

Brownsville Independent School District
Porter Early College High School
2020-2021 Campus Improvement Plan



Mission Statement

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

Vision

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

Value Statement

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

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

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

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

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

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

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

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment	7
Needs Assessment Overview	7
Demographics	7
Student Learning	9
School Processes & Programs	11
Perceptions	13
Priority Need Statements	14
Comprehensive Needs Assessment Data Documentation	16
Goals	17
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).	18
Goal 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)	36
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)	38
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)	44
Goal 5: Porter ECHS will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	46
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)	54
Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)	58
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)	63
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)	64
Schoolwide and Targeted Assistance Title I Elements	76
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	77
1.1: Comprehensive Needs Assessment	77
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	77
2.1: Campus Improvement Plan developed with appropriate stakeholders	77
2.2: Regular monitoring and revision	77
2.3: Available to parents and community in an understandable format and language	77
2.4: Opportunities for all children to meet State standards	77
2.5: Increased learning time and well-rounded education	77
2.6: Address needs of all students, particularly at-risk	78
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	78
3.1: Develop and distribute Parent and Family Engagement Policy	78
3.2: Offer flexible number of parent involvement meetings	78

Title I Personnel
Campus Funding Summary
Addendums

78
79
84

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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

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

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

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

Demographics

Demographics Summary

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

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

2018-2019 TAPR Report Data

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

Ethnic Distribution:

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

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

Demographics Strengths

High School completion rates

Parents/stakeholder involvement

Fine Arts Program

CTE Program Enrollment Projections

Needs:

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

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 ttdance showed a continuing decline in student and teacher attendance during Fall 2019.

Need Statement 2 (Prioritized): Increase LEP, At-Risk, Economically Disadvantaged assessment scores. **Data Analysis/Root Cause:** LEP 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 than 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.

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.

EOC/STAAR 2 YEAR RESULTS

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

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

Student Learning Strengths

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

NEEDS:

1. Overviews and presentations for parents need to occur at every opportunity including parent conferences with individual students to ensure conceptual knowledge of expectations and deadlines are met. Supplies and refreshments at major parent meetings are needed.
2. Students need to be encouraged by everyone to attend class, be prompt, complete assignments, and focus on the future. Incentives and awards need to be provided for attendance and academic improvement and achievement.
3. Promote literacy at all levels by incorporating school wide initiatives such as DEAR (drop everything and read), writing across the curriculum, and extended library hours

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 LEP populations and SE populations.

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

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.

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 and Spring 2020.

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:** 2019 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 than 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 BISSD 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

Strengths

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

Needs

1. All core area teachers will need to be certified.
2. Content area teachers need to be SIOP trained.
3. College advisor from Advise TX is needed.
4. Substitutes will be needed for testing and when teachers need to attend trainings.
5. AVID and AP program trainings and resources will be provided to teachers and students during Summer Bridge and Academic School year.
6. Instructional personnel needed to conduct EOC academies, credit recovery programs and college readiness tutorials.
7. Increase the numbers of student participating in extra- and co- curricular activities
8. Budget monies to allow for AP Exam fees and TSI units.
9. Effective implementation of RtI process for behavior and academic concerns in the areas of Math and ELAR
10. Create and maintain a budget for curriculum writing projects in order to align campus assessment and instruction with both district and state requirements (CCMR)

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:** 2019 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 and Spring 2020.

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 than 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.

Priority Need Statements

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

Data Analysis/Root Cause 1: Porter attendance showed a continuing decline in student and teacher attendance during Fall 2019.

Need Statement 1 Areas: Demographics

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 LEP populations and SE populations.

Data Analysis/Root Cause 4:

Need Statement 4 Areas: Student Learning

Need Statement 9: 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 9: 2019 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

Need Statement 9 Areas: Student Learning - School Processes & Programs

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

Data Analysis/Root Cause 2: LEP 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:

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 than 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:

Need Statement 6 Areas: Student Learning

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
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results

Goals

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

Performance Objective 1: Porter ECHS student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize research-based instructional resources and targeted interventions to ensure that all students, especially ELL and SE, are prepared to meet the demands of rigorous TEKS and TSI in the foundation curriculum and assessments (local, state, national). STAAR resource materials, AVID materials, computer assisted instructional programs (Achieve 3000, Edgenuity, APEX), student self response systems (Navigators), instructional materials, library books and consumables along with RTI 3 Tier Model. Strategies will be provided to students to improve academic achievement.</p> <p>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</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions, TAIS reports, lesson plans</p> <p>Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers, Administrator for State Compensatory Education</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Population: Population: All students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 3</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211 -11-6399-00-002-Y-30-0F2-Y - \$32,000, Duplicating Paper - 211 Title I-A - 211 -11-6396-00-002-Y-30-0F2-Y - \$4,000, Ink - 211 Title I-A - 211 -11-6399-62-002-Y-30-0F2-Y - \$20,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-002-Y-30-000-Y - \$12,000, General Supplies - 162 State Compensatory - 162-11-6399-00-002-Y-30-000-Y - \$57,000, Ink - 162 State Compensatory - 162-11-6399-62-002-Y-30-000-Y - \$32,700, Library Books - 211 Title I-A - 211 -12-6329-00-002-Y-30-0F2-Y - \$12,655, Library General Supplies - 211 Title I-A - 211 -12-6399-00-002-Y-30-0F2-Y - \$1,000, General Supplies - 166 State Special Ed. - 166-11-6399-00-002-Y-23-000-Y, Copy Paper - 166 State Special Ed. - 166-11-6396-00-002-Y-23-000-Y, General Supplies Ink - 166 State Special Ed. - 166-11-6399-62-002-Y-23-000-Y, Paper - 199 Local funds - 199-11-6396-00-002-Y-11-000-Y, General Supplies - 199 Local funds - 199-11-6399-xx-002-Y-11-000-Y - \$4,000, Textbooks - 199 Local funds - 199-11-6312-00-002-Y-11-000-Y - \$3,000, MISC - 162 State Compensatory - 162-11-6399-00-002-Y-30-000-Y, Transportation - 199 Local funds - 199-11-6394-00-002-Y-11-000-Y - \$1,500, Misc. Operating Costs - 199 Local funds - 199-11-6499-53-002-Y-11-000-Y - \$3,000, General Supplies Counselors - 199 Local funds - 199-31-6399-00-002-Y-00-000-Y - \$2,400, Library Supplies - 199 Local funds - 199-12-63xx-00-002-Y-00-000-Y - \$7,000, General Supplies - 163 State Bilingual - 163-11-6399-00-002-Y-25-000-Y - \$2,275, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-002-Y-25-000-Y - \$2,416, e-Readers - 211 Title I-A - 211-11-6299-62-002-Y-30-0F2-Y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve instruction for all students including ELL, special education, at-risk, and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy-based meetings (curriculum writing and lesson planning), research-anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress in state assessments (EOC and TELPAS).</p> <p>Milestone's/Strategy's Expected Results/Impact: District Benchmarks, Campus Based Assessments , Instructional Walkthroughs, tutorial logs, lesson plans, sign-in sheets, workshop agendas, and TLI Class visitations/ coaching. The campus will have a 10% increase in the number of students meeting the phase II passing standard 100% of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: All Students: specially subpops - Start Date: July 1, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Develop, support and implement a strong Core Enrichment Program for Porter HS students through competitions, such as but not limited to: AMC, UIL, HS Science Fairs, Regional, State & International Science & Engineering fairs, Texas and Science Olympiad and Brainsville, Science Fairs, History Fairs, TSA, Chess, Quizbowl, and Masterminds to enhance their academic achievement.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Funding Sources: Transportation - 199 Local funds - 199-36-6494-00-002-Y-99-0xx-Y - \$4,500, Travel & Subsistence - 199 Local funds - 199-36-6112-00-002-Y-99-000-Y - \$600, 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 - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: In order to enhance writing and comprehension skills students will participate weekly in Writing Across Curriculum, Literacy Groups, Graphic Organizers, Summarization Activities, Vocabulary development and routines in all content areas.</p> <p>Milestone's/Strategy's Expected Results/Impact: District Benchmarks, Campus Based Assessments , Instructional Walkthroughs, and Lesson Plans</p> <p>The campus will have 100% of the teachers participating in this initiative.</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, TAIS report Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Population: All Students - Start Date: August 1, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: 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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: All Students - Start Date: August 1, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Highly qualified teachers hired to alleviate crowding in classrooms to increase scores in state assessments.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students Timeline: July 2019 to June 2020</p> <p>Perceptions 2</p> <p>Staff Responsible for Monitoring: TI-A Teachers, State Comp Teachers, Library paraprofessionals, Migrant Teacher and Clerk</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Implement tutorials and remediation strategies in core-area subjects for low-performing students by the 2nd month of school in order to decrease the retention rate and improve student achievement. Implement cohort express for students out of cohort. Promote attendance for extended day tutorials by providing incentives.</p> <p>Staff Responsible for Monitoring: Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - Population: All Students - Start Date: August 25, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: Extra Duty Pay & Fringe - 211 Title I-A - 211 -11-6118-00-002-Y-30-0F2-Y - \$13,456, EOC Tutorials - 162 State Compensatory - 162-11-6118-00-002-Y-24-EOC-Y - \$21,224, Tutorials - 162 State Compensatory - 162-11-6118-00-002-Y-30-000-Y - \$20,000, Transportation - 211 Title I-A - 211 -11-6494-00-002-Y-30-0F2-Y - \$21,275</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>Strategy 8: 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.</p> <p>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%.</p> <p>Formative: Classroom observation, ERO Session Evaluations, data analysis meeting, Progress Monitoring and Interventions Summative: STAAR, TELPAS, TSI, SAT, ACT, AP Scores</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: Tiered Students - Start Date: August 1, 2020 - End Date: June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>Strategy 9: Teacher, campus administration and counselors will promote and increase the number of students achieving scores of 3 or higher on AP Exams by increasing teacher participation in the following vertical teaming and enrichment activities: Pre-AP & AP Institute Workshop and on-going training in GT, Pre-AP, and AP curricula and promote AP tutorials and testing.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increased Post Secondary Opportunities for Students</p> <p>Formative: Number of students taking AP exams Summative: AP Score Report and Dual Enrollment Score Report</p> <p>Staff Responsible for Monitoring: Teachers; Dept. Chairs; Campus Administration; and Advanced Academics</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - Population: All Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 7</p> <p>Funding Sources: AP Testing Fees - 211 Title I-A - 211 -11-6339-00-002-Y-30-0F2-Y - \$32,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Promote a school culture of lifelong learners, independent and innovative thinkers to become responsible and productive environment that has a positive effect on student learning and college readiness by providing workshops for students and parents.</p> <p>Milestone's/Strategy's Expected Results/Impact: CNA Results regarding school culture</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p>Strategy 11: Flexible scheduling to meet student needs will be implemented. English I, English II and ELA EOC remediation classes will be linked to improve student success. Algebra I courses will be linked with College Transition Course for targeted students to ensure 100% state assessment mastery and TSI preparation.</p> <p>Milestone's/Strategy's Expected Results/Impact: Improves EOC mastery and TSI passing rates</p> <p>Staff Responsible for Monitoring: Principals, Deans, Specialist, Department Chairs & HS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - Comprehensive Support Strategy</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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 than 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 LEP populations and SE populations.

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.

Need Statement 6: Increase participation and support of Dual Enrollment, ECHS, and AP. **Data Analysis/Root Cause:** Participation in DE, ECHS, and AP lower than 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 than 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 5 percentage points over 2019 including special population students and CCMR graduates will improve over prior year graduates

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

Strategy 1 Details	Reviews			
<p>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. Population: CTE students Timeline: August 2019 - July 2020 Student Academic Achievement 8</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: students will be engaged in learning as evidenced by walkthroughs. Summit: increased numbers of students receiving endorsements, certifications and licenses, CCMR</p> <p>Staff Responsible for Monitoring: CTE HS Teachers CTE Administrative Staff Career Placement Officers Campus Assistant Principals Special Education Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Career and Technical Education Teachers will continue to attend ongoing professional development so that students may learn the latest technology skills and be able to compete in college and the workforce. Population: CTE students Timeline: August 2019 - July 2020</p> <p>School Process & Programs 2</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: instructional Framework Observation Feedback forms.</p> <p>Summative: increased numbers of student receiving endorsements, certification and licenses, CCMR</p> <p>Staff Responsible for Monitoring: CTE Administrative Career Placement Officers HS Administrators HS CTE Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: CTE students will utilize academic planners for college and career readiness through a scheduled advisory period throughout the school day. Academic planners will be used to build soft skills for college and career readiness.</p> <p>Population: CTE students, students</p> <p>Timeline: August 2019 - May 2020</p> <p>Student Academic Achievement 8</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: lesson Plans feedback forms, instructional feedback reports.</p> <p>Summative: increased numbers of students receiving endorsements, certification and licenses, CCMR</p> <p>Staff Responsible for Monitoring: Career Placement Officer Dean of Instruction CTE Department Chair Assistant Principal</p>	Formative			Summative
	Oct	Jan	Mar	June
	0%	0%	0%	✗
Strategy 4 Details	Reviews			
<p>Strategy 4: Porter ECHS will collaborate with the P-TECH Planning grant TEA technical service provider to develop implementation plans for P-TECH Porter College High Schools based on the P-TECH Blueprint.</p> <p>Population: Hanna and Porter ECHS staff and students</p> <p>Timeline: July 2019 to June 2020</p> <p>Student Academic Achievement 8</p> <p>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) or Industry Certification Innovative Academy (ICIA) ECHS.</p> <p>Staff Responsible for Monitoring: Principal Dean CTE Assistant Principal CPO CTE Administrator</p>	Formative			Summative
	Oct	Jan	Mar	June
	25%	55%	85%	➔
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a comprehensive Texas Success Initiative (TSI) remediation plan with the expectation that all BISD students will graduate college ready. Plan includes the implementation of the following: APEX Edgenuity TSI Lab TSI Tutorials Population: All students Timeline: August 2019 - July 2020</p> <p>School Process & Programs 8</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: TSI test taking and passing data by grade level Summative: Increased 5% percentage points of students passing each and all TSI components at each grade level over previous year</p> <p>Staff Responsible for Monitoring: ECHS Director ECHS Counselor AVID Teacher Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increased Post Secondary Opportunities for Students Post Secondary Student Enrollment</p> <p>Staff Responsible for Monitoring: Teachers; Counselors; and Campus Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - Population: All Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 2</p> <p>Funding Sources: Misc. Contracted Advise Texas - 211 Title I-A - 211-11-6299-00-002-Y-30-TUK-Y - \$10,000, Supplies - 162 State Compensatory - 162-31-6399-65-002-Y-30-000-Y - \$6,240</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Population: ECHS students & teachers</p> <p>Timeline: August 2019- June 2020</p> <p>School Processes & Program 5</p> <p>Milestone's/Strategy's Expected Results/Impact: Increased number of students enrolled in advanced level courses. Increased number of students who apply for colleges</p> <p>Staff Responsible for Monitoring: ECHS Director Counselors Administration Dean of Instruction ECHS Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - Population: ECHS PTECH Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Funding Sources: AVID Dues - 211 Title I-A - 211-11-6495-00-002-Y-30-0F2-Y - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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.</p> <p>Population: all K-12 students and teachers</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Performance ratings, evaluations Summative Impact: improved assessment scores</p> <p>Staff Responsible for Monitoring: Principal Dean Dept Heads All Teachers</p> <p>TEA Priorities: Connect high school to career and college - Population: All Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 7</p> <p>Funding Sources: Dual Enrollment Tuition - 162 State Compensatory - 162-11-6223-15-002-Y-30-000-Y - \$4,700, Misc Contracted Services -Adjuncts - 162 State Compensatory - 162-11-6299-15-002-Y-30-000-Y - \$30,600</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Demographics
<p>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.</p>
Student Learning
<p>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</p>
<p>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.</p>
School Processes & Programs
<p>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.</p>

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

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Migrant Funded Teacher Migrant Funded Clerk Migrant Counselor Assist Principal Principal</p> <p>Population: All migrant students - Start Date: August 1, 2020 - End Date: June 30, 2021 Funding Sources: General Supplies - 212 Title I-C (Migrant) - 212-11-6399-45-002-Y-24-0F2-Y - \$2,005</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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's rigorous math classes and STAAR exams.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: six week grades and PFS monitoring tool Summative: increased Algebra I and EOC passing rates</p> <p>Staff Responsible for Monitoring: Principal Migrant Funded Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - Population: 9th grade migrant students - Start Date: August 25, 2020 - End Date: June 18, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: training sign-in sheets Summative: increased reading and math state assessment scores for migrant students.</p> <p>Staff Responsible for Monitoring: Migrant Funded Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - Population: All Students - Start Date: August 25, 2020 - End Date: June 18, 2021</p> <p>Funding Sources: Transportation - 212 Title I-C (Migrant) - 212-11-6494-00-002-Y-24-0F2-Y - \$450</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Migrant Funded Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - Population: PFS and Migrant Students - Start Date: August 25, 2020 - End Date: June 18, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will promote student participation in the following programs to provide students with opportunity to extend their learning beyond the classroom (campus, district, regional, state and national level):</p> <ul style="list-style-type: none"> Robotics Science Fair History Fair American Mathematics Competition (AMC) UIL Academics Chess Destination Imagination <p>Population: 9-12 grade students and teachers</p> <p>Timeline: July 2019 - June 2020</p> <p>School Processes & Program 7</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: training agendas, flyers, student sign-in sheets and evaluation reports Summative: increase participation numbers of campus/district/regional/state entries</p> <p>Staff Responsible for Monitoring: Dean of Instruction Program Sponsors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: CTE will continue to encourage its students to participate in Career and Technical Student Organization (CTOs) so that leadership, communication and soft skills may be developed.</p> <p>Population: CTE students</p> <p>Timeline: August 2019 - July 2020 School Processes & Program 7</p> <p>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 CTE related competitions, increase accolades for students in respective competitive areas</p> <p>Staff Responsible for Monitoring: Career Placement Officer CTE Administrator</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>Population: All Fine Arts Students</p> <p>Timeline: August 2019 - June 2020 School Processes & Program 7</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: performance ratings, attendance, audience / student reaction Summative: EOY performance recognition, student program enrollment increases</p> <p>Staff Responsible for Monitoring: Principal FA Assistant Principal FA Directors</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Increase enrollment in Fine Arts programs by conducting recruitment concerts and visits</p> <p>Population: All Fine Arts Students</p> <p>Timeline: August 2019 - June 2020</p> <p>School Processes & Program 7</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PEIMS enrollment numbers, class rosters Summative: improved enrollment form prior year</p> <p>Staff Responsible for Monitoring: Principal FA Assistant Principal FA Directors</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>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.</p> <p>Population: All Athletic students</p> <p>Timeline: August 2019 - June 2020</p> <p>School Processes & Program 7</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus master schedules, PE/Coach class rosters, choice slips Summative: PEIMS enrollment reports, athletic coordinator reports</p> <p>Staff Responsible for Monitoring: Principal Athletic Coordinator Dean of Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Porter ECHS will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All campus facilities Timeline: August 2019- June 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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. Population: All campus facilities Timeline: August 2019- June 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-51-63xx-00-002-Y-99-000-Y - \$36,437, Supplemental Duty - Overtime - 199 Local funds - 199-51-6121-xx-002-Y-99-000-Y - \$2,400</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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</p> <p>Population: All students and staff</p> <p>Timeline: August 2019 - June 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Maintenance Supervisor</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Porter ECHS will support the campus in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: Porter ECHS Stakeholders Timeline: December 2019- June 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration SBDM Committees</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will provide supplemental support through additional personnel to meet the needs of Title I-A students in order to ensure that academic progress is attained and academic gaps are closed: 4 Math, 2 Library Aides, 2 Nurses, 1 teacher aide and 1 clerical assistant Population: Teachers Timeline: August 2019 - June 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>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.</p> <p>Population: All campus personnel and stakeholders</p> <p>Timeline: July 2019 - August 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: monthly expenditure reports, CIP evaluations Summative: EOY expenditure reports, PDS evaluations and certifications, CIP summative report</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction SBDM Committee</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>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.</p> <p>Population: All program teachers and coaches</p> <p>Timeline: September 2019 January 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Principal Dean of Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Campus book keeper will conduct an annual training for all coaches and program sponsors to review district policies and procedures for student activities funds and fundraising activities. Population: All coaches and program sponsors Timeline: September 2019</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will be given the opportunity to attend professional development and be compensated through the Project RISE funding source. Population: Porter ECHS Stakeholders Timeline: December 2019- June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Compensation will motivate teachers to participate in professional development.</p> <p>Formative: Professional leave forms, Attendance</p> <p>Summative: Listing of all professional development attended by the end of the school year.</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Strategies to attract highly-quality, certified teachers to our school include: paid stipend based on their area of certification (Math, Science, ESL, Social Studies and</p>	Formative			Summative
	Oct	Jan	Mar	June

Special Education) free professional development, performance based pay and free health insurance.

Population:

All teachers

Timeline:

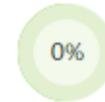
August 2019 - June 2020

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

Funding Sources: Performance Based Compensation - XXX Pending Grant Funds - 287-XX-6117-PP-002-Y-24-TIF-Y



No Progress

Accomplished

Continue/Modify

Discontinue

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

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

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

Strategy 1 Details	Reviews			
<p>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 Population: Campus faculty and staff Timeline: July 2019 - June 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Porter ECHS will promote the history and origins along with current accomplishments of the campus weekly through the website and media venues. Population: Porter ECHS Stakeholders Timeline: December 2019- June 2020</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Campus will designate a PIO contact to provide updates on current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: Porter ECHS Stakeholders Timeline: December 2019- June 2020</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

Evaluation Data Sources: School calendar showing earlier start date.

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

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

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

Strategy 1 Details	Reviews			
<p>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.</p> <p>Population: All Students/parents; campus personnel</p> <p>Timeline: August 2019 through June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus SCOC Receipt form, Signed SCC Acknowledgement Forms, posting of SCOC on District and campus websites.</p> <p>Staff Responsible for Monitoring: Campus Administration Behavior Coordinators</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>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.</p> <p>Population: All Students</p> <p>Timeline: August 2019 to June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increased coordination between security and administration Summative: Reduction in vandalism</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Security Monitor</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Training & Professional Development Teachers will be trained on conflict resolution, discipline management, out-cries, bullying and violence prevention.</p> <p>Population: All Students</p> <p>Timeline: August 2019 to June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets</p> <p>Summative: Discipline Referral Count</p> <p>Staff Responsible for Monitoring: Counselors, Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>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</p> <p>Population: All students</p> <p>Timeline: August 2019 - June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: RtI documentation, Review 360 reports, Counselor meeting logs</p> <p>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.</p> <p>Staff Responsible for Monitoring: Campus RtI Administrator Campus Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>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.</p> <p>Population: All students</p> <p>Timeline: August 2019 - June 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration Campus Behavior Coordinator Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
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 2018-2019 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive training on the use of district software (eSchool & SuccessED) and discipline management and safe environments at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans Population: All teachers Timeline: August 2019 - March 2020</p> <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.</p> <p>Staff Responsible for Monitoring: Campus RtI Administrator Campus RtI committee Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior students with close monitoring of the ISS/OSS placements for special populations. Incentives will be provided for redirection. Population: All students Timeline: August 2019 - June 2020</p> <p>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: PBMAS (now on DVM Discipline indicators for 2017) discipline indicator performance levels and staging will decrease</p> <p>Staff Responsible for Monitoring: Special Education Administrator RtI Administrator Campus Behavior Coordinator</p> <p>Funding Sources: Awards & Incentives - 166 State Special Ed. - 166-11-6498-00-002-Y-23-0P8-Y, Misc Operating Costs Awards - 199 Local funds - 199-11-6498-00-002-Y-11-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 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 3: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Professional development and training will be provided to address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/Harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP) - Safety Procedures. Population: All students, All campus personnel Timeline: August 2019 - May 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Campus Behavior Coordinator Counselors Dean of Instruction</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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. Population: All Students Timeline: August 2019 - May 2020</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure the implementation and annual review of a comprehensive district and campus Emergency Operations plan Population: All students Timeline: August 2019 - June 2020</p> <p>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</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Campus will conduct Active Shooter or other hazardous lock down drills at least twice per semester</p> <p>Population: All students</p> <p>Timeline: August 2019- May 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: practice drill reports, Summative: EOY drill report with required drills conducted</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Update and maintain school safety equipment and supplies for the health and safety of students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily Use Summative</p> <p>Staff Responsible for Monitoring: Campus Administration and Security</p> <p>Need Statements: Demographics 1</p> <p>Funding Sources: Raptor contract and equipment - 199 Local funds - 199-23-6299-41-002-Y-99-021-Y, PPE and Custodial Supplies - 211 Title I-A - 211-51-6315-00-002-Y-30-0F2-Y - \$5,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 1: Need to increase attendance for students and teachers and improve school climate. Data Analysis/Root Cause: Porter ttendance showed a continuing decline in student and teacher attendance during Fall 2019.</p>

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

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020

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

Strategy 1 Details	Reviews			
<p>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 Timeline: August 2019 -June 2020 CNA 19-20</p> <p>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</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Enhance the campus parental involvement program to increase the percentage of parental involvement at the campus by providing consultants/trainings in: Will provide refreshments for parents. Parenting Classes Nutrition Classes College and Career Student Information EOC Training Graduation Requirement Trainings. ESL Classes Curbside Coffee Migrant Informational Meetings</p> <p>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.</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration Principal Dean of Instruction</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 3.1 - Population: All Students - Start Date: August 18, 2020 - End Date: June 30, 2021</p> <p>Funding Sources: Other Operating Cost - Refreshments - 211 Title I-A - 211-61-6299-00-002-Y-24-0F2-Y - \$900, General Supplies - 211 Title I-A - 211-61-6399-00-002-Y-30-0F2-Y - \$900, Consulting - 211 Title I-A - 211-61-6291-00-002-Y-30-0F2-Y - \$2,500, 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 - \$600, Misc Operating Costs - 199 Local funds - 199-61-6499-53-002-Y-99-000-Y - \$700</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Increase the community partnership with the campus inviting business community members and organizations to present at weekly Timeline: August 2019- May 2020 CNA 19-20</p> <p>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.</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration Principal Dean of Instruction Parents All students All teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers, attendance clerks and parent/attendance liaisons will consistently monitor and communicate student's daily absences and tardiness to parents to promote a rapid system of communication that will improve the daily attendance rate by maintaining a telephone log. Student incentives will be provided for perfect attendance as way to increase attendance rate. Increase parent homes visits to improve attendance and communication. Timeline: August 2019-May 2020 CNA 19-20</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration District Attendance Office</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 Funding Sources: Employee Travel - 211 Title I-A - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: Verify phone numbers & addresses of all students during the first week of the Fall and Spring semesters in order to maintain accurate student data for parent communication.</p> <p>Timeline: August 2019-May 2020 CNA 19-20</p> <p>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.</p> <p>Staff Responsible for Monitoring: Teachers Attendance Clerks Attendance Liaisons Parent Liaison PEIMS Supervisor Campus Administration</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>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.</p> <p>Population: All migrant parents Timeline: Nov 2019 & March 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Meeting sign-in sheets and agendas Summative: Year end evaluations</p> <p>Staff Responsible for Monitoring: Migrant Campus Clerk Migrant Teacher</p> <p>Funding Sources: - 212 Title I-C (Migrant) - 212-61-6499-53-002-Y-24-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas Timeline: July 2019 to June 2020</p> <p>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.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Dean Assistant Principals C& I</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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.</p> <p>Population: All stakeholders Timeline: July 2019 to June 2020</p> <p>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</p> <p>Summative Impact: Improved Summary observation reports, STAAR scores, TPRI/TJL/CPALS scores, TELPAS, TERRANOVA</p> <p>Staff Responsible for Monitoring: Principal Dean Assistant Principals C& I Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>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.</p> <p>Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2019 to June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District monitoring instrument, Lead teacher classroom observations, Training agendas and evaluations</p> <p>Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points.</p> <p>Staff Responsible for Monitoring: Principal Dean Assistant Principals C& I Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers, Counselors, and Administration will utilize research-based strategies and best practices, vital curriculum, current TEKS, and college readiness such as</p> <p>TEKS, ELPS, CCRS STAAR EOC Kagan Strategies Gretchen Bernabi</p>	Formative			Summative
	Oct	Jan	Mar	June
				

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

Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - **TEA Priorities:** Recruit,
 support, retain teachers and principals - **Population:** All Students - **Start Date:** July 1, 2020 - **End Date:** June
 30, 2021

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

Funding Sources: Employee Travel - Professional Development - 211 Title I-A - 211-13-6411-23-002-Y-30-
 AYP-Y - \$20,000, Employee Travel - Professional Development - 162 State Compensatory -
 162-13-6411-23-002-Y-30-000-Y - \$10,000, General Supplies - 162 State Compensatory -
 162-13-6399-00-002-Y-30-000-Y - \$2,500, Professional Extra Duty - 162 State Compensatory -
 162-13-6118-00-002-Y-30-000-Y - \$8,000, Substitutes - 162 State Compensatory - 162-11-6112-00-002-
 Y-30-000-Y - \$10,000, Employee Travel - Professional Development Counselors - 162 State Compensatory -
 162-31-6411-23-002-Y-30-000-Y - \$5,000, Employee Travel Administration - 211 Title I-A -
 211-23-6411-23-002-Y-30-0F2-Y - \$1,500, Project RISE Training Stipends - XXX Pending Grant Funds -
 287-13-6117-00-002-Y24-TIF-Y, Project RISE Training Substitutes - XXX Pending Grant Funds -
 287-13-6112-00-002-Y24-TIF-Y, Training Supplies - 211 Title I-A - 211-13-6399-00-002-Y-24-0F2-Y - \$5,500
 , Software - 162 State Compensatory - 162-13-6249-65-002-Y-30-000-Y - \$500, Professional Development
 Supplies - 162 State Compensatory - 162-13-6399-65-002-Y-30-000-Y - \$2,500, Professional Development
 Counselors - 199 Local funds - 199-31-6411-00-002-Y-00-000-Y - \$1,000, Professional Development

Administrators - 199 Local funds - 199-23-6411-23-002-Y-00-000-Y - \$6,000, Professional Development
 Refreshments - 199 Local funds - 199-13-6499-53-002-Y-00-000-Y - \$2,500, Professional Development
 Librarians - 199 Local funds - 199-12-6411-23-002-Y-00-000-Y - \$2,500, Professional Development In District
 - 162 State Compensatory - 162-13-6411-00-002-Y-30-000-Y - \$1,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Need Statements:

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:** 2019 STAAR/EOC showed that ELA was the lowest performance areas overall for Porter students.

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:** 2019 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.

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

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

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

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

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

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

Strategy 1 Details	Reviews			
<p>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 meet accommodations.</p> <p>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, STAAR scores, TELPAS</p> <p>Staff Responsible for Monitoring: Principals, Deans, Department Chairs, District Lead Teachers and Specialist Teachers, Technology Service Staff</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - Population: All Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 3</p> <p>Funding Sources: Supplies & Materials Technology - 162 State Compensatory - 162-11-6398-62-002-Y-30-000-Y - \$172,500, Software _ Microsoft - 162 State Compensatory - 162-11-6395-62-002-Y-30-000-Y - \$27,500, Supplies & Materials Technology - 263 Title III-A Bilingual - 263-11-6398-XX-002-Y-25-000-Y - \$2,000, Technology - 211 Title I-A - 211 -11-6398-62-002-Y-30-0F2-Y - \$70,000, Supplies & Materials Technology - 163 State Bilingual - 163-11-6398-62-002-Y-25-000-Y - \$10,000, Supplemental Duty - 211 Title I-A - 211-61-61xx-00-002-Y-30-0F2-Y - \$1,615</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Student Learning
<p>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.</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: AR, TI, MI, LEP Timeline: September 2019 - June 2020 (At minimum 2 x week) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Principals Deans of Instruction Area Assistant Superintendents Administrator for Special Programs Administrator for State Compensatory Education</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: AR, TI,MI, LEP Timeline: July 1, 2019 - June 2020 (Daily) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Funding Sources: Dean of Instruction - 162 State Compensatory - 162-13-6119-00-002-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Core Area Teachers will offer supplemental instruction to at-risk students in order to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate to include dyslexia and supplemental teachers. Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Funding Sources: Support Teachers - 162 State Compensatory - 162-11-6119-00-002-Y-30-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>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. Population: High School AR Students</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Population: At Risk Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Demographics 2</p> <p>Funding Sources: At Risk Counselor - 162 State Compensatory - 162-31-6119-00-002-Y-30-000-Y, At Risk Counselor Supplies - 162 State Compensatory - 162-31-6399-00-002-Y-30-000-Y - \$1,158, Supplies - Technology - 162 State Compensatory - 162-31-6398-62-002-Y-30-000-Y - \$1,492</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: The Program Specialist will monitor and coordinate dropout intervention programs for students classified as At-Risk in order to decrease the dropout rate, and increase the completion and graduation rate. Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Funding Sources: Program Specialist - 162 State Compensatory - 199-23-6119-00--002-Y-24-000-Y, Drop Out Specialist Travel - 162 State Compensatory - 162-23-6411-23-002-Y-30-TRV-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: The Probation officer will to work with students who are on probation to improve probated student achievement, and attendance, graduation rate, completion rate, and reduce the retention rate, recidivism rate, and dropout rate. Population:High School AR Students Timeline: August 2019- June 2020 (Daily)</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Funding Sources: JPO - 162 State Compensatory - 162-32-6299-00-002-Y-24-JPO-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: The Communities in School (CIS) Site Coordinators will work to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate by providing identified at-risk students case management and instructional services. Population: High School AR Students Timeline: August 2019 - June 2020 (Daily) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Funding Sources: CIS Site Coordinator - 162 State Compensatory - 162-32-6299-00-002-Y-24-CIS-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p> <p>Population: At Risk Students - Start Date: July 1, 2020 - End Date: June 30, 2021</p> <p>Need Statements: Student Learning 1</p> <p>Funding Sources: Misc Contracted Services - 162 State Compensatory - 162-11-6299-62-002-Y-30-000-Y - \$30,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p>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.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2019 - June 2020 (Daily) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Administration Homeless Liaison Registrar CIS Case Worker At-Risk Counselor</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Continue LUCHA project to target literary development and math success through the use of native language support and sheltered instructional strategies; Conduct transcript analysis and implement online modules; Conduct parent/student information sessions on graduation requirements and career pathways options. This will provide an accelerated pathway for recent immigrants with high literacy levels to meet graduation requirements in less than 4 years and have a direct impact on the dropout rate and graduation rate of LEP students.</p> <p>Population: LEP</p> <p>Timeline: August 2019 - June 2020 (Daily) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Bilingual Department Administrator Bilingual/ESL Counselor Bilingual/ESL Teacher Curriculum and Instruction Administrator</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 11 Details	Reviews			
<p>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 Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10 and 11-12</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Promote health awareness programs to all students including student parent in need pregnancy related services available within BISD in order to keep students in school and meet graduation requirements. Population: AR, TI, MI, LEP Timeline: August 2019 - June 2020 (Daily) CNA 9-10</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration, Administrator for State Compensatory Education, Administrator for Special Programs</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 13 Details	Reviews			
<p>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.</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Admin Counselors Teachers hired Dean of Instruction</p> <p>Population: All Students - Start Date: August 1, 2020 - End Date: June 30, 2021 Need Statements: Demographics 3 - Student Learning 6 - School Processes & Programs 7 Funding Sources: Extra Duty Pay & Fringe Teachers - 211 Title I-A - 211-11-61XX-00-002-Y-30-BDG-Y - \$6,351, Transportation - 211 Title I-A - 211-11-6494-00-002-Y-30-BDG-Y - \$1,500, Extra Duty Pay & Fringe Adm - 211 Title I-A - 211-23-61XX-00-002-Y-30-BDG-Y - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Supplement the Dyslexia Program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention and dropout rate. Population: AR, TI, DYS Timeline: Daily</p> <p>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</p> <p>Staff Responsible for Monitoring: Principal Admin Counselors Teachers Dean of Instruction SBDM Committee</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 15 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Enrollment rates Summative: STAAR, Graduation Rate, Completion Rate, Dropout Rate, Retention Rate, Attendance Rate</p> <p>Staff Responsible for Monitoring: State Compensatory Education Department Administration Dean of Instruction Drop Out Prevention Specialist At-Risk Counselor Probation Officer</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: At Risk Students - Start Date: August 1, 2020 - End Date: October 30, 2020</p> <p>Funding Sources: Supplies - 162 State Compensatory - 162-61-6399-00-002-Y-30-WTF-Y - \$300, Misc. Operating costs - 162 State Compensatory - 162-61-6499-53-002-Y-30-WTF-Y - \$450</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 2: Increase LEP, At-Risk, Economically Disadvantaged assessment scores. Data Analysis/Root Cause: LEP and At-Risk students are not performing as successfully as the rest of their peers in state assessments.</p>

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 than 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 LEP populations and SE populations.

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

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Monitor and recover students classified as dropouts/No-Show on a systemic cycle through dropout recovery efforts that include: Walk for the Future, District Dropout Recovery Meetings (Fall) and district personnel campus visits in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: grade 9-12 At-risk Students Timeline: August 2019 to May 2020</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration At Risk Counselor Drop Out Prevention Specialist</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: All counselors will monitor and recover students during the school day and afterhours to reduce drop out rate.</p> <p>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</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors</p> <p>Funding Sources: Supplemental Duty - 162 State Compensatory - 162-31-6118-00-002-Y-30-000-Y - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

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

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

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

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: To promote physically and emotionally healthy students, the district will utilize the</p> <ul style="list-style-type: none"> -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) <p>to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Population: All students Timeline: August 2019 to May 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: District Lead Teachers, Principals, Deans, Dept Chairs & Campus Lead Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>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). Population: Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2019 to May 2020</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Nurses</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-33-6399-00-002-Y-99-000Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

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

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

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

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Provide with additional compensation and resources to provided targeted instructional tutorials, acceleration and credit recovery after school, before school and on Saturday.

Increased learning times begins in the month of September and continue until the scheduled June graduation date.

The campus offers a summer cohort express for students to complete credit recovery courses in order to meet the August graduation or regain credit to remain with their academic cohort.

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

The At-Risk student population is 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; required 6 week submission of documentation is reviewed by the administrative team.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

3.2: Offer flexible number of parent involvement meetings

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

Title I Personnel

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

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paper	199-11-6396-00-002-Y-11-000-Y	\$0.00
1	1	1	General Supplies	199-11-6399-xx-002-Y-11-000-Y	\$4,000.00
1	1	1	Textbooks	199-11-6312-00-002-Y-11-000-Y	\$3,000.00
1	1	1	Transportation	199-11-6394-00-002-Y-11-000-Y	\$1,500.00
1	1	1	Misc. Operating Costs	199-11-6499-53-002-Y-11-000-Y	\$3,000.00
1	1	1	General Supplies Counselors	199-31-6399-00-002-Y-00-000-Y	\$2,400.00
1	1	1	Library Supplies	199-12-63xx-00-002-Y-00-000-Y	\$7,000.00
1	1	3	Transportation	199-36-6494-00-002-Y-99-0xx-Y	\$4,500.00
1	1	3	Travel & Subsistence	199-36-6112-00-002-Y-99-000-Y	\$600.00
1	1	3	Stipends UIL Coaches	199-36-6117-00-002-Y-99-000-Y	\$16,500.00
1	1	3	General Supplies	199-36-6399-00-002-Y-99-000-Y	\$3,000.00
2	1	2	General Supplies	199-51-63xx-00-002-Y-99-000-Y	\$36,437.00
2	1	2	Supplemental Duty - Overtime	199-51-6121-xx-002-Y-99-000-Y	\$2,400.00
5	2	2	Misc Operating Costs Awards	199-11-6498-00-002-Y-11-000-Y	\$0.00
5	3	5	Raptor contract and equipment	199-23-6299-41-002-Y-99-021-Y	\$0.00
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	\$600.00
7	1	4	Professional Development Counselors	199-31-6411-00-002-Y-00-000-Y	\$1,000.00
7	1	4	Professional Development Administrators	199-23-6411-23-002-Y-00-000-Y	\$6,000.00
7	1	4	Professional Development Refreshments	199-13-6499-53-002-Y-00-000-Y	\$2,500.00
7	1	4	Professional Development Librarians	199-12-6411-23-002-Y-00-000-Y	\$2,500.00
9	4	2	General Supplies	199-33-6399-00-002-Y-99-000Y	\$0.00
Sub-Total					\$97,937.00
Budgeted Fund Source Amount					\$160,987.00
+/- Difference					\$63,050.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	162-11-6396-00-002-Y-30-000-Y	\$12,000.00
1	1	1	General Supplies	162-11-6399-00-002-Y-30-000-Y	\$57,000.00
1	1	1	Ink	162-11-6399-62-002-Y-30-000-Y	\$32,700.00
1	1	1	MISC	162-11-6399-00-002-Y-30-000-Y	\$0.00
1	1	7	EOC Tutorials	162-11-6118-00-002-Y-24-EOC-Y	\$21,224.00
1	1	7	Tutorials	162-11-6118-00-002-Y-30-000-Y	\$20,000.00
1	3	2	Supplies	162-31-6399-65-002-Y-30-000-Y	\$6,240.00
1	3	4	Misc Contracted Services -Adjuncts	162-11-6299-15-002-Y-30-000-Y	\$30,600.00
1	3	4	Dual Enrollment Tuition	162-11-6223-15-002-Y-30-000-Y	\$4,700.00
7	1	4	Employee Travel - Professional Development	162-13-6411-23-002-Y-30-000-Y	\$10,000.00
7	1	4	General Supplies	162-13-6399-00-002-Y-30-000-Y	\$2,500.00
7	1	4	Professional Extra Duty	162-13-6118-00-002-Y-30-000-Y	\$8,000.00
7	1	4	Substitutes	162-11-6112-00-002-Y-30-000-Y	\$10,000.00
7	1	4	Employee Travel - Professional Development Counselors	162-31-6411-23-002-Y-30-000-Y	\$5,000.00
7	1	4	Software	162-13-6249-65-002-Y-30-000-Y	\$500.00
7	1	4	Professional Development Supplies	162-13-6399-65-002-Y-30-000-Y	\$2,500.00
7	1	4	Professional Development In District	162-13-6411-00-002-Y-30-000-Y	\$1,000.00
8	1	1	Supplies & Materials Technology	162-11-6398-62-002-Y-30-000-Y	\$172,500.00
8	1	1	Software _ Microsoft	162-11-6395-62-002-Y-30-000-Y	\$27,500.00
9	1	2	Dean of Instruction	162-13-6119-00-002-Y-30-000-Y	\$0.00
9	1	3	Support Teachers	162-11-6119-00-002-Y-30-000-Y	\$0.00
9	1	4	At Risk Counselor	162-31-6119-00-002-Y-30-000-Y	\$0.00
9	1	4	At Risk Counselor Supplies	162-31-6399-00-002-Y-30-000-Y	\$1,158.00
9	1	4	Supplies - Technology	162-31-6398-62-002-Y-30-000-Y	\$1,492.00
9	1	5	Program Specialist	199-23-6119-00--002-Y-24-000-Y	\$0.00
9	1	5	Drop Out Specialist Travel	162-23-6411-23-002-Y-30-TRV-Y	\$0.00
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	\$30,000.00
9	1	15	Supplies	162-61-6399-00-002-Y-30-WTF-Y	\$300.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	15	Misc. Operating costs	162-61-6499-53-002-Y-30-WTF-Y	\$450.00
9	2	2	Supplemental Duty	162-31-6118-00-002-Y-30-000-Y	\$3,500.00
Sub-Total					\$460,864.00
Budgeted Fund Source Amount					\$460,864.00
+/- 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	\$2,275.00
8	1	1	Supplies & Materials Technology	163-11-6398-62-002-Y-25-000-Y	\$10,000.00
Sub-Total					\$12,275.00
Budgeted Fund Source Amount					\$1,275.00
+/- Difference					-\$11,000.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	166-11-6399-00-002-Y-23-000-Y	\$0.00
1	1	1	Copy Paper	166-11-6396-00-002-Y-23-000-Y	\$0.00
1	1	1	General Supplies Ink	166-11-6399-62-002-Y-23-000-Y	\$0.00
5	2	2	Awards & Incentives	166-11-6498-00-002-Y-23-0P8-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$11,040.00
+/- Difference					\$11,040.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	e-Readers	211-11-6299-62-002-Y-30-0F2-Y	\$2,000.00
1	1	1	General Supplies	211 -11-6399-00-002-Y-30-0F2-Y	\$32,000.00
1	1	1	Duplicating Paper	211 -11-6396-00-002-Y-30-0F2-Y	\$4,000.00
1	1	1	Ink	211 -11-6399-62-002-Y-30-0F2-Y	\$20,000.00
1	1	1	Library Books	211 -12-6329-00-002-Y-30-0F2-Y	\$12,655.00
1	1	1	Library General Supplies	211 -12-6399-00-002-Y-30-0F2-Y	\$1,000.00
1	1	7	Extra Duty Pay & Fringe	211 -11-6118-00-002-Y-30-0F2-Y	\$13,456.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Transportation	211 -11-6494-00-002-Y-30-0F2-Y	\$21,275.00
1	1	9	AP Testing Fees	211 -11-6339-00-002-Y-30-0F2-Y	\$32,800.00
1	3	2	Misc. Contracted Advise Texas	211-11-6299-00-002-Y-30-TUK-Y	\$10,000.00
1	3	3	AVID Dues	211-11-6495-00-002-Y-30-0F2-Y	\$4,000.00
5	3	5	PPE and Custodial Supplies	211-51-6315-00-002-Y-30-0F2-Y	\$5,000.00
6	1	2	Other Operating Cost - Refreshments	211-61-6299-00-002-Y-24-0F2-Y	\$900.00
6	1	2	General Supplies	211-61-6399-00-002-Y-30-0F2-Y	\$900.00
6	1	2	Consulting	211-61-6291-00-002-Y-30-0F2-Y	\$2,500.00
6	1	4	Employee Travel		\$900.00
7	1	4	Employee Travel - Professional Development	211-13-6411-23-002-Y-30-AYP-Y	\$20,000.00
7	1	4	Employee Travel Administration	211-23-6411-23-002-Y-30-0F2-Y	\$1,500.00
7	1	4	Training Supplies	211-13-6399-00-002-Y-24-0F2-Y	\$5,500.00
8	1	1	Technology	211 -11-6398-62-002-Y-30-0F2-Y	\$70,000.00
8	1	1	Supplemental Duty	211-61-61xx-00-002-Y-30-0F2-Y	\$1,615.00
9	1	13	Extra Duty Pay & Fringe Teachers	211-11-61XX-00-002-Y-30-BDG-Y	\$6,351.00
9	1	13	Transportation	211-11-6494-00-002-Y-30-BDG-Y	\$1,500.00
9	1	13	Extra Duty Pay & Fringe Adm	211-23-61XX-00-002-Y-30-BDG-Y	\$1,500.00
Sub-Total					\$271,352.00
Budgeted Fund Source Amount					\$273,096.00
+/- Difference					\$1,744.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	General Supplies	212-11-6399-45-002-Y-24-0F2-Y	\$2,005.00
1	4	3	Transportation	212-11-6494-00-002-Y-24-0F2-Y	\$450.00
6	1	6		212-61-6499-53-002-Y-24-0F2-Y	\$0.00
Sub-Total					\$2,455.00
Budgeted Fund Source Amount					\$3,370.00
+/- Difference					\$915.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	263-11-6399-00-002-Y-25-000-Y	\$2,416.00
8	1	1	Supplies & Materials Technology	263-11-6398-XX-002-Y-25-000-Y	\$2,000.00
Sub-Total					\$4,416.00
Budgeted Fund Source Amount					\$4,416.00
+/- Difference					\$0.00
XXX Pending Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Performance Based Compensation	287-XX-6117-PP-002-Y-24-TIF-Y	\$0.00
7	1	4	Project RISE Training Stipends	287-13-6117-00-002-Y24-TIF-Y	\$0.00
7	1	4	Project RISE Training Substitutes	287-13-6112-00-002-Y24-TIF-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
Grand Total Budgeted					\$915,049.00
Grand Total Spent					\$849,299.00
+/- Difference					\$65,750.00

Addendums

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

- b. Substantially disrupts the orderly operation of a 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 cyber-bullying.

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	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.
Student Report	
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	<p>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.</p> <p>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.</p>
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	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.
<i>Discipline</i>	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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

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

Campus Number: **031901002**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

This page is intentionally blank.

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

	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%
	2018	77%	78%	69%	*	69%	50%	-	-	-	38%	74%	73%	56%	69%	59%
At Meets Grade Level or Above	2019	50%	52%	49%	*	49%	58%	-	-	-	23%	46%	53%	37%	50%	38%
	2018	48%	49%	40%	*	40%	33%	-	-	-	15%	58%	44%	25%	40%	25%
At Masters Grade Level	2019	24%	23%	15%	*	15%	33%	-	-	-	6%	15%	16%	11%	15%	11%

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	21%	9%	*	9%	0%	-	-	-	-	3%	5%	10%	5%	9%	4%
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
 2018-19 Campus Progress

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

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

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

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

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

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

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

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

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

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,995

Grade Span: 09 - 12

School Type: High School

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,995

Grade Span: 09 - 12

School Type: High School

District Name: BROWNSVILLE ISD

Campus Name: PORTER EARLY COLLEGE H S

Campus Number: 031901002

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

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

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

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

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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

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

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

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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

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

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	13.0%	-	13.0%	-	-	-	-	-	n/a	13.0%	n/a
2018 Science	38.0%	7.4%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2017 Social Studies	38.3%	5.0%	0.0%	-	0.0%	-	-	-	-	-	n/a	0.0%	n/a
2018 Social Studies	44.6%	11.7%	11.3%	-	11.3%	-	-	-	-	-	n/a	11.4%	n/a
2017 Social Studies	41.4%	6.9%	5.0%	-	5.0%	-	-	-	-	-	n/a	5.0%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	71.9%	-	71.9%	-	-	-	-	-	n/a	71.4%	n/a
2016-17	73.5%	71.0%	54.0%	-	53.9%	66.7%	-	-	-	-	n/a	54.1%	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	12.4%	-	12.4%	-	-	-	-	-	n/a	12.2%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	904	-	904	-	-	-	-	-	n/a	903	n/a
English Language Arts and Writing													
2017-18	521	489	455	-	455	-	-	-	-	-	n/a	455	n/a
Mathematics													
2017-18	515	472	449	-	449	-	-	-	-	-	n/a	448	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	16.3	-	16.3	-	-	-	-	-	n/a	16.3	n/a
English Language Arts													
2017-18	20.3	17.7	15.4	-	15.4	-	-	-	-	-	n/a	15.4	n/a
Mathematics													
2017-18	20.6	18.1	16.9	-	16.9	-	-	-	-	-	n/a	16.9	n/a
Science													
2017-18	20.9	18.5	17.1	-	17.1	-	-	-	-	-	n/a	17.1	n/a

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

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Other Postsecondary Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

Texas Education Agency

2018-19 Federal Report Card for Texas Public Schools

Campus Name: PORTER EARLY COLLEGE H S

Campus ID: 031901002

District Name: BROWNSVILLE ISD

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

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;

The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

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

State ESSA Goals

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

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

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status

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

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

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

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and

[Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

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

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
End of Course																						
English I	All	66%	65%	56%	-	56%	33%	-	-	-	-	55%	72%	22%	64%	29%	51%	62%	61%	38%	*	75%
	Students																					
	CWD	27%	29%	22%	-	22%	-	-	-	-	-	21%	40%	22%	-	9%	23%	19%	0%	14%	*	*
	CWOD	71%	72%	64%	-	64%	33%	-	-	-	-	63%	76%	-	64%	31%	59%	69%	78%	42%	*	86%
	EL	34%	32%	29%	-	29%	20%	-	-	-	-	29%	42%	9%	31%	29%	28%	31%	36%	30%	-	*
	Male	60%	60%	51%	-	51%	*	-	-	-	-	49%	82%	23%	59%	28%	51%	-	60%	22%	-	*
	Female	73%	70%	62%	-	63%	*	-	-	-	-	62%	62%	19%	69%	31%	-	62%	63%	50%	*	83%
English II	All	67%	66%	57%	-	57%	*	-	-	-	-	57%	53%	28%	62%	32%	55%	59%	41%	30%	*	50%
	Students																					
	CWD	27%	31%	28%	-	28%	-	-	-	-	-	27%	40%	28%	-	0%	32%	23%	*	*	*	*
	CWOD	72%	71%	62%	-	62%	*	-	-	-	-	62%	55%	-	62%	33%	59%	65%	45%	35%	*	50%
	EL	30%	33%	32%	-	31%	*	-	-	-	-	33%	24%	0%	33%	32%	30%	34%	23%	22%	-	*
	Male	62%	63%	55%	-	55%	*	-	-	-	-	55%	55%	32%	59%	30%	55%	-	33%	22%	-	*
	Female	73%	69%	59%	-	59%	*	-	-	-	-	60%	50%	23%	65%	34%	-	59%	50%	33%	*	50%
Algebra I	All	83%	93%	92%	-	92%	*	-	-	-	-	92%	92%	76%	96%	95%	93%	90%	94%	83%	*	*
	Students																					
	CWD	52%	74%	76%	-	76%	-	-	-	-	-	77%	*	76%	-	94%	84%	63%	*	50%	-	-
	CWOD	87%	97%	96%	-	96%	*	-	-	-	-	96%	100%	-	96%	95%	96%	96%	92%	92%	*	*
	EL	73%	91%	95%	-	94%	*	-	-	-	-	94%	*	94%	95%	95%	95%	94%	83%	88%	-	-
	Male	79%	91%	93%	-	93%	*	-	-	-	-	93%	100%	84%	96%	95%	93%	-	100%	88%	-	-
	Female	88%	95%	90%	-	90%	*	-	-	-	-	90%	80%	63%	96%	94%	-	90%	83%	79%	*	*
Biology	All	87%	89%	87%	-	87%	*	-	-	-	-	86%	91%	73%	89%	74%	84%	90%	91%	77%	*	88%
	Students																					
	CWD	60%	67%	73%	-	73%	-	-	-	-	-	71%	88%	73%	-	71%	69%	78%	*	*	-	*
	CWOD	90%	92%	89%	-	89%	*	-	-	-	-	88%	92%	-	89%	74%	86%	91%	91%	81%	*	83%
	EL	68%	76%	74%	-	74%	*	-	-	-	-	74%	75%	71%	74%	74%	69%	79%	78%	87%	-	*
	Male	84%	88%	84%	-	84%	*	-	-	-	-	83%	92%	69%	86%	69%	84%	-	94%	75%	-	*
	Female	90%	91%	90%	-	90%	-	-	-	-	-	90%	91%	78%	91%	79%	-	90%	83%	78%	*	86%
STAAR Percent at Meets Grade Level or Above																						
End of Course																						
English I	All	48%	47%	38%	-	38%	33%	-	-	-	-	38%	44%	12%	43%	13%	33%	44%	43%	28%	*	38%
	Students																					
	CWD	15%	16%	12%	-	12%	-	-	-	-	-	12%	20%	12%	-	4%	15%	6%	0%	0%	*	*
	CWOD	53%	53%	43%	-	44%	33%	-	-	-	-	43%	47%	-	43%	14%	38%	49%	56%	33%	*	43%
	EL	14%	12%	13%	-	13%	20%	-	-	-	-	14%	0%	4%	14%	13%	14%	13%	18%	22%	-	*
	Male	42%	42%	33%	-	33%	*	-	-	-	-	33%	41%	15%	38%	14%	33%	-	40%	22%	-	*
	Female	56%	53%	44%	-	44%	*	-	-	-	-	43%	48%	6%	49%	13%	-	44%	50%	32%	*	50%
English II	All	48%	44%	33%	-	33%	*	-	-	-	-	34%	25%	12%	36%	10%	31%	36%	27%	7%	*	30%
	Students																					
	CWD	16%	16%	12%	-	12%	-	-	-	-	-	11%	20%	12%	-	0%	16%	6%	*	*	*	*
	CWOD	52%	48%	36%	-	37%	*	-	-	-	-	37%	26%	-	36%	11%	33%	40%	30%	8%	*	25%
	EL	11%	11%	10%	-	10%	*	-	-	-	-	11%	0%	0%	11%	10%	10%	11%	0%	6%	-	*
	Male	42%	40%	31%	-	31%	*	-	-	-	-	32%	17%	16%	33%	10%	31%	-	25%	11%	-	*
	Female	55%	48%	36%	-	36%	*	-	-	-	-	36%	32%	6%	40%	11%	-	36%	30%	5%	*	33%
Algebra I	All	59%	81%	74%	-	74%	*	-	-	-	-	74%	75%	44%	81%	73%	74%	73%	75%	63%	*	*
	Students																					

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

STAAR Percent at Masters Grade Level

End of Course

English I	All Students	10%	9%	3%	-	3%	17%	-	-	-	-	3%	9%	1%	4%	1%	2%	5%	4%	0%	*	0%
	CWD	3%	5%	1%	-	1%	-	-	-	-	-	2%	0%	1%	-	0%	1%	2%	0%	0%	*	*
	CWOD	11%	10%	4%	-	4%	17%	-	-	-	-	3%	11%	-	4%	1%	2%	5%	6%	0%	*	0%
	EL	1%	1%	1%	-	1%	0%	-	-	-	-	1%	0%	0%	1%	1%	1%	1%	0%	0%	-	*
	Male	7%	7%	2%	-	2%	*	-	-	-	-	2%	9%	1%	2%	1%	2%	-	7%	0%	-	*
	Female	14%	12%	5%	-	5%	*	-	-	-	-	5%	10%	2%	5%	1%	-	5%	0%	0%	*	0%
English II	All Students	8%	6%	2%	-	2%	*	-	-	-	-	2%	4%	3%	2%	0%	2%	3%	0%	0%	*	10%
	CWD	4%	4%	3%	-	3%	-	-	-	-	-	3%	0%	3%	-	0%	4%	2%	*	*	*	*
	CWOD	8%	6%	2%	-	2%	*	-	-	-	-	2%	4%	-	2%	0%	2%	3%	0%	0%	*	0%
	EL	0%	0%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Male	6%	4%	2%	-	2%	*	-	-	-	-	2%	0%	4%	2%	0%	2%	-	0%	0%	-	*
	Female	10%	7%	3%	-	3%	*	-	-	-	-	2%	7%	2%	3%	0%	-	3%	0%	0%	*	17%
Algebra I	All Students	36%	61%	49%	-	49%	*	-	-	-	-	48%	67%	21%	55%	39%	46%	52%	50%	43%	*	*
	CWD	9%	26%	21%	-	21%	-	-	-	-	-	21%	*	21%	-	12%	20%	22%	*	17%	-	-
	CWOD	39%	67%	55%	-	55%	*	-	-	-	-	55%	73%	-	55%	43%	53%	59%	50%	50%	*	*
	EL	19%	48%	39%	-	38%	*	-	-	-	-	38%	*	12%	43%	39%	41%	35%	33%	41%	-	-
	Male	31%	56%	46%	-	45%	*	-	-	-	-	45%	71%	20%	53%	41%	46%	-	40%	44%	-	-
	Female	40%	66%	52%	-	53%	*	-	-	-	-	52%	60%	22%	59%	35%	-	52%	67%	43%	*	*
Biology	All Students	24%	18%	12%	-	12%	*	-	-	-	-	12%	13%	5%	13%	6%	14%	10%	17%	3%	*	13%
	CWD	6%	7%	5%	-	5%	-	-	-	-	-	6%	0%	5%	-	0%	7%	3%	*	*	-	*
	CWOD	26%	19%	13%	-	13%	*	-	-	-	-	13%	16%	-	13%	6%	15%	11%	18%	4%	*	0%
	EL	4%	4%	6%	-	6%	*	-	-	-	-	6%	0%	0%	6%	6%	4%	8%	0%	0%	-	*
	Male	24%	19%	14%	-	14%	*	-	-	-	-	14%	17%	7%	15%	4%	14%	-	12%	8%	-	*
	Female	25%	16%	10%	-	10%	-	-	-	-	-	10%	9%	3%	11%	8%	-	10%	33%	0%	*	14%

STAAR Percent at Approaches Grade Level or Above

All Grades

All Subjects	All Students	77%	80%	69%	-	69%	64%	-	-	-	-	69%	72%	44%	74%	50%	67%	72%	70%	55%	56%	72%
	CWD	46%	51%	44%	-	44%	-	-	-	-	-	43%	54%	44%	-	40%	45%	41%	42%	25%	*	60%
	CWOD	81%	85%	74%	-	74%	64%	-	-	-	-	74%	75%	-	74%	50%	71%	77%	75%	61%	80%	75%

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

STAAR Percent at Meets Grade Level or Above

All Grades

All Subjects	All	49%	51%	45%	-	45%	50%	-	-	-	-	46%	41%	21%	50%	25%	43%	48%	43%	34%	22%	45%
	Students																					
	CWD	24%	26%	21%	-	21%	-	-	-	-	-	21%	21%	21%	-	21%	26%	14%	33%	10%	*	40%
	CWOD	52%	55%	50%	-	50%	50%	-	-	-	-	50%	45%	-	50%	25%	47%	53%	44%	38%	40%	46%
	EL	29%	30%	25%	-	25%	45%	-	-	-	-	26%	11%	21%	25%	25%	25%	15%	29%	-	-	*
	Male	47%	50%	43%	-	43%	60%	-	-	-	-	43%	41%	26%	47%	25%	43%	-	39%	36%	-	29%
	Female	52%	53%	48%	-	48%	*	-	-	-	-	48%	41%	14%	53%	25%	-	48%	50%	32%	22%	50%
Reading	All Students	47%	46%	35%	-	36%	22%	-	-	-	-	36%	33%	12%	40%	12%	32%	39%	36%	19%	29%	33%
	CWD	21%	21%	12%	-	12%	-	-	-	-	-	11%	20%	12%	-	3%	15%	6%	0%	0%	*	*
	CWOD	50%	51%	40%	-	40%	22%	-	-	-	-	40%	35%	-	40%	12%	36%	44%	42%	22%	*	33%
	EL	23%	22%	12%	-	12%	14%	-	-	-	-	13%	0%	3%	12%	12%	12%	12%	8%	15%	-	*
	Male	43%	43%	32%	-	32%	33%	-	-	-	-	32%	27%	15%	36%	12%	32%	-	33%	19%	-	17%
	Female	51%	49%	39%	-	40%	*	-	-	-	-	39%	39%	6%	44%	12%	-	39%	39%	19%	29%	42%
Mathematics	All Students	51%	56%	74%	-	74%	*	-	-	-	-	74%	75%	44%	81%	73%	74%	73%	75%	63%	*	*
	CWD	26%	32%	44%	-	44%	-	-	-	-	-	45%	*	44%	-	53%	53%	30%	*	33%	-	-
	CWOD	54%	61%	81%	-	81%	*	-	-	-	-	81%	82%	-	81%	76%	80%	81%	67%	71%	*	*
	EL	37%	41%	73%	-	73%	*	-	-	-	-	73%	*	53%	76%	73%	74%	73%	67%	65%	-	-
	Male	50%	56%	74%	-	74%	*	-	-	-	-	74%	86%	53%	80%	74%	74%	-	70%	75%	-	-
	Female	51%	57%	73%	-	73%	*	-	-	-	-	73%	60%	30%	81%	73%	-	73%	83%	50%	*	*
Science	All Students	53%	54%	53%	-	53%	*	-	-	-	-	53%	50%	29%	56%	28%	52%	54%	35%	40%	*	50%

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

STAAR Percent at Masters Grade Level

All Grades

All Subjects	All	23%	23%	12%	-	12%	29%	-	-	-	12%	13%	6%	13%	8%	12%	12%	15%	11%	0%	14%
	Students																				
	CWD	8%	11%	6%	-	6%	-	-	-	-	7%	0%	6%	-	4%	6%	6%	17%	5%	*	40%
	CWOD	25%	25%	13%	-	13%	29%	-	-	-	13%	15%	-	13%	8%	13%	13%	15%	12%	0%	8%
	EL	11%	11%	8%	-	7%	18%	-	-	-	8%	6%	4%	8%	8%	8%	7%	5%	10%	-	*
	Male	22%	22%	12%	-	12%	40%	-	-	-	12%	13%	6%	13%	8%	12%	-	13%	15%	-	0%
	Female	24%	23%	12%	-	12%	*	-	-	-	12%	12%	6%	13%	7%	-	12%	20%	8%	0%	18%
Reading	All	20%	17%	3%	-	3%	11%	-	-	-	3%	6%	2%	3%	0%	2%	4%	2%	0%	0%	6%
	Students																				
	CWD	7%	7%	2%	-	2%	-	-	-	-	2%	0%	2%	-	0%	2%	2%	0%	0%	*	*
	CWOD	22%	19%	3%	-	3%	11%	-	-	-	3%	7%	-	3%	0%	2%	4%	3%	0%	*	0%
	EL	8%	7%	0%	-	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	*
	Male	17%	15%	2%	-	2%	17%	-	-	-	2%	4%	2%	2%	0%	2%	-	4%	0%	-	0%
	Female	23%	20%	4%	-	4%	*	-	-	-	3%	8%	2%	4%	0%	-	4%	0%	0%	0%	8%
Mathematics	All	26%	30%	49%	-	49%	*	-	-	-	48%	67%	21%	55%	39%	46%	52%	50%	43%	*	*
	Students																				
	CWD	11%	15%	21%	-	21%	-	-	-	-	21%	*	21%	-	12%	20%	22%	*	17%	-	-
	CWOD	28%	33%	55%	-	55%	*	-	-	-	55%	73%	-	55%	43%	53%	59%	50%	50%	*	*
	EL	16%	18%	39%	-	38%	*	-	-	-	38%	*	12%	43%	39%	41%	35%	33%	41%	-	-
	Male	25%	30%	46%	-	45%	*	-	-	-	45%	71%	20%	53%	41%	46%	-	40%	44%	-	-
	Female	26%	31%	52%	-	53%	*	-	-	-	52%	60%	22%	59%	35%	-	52%	67%	43%	*	*
Science	All	24%	21%	12%	-	12%	*	-	-	-	12%	13%	5%	13%	6%	14%	10%	17%	3%	*	13%
	Students																				
	CWD	8%	11%	5%	-	5%	-	-	-	-	6%	0%	5%	-	0%	7%	3%	*	*	-	*
	CWOD	26%	22%	13%	-	13%	*	-	-	-	13%	16%	-	13%	6%	15%	11%	18%	4%	*	0%
	EL	7%	8%	6%	-	6%	*	-	-	-	6%	0%	0%	6%	6%	4%	8%	0%	0%	-	*
	Male	25%	23%	14%	-	14%	*	-	-	-	14%	17%	7%	15%	4%	14%	-	12%	8%	-	*
	Female	23%	19%	10%	-	10%	-	-	-	-	10%	9%	3%	11%	8%	-	10%	33%	0%	*	14%

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

'-' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

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

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

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

Part (iii)(II): Graduation Rate

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

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

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

'-' Indicates there are no students in the group.

[^] Ever EL in grades 9-12

Part (iv): English Language Proficiency

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

(EL: English learner)

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

Total EL in Class

Proficiency of EL

Rate of Proficiency

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

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

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

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

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

Part (vi): Goal Meeting Status

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

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

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

English Learner Language Proficiency Status

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

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met	Y		Y						Y	N	N	
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met	Y		Y						Y	N	N	
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N	
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met	N		N						N	N	N	

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

Part (vii): STAAR Participation

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

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

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

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

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

Part (viii): Civil Rights Data

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

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

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

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

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

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

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

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

Part (ix): Teacher Quality Data

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

High Poverty

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

Teacher Who Are Not Teaching in the Subject or Field for Which
the Teacher is Certified or Licensed

All School	
Number	Percent
17.4	12.3%

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

Part (x): Per-pupil Expenditure

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

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

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

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

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

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

'-' Indicates zero observations reported for this group.

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

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

State Level: 2019 Percentages at NAEP Achievement Levels

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

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

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

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

Grade Subject Student Group Rate

'**' Indicates reporting standards not met.

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

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

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

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

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

'-' Indicates there are no students in the group.

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.