups)														
Class of 2021		All Students	Af Amer	Hisp	White	Amer Ind	Asian	Pac Isl	2 or More Races	SpEd	EcoDis	EL Ever in HS	Former Sped	Cont Enroll	Non-cont Enroll
	Target	47%	31%	41%	58%	46%	76%	39%	53%	27%	39%	30%	43%	50%	31%
Brownsville ISD	Points	2782.0	3.0	2762.0	14.0	0.0	2.0	0.0	0.0	218.0	2353.0	426.0	0.0	0.0	0.0
	# in Class	3068	3	3045	17	0	2	0	0	266	2600	471	0	0	0
	CCMR %	91%		91%						82%	91%	90%			
B'ville Early College Hs	Points	89.0	0.0	86.0	2.0	0.0	1.0	0.0	0.0	0.0	87.0	0.0	0.0	0.0	0.0
	# in Class	89	0	86	2	0	1	0	0	0	87	0	0	0	0
	CCMR %	100%		100%							100%				
Hanna High School	Points	493.0	0.0	490.0	3.0	0.0	0.0	0.0	0.0	43.0	411.0	77.0	0.0	0.0	0.0
	# in Class	582	0	577	5	0	0	0	0	56	491	97	0	0	0
	CCMR %	85%		85%						77%	84%	79%			
Lopez High School	Points	397.0	0.0	397.0	0.0	0.0	0.0	0.0	0.0	31.0	385.0	69.0	0.0	0.0	0.0
	# in Class	413	0	413	0	0	0	0	0	38	400	71	0	0	0
	CCMR %	96%		96%						82%	96%	97%			
Pace High School	Points	457.0	0.0	452.0	3.0	0.0	1.0	1.0	0.0	38.0	389.0	78.0	0.0	0.0	0.0
	# in Class	459	0	454	3	0	1	1	0	38	391	78	0	0	0
	CCMR %	100%		100%						100%	99%	100%			
Porter High School	Points	444.0	0.0	444.0	0.0	0.0	0.0	0.0	0.0	42.0	431.0	121.0	0.0	0.0	0.0
	# in Class	490	0	490	0	0	0	0	0	49	477	132	0	0	0
	CCMR %	91%		91%						86%	90%	92%			
Rivera High School	Points	445.0	1.0	444.0	0.0	0.0	0.0	0.0	0.0	42.0	396.0	53.0	0.0	0.0	0.0
	# in Class	494	1	493	0	0	0	0	0	56	441	58	0	0	0
	CCMR %	90%		90%						75%	90%	91%			
Veterans Memorial H S	Points	457.0	2.0	449.0	6.0	0.0	0.0	0.0	0.0	22.0	254.0	28.0	0.0	0.0	0.0
	# in Class	541	2	532	7	0	0	0	0	29	313	35	0	0	0
	CCMR %	84%		84%						76%	81%	80%			

Priority for Service (PFS) Action Plan
for Migrant Students

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

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	☐ Who have made a qualifying move within the previous 1-year period; AND ☐ Have a received grade level of "approaches or not meet" on the state assessments (STAAR), were Absent, Not Tested* or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	☐ Who have made a qualifying move within the previous 1-year period; AND Have been designated LEP in the Student Designation section of the New Generation System (NGS) ☐ Supplemental Program Component; or ☐ For students in grades K-2, who have been retained, or are overage for their current grade level.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities.
Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

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

*The State of Texas Assessments of Academic Readiness (STAAR®) were not being administered during the spring or summer of the 2019–2020 school year.

School District: Brownsville ISD	Priority for Service (PFS) Action Plan	Filled Out By: Estela L. Barrientes
Region: 1	School Year: 2021 - 2022	Date: August 6, 2021

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

Goal(s): To better serve Priority for Service (PFS) students by providing supplemental instructional and support services that will ensure student success.	Objective(s): • PFS students will have access to supplemental instructional opportunities. • 80% of PFS students will be on grade level within two years. • 70% of PFS students will meet the state academic achievement standards (STAAR) within two years.		
Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
☐ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.	September 2021-June 2022 (on last work day of each month)	NGS Specialist Campus Migrant Clerks Migrant Coordinator	NGS PFS Monthly Reports
☐ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 17, 2021	Migrant Coordinator	Copy of PFS Plan with Migrant Coordinator and ESC Signature

Additional Activities			
☐Distribute NGS PFS report to all campus principals on a monthly basis on the first work day of the month. A cover letter with a thorough explanation of the report will be attached.	October 2021 – June 2022	Migrant Coordinator NGS Specialist Recruiters	Delivery Sheets with Signatures or Email Confirmation
Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
☐ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	August 2021 – October 2021	Migrant Coordinator Migrant Counselor	Sign-In Sheets Agenda Copies of Handouts
☐ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS students information on the Priority for Service criteria.	October 2021	Migrant Coordinator	PAC Agenda Copy of PowerPoint
☐ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	December 2021 – March 2022	Migrant Coordinator Migrant Recruiters Migrant Campus Clerks Parent Liaison	Signed copy of Report Card Mileage Log
Additional Activities			
☐ Migrant staff will visit working parents of PFS student during evening hours & weekends.	September 2021 – June 2022	Migrant Recruiters Migrant Clerks Parent Liaison	Mileage Log
Provide services to PFS migrant students.			
☐ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Ongoing throughout the year	MSC Migrant Clerks	DIP Documentation of attendance at PFS Learning Academies

			Sign-In Sheets Distribution Logs
☐ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Ongoing throughout the year	Migrant Coordinator Migrant Clerks Parent Liaison Migrant Counselor	Sign-In Sheets Distribution Forms
☐ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Ongoing throughout the year	Migrant Coordinator Parent Liaison Migrant Counselor	Community Resources Booklet
Additional Activities			
☐ The District will host a Learning Academy for PFS Students ONLY with a focus on Math and Reading.	November 2021	Migrant Coordinator Migrant Counselor Migrant Clerks	Sign-In Sheets Transportation Request Agenda
☐ District PFS students will be provided schools supplies, clothing, and hygiene products as needed.	As needed throughout the year	Migrant Coordinator, Migrant Clerks Parent Liaison	Distribution Forms Referrals to other agencies

R Barrientes — LEA Signature

8-6-21 — Date Completed

M. Hinojosa — ESC Signature

08/06/2021 — Date Received

Texas Education Agency
2020-21 School Report Card
PORTER EARLY COLLEGE H S (031901002)

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: BROWNSVILLE ISD
Campus Type: High School
Total Students: 1,953
Grade Span: 09 - 12

For more information about this campus, see https://TXschools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2021/index.html

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about PORTER EARLY COLLEGE H S, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	97.1%	98.4%	98.3%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.7%
Hispanic	99.5%	98.5%	52.9%
White	0.5%	1.1%	26.5%
American Indian	0.0%	0.0%	0.3%
Asian	0.0%	0.2%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.0%	0.0%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	97.7%	89.2%	60.3%
Special Education	13.0%	14.4%	11.1%
Emergent Bilingual/EL	36.6%	35.7%	20.7%
Mobility Rate (2019-20)	13.6%	12.0%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	16.4	17.0	15.7
Foreign Languages	15.0	19.8	17.8
Mathematics	19.1	19.5	16.9
Science	18.4	20.4	17.9
Social Studies	20.6	20.1	18.3

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see **http://tea.texas.gov/financialstandardreports/.**

	Campus	District	State
Instructional Expenditure Ratio	n/a	64.4%	63.8%
Instructional Staff Percent	n/a	58.9%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$10,278	$11,878	$10,406
Instruction	$6,770	$6,516	$5,929
Instructional Leadership	$85	$166	$173
School Leadership	$684	$634	$620

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STAAR Outcomes

This section provides STAAR performance and outcomes. **Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.**

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	**61%**	-	61%	58%	-	-	-	-	60%
	2019	78%	81%	**75%**	*	75%	75%	-	-	-	-	75%
ELA/Reading	2021	68%	63%	**53%**	-	53%	33%	-	-	-	-	52%
	2019	75%	76%	**60%**	-	60%	57%	-	-	-	-	59%
Mathematics	2021	66%	51%	**56%**	-	56%	*	-	-	-	-	56%
	2019	82%	86%	**92%**	-	92%	*	-	-	-	-	92%
Science	2021	71%	62%	**69%**	-	69%	*	-	-	-	-	68%
	2019	81%	84%	**88%**	-	88%	*	-	-	-	-	88%
Social Studies	2021	73%	68%	**75%**	-	75%	*	-	-	-	-	74%
	2019	81%	83%	**91%**	*	91%	-	-	-	-	-	91%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	**38%**	-	38%	42%	-	-	-	-	37%
	2019	50%	52%	**49%**	*	49%	58%	-	-	-	-	50%
ELA/Reading	2021	45%	38%	**37%**	-	37%	33%	-	-	-	-	37%
	2019	48%	47%	**37%**	-	37%	29%	-	-	-	-	38%
Mathematics	2021	37%	21%	**23%**	-	24%	*	-	-	-	-	23%
	2019	52%	57%	**74%**	-	74%	*	-	-	-	-	74%
Science	2021	44%	31%	**37%**	-	36%	*	-	-	-	-	35%
	2019	54%	55%	**55%**	-	55%	*	-	-	-	-	55%
Social Studies	2021	49%	44%	**48%**	-	48%	*	-	-	-	-	47%
	2019	55%	54%	**60%**	*	60%	-	-	-	-	-	61%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	**10%**	-	10%	17%	-	-	-	-	9%
	2019	24%	23%	**15%**	*	15%	33%	-	-	-	-	15%
ELA/Reading	2021	18%	12%	**5%**	-	5%	17%	-	-	-	-	5%
	2019	21%	18%	**3%**	-	3%	14%	-	-	-	-	3%
Mathematics	2021	18%	7%	**7%**	-	7%	*	-	-	-	-	7%
	2019	26%	31%	**51%**	-	50%	*	-	-	-	-	50%
Science	2021	20%	10%	**9%**	-	9%	*	-	-	-	-	8%
	2019	25%	21%	**12%**	-	12%	*	-	-	-	-	12%
Social Studies	2021	29%	21%	**23%**	-	23%	*	-	-	-	-	22%
	2019	33%	29%	**28%**	*	28%	-	-	-	-	-	29%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	71%	**78%**	-	78%	100%	-	-	-	-	78%
	2019	99%	100%	**99%**	*	99%	100%	-	-	-	-	99%
ELA/Reading	2021	89%	76%	**83%**	-	83%	100%	-	-	-	-	83%
	2019	99%	100%	**99%**	-	99%	100%	-	-	-	-	99%
Mathematics	2021	88%	67%	**59%**	-	59%	*	-	-	-	-	60%
	2019	100%	100%	**99%**	-	99%	*	-	-	-	-	99%

- Indicates there are no students in the group.
*** Indicates results are masked due to small numbers to protect student confidentiality.**
n/a Indicates data reporting is not applicable for this group.

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Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates. Please note that 2019-20 College, Career, and Military Ready data excludes military enlistment and the CTE coherent sequence indicator.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2019-20	1.6%	0.4%	**0.3%**	*	0.3%	0.0%	-	-	-	-	0.3%
2018-19	1.9%	0.7%	**0.4%**	*	0.4%	0.0%	*	-	-	-	0.3%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2020											
Graduated	90.3%	93.8%	**95.3%**	*	95.3%	*	-	-	-	-	95.1%
Graduates, TxCHSE, & Cont	94.6%	97.2%	**99.5%**	*	99.5%	*	-	-	-	-	99.5%
Class of 2019											
Graduated	90.0%	93.7%	**93.9%**	-	93.9%	-	-	-	-	-	93.8%
Graduates, TxCHSE, & Cont	94.1%	96.8%	**97.0%**	-	97.0%	-	-	-	-	-	96.8%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2019											
Graduated	92.0%	96.3%	**96.3%**	-	96.3%	-	-	-	-	-	96.1%
Graduates, TxCHSE, & Cont	93.9%	96.9%	**96.9%**	-	96.9%	-	-	-	-	-	96.8%
Class of 2018											
Graduated	92.2%	95.1%	**94.7%**	-	94.7%	*	-	-	-	-	94.9%
Graduates, TxCHSE, & Cont	93.9%	96.3%	**96.9%**	-	96.8%	*	-	-	-	-	96.8%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	92.6%	95.5%	**95.2%**	-	95.2%	*	-	-	-	-	95.2%
Graduates, TxCHSE, & Cont	93.9%	96.3%	**96.4%**	-	96.4%	*	-	-	-	-	96.4%
Class of 2017											
Graduated	92.4%	95.7%	**96.9%**	-	96.9%	*	-	-	-	-	96.9%
Graduates, TxCHSE, & Cont	93.7%	96.2%	**97.4%**	-	97.4%	*	-	-	-	-	97.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2020	90.3%	92.9%	**94.9%**	*	94.8%	*	-	-	-	-	94.6%
Class of 2019	90.0%	92.1%	**91.9%**	-	91.9%	-	-	-	-	-	91.7%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2020	83.0%	*	*	-	*	-	-	-	-	-	*
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2020	87.8%	96.1%	**97.2%**	*	97.1%	*	-	-	-	-	97.3%
Class of 2019	87.6%	97.2%	**99.1%**	-	99.1%	-	-	-	-	-	99.0%
College, Career, and Military Ready (Annual Graduates)											
2019-20	63.0%	74.4%	**71.0%**	*	70.8%	*	-	-	-	-	70.4%
2018-19	72.9%	79.7%	**75.3%**	-	75.3%	-	-	-	-	-	75.2%
SAT/ACT Results (Annual Graduates)											
Tested											
2019-20	76.7%	91.7%	**72.2%**	*	72.4%	*	-	-	-	-	71.5%
2018-19	75.0%	74.1%	**62.0%**	-	62.0%	-	-	-	-	-	61.6%
Average SAT Score											
2019-20	1019	949	**908**	*	907	-	-	-	-	-	905
2018-19	1027	943	**909**	-	909	-	-	-	-	-	903
Average ACT Score											
2019-20	20.2	18.3	**19.9**	-	19.9	-	-	-	-	-	19.8
2018-19	20.6	18.0	**17.4**	-	17.4	-	-	-	-	-	17.1

- Indicates there are no students in the group.
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n/a Indicates data reporting is not applicable for this group.

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

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

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

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

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

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

CCMR Targeted Professional Development Plan

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