

**2017-2018 La Porte High School HB 5 District Community and Student Engagement Ratings
21st Century Workforce Development**

| District/Campus (if applicable): La Porte High School | | | | Overall Rating | | | |
|--|--|--------|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|--|
| Name and Title of Responsible Party: Debbie Seibert, Coordinator of CTE | | | | | | | |
| Criteria that could be considered in evaluating a district/campus | Description of programs, services, etc. or Data Source | Rating | Unacceptable 0 point | Acceptable 1 point | Recognized 3 points | Exemplary 5 points | Description of ongoing work/goals (optional) |
| Dual Credit opportunities available, dual credit course completions, etc. | CTE dual credit course availability & participation | | <=0 Dual Credit Opportunities | <=2 Dual Credit Opportunities | <=4 Dual Credit Opportunities | >5 Dual Credit Opportunities | Linking dual credit courses with HB5 endorsements |
| ROTC availability and participation | JROTC annual inspection report | | Unsatisfactory Support | Satisfactory School Support | Outstanding School Support | Distinguished School Support Rating | JROTC earned maximum available points (2000) in recent annual inspection |
| Industry Partner Tours/Shadowing Opportunities | Professional development for career education | | 1 Tour/Job Shadowing opportunity | 2 Tours/Job Shadowing opportunities | 3 Tours/Job Shadowing opportunities | 4 Tours/Job Shadowing opportunities | Scheduled visits with industry partners for CTE teachers & counselors |
| Mock interview session(s) for CTE seniors with industry partners prior to graduation | Resume, application, and interview process | | 1 session | 2 sessions | 3 sessions | 4 or more sessions | Spring sessions prior to graduation with trips to industry partners |
| Certification opportunities in CTE program areas | LPHS Course Catalog: Microsoft Office, ServeSafe, Med. Billing, OSHA, ASE, NCCER, Floral Design, Cosmetology | | <4 Certifications | 4 to 5 Certifications | 6 to 7 Certifications | 8 to 10 Certifications | |

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|---|--|--|--|--|--|--|--|
| Membership with Workforce Development Partner Organizations | Chamber of Commerce, CAC, HC Econ. Alliance, PoH Authority, BAHEP, CMEF, SJC Maritime, EHCMA | | <2 Partnerships with Workforce Organizations | 2 to 3 Partnerships with Workforce Organizations | 4 to 5 Partnerships with Workforce Organizations | >6 Partnerships with Workforce Organizations | |
| Program offerings for students related to workforce readiness | Numbers of craft skills CTE courses: Welding, AutoTech, Auto Collision, Ag Welding/Power, Ag Facilities, Med. Billing, Culinary, Construction Mgmt, CAD, Audio-Video, MS Office, Floral Design, Cosmetology, JROTC, Maritime | | <6 Program offerings for students | 6 to 7 Program offerings for students | 8 to 9 Program offerings for students | >10 Program offerings for students | |
| College and Career Readiness Fair | Number of business partners and colleges participating | | < 20 participants | 20-29 participants | 30-39 participants | >40 participants | |
| Access to HB 5 trained counselors in grades 7-12 | Percent of students having access to trained career counselors | | <70 % Access to HB 5 trained counselors | 70 -79% Access to HB 5 trained counselors | 80 - 89% Access to HB 5 trained counselors | 90 - 100% Access to HB 5 trained counselors | |
| Percent of students in grades 8-12 with 4 year plans | Eschool documents; counselor documents | | <70% with four year graduation plans | 70-79% with four year graduation plans | 80-89% with four year graduation plans | 90 - 100% with four year graduation plans | |

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Program Total =

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|--------------|-------|
| Unacceptable | 0-9 |
| Acceptable | 10-27 |
| Recognized | 28-45 |
| Exemplary | 46-50 |

**2017-2018 La Porte High School HB 5 District Community and Student Engagement Ratings
Dropout Prevention Strategies**

| District/Campus (if applicable): La Porte High School | | | | Overall Rating | | | |
|--|---|--------|----------------------|----------------------------|----------------------------------|--|--|
| Name and Title of Responsible Party: Thad Mitchell, Assistant Principal | | | | | | | |
| Criteria that could be considered in evaluating a district/campus | Description of programs, services, etc. or Data Source | Rating | Unacceptable 0 point | Acceptable 1 point | Recognized 3 points | Exemplary 5 points | Description of ongoing work/goals (optional) |
| Student work programs | CTE work program | | <10 | 10 through 14 | 15-19 | >20 | Student enrollment decreased because COOP was denied as an advanced CTE course under HB5 |
| Number of students targeted for truancy prevention due to high absentee rate | Stay in School Program D.A. grades K-12/ Ms. Wilson truancy office/At Risk Counselor James Odom/CIS counselor (34 dropouts of 1057 letters served/19 court contact) | | Below 81.9% | 82 to 89.9% | 90 to 94.9% | 95 to 100% | |
| Availability of extracurricular activities/after school activities | Fine Arts 2,890/ clubs 20 at LPHS/ROTC 125/sports2,200 (5,215 students involved in grades 6-12) | | Under 2,000 | 2,000-3,000 | 3,000-4,000 | 4,000-5,000 | Number of students participating in extracurricular activities |
| Credit recovery programs on campus | Summer school and credit recovery/online classes 9-12 (350 students served/300 in school day/50 after school) | | under 200 | 200-299 | 300-350 | All failures | |
| TEA PRS (Pregnancy Related Services) | Pre- and early Parent training/ pregnant related services (PRS) /Day Care (11 girls/ 4 boys served (27% boys) | | 0 served | 1 to 20 girls/ 10% boys | 30 to 40 girls 10 to 20% boys | all pregant girls/ fathers that are enrolled in LPHS | |

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Dropout Prevention Strategies**

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| At-risk Counselor(s) | Community in Schools Grant grades 7-12/At Risk Counselor James Odom (Serves 120 most At-risk students 3 Secondary Campuses (LPHS, LPJH and LXJH) 320 total students max) | | under 210 or under 70% of 300 | 210 students or 70% of 300 goal | 240 students or 80% of 300 goal | 240 to 300 or 90% students to max. | |
| Accountability Index System Standards and Score Federal Graduation Rate | System Safeguards by all students 5 year (LPISD 97.1% graduation rate is above the state average in all and all sub groups) | | below 81.9% | 82 to 89.9% | 90-94.9% | 95 to 100 % | |
| Community Youth Services (CYS) | Social workers serve k-12 (CYS) Community Youth Serices through referrals. | | below 70% students served | 70% to 79% students served | 80% to 89% students served | 90% to 100% students served | |
| LPHS Attendance Reports | Student attendance is monitored carefully throughout the year to ensure that students are attending school at least 90% of the time. | | below 70% students served | 70% to 79% student served | 80% to 89% students served | 90% to 100% | |

Program Total =

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| Unacceptable | 0-8 |
| Acceptable | 9-24 |
| Recognized | 25-41 |
| Exemplary | 42-45 |

**2017-2018 La Porte High School HB 5 District Community and Student Engagement Ratings
Educational Programs for Gifted and Talented**

| District/Campus (if applicable): La Porte High School | | | | Overall Rating | | | |
|---|---|--------|--|---|---|--|--|
| Name and Title of Responsible Party: Kade Griffin, Associate Principal | | | | | | | |
| Criteria that could be considered in evaluating a district/campus | Description of programs, services, etc. or Data Source | Rating | Unacceptable 0 point | Acceptable 1 point | Recognized 3 points | Exemplary 5 points | Description of ongoing work/goals (optional) |
| AP / Dual Credit / Pre-AP participation by GT students | Eschool Campus Report of secondary students | | < 85% of GT Students participate in GT Program Options | 85-90% of GT Students participate in GT Program Options | 91-95% of GT Students participate in GT Program Options | 96-100% of GT Students participate in GT Program Options | District pays for dual enrollment classes. |
| Academic UIL participation and Performance-based Enrichment | UIL Documentation, Student work samples, Theatre Logs, Rodeo Art | | < 85% of GT Students participate in academic UIL | 85-90% of GT Students participate in academic UIL | 91-95% of GT Students participate in academic UIL | 96-100% of GT Students participate in academic UIL | Students are able to participate in several fine arts and performance based programs in addition to academic enrichment. |
| Participation in multiple aspects of the Texas State Plan for GT (Curricular, Arts, Leadership, Creativity) | Capstone, Research based AP courses, cultural field trips, leadership development opportunities, creativity development opportunities | | < 85% of GT Students participate in academic UIL | 85-90% of GT Students participate in academic UIL | 91-95% of GT Students participate in academic UIL | 96-100% of GT Students participate in academic UIL | |

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| Progress towards expert standard of the Texas Performance Standards Project | Campus Improvement Plans; Texas Performance Standards Project | | < 45% "Expert" projects using the TPSP Rubric | 45-50% of "Expert" projects using the TPSP Rubric | 51-60% of "Expert" projects using the TPSP Rubric | 61-70% or above in at least one category "Expert" projects using the TPSP Rubric | Students have the opportunity to present to a panel of teachers and then a second time to a panel of professionals in their field of the students who participate in TPSP. |
| Ongoing identification of GT student | PEIMS student data; GT Program Manual | | No evidence of screening and identification offered during the academic year | Screening and identification offered once during the academic year | Screening and identification offered twice during the academic year | Screening and identification offered throughout the academic year | At least 55% of the funds allocated to gifted/talented education is spent on assessment and services for gifted students (19 TAC §105.11). LPISD 2013-14 Gifted & Talented Adjusted Allotment = \$235,667 |
| GT Program lead by highly trained GT lead teachers | Program administration, Faculty to advocate for and support development of GT students, Certification of Specialists/Lead teachers | | 1 GT Coordinator to service GT students | 1 GT Coordinator and 1 GT Lead Teacher to service GT students | 1 GT Coordinator and up to 3 GT Lead Teachers to service GT students | 1 GT coordinator and 4 or more GT Coordinators to service GT students | |

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| <p>Funding for GT program is spent on assessment and services for GT students</p> | <p>General Fund ledger; campus documents</p> | | <p>< 85% of funds allocated to GT education is spent on assessment and services for GT students</p> | <p>At least 85% of funds allocated to GT education is spent on assessment and services for GT students</p> | <p>Local funding for GT education programs is used to supplement state funding</p> | <p>Additional funding from business partnerships, scholarships, education foundation, etc. is used to supplement state and local funding.</p> | |
| <p>All GT Teachers required to have 30 hours of GT Professional Development</p> | <p>Eduphoria reports; campus documents</p> | | <p>< 100 % GT Teachers meet state required 30 hours of PD</p> | <p>100 % GT Teachers meet state required 30 hours of PD</p> | <p>100 % GT Teachers meet state required 30 hours of PD +3% GT Teachers obtain State GT Certification</p> | <p>100 % GT Teachers meet state required 30 hours of PD + 5% GT Teachers obtain State GT Certification</p> | <p>A minimum of thirty (30) clock hours of professional development that includes nature and needs of GT students, identification and assessment of GT students' needs, and curriculum and instruction for GT students is required for teachers who provide instruction and services that are a part of the district's defined GT services.</p> |

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| All GT Teachers required to have 6 hr annual GT update to provide services | Eduphoria reports; campus documents | | < 100 % of all GT Teachers with 0 clock hours of annual PD | 100 % of all GT Teachers with 1 or 2 clock hours of annual PD | 100 % of all GT Teachers with 3 - 5 clock hours of annual PD | 100 % of all GT Teachers with 6 or more clock hours of annual PD | Teachers who provide instruction and services that are a part of the district's defined GT services receive a minimum of six (6) hours annually of professional development in GT education |
| Parent Awareness opportunities for GT Program Options and GT Resources | Parent invitation letter; meeting agenda | | Parental awareness opportunities do NOT exist | One Parent Awareness opportunity does exist within the academic school year (i.e. campus and/or district related emails, parent nights, GT webpage, newsletter | Two Parent Awareness opportunities exist within the academic school year (i.e. campus and/or district related emails, parent nights, GT webpage, newsletter | Three or more Parent Awareness opportunities exist within the academic school year (i.e. campus and/or district related emails, parent nights, GT webpage, newsletter | Annual district wide GT parent meeting; Campus GT Showcases; Campus Parent Nights, GT Webpage, GT Summer Expo for Parents, District and Campus Newsletters |
| Annual districtwide GT parent meeting as well as annual campus-based GT parent meeting | Parent invitation letter; meeting agenda | | No Parent Awareness opportunity during the academic year | One Parent Awareness opportunity during the academic year | Two Parent Awareness opportunities during the academic year | Three or more Parent Awareness opportunities during the academic year | High School parent meeting, Enrichment showcase and district-wide parent meeting. |

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Program Total =

| | |
|--------------|-------|
| Unacceptable | 0-10 |
| Acceptable | 11-30 |
| Recognized | 31-49 |
| Exemplary | 50-55 |

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