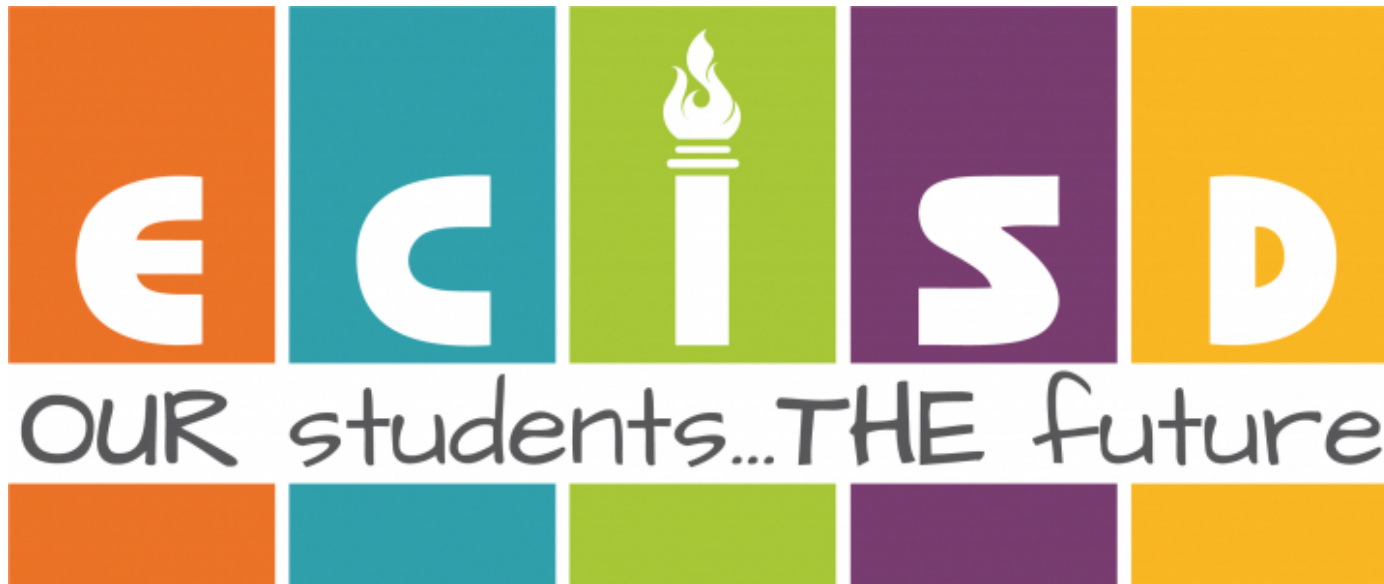# Ector County Independent School District

District Improvement Plan

2023-2024

Vision

Complete individual graduation plan then transition into a college, career, and/or military setting.

Build positive partnerships with families and community members so the necessary resources and support services can be provided.

Celebrate opportunities where hard work and progress is made in academics and self-discipline.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics is reported under the Traditional 8 areas.

Demographics Strengths

Demographics is reported under the Traditional 8 areas.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.   **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 2 (Prioritized): ECISD district attendance rate in 2022 was 91.3% which has declined from the 92.4% in 2021, and 97.7% in 2020 and is below the state average.   **Root Cause:** Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Problem Statement 3 (Prioritized): For every principal vacancy, ECISD has less than five viable candidates.   **Root Cause:** ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Problem Statement 4 (Prioritized): Expulsion rate without services increased from 7 in year 2021 to 24 in year 2022.

Student Learning

Student Learning Summary

See addendums for MAP district reports.

1) In 4th Grade, 6th Grade, and 7th grade all content areas are improving.

2) The performance gap between ECISD and State averages is closing.

3) 5th Grade reading and math and 8th Grade reading and math 1st administration passing rates are lower than the state passing rate.

4) Kindergarten Readiness has increased by 14 points in 2021-2022.

5) Students performing at the Meets standard are below the state average in all content areas and all grades.

6) 3rd Grade students performing at the Meets standard in Reading is 40% in 2022, up from 35%.

7) In 2022, 50% of 3rd-grade students are reading on grade level as measured by Istation.

8) Pre-K-2 literacy instructional initiatives are being implemented with a focus on foundational skills.

9) Student growth across reading and math is below state averages.

Projected Growth			
Percent of Students in Grades K-8 Who Met Fall to Winter Projected Growth Score (PG)			
	Reading		Math	
	BOY to MOY 2021		BOY to MOY 2021	
Grade	N	% Met PG	N	% Met PG
K	2129	43%	2143	49%
1	2317	39%	2310	44%
2	2300	37%	2268	48%
3	2188	44%	2162	62%
4	2002	47%	2027	56%
5	2160	48%	2177	51%
6	1568	48%	1598	53%
7	1378	55%	1517	52%

Projected Growth				
8	1151	56%	802	56%
9	1768	44%		
10	1712	50%		
Total	20673	46%	17004	52%
School Conditional Growth Index (SCGI)				
Grade-Level Growth Compared to Traditional Schools Across the U.S.				
	Reading		Math	
	BOY to MOY 2021		BOY to MOY 2021	
Grade	N	SCGI	N	SCGI
K	1626	-2.48	2143	-1.12
1	1797	-3.20	2310	-2.11
2	1797	-2.20	2268	-1.76
3	2080	-1.68	2162	1.29
4	1946	-1.09	2027	0.69
5	2109	-1.02	2177	-0.10
6	1568	-0.97	1598	0.08
7	1378	0.85	1517	0.13
8	1151	0.71	802	0.94
9	1768	-2.09		
10	1712	-1.15		
Total	18932	-1.30	17004	-0.22

Grades by grade level as of 4.15.21

Grade Level	2020 Rate of F's	2021 Rate of F's
K	5%	0%
1	3%	5%
10	9%	22%

Grade Level	2020 Rate of F's	2021 Rate of F's
11	6%	20%
12	5%	14%
2	3%	5%
3	3%	6%
4	3%	10%
5	4%	11%
6	3%	15%
7	6%	21%
8	5%	23%
9	12%	23%

State Assessment Results

Passing standard increased in 2016

Table 1 - 3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	67	56	53	66	56	89	72	51	35	50
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	76	66	66	73	46	91	66	60	60	70
2018	77	69	69	78	52	88	71	62	41	70
2017	73	63	61	71	54	75	75	56	35	60
2016	73	56	54	64	45	75	71	47	25	55
2015	77	59	57	70	53	71	64	52	27	57
2014	76	61	59	70	48	94	73	53	49	61

Table 2 - 3rd Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	53	51	64	49	78	44	49	35	53
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	79	65	64	73	51	96	62	60	68	70
2018	78	69	69	74	45	94	83	63	35	74
2017	78	66	65	74	51	94	67	60	37	69
2016	75	55	55	60	32	83	68	48	29	60
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	52	51	59	31	82	60	45	47	56

2015 – new Math TEKS / Bridge Study

Table 3 - 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	63	48	45	64	45	79	25	41	27	40
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	64	64	69	51	81	64	58	29	58
2018	73	60	58	71	43	81	*	52	34	55
2017	70	55	53	63	51	79	57	48	27	50
2016	75	58	56	66	50	79	57	48	27	50
2015	74	56	53	65	44	94	56	48	26	55
2014	74	56	54	64	43	63	55	50	40	53

Table 4 - 4th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	59	51	50	63	40	79	58	46	31	48
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	65	65	68	41	90	74	58	34	64

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2018	78	68	67	76	49	75	71	63	35	68
2017	76	61	60	65	48	89	64	56	29	60
2016	73	53	52	60	33	69	78	45	27	55
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	49	48	56	26	63	45	43	38	50

2015 – new Math TEKS / bridge study

Table 5 - 4th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	53	42	39	55	42	79	38	35	21	31
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	67	54	54	57	38	80	57	47	20	56
2018	63	53	51	61	*	81	*	46	24	53
2017	65	50	49	55	37	74	54	44	20	53
2016	69	57	55	65	54	75	78	51	24	56
2015	70	51	50	54	48	89	47	42	15	59
2014	73	58	57	65	41	81	45	52	34	57

Table 6 - 5th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	73	61	59	66	53	100	68	55	29	59
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	86	76	75	83	67	95	81	71	38	72
2018	84	70	68	60	79	100	*	63	35	63
2017	82	59	66	77	63	82	84	63	28	61
2016	81	68	67	73	48	94	83	62	30	65

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2015	87	76	74	84	67	94	82	70	30	68
2014	86	77	75	85	70	88	84	70	66	67

Table 7 - 5th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	70	63	63	63	55	100	80	58	40	68
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	90	81	80	85	71	89	84	77	53	79
2018	91	82	82	84	66	100	80	78	56	82
2017	87	77	77	86	68	94	74	74	40	75
2016	86	74	73	77	67	94	72	69	41	73
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	88	75	73	83	61	100	84	70	59	70

2015 – New Math TEKS / Bridge Study

Table 8 - 5th Grade STAAR Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	49	48	58	44	88	52	43	26	44
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	59	57	72	40	84	55	53	33	51
2018	76	66	64	78	*	*	73	60	37	61
2017	74	61	59	74	43	82	67	54	28	50

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2016	74	60	57	70	48	89	67	54	25	54
2015	72	49	46	62	38	65	50	41	17	38
2014	74	59	56	70	51	88	63	52	44	46

Table 9 - 6th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	48	48	53	40	78	57	42	20	40
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	68	48	46	58	48	78	52	41	21	39
2018	69	48	46	56	37	*	*	39	16	41
2017	69	48	45	57	47	83	55	42	18	23
2016	69	45	42	58	31	72	50	38	18	21
2015	77	65	62	76	61	87	53	57	24	43
2014	78	67	65	75	57	93	73	60	51	48

Table 10 - 6th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	68	51	56	35	83	50	55	44	23	53
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	81	64	63	66	52	94	76	59	29	62
2018	77	61	60	68	41	75	67	55	27	58
2017	76	54	52	63	47	91	50	48	26	37
2016	72	44	43	50	28	72	30	39	19	33
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	79	69	68	74	62	100	59	63	50	60

2015 – New Math TEKS / Bridge Study

Table 11 - 7th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	69	52	50	61	38	83	65	46	21	47
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	76	58	55	68	48	86	50	50	22	46
2018	74	54	52	62	52	85	58	48	21	49
2017	73	53	51	63	36	100	55	47	19	27
2016	71	52	48	65	35	88	42	43	13	20
2015	76	59	56	71	45	88	63	48	12	17
2014	76	58	54	72	51	75	59	49	37	25

Table 12 - 7th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	55	41	40	47	22	78	48	35	19	38
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	75	59	59	64	46	83	81	54	21	57
2018	72	54	52	59	*	88	47	48	22	56
2017	70	47	46	56	34	93	48	42	22	29
2016	69	34	32	43	22	*	36	31	16	25
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	68	34	33	40	27	*	*	31	34	23

2015 – New Math TEKS / Bridge Study

Table 13 - 7th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	63	49	47	57	37	87	65	42	19	37

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	70	50	47	62	38	71	71	44	15	37
2018	69	51	49	57	48	81	40	44	17	44
2017	70	51	50	58	35	93	59	45	19	25
2016	69	51	48	64	40	71	61	42	12	21
2015	73	54	51	65	42	88	79	44	5	14
2014	72	53	50	62	52	79	70	44	33	24

Table 14 - 8th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	73	58	57	68	49	94	62	51	28	51
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	86	71	70	78	68	96	95	67	26	65
2018	86	73	70	83	52	92	76	65	36	61
2017	86	75	73	85	63	89	67	68	29	46
2016	87	75	72	86	69	90	85	67	22	39
2015	88	75	72	85	65	76	89	64	21	39
2014	90	81	78	89	74	100	86	74	54	46

Table 15 - 8th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	31	30	39	18	33	22	27	21	33
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	88	68	68	69	63	94	73	67	32	70
2018	86	62	61	68	41	83	59	58	33	61
2017	85	65	64	71	49	100	45	59	31	51
2016	82	62	60	72	48	95	80	57	16	42
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	86	72	70	79	62	95	78	67	50	44

2015 – New Math TEKS / Bridge Study

Table 16 - 8th Grade Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	68	46	43	64	37	83	64	38	24	37
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	81	66	64	76	56	88	68	62	29	58
2018	76	62	60	73	44	100	71	55	31	57
2017	76	62	59	76	51	95	67	54	25	34
2016	75	58	55	70	45	100	92	50	21	33
2015	71	50	46	62	38	45	74	40	13	25
2014	72	56	52	71	44	81	52	48	32	27

Table 17 - 8th Grade Social Studies Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	57	30	27	41	23	61	39	22	21	21
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	69	43	39	59	43	88	58	37	20	34
2018	65	36	32	51	24	77	57	28	18	10
2017	63	40	36	58	28	68	47	31	17	14
2016	63	35	31	45	33	85	62	27	17	12
2015	65	41	36	53	44	67	58	30	10	12
2014	63	43	39	58	26	81	23	33	32	14

Table 18 - English I EOC Approaches Grade Level (2014 1st yr. for combining English I test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	67	51	48	65	48	79	71	47	18	34
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	68	52	50	61	43	85	76	46	17	38
2018	65	53	50	68	34	75	60	46	8	42
2017	64	48	46	63	41	72	64	42	11	16
2016	65	53	51	65	39	84	71	46	18	23
2015	71	57	54	67	48	97	44	50	22	29
2014	67	56	53	65	54	90	72	50	24	16

Table 19 - English II EOC Approaches Grade Level (2014 1st yr. for combine English II test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	71	53	51	60	47	83	71	47	18	33
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	68	57	54	71	48	80	91	52	17	29
2018	67	58	56	71	45	77	94	53	17	14
2017	66	54	51	63	47	69	74	47	13	18
2016	67	58	54	73	52	97	75	53	20	18
2015	72	62	58	75	55	91	81	55	22	25
2014	69	60	56	74	54	100	88	54	22	17

Table 20 - Algebra I EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	73	55	55	59	41	91	43	50	27	54
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	85	67	66	70	55	100	87	64	34	64
2018	83	68	68	75	49	100	91	64	26	63
2017	83	71	70	78	64	96	80	68	35	49
2016	78	61	59	72	52	78	63	57	26	39
2015	81	64	60	75	54	100	83	59	23	33
2014	80	71	69	78	68	100	83	67	38	41

Table 21 - Biology EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	82	71	68	85	65	89	80	67	36	58
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	88	83	82	90	75	100	92	81	50	74
2018	87	83	81	92	78	100	92	79	49	72
2017	86	83	81	92	70	93	95	79	45	59
2016	87	82	79	90	76	95	90	76	42	51
2015	91	83	81	89	84	100	87	80	51	60
2014	89	82	80	88	76	100	95	78	56	56

Table 22 - U.S. History EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	88	82	80	90	65	100	85	80	80	61

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	93	90	89	93	83	88	100	88	57	73
2018	92	88	86	95	82	94	100	83	55	68
2017	91	86	84	96	81	94	100	82	54	52
2016	91	88	86	94	78	97	85	84	53	56
2015	91	82	78	90	73	100	100	74	43	50
2014	92	81	78	89	77	100	100	75	57	50

Table 23 - Grade 3 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	39	26	23	44	21	56	28	21	17	21
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	45	35	33	42	20	74	45	29	21	41
2018	43	32	30	42	17	69	50	25	18	33
2017	45	34	32	43	23	56	*	26	17	34

Table 24 - Grade 4 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	23	20	41	17	21	17	18	15	18
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	44	33	32	39	21	62	39	27	16	28
2018	46	33	31	45	25	63	*	25	22	27
2017	44	30	28	40	18	58	*	25	*	25

Table 25 - Grade 5 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	46	33	32	40	22	84	40	27	15	31
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	54	38	36	49	28	63	45	31	19	31
2018	54	38	36	47	21	67	*	30	18	32
2017	48	32	31	38	31	41	63	26	11	27

Table 26 - Grade 6 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	62	48	48	53	40	78	57	42	20	40
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	37	20	18	28	15	33	24	14	15	13
2018	39	20	18	17	28	*	*	16	10	15
2017	37	20	17	29	20	43	32	*	14	13

Table 27 - Grade 7 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	45	29	27	38	16	70	31	24	15	22
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	30	27	42	23	79	52	24	29	57
2018	48	27	24	35	24	58	42	21	13	20
2017	42	21	19	32	*	67	*	16	13	18

Table 28 - Grade 8 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	46	28	26	38	27	50	45	21	18	22
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	22	34	31	45	35	64	53	28	36	26
2018	49	28	27	38	*	*	*	22	16	22
2017	50	30	26	44	23	*	*	21	*	18

Table 29 - Eng I EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	50	31	28	47	25	74	55	26	8	17
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	50	31	29	41	19	59	52	26	7	19
2018	44	30	26	46	57	*	*	*	*	16
2017	43	27	24	40	*	*	*	*	7	1

Table 30 - Eng II EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	57	37	35	46	30	69	57	32	14	15
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	36	32	53	22	50	82	29	7	9
2018	48	36	32	50	30	69	*	28	8	*
2017	45	34	30	49	*	59	*	28	*	*

Table 31 - Grade 4 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	27	17	15	32	13	37	25	13	12	11
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	35	22	21	27	10	50	36	16	14	25
2018	39	29	27	37	*	69	*	23	16	27
2017	34	23	22	28	*	63	*	19	*	28

Table 32 - Grade 7 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	33	19	18	24	14	57	35	13	13	12
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	42	23	21	28	15	57	52	18	10	15
2018	43	25	23	34	*	54	*	19	13	18
2017	39	20	18	29	*	*	*	15	13	17

Table 33 - Grade 3 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	31	22	21	33	9	50	28	18	20	21
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	35	35	40	18	70	48	30	22	39
2018	47	36	35	43	23	81	63	30	18	37
2017	49	37	36	44	24	69	*	30	21	42

Table 34 - Grade 4 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	25	23	41	15	42	21	21	16	22
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	48	34	33	38	20	67	37	28	20	32
2018	49	36	35	43	18	69	54	30	19	36
2017	47	32	30	40	17	63	43	28	17	32

Table 35 - Grade 5 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	44	36	35	37	29	80	32	31	21	39
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	58	43	42	50	22	68	45	36	24	44
2018	58	42	41	47	29	78	50	37	19	44
2017	50	35	34	41	22	65	*	31	14	34

Table 36 - Grade 6 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	21	20	25	15	67	29	16	13	19
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	47	26	25	31	23	50	36	21	14	25
2018	44	25	25	27	*	*	*	20	12	24
2017	43	20	18	25	*	57	36	15	12	18

Table 37 - Grade 7 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	27	17	15	23	3	57	20	13	12	16
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	43	27	27	33	12	50	38	24	11	26
2018	40	22	20	26	*	52	42	17	13	22
2017	40	20	20	25	*	67	*	17	13	20

Table 38 - Grade 8 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	36	10	10	11	6	17	11	7	15	12
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	57	24	61	68	59	69	18	23	13	24
2018	51	18	17	24	*	*	*	16	14	16
2017	45	13	11	17	*	*	*	12	*	9

Table 39 - Alg 1 EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	41	22	21	25	14	68	17	18	11	20
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	61	30	29	33	15	78	61	27	11	26
2018	55	28	26	36	16	70	*	23	*	22
2017	48	28	25	39	22	69	50	23	8	20

Table 40 - Grade 5 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	31	20	18	26	16	68	16	15	13	14
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	49	33	30	46	14	74	39	26	20	30
2018	41	28	26	39	*	*	37	23	17	23
2017	42	29	27	39	14	65	*	25	13	23

Table 41 - Grade 8 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	46	28	26	38	27	50	45	21	18	22
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	51	30	26	43	31	60	47	26	13	20
2018	52	33	31	46	20	69	*	27	18	28
2017	48	27	24	41	*	63	*	20	9	18

Table 42 - Biology EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	55	36	32	55	31	75	56	31	14	24
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	62	46	43	59	30	83	85	41	13	32
2018	59	45	41	63	35	81	*	38	17	27
2017	57	46	41	62	39	75	*	39	*	29

Table 43 - Grade 8 Social Studies Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	28	9	8	15	8	39	7	6	17	6
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	37	14	11	24	17	40	37	10	11	9
2018	36	10	8	21	*	54	*	7	14	*
2017	33	11	9	19	*	42	*	7	9	6

Table 44 - US History EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	69	52	50	65	35	84	62	47	33	24
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	73	61	59	73	47	75	92	54	28	26
2018	70	58	54	72	47	68	89	49	20	49
2017	66	50	45	69	35	84	*	41	22	41

STAAR Percent at Masters (previously advanced level III)

Table 45 - All Subjects

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	19	10	6	15	5	33	14	7	4	7
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	24	12	10	18	7	36	22	9	5	9
2018	22	11	9	15	6	34	22	8	4	8
2017	20	10	9	15	6	34	15	7	3	8
2016	18	7	6	11	3	28	13	5	2	5
2015	16	7	6	11	3	28	15	4	0	4

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2014	15	6	5	10	3	33	10	4	2	5

Table 46 - 3-EOC Reading Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	12	3	2	6	3	23	10	2	2	1
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	21	11	10	16	7	32	23	8	3	8
2018	19	10	9	15	7	29	20	7	3	7
2017	19	10	8	15	6	29	16	7	2	7
2016	17	8	7	12	4	29	16	5	1	5
2015	17	8	6	12	3	26	18	5	1	6
2014	15	7	6	11	4	31	11	5	1	6

Table 47 - 3-EOC Math Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	23	9	8	10	4	32	13	7	3	9
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	52	32	31	37	19	66	43	27	17	31
2018	24	11	11	15	6	36	25	9	5	11
2017	23	11	10	15	5	38	15	9	4	12
2016	19	6	6	8	3	24	8	4	2	5
2015	20	6	8	8	0	37	*	4	*	*
2014	17	7	6	9	3	32	10	5	2	6

2015 – Algebra I only

Table 48 - 4&7 Writing Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	9	3	3	8	1	12	11	2	5	2
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	14	6	5	10	5	24	16	4	3	5
2018	13	6	5	8	3	31	17	3	3	4
2017	12	5	5	8	*	21	10	4	4	6
2016	15	7	6	8		24	19	5	3	8
2015	9	4	3	6	*	18	*	2	*	3
2014	8	3	3	3	*	23	12	2	*	5

Table 49 - 5-EOC Science Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	22	11	8	21	9	36	32	7	2	5
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	25	12	10	22	8	42	24	8	5	7
2018	23	11	9	19	5	35	17	8	5	7
2017	19	10	8	16	7	30	18	6	2	3
2016	16	7	6	12	*	32	12	4	2	2
2015	14	6	4	10	2	30	14	3	*	2
2014	14	6	4	10	2	32	10	4	2	2

Table 50 - 8-EOC Social Studies Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2021	43	25	23	33	7	60	38	20	11	9
2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2019	33	18	15	31	16	43	34	12	9	5
2018	31	15	13	25	7	45	31	9	5	4
2017	27	12	9	18	8	53	17	7	6	1
2016	22	10	7	16	5	43	*	5	2	*
2015	19	9	6	17	14	38	*	4	*	*
2014	15	6	3	12	*	50	*	3	2	*

Table 51 School Progress Academic Growth 2018 and beyond

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/ Reading	2019	61	56	50	56	55	57	75	*	57	46	57	56	55	54	49
	2018	63	60	57	59	64	79	89	*	58	58	54	59	63	58	59
Grade 4 Mathematics	2019	65	58	50	58	59	93	80	*	50	57	67	57	61	56	54
	2018	65	61	53	61	63	57	64	*	81	61	68	62	61	61	56
Grade 5 ELA/ Reading	2019	81	78	79	78	77	100	82	80	82	73	74	78	77	78	83
	2018	80	77	70	78	75	*	83	93	71	74	72	77	77	77	79
Grade 5 Mathematics	2019	83	79	74	79	80	86	89	70	70	83	78	80	78	79	80
	2018	81	80	72	81	76	*	81	64	86	86	68	80	78	80	81
Grade 6 ELA/ Reading	2019	42	30	35	30	32	69	29	20	31	31	22	30	32	28	30
	2018	47	33	26	34	34	40	39	43	25	25	23	34	33	31	37
Grade 6 Mathematics	2019	54	40	40	40	41	63	59	40	40	39	37	40	39	37	38
	2018	56	40	31	41	41	40	43	64	25	42	34	41	38	42	41
Grade 7 ELA/ Reading	2019	77	72	73	71	75	*	100	81	83	63	71	72	72	72	70
	2018	76	67	63	67	64	*	83	80	79	59	77	67	64	64	70
Grade 7 Mathematics	2019	63	57	59	57	59	*	63	38	64	42	64	59	51	54	58
	2018	67	63	53	64	60	*	82	80	74	51	59	64	61	61	72
Grade 8 ELA/ Reading	2019	77	76	76	75	78	*	86	100	89	65	69	76	76	76	76
	2018	79	79	81	79	78	100	58	*	81	77	94	79	77	78	78
Grade 8 Mathematics	2019	84	78	81	78	75	*	94	50	83	68	67	78	76	77	79
	2018	81	80	82	80	82	80	83	*	73	71	83	81	78	79	81

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II	2019	69	65	65	63	68	38	74	*	89	60	36	65	62	62	57
	2018	67	67	61	67	68	64	85	*	92	50	*	68	65	66	61
End of Course Algebra I	2019	75	51	41	51	51	40	76	67	76	28	48	51	54	47	49
	2018	72	53	41	52	57	67	75	*	71	28	42	53	52	49	48
All Grades Both Subjects	2019	69	61	59	61	62	71	76	61	65	55	59	62	61	60	60
	2018	69	63	57	63	63	61	73	72	70	58	59	64	62	62	64
All Grades ELA/Reading	2019	68	63	62	62	64	68	74	70	69	56	56	63	63	61	61
	2018	69	64	59	64	64	63	75	68	68	57	60	64	63	62	64
All Grades Mathematics	2019	70	60	57	60	61	75	78	52	61	55	62	61	60	58	59
	2018	70	63	55	63	63	60	72	76	72	58	59	63	61	62	63

Table 52- STAAR Progress Measure Percent at Expected or Accelerated Growth by Grade and Subject

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading																
At Expected or Accelerated level	2019	55%	49%	45%	50%	49%	57%	70%	*	52%	42%	52%	50%	49%	48%	43%
	2018	59%	56%	53%	55%	60%	71%	86%	*	54%	56%	48%	55%	59%	54%	56%
At Accelerated level	2019	20%	18%	14%	18%	17%	14%	45%	*	15%	9%	20%	18%	18%	17%	15%
	2018	22%	21%	20%	21%	22%	0%	7%	*	27%	22%	22%	20%	22%	20%	25%
Grade 4 Mathematics																
At Expected or Accelerated level	2019	59%	52%	46%	52%	53%	86%	75%	*	42%	54%	62%	51%	55%	50%	48%
	2018	59%	55%	48%	54%	56%	57%	64%	*	73%	59%	59%	55%	54%	55%	49%
At Accelerated level	2019	24%	18%	6%	17%	21%	29%	40%	*	23%	18%	22%	17%	21%	16%	15%
	2018	23%	20%	20%	19%	21%	14%	29%	*	38%	20%	27%	20%	18%	20%	17%
Grade 5 ELA/Reading																
At Expected or Accelerated level	2019	77%	74%	76%	74%	73%	100%	79%	80%	77%	72%	71%	74%	73%	75%	80%
	2018	76%	73%	68%	74%	70%	*	72%	86%	69%	73%	68%	73%	72%	73%	74%
At Accelerated level	2019	33%	30%	33%	30%	29%	29%	26%	20%	33%	21%	35%	30%	31%	31%	34%
	2018	33%	30%	22%	30%	29%	*	44%	29%	38%	20%	29%	29%	32%	28%	29%
Grade 5 Mathematics																

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Expected or Accelerated level	2019	79%	74%	70%	75%	75%	86%	84%	60%	63%	81%	73%	75%	73%	73%	77%
	2018	76%	74%	68%	76%	71%	*	67%	43%	83%	84%	60%	75%	73%	75%	77%
At Accelerated level	2019	35%	29%	26%	29%	28%	14%	32%	20%	20%	31%	27%	30%	25%	28%	30%
	2018	29%	26%	22%	27%	22%	*	33%	14%	31%	35%	25%	26%	26%	27%	27%
Grade 6 ELA/Reading																
At Expected or Accelerated level	2019	36%	24%	30%	24%	25%	63%	18%	20%	29%	28%	18%	24%	26%	23%	25%
	2018	41%	28%	23%	28%	28%	20%	29%	29%	21%	24%	20%	28%	27%	26%	31%
At Accelerated level	2019	8%	3%	5%	3%	4%	13%	0%	0%	4%	5%	1%	3%	5%	3%	3%
	2018	10%	4%	1%	4%	5%	20%	0%	0%	7%	2%	2%	4%	6%	3%	6%
Grade 6 Mathematics																
At Expected or Accelerated level	2019	47%	33%	36%	33%	33%	50%	53%	20%	33%	36%	33%	33%	33%	31%	32%
	2018	48%	32%	24%	33%	32%	40%	43%	43%	14%	40%	26%	33%	30%	34%	32%
At Accelerated level	2019	9%	3%	5%	3%	3%	25%	18%	0%	0%	8%	1%	3%	4%	3%	3%
	2018	9%	3%	0%	3%	2%	0%	7%	0%	0%	6%	2%	2%	4%	3%	3%
Grade 7 ELA/Reading																
At Expected or Accelerated level	2019	73%	68%	70%	67%	71%	*	100%	75%	83%	62%	67%	68%	69%	68%	66%
	2018	72%	63%	58%	64%	59%	*	83%	80%	74%	57%	74%	64%	59%	60%	68%
At Accelerated level	2019	30%	26%	35%	25%	28%	*	58%	25%	50%	24%	28%	26%	25%	26%	22%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	29%	23%	23%	23%	21%	*	39%	0%	32%	22%	26%	22%	24%	23%	25%
Grade 7 Mathematics																
At Expected or Accelerated level	2019	55%	50%	54%	50%	52%	*	58%	25%	56%	40%	55%	51%	45%	48%	51%
	2018	61%	58%	48%	59%	55%	*	77%	60%	68%	49%	55%	59%	56%	56%	68%
At Accelerated level	2019	12%	6%	7%	7%	4%	*	33%	13%	11%	6%	6%	7%	6%	7%	7%
	2018	12%	10%	10%	11%	5%	*	9%	20%	21%	8%	9%	10%	10%	9%	16%
Grade 8 ELA/Reading																
At Expected or Accelerated level	2019	72%	71%	73%	70%	73%	*	84%	100%	83%	63%	67%	71%	71%	71%	71%
	2018	74%	74%	77%	73%	74%	100%	46%	*	78%	74%	88%	74%	71%	74%	73%
At Accelerated level	2019	26%	25%	25%	24%	26%	*	32%	20%	22%	18%	29%	25%	25%	25%	24%
	2018	25%	25%	25%	25%	26%	57%	8%	*	22%	26%	36%	25%	24%	25%	23%
Grade 8 Mathematics																
At Expected or Accelerated level	2019	80%	73%	78%	74%	70%	*	92%	40%	83%	67%	63%	74%	72%	73%	75%
	2018	76%	77%	79%	76%	78%	80%	83%	*	73%	70%	83%	77%	74%	75%	78%
At Accelerated level	2019	27%	12%	11%	11%	16%	*	28%	20%	17%	5%	9%	12%	11%	11%	12%
	2018	15%	7%	5%	7%	8%	0%	0%	*	0%	9%	0%	7%	6%	6%	9%
End of Course English II																
At Expected or Accelerated level	2019	60%	56%	58%	55%	58%	38%	67%	*	78%	59%	14%	56%	53%	54%	54%
	2018	58%	59%	56%	59%	57%	43%	80%	*	85%	50%	*	59%	59%	61%	57%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Accelerated level	2019	2%	1%	0%	0%	2%	0%	0%	*	0%	4%	0%	1%	0%	0%	0%
	2018	2%	1%	0%	1%	3%	0%	5%	*	8%	1%	*	1%	2%	1%	0%
End of Course Algebra I																
At Expected or Accelerated level	2019	67%	38%	25%	37%	38%	40%	74%	50%	71%	18%	41%	37%	41%	34%	34%
	2018	62%	36%	27%	36%	40%	56%	63%	*	58%	16%	25%	37%	36%	33%	30%
At Accelerated level	2019	39%	13%	8%	12%	13%	0%	47%	17%	19%	5%	9%	12%	16%	10%	13%
	2018	32%	10%	10%	9%	11%	0%	56%	*	17%	1%	0%	10%	10%	9%	8%
All Grades Both Subjects																
At Expected or Accelerated level	2019	63%	55%	55%	55%	56%	68%	71%	53%	59%	52%	55%	55%	55%	54%	54%
	2018	63%	57%	53%	57%	57%	53%	67%	60%	65%	55%	53%	57%	56%	57%	57%
At Accelerated level	2019	21%	15%	15%	15%	16%	18%	27%	15%	18%	14%	18%	15%	16%	15%	15%
	2018	20%	15%	14%	15%	15%	11%	22%	9%	24%	15%	17%	15%	16%	16%	16%
All Grades ELA/Reading																
At Expected or Accelerated level	2019	62%	57%	58%	56%	58%	67%	69%	67%	64%	53%	52%	57%	57%	56%	57%
	2018	63%	59%	56%	59%	59%	52%	69%	61%	64%	56%	55%	59%	58%	58%	60%
At Accelerated level	2019	20%	18%	19%	17%	18%	19%	25%	20%	22%	14%	22%	17%	19%	18%	17%
	2018	20%	18%	16%	18%	18%	16%	20%	7%	25%	16%	21%	17%	20%	18%	19%
All Grades Mathematics																

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Expected or Accelerated level	2019	64%	53%	51%	53%	53%	69%	74%	40%	55%	51%	57%	54%	53%	52%	52%
	2018	63%	55%	49%	56%	55%	55%	66%	59%	66%	55%	52%	56%	54%	56%	55%
At Accelerated level	2019	22%	13%	10%	13%	14%	16%	29%	10%	15%	13%	14%	13%	14%	13%	13%
	2018	20%	13%	11%	13%	12%	6%	24%	10%	22%	15%	14%	13%	13%	13%	14%

Student Success Initiative – Percent Passing on First Administration

Table 53 - 5th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	78	64	62	74	52	84	70	58	20	56
2018	79	64	62	72	53	95	*	56	25	56
2017	72	57	55	66	45	71	84	51	17	51
2016	73	59	57	64	49	84	72	51	15	54
2015	75	59	58	69	49	78	59	53	13	55
2014	77	64	61	53	75	87	74	55	33	54

Table 54 - 5th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	83	73	73	78	61	89	63	69	37	70
2018	85	74	74	78	57	89	75	70	43	73
2017	81	70	69	76	60	82	74	66	27	64
2016	77	61	60	66	50	79	61	55	25	62
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	79	63	60	70	53	100	68	56	25	57

2015 – New Math TEKS / Bridge Study

Student Success Initiative – Percent Passing on First Administration

Table 55- 8th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	78	60	58	67	57	81	79	54	12	36
2018	79	61	58	69	56	92	75	53	17	25
2017	76	62	59	74	54	63	60	52	14	25
2016	80	65	62	76	55	89	85	57	10	28
2015	76	61	58	76	52	68	74	50	12	25
2014	83	72	69	82	57	100	82	63	31	30

Table 56 - 8th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019	82	56	56	60	47	88	64	54	16	50
2018	80	51	50	54	45	83	50	47	13	38
2017	75	44	43	54	36	67	*	39	11	30
2016	71	47	45	57	35	89	67	42	5	26
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	80	65	64	71	54	95	71	60	25	37

Table 57 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	46.3	42.3	41.3	48.5	27.8	58.36	50.7	36.8	18.7	30.8
2019	44.6	41.3	40.0	48.0	30.1	64.0	41.5	31.9	18.1	29.7
2018	43.4	37.4	35.2	44.5	42.1	63.1	50.0	28.4	20.4	18.6
2017	37.1	36.8	34.7	43.8	34.2	66.4	37.5	27.5	8.0	19.5
2016	35.9	37.2	34.4	45.4	30.3	72.8	43.5	26.9	11.2	20.9
2015	34.6	35.2	32.3	42.9	29.9	68	41.3	25.3	9.7	25.1

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2014	33.1	28.0	24.2	37.6	24.2	52.2	34.1	19.8	7.1	16.4

Table 58 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2020	46.3	42.3	41.3	48.5	27.8	58.36	50.7	36.8	18.7	30.8
2019	44.6	41.3	40	48	30.1	64	41.5	31.9	18.1	29.7
2018	43.4	37.4	35.2	44.5	42.1	63.1	50.0	28.4	20.4	18.6
2017	37.1	36.8	34.7	43.8	34.2	66.4	37.5	27.5	8.0	19.5
2016	35.9	37.2	34.4	45.4	30.3	72.8	43.5	26.9	11.2	20.9
2015	34.6	35.2	32.3	42.9	29.9	68	41.3	25.3	9.7	25.1
2014	33.1	28.0	24.2	37.6	24.2	52.2	34.1	19.8	7.1	16.4

Table 60 - SAT/ACT Results Tested

Year	State	District	H	W	AA	EcoDis
2020	76.7	91.7	90.5	95.9	93.4	88.5
2019	75	93.4	91.1	98.6	100	90.9
2018	74.6	98.5	98.9	95	100	93.8
2017	73.5	100	100	100	95.7	100
2016	71.6	97.8	96.9	99.7	94.3	96.0
2015	68.3	45.2	39.7	56.3	54.9	35.0
2014	66.3	41.2	35.5	53.1	45.5	33.3
2013	63.8	41.5	34.8	51.7	54.5	30.9

Table 61 – SAT/ACT At/Above Criterion

Year	State	District	H	W	AA	EcoDis
2020	35.7	17.2	14.4	26.1	9.9	11.7
2019	27.1	13.8	10.2	24.9	6.2	8.2
2018	28.3	14.0	10.7	22.6	2	6.7
2017	23.9	5.6	3.7	11.2	1.4	2.6
2016	22.5	6.4	3.1	14.4	6.0	2.6
2015	24.3	14.5	7.8	27.6	0	6.2
2014	25.1	16.0	10.7	25.1	5.0	8.9
2013	25.4	18.4	12.3	26.0	0	12.6

Table 62 – Average SAT Score

Year	State	District	H	W	AA	EcoDis
2020	1019	926	909	982	879	893
2019	1027	906	886	963	863	873
2018	1036	903	885	952	862	871
2017	1375	1190	1141	1307	1137	1115
2016	1394	1340	1280	1452	1179	1228
2015	1417	1365	1316	1440	1298	1294
2014	1412	1392	1347	1466	1184	1334

Table 64 - Average ACT Score

Year	State	District	H	W	AA	EcoDis
2020	20.2	22.0	21.5	22.5	*	*
2019	20.6	20.5	19.6	22.3	16.7	19.4
2018	20.6	20.3	19.7	20.3	*	19.2
2017	20.3	21.2	21.3	21.6	16.5	19.5
2016	20.3	18.8	17.0	21.4	16.7	17.0
2015	20.6	19.6	18.2	21.1	15.6	16.5
2014	20.6	20.3	17.0	21.9	16.0	18.0
2013	20.6	20.7	19.6	21.4	*	20.3

Table 65 - PSAT Scores – Mean Score Above 800

Year	11th Graders	10th Graders	9th Graders	8th Graders
2020	886	825	no data	722

Year	11th Graders	10th Graders	9th Graders	8th Graders
2019	868	804		did not test any
2018	865	816		722
2017	870	830		734
2016	NA	840		No Data
2015	40	36	No data	3
2014	40	37		No Data
2013	37	40		No Data

Table 66 - PSAT Scores – National Merit Selection Index Above 180 for Juniors, 160 for Sophomores, and 150 for 9th and 8th

Year	11th Graders	10th Graders
19-20	45	58
18-19	32	76
17-18	13	14
16-17	16	14
15-16	16	19
14-15	15	13
13-14	14	3
12-13	9	7

Table 67 - Dual Credit Students by Grade level

Summer	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	151	188	199	218	258
Students in 10th grade	205	219	232	235	317
Students in 11th grade	433	363	468	562	564
Students in 12th grade	459	458	420	529	596
Total Students	1,248	1,228	1,319	1,544	1,735

Table 68 - Graduates in TX IHE Completing One Year without Remediation *Source: Higher Education Coordinating Board Report*

Year	State	District
2019	42.2	33.2

Year	State	District
2018	60.7	37.6
2017	54.6	54.6
2016	54.7	54.9
2015	55.6	51.1
2014	70.5	60.9
2013	70.8	73.1

Table 69 - IB Passing rate Diploma students

	2015	2016	2017	2018	2019
Number Tested	71	86	67	56	51
Diploma Candidates Seniors	16	18	28	20	22
Seniors Received IB Diploma	10	8	18	4	9

Table 69a - IB Enrollment by grade level

	2014	2015	2016	2017	2018	2019	2020
12th Grade	11	16	18	28	20	23	
11th Grade	20	28	32	38	36	29	
10th Grade	48	49	50	33	31	32	
9th Grade	n/a	n/a	36	37	43	31	

Table 70 - Percent of 3rd Graders Reading on Grade Level at End of Year

Year	%
2021 (EOY MAP)	53%
2020	63%
2019	65%
2018	60%
2017	59%
2016	59%

Year	%
2015	No data
2014	No data

*measured by Istation

Table 71

TSIA / College Ready ELAR	State	ECISD
2020	59.7%	58.9%
2019	60.7%	49.9%
2018	32.1%	25.4 %
2017	53.2%	45.9%
2016	22.6%	17.5%
2015	74.5%	74%

Table 72

TSIA / College Ready Math	State	ECISD
2020	47.9%	34.8%
2019	48.6%	24.3%
2018	23.7%	14.8%
2017	42.0%	25.9%
2016	18.1%	14.8%
2015	7.1%	4.6%

Table 74

	State	**Region 18**	**District**	**African American**	**Hispanic**	**White**	**American Indian**	**Asian**
College, Career, and Military Ready Graduates (Student Achievement) College, Career, and Military Ready (Annual Graduates)								
2018-19	72.9%	61.7%	58.0%	46.2%	57.1%	61.5%	31.3%	75.0%
2017-18	65.5%	57.3%	55.7%	39.2%	53.7%	62.7%	40.9%	90.0%
College, Career, or Military Ready (Annual Graduates), without CTE - new								
2018-19	63.7%	52.1%	49.3%	41.5%	47.2%	55.6%	25.0%	73.1%
2017-18	58.2%	48.8%	48.0%	29.4%	45.8%	55.7%	36.4%	88.0%
Only College Ready (Annual Graduates)								
2018-19	21.1%	21.6%	22.1%	18.5%	19.0%	31.2%	0.0%	53.8%
2017-18	28.3%	23.8%	22.7%	9.8%	20.2%	30.0%	9.1%	68.0%
Only Career/Military Ready (Annual Graduates)								
2018-19	19.9%	17.6%	17.0%	16.9%	18.1%	14.2%	6.3%	1.9%
2017-18	15.5%	16.4%	16.4%	13.7%	16.6%	17.5%	4.5%	6.0%
College Ready and Career/Military Ready (Annual Graduates)								
2018-19	31.9%	22.5%	18.9%	10.8%	20.1%	16.0%	25.0%	19.2%
2017-18	21.6%	17.1%	16.6%	15.7%	16.9%	15.2%	27.3%	16.0%
College Ready Graduates College Ready (Annual Graduates)								
2018-19	53.0%	44.1%	41.0%	29.2%	39.1%	47.3%	25.0%	73.1%
2017-18	50.0%	40.9%	39.2%	25.5%	37.1%	45.2%	36.4%	84.0%
TSI Criteria Graduates (Annual Graduates)								
English Language Arts 2018-19	60.7%	50.4%	49.9%	38.5%	44.9%	65.9%	75.0%	80.8%
2017-18	58.2%	47.0%	49.0%	41.2%	44.4%	61.3%	45.5%	92.0%
Mathematics 2018-19	48.6%	33.0%	24.3%	21.5%	20.7%	34.1%	12.5%	65.4%
2017-18	46.0%	31.4%	26.5%	15.7%	23.6%	34.1%	9.1%	76.0%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
Both Subjects 2018-19	44.2%	30.3%	22.7%	18.5%	18.8%	33.8%	12.5%	65.4%
2017-18	42.1%	28.7%	23.6%	11.8%	20.4%	31.9%	9.1%	76.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)								
Any Subject 2018-19	21.1%	7.8%	11.2%	0.0%	12.3%	9.5%	0.0%	23.1%
2017-18	20.4%	7.7%	10.0%	2.0%	10.9%	6.5%	0.0%	44.0%
Associate's Degree Associate's Degree (Annual Graduates)								
2018-19	1.9%	2.7%	3.0%	7.7%	2.0%	4.0%	0.0%	23.1%
2017-18	1.4%	1.4%	1.0%	0.0%	1.0%	1.2%	0.0%	4.0%
Associate's Degree but not Career/Military Ready (Annual Graduates)								
2018-19	0.9%	2.3%	2.5%	7.7%	1.5%	3.4%	0.0%	23.1%
2017-18	0.9%	1.2%	0.8%	0.0%	0.8%	0.9%	0.0%	0.0%
Associate's Degree and Career/Military Ready (Annual Graduates)								
2018-19	1.0%	0.4%	0.5%	0.0%	0.5%	0.6%	0.0%	0.0%
2017-18	0.5%	0.2%	0.3%	0.0%	0.2%	0.3%	0.0%	4.0%
Dual Course Credits (Annual Graduates)								
Any Subject 2018-19	23.1%	29.3%	26.4%	26.2%	23.4%	35.2%	25.0%	38.5%
2017-18	20.7%	28.8%	25.2%	15.7%	23.1%	31.6%	27.3%	52.0%
OnRamps Course Credits (Annual Graduates)								
2018-19	2.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Dual Course Credits or OnRamps Course Credits (Annual Graduates) - new								
2018-19	23.7%	29.3%	26.4%	26.2%	23.4%	35.2%	25.0%	38.5%
2017-18	21.1%	28.8%	25.2%	15.7%	23.1%	31.6%	27.3%	52.0%
Career/Military Ready Graduates Career or Military Ready (Annual Graduates)								
2018-19	40.4%	32.3%	31.1%	27.7%	32.8%	26.8%	18.8%	13.5%
2017-18	28.7%	27.4%	28.5%	25.5%	29.1%	28.2%	27.3%	16.0%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
Approved Industry-Based Certification (Annual Graduates)								
2018-19	10.7%	2.6%	0.7%	1.5%	0.8%	0.0%	0.0%	0.0%
2017-18	4.8%	4.4%	7.6%	5.9%	8.5%	5.9%	9.1%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)								
2018-19	0.6%	3.6%	6.6%	10.8%	6.6%	6.0%	0.0%	3.8%
2017-18	0.6%	2.3%	4.4%	7.8%	4.5%	4.0%	0.0%	4.0%
Graduates with Industry-based Certification or Level I or Level II Certificate (Annual Graduates) - new								
2018-19	11.1%	6.1%	7.3%	12.3%	7.5%	6.0%	0.0%	3.8%
2017-18	5.2%	6.2%	11.0%	7.8%	12.3%	8.0%	9.1%	4.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)								
2018-19	2.3%	1.9%	1.3%	1.5%	1.5%	0.9%	0.0%	0.0%
2017-18	1.7%	1.3%	1.2%	2.0%	1.0%	1.9%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)								
2018-19	55.6%	44.6%	38.0%	21.5%	42.6%	27.2%	37.5%	23.1%
2017-18	38.7%	36.3%	34.7%	37.3%	36.2%	31.0%	27.3%	20.0%
U.S. Armed Forces Enlistment (Annual Graduates)								
2018-19	5.0%	5.3%	7.6%	6.2%	7.1%	9.2%	0.0%	0.0%
2017-18	4.3%	3.8%	2.3%	0.0%	2.1%	3.1%	0.0%	4.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)								
2018-19	2.7%	2.9%	3.7%	4.6%	3.7%	4.0%	0.0%	0.0%
2017-18	2.6%	2.2%	2.7%	2.0%	2.2%	4.6%	9.1%	0.0%

Table 75

ECISD AP SCHOLARS Calculated from College Board Data							
	Number of scholars	% of AP Scholar Students enrolled in 12th grade	% of Ap Scholar Students enrolled in 11th grade	% of AP Scholar Award with Distinction	% of AP Scholar Award with Honor	District Average Passing Score on AP Exams	Total number of Ap Exams Taken

ECISD AP SCHOLARS Calculated from College Board Data							
2020	27	63	37	7.4	14.8	34%	838
2019	32			3.1	15.6	17%	1779
2018	18			5.6	22.2	16%	1881

Table 76

IGC Graduates						
	Cohort					
IGC Yr	2017	2018	2019	2020	2021	Grand Total
2018	2	23	2			27
2019	2	4	35	3		44
2020	3	1	32	124	4	164
2021						
Grand Total	7	28	69	127	4	235

Table 77

Class of	Class Number	District % Graduated	State % Graduated
2020			
2019	1691	83.3	90
2018	1455	83.7	90
2017	1524	81.6	89.7
2016	1715	84	89.1

Table 78 - FAFSA Completion Rates

Year	%
2020	46
2019	35
2018	33

Student Learning Strengths

1. 3rd through 8th Grades reading and math show double-digit improvement on STAAR from 2021- to 2022.
2. English Learner performance in reading and math demonstrated steady gains from 2017 to 2018.
3. 5th-grade reading increased from 59% to 72% in 2022.
4. English Learner student performance in US Hist EOC improved from 52 to 68.
5. ECISD's SAT results improved by 40 points and was above the state average.

Table 66 - PSAT Scores – National Merit Selection Index Above 180 for Juniors, 160 for Sophomores, and 150 for 9th and 8th

Year	11th Graders	10th Graders
2019	32	76
2018	13	14

Incrase in number of National Merit Scholars in 2019.

Table 67 - Dual Credit Students by Grade level

	15-16	16-17	17-18	18-19	19-20
Students in 9th grade	151	188	199	218	258
Students in 10th grade	205	219	232	235	317
Students in 11th grade	433	363	468	562	564
Students in 12th grade	459	458	420	529	596
Total Students	1,248	1,228	1,319	1,544	1,735

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment.   **Root Cause:**
A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 2: 6.5% of annual graduates are completing post secondary certification or degree within 6 years of high school graduation.   **Root Cause:** Lack of systems and processes at the district level to track and support students to and through post secondary completion.

Problem Statement 3 (Prioritized): OSP students (military, foster care, and homeless) are graduating at 66.4% and are dropping out at 8.2% which does not meet the state standards of 80% graduation rate, and 1.8% drop out rate. Additionally, OSP STAAR performance in 8th grade social studies was at 22.4% passing rate, while the state expectation was set at 65%.   **Root Cause:** OSP students are not tracked separately from all students to ensure their success and face social emotional challenges outside of school that impacts their

learning.

Problem Statement 4 (Prioritized): 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading. **Root Cause:** Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

District Processes & Programs

District Processes & Programs Summary

For many years, the Ector County ISD Police Department has been working on building safety plans, tactical plans and implementing response plans with all community members within Ector County ISD (ECISD).

The Advanced Law Enforcement Rapid Response Training (ALERRT) Center at Texas State University was created in 2002 as a partnership between Texas State University, the San Marcos, Texas Police Department and the Hays County, Texas Sheriff's Office, to address the need for active shooter response training for first responders. In 2013, ALERRT at Texas State was named the National Standard in Active Shooter Response Training by the FBI.

To better prepare its personnel and the community it serves, the Ector County ISD Police Department leaders adopted the ALERRT template within its organization. The result of the initiative is that all personnel within the department are trained in Advanced Law Enforcement Rapid Response Training.

In support of inter-local agency cooperative efforts, the Ector County ISD Police Department has also sponsored and hosted ALERRT trainings at its facilities with local area-wide law enforcement entities to include, the Odessa Police Department, Ector Sheriff's Office, Ector County Hospital District Police Department and the Texas Department of Public Safety to name a few.

Adopting the ALERRT training initiative into the Ector County ISD Police Department's plans has been formatively designed to promote and enhance a cooperative response effort of all first responder organizations. The efforts are designed to promote better, more timely responses to any hazardous situation that may occur.

The Ector County ISD Police Department has acquired a certified weapons and ammunition detection K9 within its ranks. The K9 unit has the ability to detect the scent of weapons and ammunition establishing the needed probable cause to search.

District Processes & Programs Strengths

Adopting the ALERRT training initiative into the Ector County ISD Police Department's plans has been formatively designed to promote and

enhance a cooperative response effort of all first responder organizations. The efforts are designed to promote better, more timely responses to any hazardous situation that may occur.

The Ector County ISD Police Department leaders researched and adopted into its Emergency Operations Plan, for all employees of the district, a Standard Response Plan (SRP) adopted from the "I Love U Guys Foundation". This plan standardizes the language and emergency responses by classroom teachers and employees of the district. The Ector County ISD Police Department has begun the SRP training for all personnel in the district. The SRP plan is designed to enhance the security of all school personnel as they are awaiting first responders.

The response in the Ector County ISD's SRP plan that will most likely draw a reaction from all first responders is the Lock Down response. A Lock down is called when there is a danger to the students and faculty of those in the building such as an active shooter. The school would announce a standard announcement followed by locking and securing classroom doors and rooms, turning out lights and placing students in corners of the room away from the doors.

The response portion of the Ector County ISD Emergency Operations Plan, is recognized and incorporated into the ALERRT training for all first responders so that officers may understand and recognize the safety procedures that they may encounter during times that a Lock Down is called.

The Ector County ISD Police Department has also recently secured funding for additional door stop barricades from the company, Bearacade, through Title 4 funding. Currently all classrooms that have the structural capability have had the door stops installed. The department is in the process of securing the additional door stops with the goal of securing additional funding to complete install of all doors that are structurally capable. The door stops will be utilized during times that a Lock-Down is called by any school and has been adopted as a safety enhancement.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.   **Root Cause:** Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 2 (Prioritized): Social and emotional structures, practices and strategies are inconsistently implemented across the district.   **Root Cause:** Lack of intentional integration of SEL across other district initiatives' created the perception SEL is "one more thing" which made it difficult for campuses to find time in the day to implement, and a lack of intentional monitoring and coaching to support struggling campuses with SEL impementation.

Problem Statement 3 (Prioritized): Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies. **Root Cause:** Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 4 (Prioritized): A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners.   **Root Cause:**
Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Problem Statement 5 (Prioritized): The majority of student records are currently stored in paper form.   **Root Cause:** iTCCS software is being migrated to Ascender for the 2021 school year at that time we can implement an electronic record retention software.

Problem Statement 6 (Prioritized): 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing.   **Root Cause:** Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 7 (Prioritized): 29% of students were at the meets level in 8th grade Social Studies and US History combined. 36% of all students were at the meets grade-level standard in 8th Grade Social Studies and US History EOC tests combined in 2019.   **Root Cause:** The District did not have structures in place to allow for K-12 accountability so that principals and teachers could ensure vertical or comprehensive academic growth for students. District and campus personnel did not meet regularly as a team, due to lack of campus systems, to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8 (Prioritized): 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading.   **Root Cause:** Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Problem Statement 9 (Prioritized): ECISD is working to provide all administrators and teachers access to a one-stop shop for data through School Status. The issues with Ascender has delayed the full implementation in 2022-2023. .   **Root Cause:** ECISD is currently working on a data dashboard to have a one stop shop for data collection. Data is currently collected and stored in multiple programs and in multiple forms.

Perceptions

Perceptions Summary

Prior to spring 2019, the community perceived a lack of transparency and communication, however, much progress has been made on this front since the start of the 2019-20 school year. Through the crises of the local mass shooting and the COVID-19 pandemic, ECISD is now viewed as a leader and an innovator; not only locally but from a regional, state and national perspective, too. A comprehensive strategic plan is now in place with more than 20 projects well underway. The plan has been communicated to internal and external audiences repeatedly and appears to be clearly understood by the community. Partnerships and collaboration are being developed on a regular basis, from a variety of companies and organizations. The district has reorganized and will continue to do so to be more adaptable and responsive to the needs of today and planning for the future.

Performance of middle schools is still poor, however multiple steps are being taken to rectify the situation.

Systemic Customer Service practices are still needed.

See Panorama data in addendum

Perceptions Strengths

The Strategic Plan has been rolled out internally through Superintendent's "Getting Connected" and "Staying Connected" visits with campuses and departments; as well as through community meetings, newsletters, social media stories and traditional media coverage. ECISD Live, a regular information broadcast, has drawn tens of thousands of views since its inception during the pandemic.

Partnerships are in place with many local businesses plus organizations like the Education Partnership of the Permian Basin, Education Foundation of Odessa, Permian Strategic Partnership, Odessa College, University of Texas Permian Basin, Public Impact, Chiefs for Change, and SpaceX to name a few.

Work on middle schools includes a blended learning grant for math instruction at Wilson & Young MS and Bowie; a new charter partner coming online at Ector MS; and complete redesign work to transform the culture and achievement at Bonham MS and Bowie MS.

Panorama Data is in addendum.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Systemic positive customer service communication practices and solutions focused approaches need to improve.   **Root Cause:** Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 2 (Prioritized): 39% of ECISD families lack equitable access to online resources outside of school days and school buildings in 2023. This is an improvement from 59% in 2022.   **Root Cause:** County-wide connectivity is a struggle. ECISD is working with national, state, county, and city agencies to improve broadband access.

Problem Statement 3 (Prioritized): Many campuses lack an energy management system and operate on 20-30 year old thermostats. Our current EMS system is a blend of old and new technology. Many parts on the older EMS are obsolete and not made anymore.   **Root Cause:** Lack of funding and support for the need.

Problem Statement 4 (Prioritized): Many of our facilities are 40-60 years old. The buildings are not designed to support education best practices   **Root Cause:** Lack of proper funding.

Problem Statement 5 (Prioritized): Lack of a proper bond cycle has created inequity in our facilities.   **Root Cause:** We have not had a bond cycle in the community and district that would properly fund the needed work.

Priority Problem Statements

Problem Statement 1: ECISD district attendance rate in 2022 was 91.3% which has declined from the 92.4% in 2021, and 97.7% in 2020 and is below the state average.

Root Cause 1: Social-emotional factors at school, in the student's home, and in the community contribute to an attendance percentage lower than the state average.

Problem Statement 1 Areas: Demographics - Student Achievement - District Culture and Climate - Demographics

Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district.

Root Cause 2: Lack of intentional integration of SEL across other district initiatives' created the perception SEL is "one more thing" which made it difficult for campuses to find time in the day to implement, and a lack of intentional monitoring and coaching to support struggling campuses with SEL impementation.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.

Root Cause 3: Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 3 Areas: District Processes & Programs

Problem Statement 4: Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies.

Root Cause 4: Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 7: Many of our facilities are 40-60 years old. The buildings are not designed to support education best practices

Root Cause 7: Lack of proper funding.

Problem Statement 7 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 8: Lack of a proper bond cycle has created inequity in our facilities.

Root Cause 8: We have not had a bond cycle in the community and district that would properly fund the needed work.

Problem Statement 8 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 9: Many campuses lack an energy management system and operate on 20-30 year old thermostats. Our current EMS system is a blend of old and new technology. Many parts on the older EMS are obsolete and not made anymore.

Root Cause 9: Lack of funding and support for the need.

Problem Statement 9 Areas: District Culture and Climate - District Context and Organization - Perceptions

Problem Statement 10: ECISD is working to provide all administrators and teachers access to a one-stop shop for data through School Status. The issues with Ascender has delayed the full implementation in 2022-2023. .

Root Cause 10: ECISD is currently working on a data dashboard to have a one stop shop for data collection. Data is currently collected and stored in multiple programs and in multiple forms.

Problem Statement 10 Areas: Student Achievement - District Context and Organization - District Processes & Programs

Problem Statement 11: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment.

Root Cause 11: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 11 Areas: Student Learning

Problem Statement 12: For every principal vacancy, ECISD has less than five viable candidates.

Root Cause 12: ECISD has not fully developed leadership pathways that intentionally cultivate the district's five principal competencies in existing talent through both structured experiences and job-embedded learning.

Problem Statement 12 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention - District Context and Organization - Demographics

Problem Statement 13: A network of high quality, best fit schools does not yet exist in ECISD. Student academic performance is hampered by a lack of school options tailored to the needs of our diverse community of learners.

Root Cause 13: Students in ECISD have historically been zoned to traditional neighborhood schools. Relatively few highly-effective choice programs exist, and many families are ill-informed about the available options.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Systemic positive customer service communication practices and solutions focused approaches need to improve.

Root Cause 14: Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 14 Areas: Perceptions

Problem Statement 15: Expulsion rate without services increased from 7 in year 2021 to 24 in year 2022.

Root Cause 15:

Problem Statement 15 Areas: Demographics - Student Achievement - District Culture and Climate - District Context and Organization - Demographics

Problem Statement 16: The majority of student records are currently stored in paper form.

Root Cause 16: iTCCS software is being migrated to Ascender for the 2021 school year at that time we can implement an electronic record retention software.

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing.

Root Cause 17: Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 17 Areas: District Processes & Programs

Problem Statement 20: 29% of students were at the meets level in 8th grade Social Studies and US History combined. 36% of all students were at the meets grade-level standard in 8th Grade Social Studies and US History EOC tests combined in 2019.

Root Cause 20: The District did not have structures in place to allow for K-12 accountability so that principals and teachers could ensure vertical or comprehensive academic growth for students. District and campus personnel did not meet regularly as a team, due to lack of campus systems, to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 20 Areas: Student Achievement - Curriculum, Instruction, and Assessment - District Processes & Programs

Problem Statement 22: OSP students (military, foster care, and homeless) are graduating at 66.4% and are dropping out at 8.2% which does not meet the state standards of 80% graduation rate, and 1.8% drop out rate. Additionally, OSP STAAR performance in 8th grade social studies was at 22.4% passing rate, while the state expectation was set at 65%.

Root Cause 22: OSP students are not tracked separately from all students to ensure their success and face social emotional challenges outside of school that impacts their learning.

Problem Statement 22 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Parent and Community Engagement - Student Learning

Problem Statement 23: 34.5% of our teachers have 5 years or less experience in 2021. This is an improvement from 43% of our teachers having 5 years or less experience in prior years.

Root Cause 23: Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 23 Areas: District Culture and Climate - Staff Quality, Recruitment, and Retention - District Context and Organization - Demographics

Problem Statement 24: 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading.

Root Cause 24: Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Problem Statement 24 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Learning - District Processes & Programs

Problem Statement 25: 39% of ECISD families lack equitable access to online resources outside of school days and school buildings in 2023. This is an improvement from 59% in 2022.

Root Cause 25: County-wide connectivity is a struggle. ECISD is working with national, state, county, and city agencies to improve broadband access.

Problem Statement 25 Areas: Demographics - Technology - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Homeless data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Board Goals

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 1: ECISD will provide the network infrastructure and technology standards to ensure safety and connectivity for anytime/anywhere learning.

Strategy 1 Details	Reviews			
Strategy 1: Establish home internet connectivity for students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student access to the internet from home to access digital curriculum and resources.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning **Equity Plan**				

Strategy 2 Details	Reviews			
Strategy 2: Standardize classroom instructional technology to include 1:1 staff mobile devices.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Provide digital mobility to staff by deploying all instructional staff mobile devices and work station peripherals such as monitor, keyboard, mouse and docking station.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning **Equity Plan**				

Strategy 3 Details		Reviews			
Strategy 3: Earn the Trusted Learning Environment Seal and establish Trusted Learning Environment Framework.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduction of data breech risk and damage to district digital resources. Increased security of student data. The TLE Seal Program requires school systems to have implemented high standards for student data privacy protections around five core practice areas: Leadership, Business, Data Security, Professional Development, and Classroom.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning					

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 2: ECISD will provide a data structure that can be utilized and accessed to inform processes.

Strategy 1 Details		Reviews			
Strategy 1: Update and manage an operational data store and data warehouse to support data visualization tools and to ensure EdFi data standards conformity.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increased confidence in district data resources. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems **Results Driven Accountability**					

Strategy 2 Details		Reviews			
Strategy 2: Replace Ascender with Focus Student Information System.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Transition to new Student Information System platform. **Staff Responsible for Monitoring:** Chief Technology Officer Director of Information Technology Director of Information Systems Director of Digital Learning					

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 3: ECISD will provide the environment conducive to all educational needs in conjunction with the development of a Long Range Facilities Plan that will move the District forward in the future.

Strategy 1 Details	Reviews			
Strategy 1: Establish up to date design standards for buildings that align with current teaching standards.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Design Building standards that are up to date with current teaching practices will ensure teaching and learning is functioning at a high level.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects.				
Results Driven Accountability - Equity Plan				

Strategy 2 Details	Reviews			
Strategy 2: Engage with all stakeholders and outside experts to work collaboratively in the design and/or redesign of our learning environments. This will also include the development of a Long Range Facility Plan that will help guide the district in future decisions regarding facilities,	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Update the Districts facilities to support the programs-practices and provide a plan for the future facility needs of the District. Provide equity in building designs across the District.				
Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects				
Results Driven Accountability - Equity Plan				
Funding Sources: Facility Review and Bond Committee input on Community needs/direction for the future of the District - Bond Funds				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 4: ECISD will ensure efficient systems are in place to increase productivity to meet the needs of all that we serve.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Proper maintenance of Fine Arts instruments and equipment will increase equipment life and reduce replacement costs. **Staff Responsible for Monitoring:** Director of Fine Arts	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: ECISD athletics will improve the district and UIL compliance process by establishing a digitally driven platform.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Processes will increase athletic department efficiency in equity, funding, district and state compliance. **Staff Responsible for Monitoring:** Executive Director for Athletics, Asst. Athletic Directors **Equity Plan**	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Implement Wi-Fi connectivity on all activity buses.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Providing Wi-Fi to students on activity buses will provide them with internet connectivity therefore increasing their learning opportunities. This will be the first phase of Wi-Fi implementation on some buses. Phase two will include buses with far reaching routes. **Staff Responsible for Monitoring:** Chief Operations Officer/Exec. Dir. Operations/Director of Transportation/ Technology **Results Driven Accountability - Equity Plan**	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Athletics will monitor students attendance and grades throughout the school year.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve attendance and academic grade percentages each six weeks. **Staff Responsible for Monitoring:** Athletic Directors-Athletic Department **Equity Plan**	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			

Strategy 5: PE/Health department will utilize new fitness gram technology IHT to monitor student's fitness and the input of fitness gram data on 43 campuses in ECISD to TEA.
    Strategy's Expected Result/Impact: Any student receiving PE credit in ECISD 3rd- 12th grade will have fitness gram data summited to TEA .
    Staff Responsible for Monitoring: PE/Health Department will have access to monitor coaches and teachers fitness gram data.
	Formative			Summative

	Oct	**Jan**	**Mar**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 5: ECISD will embed technology for anytime, anywhere teaching and learning.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will utilize technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) Adaptive Technology Online Literacy Libraries Eduphoria Brainchild Edgenuity Imagine learning Istation	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Math Platform and Istation Reading Platform. **Staff Responsible for Monitoring:** Principals, Teachers, Executive Directors of Instruction and Literacy, Content Coordinators, Instructional Specialists **Results Driven Accountability** **Funding Sources:** Supplemental technology, software, instructional platforms that remediate, engage and elevate student learning to close achieve gaps suffered by educationally disadvantaged students. - State Comp Ed - pic 24, 28, 30, 34 - $2,500,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 6: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1 Details	Reviews			
Strategy 1: ECISD will tightly implement PK-12 instructional frameworks for ELAR, Math, Science, & Social Studies, and district-approved curriculum resources that meet all students' learning needs, interests, aspirations, and cultural backgrounds. ECISD will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. 100% of core content teachers will use district-approved resources with fidelity by May 2024.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase student growth to 56% of our students meeting or exceeding their projected growth as determined by the NWEA MAP Growth Assessment in reading and math. **Staff Responsible for Monitoring:** Executive Director of Accountability and Assessment, Content Coordinators, C&I Specialists, Executive Director of C&I (AVID Department will continue offering PD in best practices using AVID systems) **Results Driven Accountability - Equity Plan** **Funding Sources:** Curriculum implementation - Local, Curriculum implementation, Curriculum Specialist - Title One School-wide, Tutoring, Extended learning year, Supplemental technology & software to meet remediation needs of at risk students - State Comp Ed - $2,650,000, Supplemental curriculum and AVID Program support for At Risk students - State Comp Ed - $1,000,000, Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students - State Comp Ed - $2,500,000, Professional & paraprofessional EL staff to support campuses EL regular year and summer programs - State Comp Ed - $550,000, EL supplemental support materials for EL instruction - State Comp Ed - $225,000				

Strategy 2 Details	Reviews			
Strategy 2: ECISD will provide Visual Arts supplemental curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. All visual arts teachers will have personalized professional learning embedded in the supplemental curriculum to create a strong support mechanism for our new and struggling teachers.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Aligning Resources to Standards Providing Well-Rounded Education to ECISD Students Formative Assessments to Track Progress **Staff Responsible for Monitoring:** Executive Director of Fine Arts, Fine Arts Coordinator **Equity Plan** **Funding Sources:** Supplemental Curriculum - Title IV - $23,500				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 7: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives.

Strategy 1 Details			Reviews			
Strategy 1: Analyze & Utilize Data from district Social Emotional Learning Readiness Engagement Analysis (SELREA) to guide implementation and integration of Social-Emotional-Cultural framework into campus culture and cross-curricular lessons plans.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Incorporate SEL instructional strategies into student lessons plans, and adult PLCs. Campus visits to verify lessons plans, monitor daily objectives, and SEL components in the classroom. **Staff Responsible for Monitoring:** Executive Director of Accountability Executive Director of Guidance and Counseling Director of Guidance and Counseling Coordinator of Social Emotional Learning **Results Driven Accountability** **Funding Sources:** - Local, - Title IV						

Strategy 2 Details			Reviews			
Strategy 2: ECISD will assess and expand a plan for systemic SEL implementation and integration including the role SEL plays in ECISD achieving its priorities and goals.			**Formative**			**Summative**
			Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By the end of 2024, all ECISD instructional staff will be able to define social emotional learning, and explain the mental health and academic benefits of SEL for students, as evidenced by Panorama data, and survey collection. **Staff Responsible for Monitoring:** Executive Director of Accountability, Executive Director of Guidance & Counseling, Director of Guidance and Counseling, Coordinator of SEL **Funding Sources:** - Local						

Strategy 3 Details				
	Reviews			
Strategy 3: ECISD will deploy an SEL communication plan that highlights the importance of SEL for all students, parents, staff, and community members to include internal and external stakeholder groups.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: An internal and external communication plan for staff and community members will be supported by an SEL monthly newsletter. Additional videos, informational letters, and pertinent information will be sent via the district parent communication platform. Community informational videos will be delivered via social media in partnership with the communication department, and posted on our department website and YouTube.				
Staff Responsible for Monitoring: Executive Director of Accountability, Executive Director of Guidance & Counseling, Director of Guidance and Counseling, Coordinator of SEL				
Funding Sources: - Local				

Strategy 4 Details				
	Reviews			
Strategy 4: ECISD PreK-12 SEL Framework and standards will be aligned with and integrated into curriculum and instruction.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: SEL explicit instruction will occur through 7 Mindsets lessons (delivered daily in small sections, or all at one time), additional classroom integration of 7 Mindsets will be implemented into ELAR and Social Studies classroom lesson plans, and all classrooms will utilize SEL instructional strategies. Data collection from the 7 Mindsets company will be reviewed to ensure SEL delivery.				
Staff Responsible for Monitoring: Executive Director of Accountability, Executive Director of Guidance, Counseling and Wellness, Executive Directors of Curriculum & Coordinators, Director of Guidance and Counseling, Coordinator of SEL				
Funding Sources: - Local, - Title IV				

Strategy 5 Details				
	Reviews			
Strategy 5: Systems and structures will be developed to review disaggregated discipline data regularly, and to use data to address root causes of behavior.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: ECISD discipline practices and policies will have evidence of alignment with SEL. Discipline will emphasize proactive and restorative practices, which support a school climate that addresses the root causes of student behavior.				
Staff Responsible for Monitoring: Executive Directors of Leadership Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Coordinator of SEL				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 8: ECISD will develop collective understanding and shared vision of Social Emotional Learning (SEL) among the adults and students in our organization that creates systemic change where SEL can thrive.

Strategy 1 Details	Reviews			
Strategy 1: ECISD will provide ongoing professional learning about SEL research and practice to central office leaders and staff from all departments and campuses, including foundational professional learning for all new staff. SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with Talent Development office	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of District Leadership Team will receive SEL professional learning. 80% of staff from all departments and campuses, including foundational professional learning for all new staff, will be trained in SEL research and practice. 100% of staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students. **Staff Responsible for Monitoring:** Executive Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator, Talent Development **Funding Sources:** - Local				

Strategy 2 Details	Reviews			
Strategy 2: Data will be continuously collected and evaluated regarding student connectedness for continuous improvement of SEL implementation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 95% participation in Panorama surveys. Data reports will be distributed at least twice a year to campuses for progress monitoring of SEL implementation and plans for improvement. **Staff Responsible for Monitoring:** Executive Director of Accountability, Exec Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator **Funding Sources:** - Local				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 9: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1 Details	Reviews			
Strategy 1: Pregnancy/Parenting services will be provided to ensure that barriers due to parenthood are removed and 85% of the students in the program will graduate and 95% of graduates will meet CCMR expectations.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Provided services include counseling, home-bound services, tutoring, and other services needed to ensure students' graduation. 85% of students will be on track to graduate and 95% of graduates will meet CCMR expectations. **Staff Responsible for Monitoring:** TPRS Coordinator TPRS Department **Equity Plan** **Funding Sources:** TPRS/TRAC - State Comp Ed - $490,000				

Strategy 2 Details	Reviews			
Strategy 2: Gather information on evidence-based, best practices for restorative and trauma-informed strategies in response to discipline referrals and expulsions.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Create and deliver professional learning training for 100% campus administration and instructional staff. **Staff Responsible for Monitoring:** Executive Director of Guidance & Counseling, Director of Guidance and Counseling, SEL Coordinator				

Strategy 3 Details	Reviews			
Strategy 3: To comply with House Bill 4545, students who failed to attain proficiency on a STAAR or EOC exam received targeted additional instruction either individually or in a group of no more than 3 students. The instruction was delivered face-to-face or remotely by highly qualified, highly trained tutors from Air Tutors, FEV Tutors, and Amplify. This initiative will be funded using $4 million from ESSER III and $170,000 from TCLASS funds.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Principals, Executive Directors of Leadership, Executive Director of Curriculum and Instruction, and High Impact Tutoring Coordinator **Funding Sources:** - ESSER III - $4,000,000, - TCLAS - $170,000				

Strategy 4 Details	Reviews			
Strategy 4: The Advanced Academic Services Department holds an acceleration camp for our Gifted and Talented students each summer. Camp SIP (Scholars in Progress) will be extended to middle school beginning in the summer of 2022. We will continue to grow middle school Camp SIP during the summer of 2023	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Gives the GT students to opportunity to explore their passions and deepen their creative thinking. **Staff Responsible for Monitoring:** AAS Department and Camp SIP Teachers/Staff.				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 10: ECISD will provide and safe and supportive school environment

Strategy 1 Details	Reviews			
Strategy 1: Awareness training about child abuse/maltreatment of children will be provided to all staff and students. Counselors will train campus staff during on-campus professional development on child abuse prevention, reporting requirements, and ECISD-specific procedures. Required child abuse awareness posters for students will be displayed on all campuses, at student eye level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse.				
Staff Responsible for Monitoring: Talent Development, Guidance and Counseling, Nursing and Health Services, ECISD Police Dept.				
Funding Sources: - Local, - State Comp Ed				

Strategy 2 Details	Reviews			
Strategy 2: All staff will receive Suicide Prevention education through SafeSchools, and face-to-face instruction concerning ECISD suicide prevention response procedures by Professional School Counselors and SAS Counselors. Students will receive suicide prevention guidance lessons through the Professional School Counselors, SAS Counselors, and community partners. Counselors will collaborate with community partners and ECISD police as needed. All counselors and nurses will be trained yearly in ECISD crisis response procedures.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of all campus staff will be trained in suicide prevention. Age-appropriate training will be provided to students.				
Staff Responsible for Monitoring: Guidance and Counseling, Nursing and Health Services				
Funding Sources: - Local, - State Comp Ed				

Strategy 3 Details	Reviews			
Strategy 3: Conflict resolution and violence prevention programs will be offered. ECISD police officers will be trained in conflict resolution and de-escalation techniques and will address violence through municipal court and teen court programs. All Professional School Counselors and SAS counselors will be trained yearly in conflict resolution methods.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 100% of counselors and police officers will be trained in conflict resolution methods.				
Staff Responsible for Monitoring: Chief of Police, Guidance and Counseling				
Funding Sources: - Local, - State Comp Ed				

Strategy 4 Details	Reviews			
Strategy 4: ECISD does not tolerate dating violence. Any student who has experienced dating violence or believes another student has experienced dating violence should immediately report to a teacher, school counselor, principal, police officer or other district employee. Any District employee who has direct or indirect knowledge of dating violence shall notify the District official and the ECISD police. Parents will be immediately notified. Students are made aware of the process of the choice filing charges and given referrals for safety and mental health. Programs that address harassment and dating violence will be offered to students. ECISD Police Officers will be trained in current law and investigation tactics (including social media investigations) concerning dating violence.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Students in all grades will be offered age appropriate guidance lessons concerning harassment and dating violence through school counselors and community partners. Human Growth and Development will also embed healthy relationship training. Training records will be maintained to ensure populations served. **Staff Responsible for Monitoring:** Police Chief, Guidance and Counseling **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum, in alignment with Texas Counseling Association Model for the Comprehensive Guidance and Counseling Program and the American School Counselor Association National Model, will be monitored for implementation with fidelity in PK-12 to include: anti-bullying, character education, child abuse, college and career planning/advising, conflict resolution, cyberbullying, dating violence/violence prevention, drop-out prevention, human trafficking, mental health/ mental health warning signs, substance abuse, suicide prevention, decision making, self-efficacy, and other social-emotional topics. ***Campuses will utilize the providers as listed on the Legal Essentials Checklist.**	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Monthly reports will indicate alignment with program expectations. **Staff Responsible for Monitoring:** Guidance and Counseling, Campus Principals **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
Strategy 6: Mental health awareness training will be provided to all staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency through SafeSchools.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff will be better able to respond to students' needs in a trauma-informed approach. **Staff Responsible for Monitoring:** Talent Development, Executive Director of Guidance and Counseling, Director of Guidance and Counseling **Funding Sources:** - State Comp Ed, - Local				

Strategy 7 Details	Reviews			
Strategy 7: First Responders will improve communication, coordinate services between agencies, establish and enhance safety mechanisms for students, staff, and faculty in their response to a critical incident. All SAS and school counselors will be trained in Critical Incident Stress Management. Training will also be provided to counselors, nurses and social workers in Mental Health First Aid.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Critical Incident impact will be reduced due to timely communication and prevention measures trained and implemented prior to the incident. **Staff Responsible for Monitoring:** Police Dept., Nursing and Health Services, Guidance and Counseling, Community Outreach Center

Funding Sources: Additional door barriers for classrooms - Title IV - $30,000, - State Comp Ed | | | | |

Strategy 8 Details	Reviews			
Strategy 8: All ECISD school administrators will be trained on Chapter 37 of the Texas Education Code, including Chapter 37.0832 (Bullying). Administrators will use the ECISD Administrator's Anti-Bullying Toolkit and the Checklist for Responding to Reports of Bullying/Harassment to ensure the investigation process is followed and the appropriate parental communication, intervention, disciplinary consequences, mediation, etc., is implemented.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: By the end of 2023-2024 school year, 60% of students will respond favorably to the fact "At your school, how much does the behavior of other students hurt or help your learning?" as measured by the EOY 2024 Panorama student survey. Timely response and resolution to all bullying reports to mitigate bullying. **Staff Responsible for Monitoring:** Executive Directors of Leadership				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 11: ECISD will invest in research and program evaluation to drive best-practices and continued progress in education and guide the development of new tools and technologies aligned to district and campus needs.

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR progress measure - 2024 Goal: 75%, Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%, Academic Gaps - The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3) - 2024 Goal: 51%, 3rd Grade Composite (reading and math) - % of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR - 2024 Goal: 35%, 6th grade reading or math on grade level - % of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goals: Reading - 37%, Math - 47%, 8th grade reading or math on grade level - % of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR - 2024 Goal: Reading - 55%, Math - 55%, English I and Algebra I college ready - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2024 Goal: Eng I - 50%, Alg I - 61%, College, Career, and Military Readiness - % of current seniors meeting at least one accountability indicator by the fall of their senior year - 2024 Goal: 27%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Internal and External Research; Program Evaluations

Strategy 1 Details	Reviews			
Strategy 1: ECISD will invest in mechanisms to make evidence-based practices consistently utilized within the district to support campus and student needs. Develop, refine, and implement processes for internal and external research conducted in ECISD.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Research conducted will align to the district's vision, Board goals, and Indicators of Success will provide information that supports continuous district improvement. Evidence of research will be shared and analyzed to improve practices, improve learner outcomes, and identify duplication of efforts to enable effective and efficient practices. **Staff Responsible for Monitoring:** Executive Director of Research, Evaluation, and Assessment **Problem Statements:** Demographics 2 - Student Achievement 3, 6, 7 - Student Learning 1, 3, 4 - District Processes & Programs 7, 8 - Curriculum, Instruction, and Assessment 3, 5, 7 - Parent and Community Engagement 1 **Funding Sources:** Outside consultant to support the creation of the Research and Evaluation division in the REA Department - Local - $15,000, Technology needs (i.e., programs and/or software) for R&E - Title One School-Improvement - $10,000				

Strategy 2 Details	Reviews			
Strategy 2: Develop a framework for progam evaluation in ECISD. Locally generated program evaluations for currently implemented programs aligned to the Strategic Plan. Locally generated evidence of program effectiveness and feasibility obtained through pilot, demonstration, or experimental projects, or through initial introduction in a limited number of sites.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Local, state, and federal program implementation will be evaluated by the research and evaluation department on a rotational and annual basis. **Staff Responsible for Monitoring:** Executive Director of Research, Evaluation, and Assessment **Results Driven Accountability** **Problem Statements:** Demographics 2 - Student Achievement 3, 6, 7 - Student Learning 1, 3, 4 - District Processes & Programs 7, 8 - Curriculum, Instruction, and Assessment 3, 5, 7 - Parent and Community Engagement 1 **Funding Sources:** Accountability consultant to ensure alignment with program evaluation and student needs - Local - $24,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 1: Students in the economically disadvantaged sub-population are growing and achieving at a lower rate than "all students" according to the 2021 NWEA MOY MAP Assessment.   **Root Cause**: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.
Problem Statement 3: OSP students (military, foster care, and homeless) are graduating at 66.4% and are dropping out at 8.2% which does not meet the state standards of 80% graduation rate, and 1.8% drop out rate. Additionally, OSP STAAR performance in 8th grade social studies was at 22.4% passing rate, while the state expectation was set at 65%. **Root Cause**: OSP students are not tracked separately from all students to ensure their success and face social emotional challenges outside of school that impacts their learning.
Problem Statement 4: 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading.   **Root Cause**: Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.
District Processes & Programs
Problem Statement 7: 29% of students were at the meets level in 8th grade Social Studies and US History combined. 36% of all students were at the meets grade-level standard in 8th Grade Social Studies and US History EOC tests combined in 2019.   **Root Cause**: The District did not have structures in place to allow for K-12 accountability so that principals and teachers could ensure vertical or comprehensive academic growth for students. District and campus personnel did not meet regularly as a team, due to lack of campus systems, to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 8: 5th and 7th grade Math students did not meet their growth projection on EOY MAP for 2023. All other grade levels met and exceeded Math's 50th percentile growth projection. 1st, 2nd, and 7th-grade ELAR students did not meet their growth projection on EOY MAP for 2023. All other grade levels met or exceeded the 50th percentile growth projection in Reading.   **Root Cause**: Teachers continue to strive to effectively deliver Tier 1 instruction to their classrooms utilizing district-approved and standards-aligned resources. Instructional frameworks for ELAR and Math were implemented and collaboration is underway for monitoring implementation.

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 12: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

High Priority

Evaluation Data Sources: Superintendent Staying Connected visits will continue throughout 2023-2024. Principal Advisory Groups meet with the superintendent. Student Advisory group also meets with the superintendent. There are weekly press briefings with local reporters. ECISD also regularly uses social media, and we are engaged in a communications audit, which will identify strengths and areas of opportunity within the communications department. Recommendations will be provided for improvement. Events like convocation and State of the District allow ECISD to share and personally engage the community.

Strategy 1 Details		Reviews			
Strategy 1: Saturate the Ector County ISD market with key initiatives of the plan. Provide all district and campus leaders with support materials (scripts, fliers, logos). Coordinate online and in-person information sessions for all staff, and develop District ambassadors. Host community and media opportunities to celebrate victories in pursuing each of the Plan's objectives and goals.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Staff and community will understand the goals of the strategic plan. **Staff Responsible for Monitoring:** Communications Department					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 13: Grow community partnerships that promote excellence in our schools.

Evaluation Data Sources: Education Partnership of the Permian Basin has two action teams that are working to improve education across the Permian Basin with a focus on middle school engagement and early childhood literacy; The Education Foundation is working on the same areas as the Partnership specific to ECISD; Active partners providing funding for broadband internet connectivity (local providers, wireless access points, SpaceX); monetary support via CARES Act funding from City of Odessa and Ector County Commissioners illustrates new level of collaboration among local governing entities; multi-year, multi-million dollar grant from Permian Strategic Partnership to fund National Board Certification process for ECISD teachers; Opportunity Culture partnership includes Public Impact, Midland ISD, UTPB, and Gates Foundation for advancement/pay opportunities for teachers; monetary support from individuals, businesses and foundations to drive the district's strategic plan; partnerships continuing to grow with local businesses to provide incentives to students and teachers; volunteer engagement

Strategy 1 Details	Reviews			
Strategy 1: Intentionally engage the community to increase awareness and opportunities for lasting partnerships. Will utilize four main approaches: Research and Collaboration; Create Awareness of Needs; Active Outreach; and Grant Writing.	**Formative**			**Summative**
Staff Responsible for Monitoring: Education Foundation Director Communications Officer	**Oct**	**Jan**	**Mar**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 14: School leaders will improve instructional leadership systems and practices through personalized professional learning and targeted coaching and feedback resulting in improved student learning outcomes.

Evaluation Data Sources: MAP data
STAAR data
Observation and Feedback data

Strategy 1 Details	Reviews			
Strategy 1: Partner with external educational consultants to provide targeted instructional leadership professional development and coaching and feedback based on individual school and school leaders' needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved instructional leadership systems and practices Effective tier 1 instructional practices **Staff Responsible for Monitoring:** Director of Leadership Executive Directors of Leaders Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement				

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

Board Goal 1: Through foundational excellence, talent development and the learning journey, the percentage of students achieving or exceeding the meets standard on state assessments will increase from 32% to 60% by May 2024 across all tested content areas.

Performance Objective 15: Schools leaders will engage in professional learning to ensure effective restorative practices are implemented to increase attendance and engagement, resulting in improved student learning.

Evaluation Data Sources: MAP data
STAAR data
Panorama Survey data

Strategy 1 Details	Reviews			
Strategy 1: Assistant Principals will engage in monthly professional learning focused on best practices for school culture and instructional leadership.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Reduce disciplinary infractions Improved attendance rate Improved student learning and growth **Staff Responsible for Monitoring:** Director of Leadership Executive Directors of Leadership Chief of Schools **Funding Sources:** ESSER Funds - Title One School- Improvement				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 1: In 2022-23, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 Board Goal

Evaluation Data Sources: Learning Management System (LMS)
Employee Performance Evaluations
Staff Retention Rates
Eduphoria STRIVE
Staff Exit Survey Data

Strategy 1 Details	Reviews			
Strategy 1: The Talent Development Department will focus on retaining staff through intentional and personalized support and professional learning 2020-2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways. **Staff Responsible for Monitoring:** Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Salaries, equipment, supplies and contracted services - Local, Staff salaries, equipment, supplies and contracted services - Title Two Professional Development - $225,000, Harvard Fellow, Research & Development director - Title IV - $150,000, Staff salaries for district instructional specialist, Bilingual/ ESL specialist and staff, and campus instructional coaches - State Comp Ed - $750,000, Staff salaries for district instructional specialist, and campus instructional coaches - Title Two Professional Development - $550,000, Staff salaries for district instructional specialists, and campus instructional coaches - Title One School-wide - $5,500,000	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Implement a quality Mentor Model that supports and engages new teachers and principals 2022-2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved staff retention; improve employee effectiveness; develop career pathways **Staff Responsible for Monitoring:** Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies - Local	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Train and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers and principals are the primary influencers of student outcomes. With an increase in teacher/leader capacity, a minimum of 54% of ECISD students should meet or exceed their EOY growth projections as measured by the NWEA MAP Assessment. **Staff Responsible for Monitoring:** Principal Supervisors, Executive Director of Talent Development, EDs of C&I **Results Driven Accountability - Equity Plan** **Funding Sources:** Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center - Local - $1,300,000				

Strategy 4 Details	Reviews			
Strategy 4: ECISD will design a system of personalized professional learning which embeds the knowledge, skills, and competencies required for teachers and leaders to provide personalized learning for students through: 1. Content Learning which offers teachers choices and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 3 - and continuing as the state requires. 3. Advanced Academics NMSI Grant Laying the Foundation - Year 4	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Teachers will have choice in professional learning and district will have differentiated opportunities for novice teachers through master teacher levels. **Staff Responsible for Monitoring:** Director of Professional Learning, C&I Division **Results Driven Accountability - Equity Plan** **Funding Sources:** Texas Reading Academies - State Early Education Allotment, Math Solutions - Title One School-wide, Advanced Academics - Donated Funds				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2022-2023.

Evaluation Data Sources: Staffing models
Equity Plan
Opportunity Culture
Teacher Incentive Allotment designations
Staffing/Payroll Reports

Strategy 1 Details	Reviews			
Strategy 1: Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2022-2023.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Human Capital, **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for compensation - Local, Resource needed for training and sustainability of Opportunity Culture - Donated Funds - $500,000, OC Campus staff stipends - State Comp Ed, OC Campus staff stipends - Title One School- Improvement				

Strategy 2 Details	Reviews			
Strategy 2: Develop and implement the TEA Teacher Incentive Allotment Plan 2023-2024.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources, Finance **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources for development and implementation of the Teacher Incentive Allotment - Local				

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

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2022-2023.

    Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board Components submitted for Consideration

Strategy 1 Details		Reviews			
Strategy 1: Identify teachers and support them through the National Board Professional Teaching Standards process.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness.		**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed for supporting the process - Donated Funds, Resources needed for supporting the process - Local					
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

Board Goal 2: Through foundational excellence, talent development and the learning journey, the percentage of 3rd grade students reading at or above grade level will increase from 35% to 45% by May 2024.

Performance Objective 4: ECISD will cultivate current and potential pipelines for the selection and development of quality people during 2023-2024.

Evaluation Data Sources: Recruitment data
Enrollment and completion data from all pipelines

Strategy 1 Details	Reviews			
Strategy 1: In 2022-2023 ECISD will optimize "Grow Our Own" programs and pipelines.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase quantity and quality of candidates. Increase interest in potential roles within the educational system.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Talent Development; Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Executive Director CTE				
Results Driven Accountability - Equity Plan				
Funding Sources: Resources to support pipeline development and recruitment efforts - Local, Resources to support pipeline development and recruitment efforts - TCLAS, Resources to support pipeline development and recruitment efforts - ESSER III				

Strategy 2 Details	Reviews			
Strategy 2: Utilize innovative recruitment practices to meet current and future needs.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased candidate pool	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development				
Results Driven Accountability - Equity Plan				
Funding Sources: Resources needed for branding, marketing and recruitment - Local				

Strategy 3 Details	Reviews			
Strategy 3: Establish the District as an Education Preparation Program (EPP).	Formative			Summative
Strategy's Expected Result/Impact: Increase candidate pool	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Resources needed to implement EPP - Local, Talent Development coaches dedicated to support new teachers & build capacity - Title Two Professional Development - $350,000				

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with Institutions of Higher Education (IHE) and Alternative Certification Programs to match program practices to district needs.	Formative			Summative
Strategy's Expected Result/Impact: Improve quality of candidates	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Talent Development and Executive Director of Human Resources **Results Driven Accountability - Equity Plan** **Funding Sources:** Time allocated for governance/partnership meetings - Local				

Strategy 5 Details	Reviews			
Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy)	Formative			Summative
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Director of Talent Development **Results Driven Accountability - Equity Plan** **Funding Sources:** Stipend for Aspiring Leader in charge of the Academy ($3,000) and TNTP curriculum support ($15,000) - Local - $18,000				

Strategy 6 Details	Reviews			
Strategy 6: Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Principals Academy)	Formative			Summative
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench	Oct	Jan	Mar	May
Staff Responsible for Monitoring: Executive Directors of Leadership and Director of Leadership **Results Driven Accountability - Equity Plan** **Funding Sources:** TNTP curriculum support - Local - $15,000				

Strategy 7 Details	Reviews			
Strategy 7: Launch a principal residency program to prepare ECISD's highest-potential teachers to earn the certifications and job-embedded experiences to become top-performing campus leaders.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Intentionally expanding the assistant principal bench with vision-aligned and highly skilled internal candidates. **Staff Responsible for Monitoring:** Executive Directors of Leadership and Executive Director of Talent Development **Funding Sources:** Stipend for each Principal Fellow - Local - $75,000, Tuition, books, fees - State Grant				

Strategy 8 Details	Reviews			
Strategy 8: Athletic department will begin an Aspiring Head Coaches Academy to increase the learning processes in becoming a head coach.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Retain coaches to the district Better prepare a coach for the management and leadership of an athletic sports program **Staff Responsible for Monitoring:** Athletic Directors-Athletic Department **Equity Plan**				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 1: ECISD will develop a plan to increase the number of students who are Kindergarten ready and who are on grade level by grade 3.

Indicators of Success:
Growth (MAP) - % of student end of year RIT score met or exceeded individual growth projections based upon MAP - 2024 Goal: 58%

Evaluation Data Sources: mClass, MAP Growth Assessment, Dyslexia Screener Kinder and 1st grade

Strategy 1 Details	Reviews			
Strategy 1: ECISD will strengthen the instruction in PreK through 2nd-grade classrooms by supporting the campus leaders and campus coaches on the instructional framework implementation, through observation/feedback coaching.	**Formative**			**Summative**
	Oct	Jan	Mar	May

Strategy's Expected Result/Impact: % of 3rd-grade students achieving the meets or exceeds level in both reading and math on STAAR will increase from (?)% in 2022 to 31% in 2023.
    Staff Responsible for Monitoring: Campus Leadership, EDs of Leadership, Campus Coaches, C&I Specialists, Content Coordinators, Talent Development, EDs of C&I
 	
    Funding Sources: Instructional coaches - Title One School-wide - $2,291,000, Instructional coaches - Title Two Professional Development - $395,000				

Strategy 2 Details	Reviews			
Strategy 2: ECISD will expand their half-day PreK 3-year-old program in the Fall of 2023 within our 1882 partnership, the Odessa YMCA, with an expected enrollment of 300 students	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: MClass data will show the percent of students who are Kindergarten Ready will increase from 46% to 65% by 2024 **Staff Responsible for Monitoring:** Director of Early Childhood Education, Executive Director of Curriculum and Instruction				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

    High Priority

Strategy 1 Details	Reviews			
Strategy 1: ECISD will implement assessment models that ensure teachers and students are able to monitor their learning and growth. Assessment models will include the following: MAP Growth Assessments Formative Assessments Aggressive Monitoring	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy's Expected Result/Impact: Increased student outcomes for all grades and content areas by 10% each school year.
    Staff Responsible for Monitoring: Executive Director of Assessment, Campus Coaches
 	
    Results Driven Accountability - Equity Plan
    Funding Sources: NWEA Map Growth - Local - $500,000, Double Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts - State Comp Ed - $1,600,000, Social Workers, SAS Counselors, Communities in schools - State Comp Ed - $2,800,000				

Strategy 2 Details	Reviews			
Strategy 2: ECISD will implement year one work for establishing the foundation for personalized learning all students, teachers, campus leaders and district leaders. The strategies include the following: Blended Learning Balanced Literacy Develop competencies for students, teachers, and leaders for personalized learning	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: % of students' EOY RIT scores met or exceeded the individual growth projects on MAP will increase from 54% in 2022 to 56% by Spring 2023. % of 3rd-grade students achieving the meets or exceeds level in both reading and math STAAR will increase from 28% in 2022 to 31% in Spring 2023. % of 6th-grade students achieving in the meets or exceeds level in reading and math on STAAR will increase from 29% reading in 2022, 33% math in 2022 to 30% in reading, and 39% in math by Spring 2023. % of 8th-grade students achieving the meets or exceeds level in reading or math on STAAR will increase from 41% reading in 2022, 35% math in 2022 to 47% reading, and 45% math by Spring 2023. **Staff Responsible for Monitoring:** Digital Learning Director, Blended Learning Coordinator, C&I Division, Campus Leadership, Campus Coaches **Results Driven Accountability - Equity Plan** **Funding Sources:** Implementation of learning models - State Comp Ed - $50,000, Blended Learning Grant - State Blended Learning Grant - $50,000, Instructional Specialists - Title One School-wide - $2,100,000, Bilingual Instructional Team, Instructional Resources and Supplies - State Comp Ed - $600,000, Instructional Specialists, Reading Coaches, & Dyslexia Program - State Comp Ed - $1,500,000, Dyslexia Program - State Dyslexia Allotment - $575,000				

Strategy 3 Details	Reviews			
Strategy 3: ECISD will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), and plan for student mastery of learning objectives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Higher level of teacher capacity and understanding of content resulting increasing student outcomes by 10% in all content areas each year. **Staff Responsible for Monitoring:** Campus principals, EDLs, C&I Division **Results Driven Accountability - Equity Plan** **Funding Sources:** PLC implementation and DDI process - Relay funded by TEA - Donated Funds				

Strategy 4 Details	Reviews			
Strategy 4: ECISD will continue with high-impact tutoring to provide quality accelerated instruction for students K-12.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase the students' growth RIT on NWEA Map and students working on grade level by 10%. **Staff Responsible for Monitoring:** ED of C&I, High-Impact Tutoring Coordinator, Campus Leadership, EDLs of Leadership **Results Driven Accountability** **Funding Sources:** Tutoring Partners, Teachers - ESSER III - $2,000,000, Tutoring Partner - TCLAS - $60,000	**Oct**	**Jan**	**Mar**	**May**

Strategy 5 Details	Reviews			
Strategy 5: ECISD will implement full-day summer learning for our PK4 - 5th-grade students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase students' growth RIT on NWEA Map reading and math by 2 RIT growth points. **Staff Responsible for Monitoring:** ED of C&I, Summer Learning Principals, High-Impact Coordinator **Funding Sources:** Teachers and Administrators - Title One School-wide, Teachers and Administrators - Local, Materials, Teachers, and Administrators - TCLAS	**Oct**	**Jan**	**Mar**	**May**

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 3: ECISD will utilize SEL focused strategies to increase college, career and military readiness.

    Evaluation Data Sources: Attendance data, drop out data, graduation rates

Strategy 1 Details	Reviews			
Strategy 1: SEL support will be provided through various methodologies to ensure psycho-social barriers are removed for students struggling with attendance and academic progress.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Increased attendance by 0.5% and credit acquisition
 	
  Staff Responsible for Monitoring: Director of Community Support Services, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, SEL Coordinator
 	
  Funding Sources: CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court, Communities in Schools - State Comp Ed - $3,500,000, SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools - Title IV - $350,000
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: Students not meeting discipline expectations at the campuses, will have the opportunity to continue their education at grade appropriate alternative campuses when appropriate to continue their education.	**Formative**			**Summative**

Strategy's Expected Result/Impact: Students will continue to receive instruction, complete credits and be on target to graduate or pass to the next grade level
  Staff Responsible for Monitoring: Executive Directors of Leadership, DAEP and campus administration
 	
  Funding Sources: DAEP program costs, Transition services, SAS counselors - State Comp Ed - $2,500,000, Guidance Counselor - Title One D, Subpart 2, Delinquency Services - $65,000, Guidance Counselor - Title One School-wide - $25,000
	Oct	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: ECISD athletic department has implemented 2Words Character Development for coaches and athletes to go beyond the game. The 2Words Character Development program is built on the core principles of integrity, belief, toughness, relentless effort, excellence, and servant leadership. 2Words is one of the top character development programs in Texas. It has become the official character development curriculum of the Texas High School Coaches Association (THSCA). The goal of the curriculum is to help coaches tackle the biggest issues facing them and their students today.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Equip students, coaches, and parents with essential tools that will enable a strong emphasis of character development which aims to support next level readiness that closely aligns with our district wide SEL curriculum. **Staff Responsible for Monitoring:** Athletic Department **Equity Plan**				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 4: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

HB3 Board Goal

Evaluation Data Sources: National Student Clearinghouse Postsecondary enrollment, completion
State accountability CCMR data reports (TEA trackers and verifiers)

Strategy 1 Details	Reviews			
Strategy 1: Implement while continuously creating, monitoring, and improving systems to *monitor, **track, and ***support ECISD alumni through post secondary and 6 years beyond.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: *Alumni will be monitored through ACCESS and Naviance participation and cooperation, efforts will be made to host Alumni events twice a year. ACCESS and Naviance digital platforms will be used to support ECISD alumni through increased opportunity knowledge, life lessons, and connections to inquire along the journey. Participation by Alumni will increase by 5%. **35% of students will complete post-secondary degree or certification program tracked through National Clearing House. ***The class of 2022 will be supported and involved into the FAB (Foundation and Beyond) efforts to support individual alumni. All alumni will be invited to post videos to create a resource in ACCESS for all current ECISD students. the FAB Project to allow students to opt into the coaching/mentoring system after high school graduation. We will establish a baseline with the Class of 2022. **Staff Responsible for Monitoring:** Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: Develop a comprehensive plan to assist students in identifying and enrolling in a CCMR pathway beginning their junior year of high school through college graduation, career onboarding, or military commitment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Percentage of students enrolling in Post-Secondary programs will increase by 10% . ****AVID Electives will meet 25% of Juniors earning their CCMR point and increase 10% each year moving forward. 95% of AVID Senior students will meet CCMR expectations and will be accepted into post-secondary choice while we will increase the number of AVID Junior class meeting CCMR expectations by 10%. **Staff Responsible for Monitoring:** Director of AVID, Executive Director of CTE, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** AVID program needs to include contracts, supplies and payroll - State Comp Ed - $550,000				

Strategy 3 Details	Reviews			
Strategy 3: Continue to build strategic and intentional partnerships between ECISD and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation in efforts to complete financial aid.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Increase FAFSA and TASFA completion rates by 35%. Enrollment Percent supported in Strategy 3. Persistence data supported in Strategy 1 **Staff Responsible for Monitoring:** Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator, Director of AVID				

Strategy 4 Details	Reviews			
Strategy 4: Junior and Senior students will be surveyed yearly to assess post-secondary College, Career and Military plans. All students will be given the opportunity to take the ASVAB at least once between grades 10-12. CCMR data will be provided by Information Systems twice a year.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: All Junior and Senior students will complete surveys in Naviance, and students will be given the opportunity to take the ASVAB. **Staff Responsible for Monitoring:** Executive Director of CTE, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local				

Strategy 5 Details	Reviews			
Strategy 5: Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses. Campuses will offer the TSIA to all Juniors and Seniors and to all Freshmen and Sophomores as needed for College Career Military Readiness. Texas College Bridge online will be used to build college readiness for students who have not been successful in TSI. Texas College Bridge exempts students from the TSI for 24 months and provides CCMR bonus points.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: 2023 graduates meeting the TSIA requirements will increase by 5%. **Staff Responsible for Monitoring:** Curriculum Department, Campus Administrators, Executive Director of Guidance and Counseling, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local				

Strategy 6 Details	Reviews			
Strategy 6: Middle school through high school students, parents, counselors and teachers will be provided information annually concerning dual credit, higher education admissions, financial aid, TEXAS grant, and TEACH for TEXAS grant to guide their decisions on course selections.	Formative			Summative
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Documentation of completion will be required and submitted to Guidance and Counseling Department. **Staff Responsible for Monitoring:** Campus Administration, Executive Director of Guidance, Counseling and Wellness, Director of Guidance and Counseling, Post Secondary Coordinator **Funding Sources:** - Local				

0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 5: Students achieving the AP/IB passing standard will increase from _42__ to _47__% by May 2024.

Evaluation Data Sources: 1022-2023 State Accountability
2022-2023 College Board AP Scores Report

Strategy 1 Details	Reviews			
Strategy 1: The Advanced Academic Services Department in conjunction with the AP Campus Coordinator will support AP/IB Teachers in accessing webinars/training from the College Board, TIBS, and NMSI regarding AP and IB resources for the 2023-2024 school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Increased support for teachers as well as students by utilizing the College Board resources will yield an increase in AP exam results. **Staff Responsible for Monitoring:** Advanced Academic Department, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator				

Strategy 2 Details	Reviews			
Strategy 2: The Advanced Academic Services Department Specialist will work in conjunction with Curriculum and Instruction to provide job-embedded support and training for Honors teachers to ensure rigorous vertical alignment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: An aligned Scope and Sequence for Honors Core courses will support Advanced Placement courses to yield an increase in threes, fours, and fives on AP exams **Staff Responsible for Monitoring:** Advanced Academic Department, Content Coordinators, Curriculum Department				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 6: 11th/12th Grade students achieving the PSAT/NMSQT/SAT benchmark will increase from __31% to _36% by May 2024.

    Evaluation Data Sources: 2023 College Board Report

Strategy 1 Details			Reviews			
Strategy 1: Advanced Academic Services Department will offer an SAT Bootcamp in the summer and SAT/PSAT Bootcamp fall of 2023 for the top 80 incoming juniors/seniors based on their 10th-grade PSAT scores.			**Formative**			**Summative**
Strategy's Expected Result/Impact: SAT Bootcamp is scheduled for summer 2023. The expected result of higher SAT students meeting the benchmark. **Staff Responsible for Monitoring:** AAS Dept,, Communications Dept.			**Oct**	**Jan**	**Mar**	**May**

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 7: ECISD will focus on recovering and reengaging students who have dropped out of school.

Evaluation Data Sources: Attendance data, drop out data and credit recovery

Strategy 1 Details	Reviews			
Strategy 1: Provide a drop out recovery program that allows for flexible scheduling, a smaller learning environment and additional tutoring to help Title 1 Pt. A (McKinney Vento Homeless) and English Learners who have dropped out previously.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate will increase to 80%. **Staff Responsible for Monitoring:** Director of Community Support Services **Results Driven Accountability** **Funding Sources:** Personnel, supplemental program materials - State Comp Ed - $400,000				

Strategy 2 Details	Reviews			
Strategy 2: ECISD will partner with Acceleration Academy, credit recovery/drop-out program, in order to decrease the drop-out rate and increase the graduation rate for the district.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 70% of students enrolled in the Acceleration Academy will matriculate to graduation. 95% of students enrolled in the Acceleration Academy will meet the CCMR requirement. **Staff Responsible for Monitoring:** Student and School Support Team, Executive Director of Guidance, Counseling and Wellness, Director of Guidance and Counseling **Funding Sources:** - ESSER III - $1,000,000				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 8: Students identified as Other Special Populations (OSP - MV Homeless, Foster and Military-Connected) youth will be prioritized and receive additional services designed to increase academic performance, specifically targeting 8th grade Social Studies and decrease dropout rates.

Evaluation Data Sources: Attendance data
Dropout lever codes
Credits Earned

Strategy 1 Details		Reviews			
Strategy 1: Community Outreach Center (COC) social workers and specialists and Communities in Schools (CIS) will provide interventions to help remove barriers to school attendance and success. Interventions will be systematically applied and documented in Eduphoria or in the OSP MV documentation sheets.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance will be expected to increase to 94%.					
Staff Responsible for Monitoring: Director of Community Support Services; Division of School Support					
Funding Sources: Communities in Schools contract, Community outreach social wokers, drop out prevention counsleors - State Comp Ed - $1,000,000					
Strategy 2 Details		Reviews			
Strategy 2: COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the dropout list.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy 3 Details		Reviews			
Strategy 3: All elementary through middle school campuses will document their interventions for social studies and drop outs through various methods, such as PLC's, tutoring groups, software, social services and counseling their efforts to close the achievement gaps in social studies and drop outs.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Improved performance for Other Special Populations in the area of drop out and social studies.					
Staff Responsible for Monitoring: Principals, teachers					
Funding Sources: Homeless support services - Title One Homeless - $80,000, Homeless support and recovery services - State Comp Ed - $1,000,000					

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 9: ECISD will develop and begin implementing a vision for the future of choice schools that connects to the district's broader vision for student success and considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1 Details	Reviews			
Strategy 1: Complete a districtwide Quality Seats Analysis (QSA), as defined by the System of Great Schools program, which includes academic performance and growth data, an analysis of long-term academic trends, historical enrollment data, community input, and other measures.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Produce a comprehensive report covering the current state of every school within ECISD to be shared with district leadership and utilized as the foundation for future decision-making regarding change initiatives in both neighborhood and choice schools. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support				

Strategy 2 Details	Reviews			
Strategy 2: Utilize the Quality Seats Analysis (QSA) to define multi-year district priorities and goals in order to deliver high-quality, best fit schools for every student in ECISD.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Produce a rank-ordered list of district priorities (and a timeline for their completion) which align with ECISD's System of Great Schools "North Star Goal" and can be accomplished over a 3-5 year implementation period. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support				

Strategy 3 Details	Reviews			
Strategy 3: Continue to implement high-fidelity charter authorizing policies, in alignment with Board Policy ELA, in order to oversee the work of previously-approved operating partners as well as identify opportunities for potential new partnerships to benefit ECISD students.	**Formative**			**Summative**
	Oct	Jan	Mar	May
Strategy's Expected Result/Impact: Collect substantive data in both quantitative and qualitative formats in order to support renewal, non-renewal, and termination decisions. Meet all stated documentation requirements of Board Policy ELA, TEA, and state and federal grant providers. **Staff Responsible for Monitoring:** Executive Director of Choice Programs, Access, and Support, Director of Choice and Partnership Schools				

Strategy 4 Details	Reviews			
Strategy 4: Develop and implement the annual Call for Quality Schools (CQS), which explains the district's needs and the rigorous evaluation process aligned with authorizing best practices, provides opportunities for community input, and allows for a fair and equitable evaluation process for all potential partners.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: ECISD will receive multiple CQS applications from highly-qualified applicants in response to the Call, fully evaluate those potential partners, and select the applicant that best meets the needs of ECISD schools and students.				
Staff Responsible for Monitoring: Executive Director of Choice Programs, Access, and Support				

Strategy 5 Details	Reviews			
Strategy 5: Based on the final Quality Seats Analysis (QSA), the Student and School Support Team, in collaboration with the Executive Directors of Leadership, will execute at least one strategic School Action.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: One or more campuses with be newly-established or restarted in new and innovative ways to better support the identified needs of ECISD students. School Action Fund (SAF) grant funds may be utilized in order to further these efforts.				
Staff Responsible for Monitoring: Executive Director of Choice Programs, Access, and Support, Executive Directors of Leadership				

Strategy 6 Details	Reviews			
Strategy 6: Develop new mechanisms to help ECISD families choose high-quality, best fit schools for their children.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The annual publication of School Choice information in web-based and printed formats, which is clear and accessible to parents and families. Host multiple in-person and/or virtual opportunities for parents and families to learn about school options within ECISD.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Executive Director of Choice Programs, Access, and Support, Director of Choice and Partnership Schools				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 10: (INFORMATION IMPACTED BY THE WAIVER SUBMISSION. THIS INFORMATION WILL BE RELEASED IN JUNE) The four-year graduation rate will increase from 83.7% for the graduating class of 2018 (reported in 2019 TAPR) to 90% for the graduating class of 2024 (reported November 2025)

High Priority

HB3 Board Goal

Evaluation Data Sources: The percentage of first-year freshmen leaving grade 9 with Algebra I credit will increase from 88% (2020) to 95% by August 2024.
The percentage of first-year grade 9 students earning 6 or more credits will increase from 90.7% (2020) to 96% by August 2024.
The percentage of second-year high school students earning six or more credits will increase from 89.2% (Class of 2022 with 12+ Credits) to 95% by August 2024.

Strategy 1 Details		Reviews			
Strategy 1: Each high school campus will monitor, track, and intervene on behalf of all 9th graders predicted to leave their freshman year without an Algebra I credit or 6+ credits overall. These monitoring and intervention strategies will also be applied to second-year high school students failing to earn 6 or more credits (12 total).		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: 95% of all freshmen will leave ECISD schools with 6+ credits, one of them being Algebra I. 95% of all sophomores will earn a minimum of 12 credits. **Staff Responsible for Monitoring:** Professional School Counselors **Results Driven Accountability - Equity Plan**					

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 11: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 Board Goal

Evaluation Data Sources: National student clearinghouse postsecondary enrollment
State accountability and HB3 outcomes bonus

Strategy 1 Details	Reviews			
Strategy 1: Develop tracking tools to collect current student college and career ready accountability indicators: SAT, TSIA, Dual Credit, IBCs, Level 1 or II certificates, College Prep Math/ELA, SpEd graduation plan, college enrollment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability **Funding Sources:** Data dashboard - State CCMR Allotment - $85,000				

Strategy 2 Details	Reviews			
Strategy 2: Train all stakeholders in the use of the developed CCMR tracking tools, such as CCMR data dashboards and CCMR student data cards, to support students with their CCMR goals.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Postsecondary enrollment the year after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Exec Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** CCMR data dashboard - State CCMR Allotment - $100,000				

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

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 12: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 Board Goal

Evaluation Data Sources: Students enrolled in dual credit/advanced coursework and successfully taking AP exams with a score of 3 or higher, the number of IBC's earned, level 1 & 2 certificates earned, Naviance student survey data, students enrolling in CTE programs with career pathways aligned to regional workforce needs and student interest using Naviance survey data.

Strategy 1 Details	Reviews			
Strategy 1: Identify CTE programs with career pathways aligned to regional workforce needs and student interest. Train all stakeholders on the identified CTE programs and career pathways to promote career pathway awareness.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The percentage of students enrolled in CTE programs with career pathways will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR coordinator, Exec Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** - State CCMR Allotment - $85,000				

Strategy 2 Details	Reviews			
Strategy 2: Develop college readiness tracking tools and checklists. Train all stakeholders on college readiness tools, checklists, and pathways to promote postsecondary enrollment after high school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: The percent of students enrolling and successfully completing advanced coursework/advanced exams/dual credit courses will increase by 10%. The percentage of students enrolling in postsecondary programs after high school will increase by 5%. CCMR accountability and HB3 outcomes bonus will increase by 10%. **Staff Responsible for Monitoring:** CCMR Coordinator, Executive Director of Accountability **Results Driven Accountability - Equity Plan** **Funding Sources:** - State CCMR Allotment - $85,000				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

Board Goal 3: Through foundational excellence, talent development and the learning journey, the percentage of high school graduates considered College, Career or Military Ready will increase from 56% to 65% by May 2024.

Performance Objective 13: Through implementation of board policy (FFI (Local)) and the TEA Minimum Standards for Bullying Prevention, the percentage of students reporting bullying allegations, as well as substantiated bullying allegations, will decrease by 25%.

Indicators of Success:
Attendance - % of student daily attendance - 2024 Goal: 95%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2024 Goal: 63%

Evaluation Data Sources: Panorama survey results
PEIMS

Strategy 1 Details	Reviews			
Strategy 1: Include questions related to bullying and cyberbullying on the fall and spring panorama survey to provide students an opportunity to share their perceptions of bullying on their campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Formative data for principals to address bullying and create an action plan for prevention and response when appropriate				
Staff Responsible for Monitoring: Principals				
Director of Administrative Services				

Strategy 2 Details	Reviews			
Strategy 2: All school-based staff and bus drivers will complete Bullying training through Safe Schools.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Reduced number of alleged bullying incidents due to awareness of staff to recognize and prevent bullying.	**Oct**	**Jan**	**Mar**	**May**
Staff Responsible for Monitoring: Principals				
Director of Transportation				

Strategy 3 Details	Reviews			
Strategy 3: Each school will establish a bullying prevention committee that includes parents and students at the secondary level.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Strategy's Expected Result/Impact: Reduced number of alleged bullying incident due to stakeholder involvement in prevention.				
Staff Responsible for Monitoring: Principals				
Director of Administrative Services				

Strategy 4 Details	Reviews			

Strategy 4: All campus administrators will use the Bullying Prevention and Response Toolkit to fully investigate bullying reports including the CHECKLIST FOR RESPONDING TO REPORTS OF BULLYING/HARASSMENT.
 	
    Strategy's Expected Result/Impact: Timely response to bullying reports as we all as timely communication to parents regarding incidents involving their children.
    Staff Responsible for Monitoring: Principals
Director of Administrative Services
	Formative			Summative

	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			

Strategy 5: Integrate research-based content into instruction designed to reduce bullying using lessons created by the Counseling Department using TEA curriculum.
 	
    Strategy's Expected Result/Impact: Reduced number of reported bullying incidents due to a change in behavior through prevention and recognition instructional activities.
    Staff Responsible for Monitoring: Principals
Guidance and Counseling Department
	Formative			Summative

	Oct	Jan	Mar	May

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

District Funding Summary

Bond Funds

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Facility Review and Bond Committee input on Community needs/direction for the future of the District		$0.00
				Sub-Total	$0.00

Donated Funds

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Advanced Academics		$0.00
2	2	1	Resource needed for training and sustainability of Opportunity Culture		$500,000.00
2	3	1	Resources needed for supporting the process		$0.00
3	2	3	PLC implementation and DDI process - Relay funded by TEA		$0.00
				Sub-Total	$500,000.00

Local

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	Curriculum implementation		$0.00
1	7	1			$0.00
1	7	2			$0.00
1	7	3			$0.00
1	7	4			$0.00
1	8	1			$0.00
1	8	2			$0.00
1	10	1			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	4			$0.00
1	10	5			$0.00
1	10	6			$0.00
1	11	1	Outside consultant to support the creation of the Research and Evaluation division in the REA Department		$15,000.00

Local					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	11	2	Accountability consultant to ensure alignment with program evaluation and student needs		$24,000.00
2	1	1	Salaries, equipment, supplies and contracted services		$0.00
2	1	2	Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies		$0.00
2	1	3	Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center		$1,300,000.00
2	2	1	Resources needed for compensation		$0.00
2	2	2	Resources for development and implementation of the Teacher Incentive Allotment		$0.00
2	3	1	Resources needed for supporting the process		$0.00
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00
2	4	2	Resources needed for branding, marketing and recruitment		$0.00
2	4	3	Resources needed to implement EPP		$0.00
2	4	4	Time allocated for governance/partnership meetings		$0.00
2	4	5	Stipend for Aspiring Leader in charge of the Academy ($3,000) and TNTP curriculum support ($15,000)		$18,000.00
2	4	6	TNTP curriculum support		$15,000.00
2	4	7	Stipend for each Principal Fellow		$75,000.00
3	2	1	NWEA Map Growth		$500,000.00
3	2	5	Teachers and Administrators		$0.00
3	4	4			$0.00
3	4	5			$0.00
3	4	6			$0.00
				Sub-Total	**$1,947,000.00**
State Blended Learning Grant					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	2	Blended Learning Grant		$50,000.00
				Sub-Total	**$50,000.00**

			State CCMR Allotment		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	11	1	Data dashboard		$85,000.00
3	11	2	CCMR data dashboard		$100,000.00
3	12	1			$85,000.00
3	12	2			$85,000.00
				Sub-Total	$355,000.00

			State Comp Ed		
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	Supplemental technology, software, instructional platforms that remediate, engage and elevate student learning to close achieve gaps suffered by educationally disadvantaged students.	pic 24, 28, 30, 34	$2,500,000.00
1	6	1	Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students		$2,500,000.00
1	6	1	EL supplemental support materials for EL instruction		$225,000.00
1	6	1	Professional & paraprofessional EL staff to support campuses EL regular year and summer programs		$550,000.00
1	6	1	Supplemental curriculum and AVID Program support for At Risk students		$1,000,000.00
1	6	1	Tutoring, Extended learning year, Supplemental technology & software to meet remediation needs of at risk students		$2,650,000.00
1	9	1	TPRS/TRAC		$490,000.00
1	10	1			$0.00
1	10	2			$0.00
1	10	3			$0.00
1	10	6			$0.00
1	10	7			$0.00
2	1	1	Staff salaries for district instructional specialist, Bilingual/ ESL specialist and staff, and campus instructional coaches		$750,000.00
2	2	1	OC Campus staff stipends		$0.00
3	2	1	Double Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts		$1,600,000.00
3	2	1	Social Workers, SAS Counselors, Communities in schools		$2,800,000.00
3	2	2	Implementation of learning models		$50,000.00
3	2	2	Bilingual Instructional Team, Instructional Resources and Supplies		$600,000.00

State Comp Ed

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Instructional Specialists, Reading Coaches, & Dyslexia Program		$1,500,000.00
3	3	1	CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court, Communities in Schools		$3,500,000.00
3	3	2	DAEP program costs, Transition services, SAS counselors		$2,500,000.00
3	4	2	AVID program needs to include contracts, supplies and payroll		$550,000.00
3	7	1	Personnel, supplemental program materials		$400,000.00
3	8	1	Communities in Schools contract, Community outreach social wokers, drop out prevention counsleors		$1,000,000.00
3	8	3	Homeless support and recovery services		$1,000,000.00
				Sub-Total	$26,165,000.00

State Dyslexia Allotment

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	2	Dyslexia Program		$575,000.00
				Sub-Total	$575,000.00

State Early Education Allotment

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Texas Reading Academies		$0.00
				Sub-Total	$0.00

Title One Homeless

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	8	3	Homeless support services		$80,000.00
				Sub-Total	$80,000.00

Title One School- Improvement

Board Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	11	1	Technology needs (i.e., programs and/or software) for R&E		$10,000.00
1	14	1	ESSER Funds		$0.00
1	15	1	ESSER Funds		$0.00
2	2	1	OC Campus staff stipends		$0.00
				Sub-Total	$10,000.00

Title One School-wide					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	1	Curriculum implementation, Curriculum Specialist		$0.00
2	1	1	Staff salaries for district instructional specialists, and campus instructional coaches		$5,500,000.00
2	1	4	Math Solutions		$0.00
3	1	1	Instructional coaches		$2,291,000.00
3	2	2	Instructional Specialists		$2,100,000.00
3	2	5	Teachers and Administrators		$0.00
3	3	2	Guidance Counselor		$25,000.00
				Sub-Total	$9,916,000.00
Title One D, Subpart 2, Delinquency Services					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	2	Guidance Counselor		$65,000.00
				Sub-Total	$65,000.00
Title Two Professional Development					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Staff salaries for district instructional specialist, and campus instructional coaches		$550,000.00
2	1	1	Staff salaries, equipment, supplies and contracted services		$225,000.00
2	4	3	Talent Development coaches dedicated to support new teachers & build capacity		$350,000.00
3	1	1	Instructional coaches		$395,000.00
				Sub-Total	$1,520,000.00
Title IV					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	2	Supplemental Curriculum		$23,500.00
1	7	1			$0.00
1	7	4			$0.00
1	10	7	Additional door barriers for classrooms		$30,000.00
2	1	1	Harvard Fellow, Research & Development director		$150,000.00
3	3	1	SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools		$350,000.00

Title IV					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$553,500.00

ESSER III					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	3			$4,000,000.00
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00
3	2	4	Tutoring Partners, Teachers		$2,000,000.00
3	7	2			$1,000,000.00
				Sub-Total	$7,000,000.00

TCLAS					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	9	3			$170,000.00
2	4	1	Resources to support pipeline development and recruitment efforts		$0.00
3	2	4	Tutoring Partner		$60,000.00
3	2	5	Materials, Teachers, and Administrators		$0.00
				Sub-Total	$230,000.00

State Grant					
Board Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	4	7	Tuition, books, fees		$0.00
				Sub-Total	$0.00