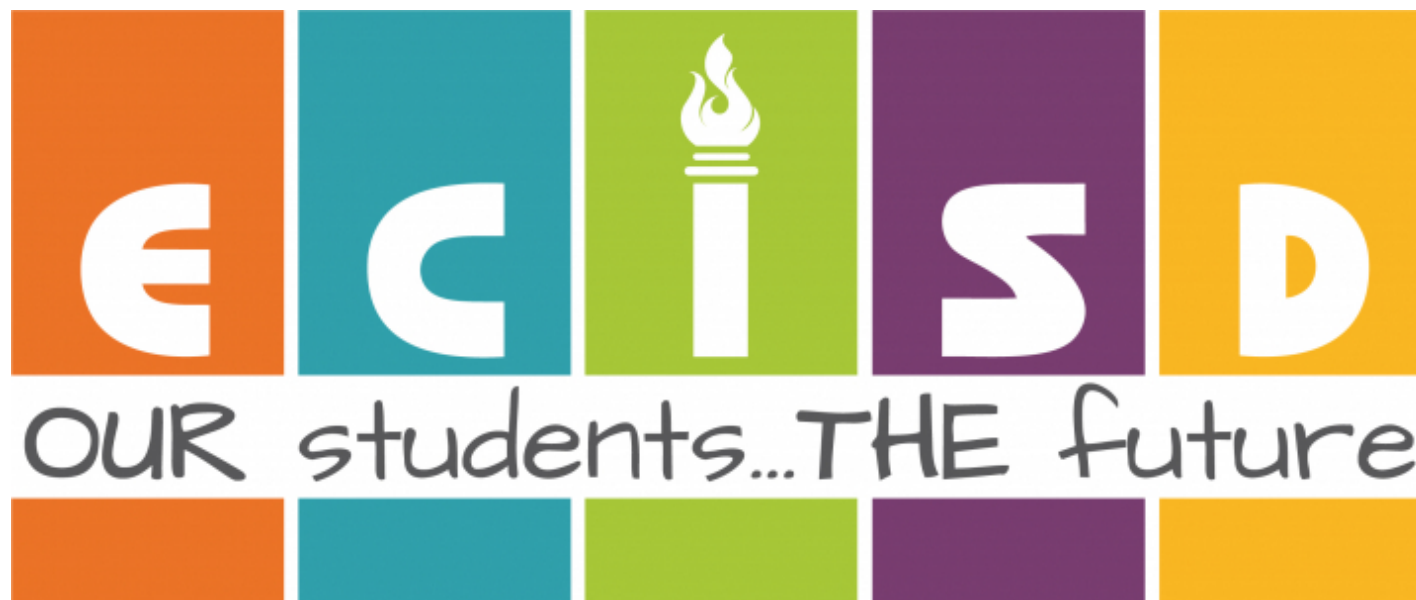


Ector County Independent School District

District Improvement Plan

2021-2022



Board Approval Date: May 18, 2021
Public Presentation Date: May 18, 2021

Mission Statement

The mission of Ector County ISD is to inspire and challenge every student to be prepared for success and to be adaptable in an ever-changing society.

Vision

OUR Students. . . THE Future!

Value Statement

Beliefs

Developed by Team of 8 – March 2019

We Believe:

- A quality education is a fundamental right for every student
- In preparing our graduates for success after high school
- Engagement in teaching and learning is a shared responsibility among students, staff, and parents
- In valuing the students, our staff, parents and the community
- There is a pathway for success for every student to become a leader
- In providing a consistent and viable education for every student
- In recruiting, retaining, and developing the best staff

- Student needs drive decisions
- In setting each other up for success
- In civic engagement and upholding community traditions
- In embracing diversity
- A safe, healthy climate is conducive to learning

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Learning	10
District Processes & Programs	50
Perceptions	53
Priority Problem Statements	55
Comprehensive Needs Assessment Data Documentation	59
Goals	61
Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.	61
Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.	86
Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.	95
RDA Strategies	118
District Funding Summary	120
Addendums	125

Comprehensive Needs Assessment

Demographics

Demographics Summary

See addendums for current year district equity report.

Student & Teacher Information

Table 1 Enrollment

Year	PreK	K-12	# of Students on Intra-& Inter District Transfers E/M/H
2021	1277	30575	3052
2020	1690	33822	5406
2019	1635	31570	5188
2018	1523	30624	4608
2017	1513	29850	5622
2016	1365	30046	5142
2015	1405	30467	6422
2014	1468	29281	6069

Table 2 Ethnic Distribution

Year	H	State	W	State	AA	State	2 or More	State	EcoDis	State
2021	78		15		4		1		55	
2020	77.2	52.8	16.4	27.0	3.9	12.6	1.1	2.5	55.1	60.2
2019	76.3	52.6	17.3	27.4	3.9	12.6	1.1	2.4	56.4	60.6
2018	75.5	52.4	18.1	27.8	3.9	12.6	1.0	2.3	50.9	58.8
2017	75.1	52.4	18.6	28.1	3.9	12.6	1	2.4	55.3	59
2016	74.9	52.2	18.9	28.5	3.9	12.6	.9	2.1	51.7	59
2015	73.7	52	20.1	28.9	3.8	12.6	1	2	48.1	58.8
2014	72.1	51.8	21.5	29.4	4.0	12.7	1	1.9	50.8	60.2

Table 3 Gender

Year	Male %	Female %
2021	51	49
2020	51.2	48.8
2019	51	49
2018	51.1	48.9
2017	51.2	48.8
2016	51.1	48.9
2015	51	49
2014	51.3	48.7

Table 4 Special Programs

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2021	10		21		57		9			
2020	9.1	10.5	20.8	20.6	60.3	50.6	8.5	8.1	25.1	27.6
2019	8.6	9.6	18.5	19.7	57.4	50.1	9.0	8.1	24.7	26.3
2018	8.4	9.1	17.1	18.8	57.4	50.8	9.9	7.9	21.4	25.8
2017	7.9	8.8	16.9	18.8	57.8	50.3	9.4	7.8	21.7	25.0
2016	7.4	8.6	16.4	18.3	58.2	50.1	8.4	7.7	19.4	24.3
2015	7.1	8.5	15.9	17.8	61.9	51.2	8.3	7.6	16.1	23.2
2014	7.1	8.5	15.2	17.1	62.5	49.9	7.5	7.6	15.0	22.2

Table 5 Attendance Rates

Year	State	District	H	W	AA	EcoDis	Special Ed	ELL
2020		93.64	93.8	94.2	93.2	92.6	93.5	94.6
2019	95.4	93.5	93.4	93.6	92.6	92.9	92.7	94.2
2018	95.4	93.5	93.4	93.7	93.2	93.0	92.6	94.2
2017	95.7	94.6	94.6	94.7	94.1	94.2	93.5	95.4
2016	95.8	94.7	94.7	94.9	94.2	94.5	93.6	95.5
2015	95.7	94.3	94.2	94.7	94.0	93.9	93.2	95.3
2014	95.9	94.7	94.7	94.6	94.6	94.4	93.5	95.7

Year	State	District	H	W	AA	EcoDis	Special Ed	ELL
2013	95.8	94.4	94.3	94.6	94.0	94.0	92.8	95.4

Table 6 Retention Rates

Year	K		1		2		3		4		5		6		7		8	
	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State
2020	1.1	1.6	2.3	2.9	1.7	1.6	.7	.9	.4	.5	1.2	.4	1.4	.4	1.6	.5	.4	.4
2019	1.0	1.7	2.4	3.1	1.9	1.8	1.2	1.1	.6	.5	1.3	.5	2.8	.4	2.7	.6	1.0	.4
2018	.6	1.8	2.4	3.4	2.0	2.1	1.6	1.3	1.2	0.6	1.3	0.7	1.0	0.5	1.7	0.7	1.1	0.6
2017	.8	1.8	2.2	3.8	1.6	2.4	.9	1.6	1.0	.8	.5	.4	1.5	.6	2.4	.7	.6	.5
2016	.7	1.9	2.3	4.1	2.0	2.7	1.5	2.0	.8	1.0	1.1	.9	.5	.6	2.4	.8	.7	.8
2015	.7	2.0	2.8	4.3	2.1	2.9	2.2	2.2	1	1.2	2.7	1.3	.5	.7	5.8	1	3.6	1
2014	.7	2.0	3.4	4.4	1.7	2.9	1.4	2.2	.5	1.3	3.2	1.5	.3	.8	2.7	1	2.4	1.1

Table 7 Number and Percent of Teacher in ECISD

Year	PreK-12	District % of Teachers	State % of Teachers
2021	1925		
2020	1959.6	52.8	63.7
2019	1916.8	52.4	49.8
2018	1984.8	52.0	50.1
2017	2020.6	51.9	50.0
2016	1994.9	52.6	50.5
2015	1796.1	52.1	50.8
2014	1761.7	52.3	51.0

Table 8 Number of Employees (FTEs) / Enrollment

Year	Employees	Enrollment PK-12 *as of snapshot
2021	3832	31,881
2020	3710.4	33,707
2019	3655.8	33,205
2018	3837.60	32,267
2017	3916.70	31,481
2016	3819.90	31,791

Table 27 Expulsions without Services (Do not include students expelled to DAP)	2014	2015	2016	2017	2018	2019	2020
Total Expulsions	19	33	42	31	54	50	69

Table 28

7-8 Dropout Rate	State	ECISD
2019		
2018	0.4%	1.3%
2017	0.3%	0.8%
2016	0.4%	0.6%
2015	0.3%	0.%
2014	0.5%	0.4%

Table 29

9-12 Dropout Rate	State	ECISD
2019		
2018	1.9%	3.8%
2017	1.9%	2.8%
2016	2.0%	2.4%
2015	2.1%	2.7%
2014	2.2%	1.9%

Table 30 ECISD Scholarship

	2019	2020	2021
NTO	\$292,295.00	\$446,505.60	
FALCON	\$179,071.00	\$2,333,978.00	
OCTECH	\$23,385.00	\$678,638.00	

	2019	2020	2021
PHS	\$3,251,900.00	\$2,791,103.00	
OHS	\$2,797,747.00	\$3,445,487.00	
Total	\$6,544,398.00	\$9,695,711.00	

Demographics Strengths

ECISD has experienced a significant reduction in teacher turnover rate in 2020-21 (6.2 % reduction). In addition, our turnover rate of 15.4% was lower than the state's previous year turnover rate of 16.8%.

Students are increasingly enrolling in AVID courses, fine arts electives and dual credit courses.

FAFSA completion rate in ECISD has increased to 46% as last reported in 2020.

\$154,210 more scholarship dollars awarded to students in ECISD

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 43% of our teachers have 5 years or less experience. **Root Cause:** Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 2 (Prioritized): Student retention rates are above state average in grades 2,5-7 in 2020. **Root Cause:** Process for determining retention criteria needs to be established

Problem Statement 3 (Prioritized): District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. **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 4 (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 5 (Prioritized): Expulsion rate without services increased from 50 (2019)-69 (2020). **Root Cause:** In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.

Student Learning

Student Learning Summary

See addendums for MAP district reports.

- 1) 4th Grade, 6th Grade and 7th grade all content areas are in need of improvement.
- 2) The performance gap between ECISD and State averages show double digit gaps.
- 3) 5th Grade reading and math and 8th Grade reading and math 1st administration passing rates are lower than the state passing rate
- 4) 8th Grade social studies show the Hispanic, economically disadvantaged and African American subgroups are the lowest performing.
- 5) Students performing at the Meets standard is below the state average in all content areas and all grades.
- 6) 3rd Grade students performing at the Meets standard in Reading is 32%.
- 7) 58% of 3rd grade students are in Tier 1 as measured by Istation.
- 8) Pre-K-2 literacy instructional initiatives are being implemented Spring 2019.
- 9) Student growth across reading and math are 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%
8	1151	56%	802	56%
9	1768	44%		
10	1712	50%		

Projected Growth				
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%
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
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
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
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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
2019	75	65	65	68	41	90	74	58	34	64
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
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
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2016	81	68	67	73	48	94	83	62	30	65
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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
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)	Continuously Enrolled	Non-Continuously 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
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

		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	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)	Continuously Enrolled	Non-Continuously 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																
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%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
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%
	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%

		State	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	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%
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																
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		38.2	35.3	44.8	39.2	68.8	47.5	28.4	19.1	19.4
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
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
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
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
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
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
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	11 th Graders	10 th Graders	9 th Graders	8 th Graders
2020	886	825	no data	722
2019	868	804	No data	did not test any
2018	865	816		722
2017	870	830		734
2016	NA	840		No Data
2015	40	36		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	11 th Graders	10 th 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		
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	16	18	28	20	22
Seniors					

	2015	2016	2017	2018	2019
Seniors Received IB Diploma	10	8	18	4	9

Table 69a - IB Enrollment by grade level

	2014	2015	2016	2017	2018	2019	2020
12 th Grade	11	16	18	28	20	23	
11 th Grade	20	28	32	38	36	29	
10 th 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)	
2020	63%
2019	65%
2018	60%
2017	59%
2016	59%
2015	No data
2014	No data

*measured by Istation

Table 71

TSIA / College Ready ELAR	State	ECISD
2019	49.9%	60.7%
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
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%
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%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
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%
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%

	State	Region 18	District	African American	Hispanic	White	American Indian	Asian
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
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. ECISD student performance at the Approaches standard is at or above state average in several areas.
2. English Learner performance reading and math demonstrated steady gains from 2017 to 2018.
3. 5th grade Reading and Math student growth improved from 2017 to 2018.
4. Asian population out-scoring in all areas.
5. ECISD is closing the gap with the state average in Biology EOC. (approaches standard)
6. English Learner English EOC improved from 16 to 42.
7. English Learner Alg 1 EOC improved from 49 to 63.
8. English Learner Bio EOC improved from 59 to 72.
9. English Learner student performance in US Hist EOC improved from 52 to 68.
10. PBMAS 3-8 Math EL, Reading EL, Sci EL, Writing EL showed improvement from 2017 to 2018.
11. CTE Science and SS EOC PBMAS indicators showed improvement from 2017 to 2018.
12. CTE Drop-Out/Grad Rate indicators improved from 2017 to 2018.
13. CTE Economic Disadvantaged Science and SS indicators improved from 2017 to 2018.
14. ESSA Science and SS EOC improved from 2017 to 2018.
15. Migrant Science/Reading improved from 2017 to 2018.
16. SPED year after exit Math/Science improved from 2017 to 2018.
17. SPED in Gen Ed 80% of time improved from 2017 to 2018.
18. ECISD ACT scores were above state average, 21.2 compared to 20.3.

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

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

Increase 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): 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2 (Prioritized): 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 3 (Prioritized): 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4 (Prioritized): The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5 (Prioritized): 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6 (Prioritized): 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7 (Prioritized): STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8 (Prioritized): Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 9 (Prioritized): Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10 (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 11: 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.

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, Bearcade, 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 awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

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): 40% of ECISD students lack internet connectivity at home. **Root Cause:** Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.

Problem Statement 7 (Prioritized): District data is not readily available to district administrators. **Root Cause:** District has multiple platforms that house data.

Problem Statement 8 (Prioritized): Instructional staff lack the ability to learn anywhere anytime. **Root Cause:** Not all instructional staff have a laptop.

Problem Statement 9 (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 10: District will **Root Cause:** iTCCS is end of life and will no longer be supported after 2020.

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 (Teach to One) for math instruction at Wilson & Young MS; 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): The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.

Problem Statement 2 (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

Priority Problem Statements

Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018.

Root Cause 1: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%.

Root Cause 2: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018.

Root Cause 3: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled.

Root Cause 4: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018.

Root Cause 5: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018.

Root Cause 6: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018.

Root Cause 7: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: 43% of our teachers have 5 years or less experience.

Root Cause 8: Lack of intentional coaching and mentoring to support struggling teachers.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Student retention rates are above state average in grades 2,5-7 in 2020.

Root Cause 9: Process for determining retention criteria needs to be established

Problem Statement 9 Areas: Demographics

Problem Statement 10: District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019.

Root Cause 10: 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 10 Areas: Demographics

Problem Statement 11: The middle schools are under performing.

Root Cause 11: The middle school concept has not been consistently implemented.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Social and emotional structures, practices and strategies are inconsistently implemented across the district.

Root Cause 12: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.

Root Cause 13: Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies.

Root Cause 14: Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 14 Areas: District Processes & Programs

Problem Statement 26: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment.

Root Cause 26: The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 26 Areas: Student Learning

Problem Statement 27: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment.

Root Cause 27: The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 27 Areas: Student Learning

Problem Statement 28: 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 28: A more equitable distribution of district resources is needed across campuses that serve our highest populations of students from low-income households.

Problem Statement 28 Areas: Student Learning

Problem Statement 29: For every principal vacancy, ECISD has less than five viable candidates.

Root Cause 29: 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 29 Areas: Demographics

Problem Statement 30: 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 30: 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 30 Areas: District Processes & Programs

Problem Statement 31: Systemic positive customer service communication practices and solutions focused approaches need to improve.

Root Cause 31: Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 31 Areas: Perceptions

Problem Statement 32: Expulsion rate without services increased from 50 (2019)-69 (2020).

Root Cause 32: In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.

Problem Statement 32 Areas: Demographics

Problem Statement 33: The majority of student records are currently stored in paper form.

Root Cause 33: 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 33 Areas: District Processes & Programs

Problem Statement 34: 40% of ECISD students lack internet connectivity at home.

Root Cause 34: Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.

Problem Statement 34 Areas: District Processes & Programs

Problem Statement 35: District data is not readily available to district administrators.

Root Cause 35: District has multiple platforms that house data.

Problem Statement 35 Areas: District Processes & Programs

Problem Statement 36: Instructional staff lack the ability to learn anywhere anytime.

Root Cause 36: Not all instructional staff have a laptop.

Problem Statement 36 Areas: District Processes & Programs

Problem Statement 37: 36% of all cybersecurity incidents are data breaches and 90% of cyber attacks begin with phishing.

Root Cause 37: Lack of understanding by staff on how and when to be cautious on how and when to respond to cyber events.

Problem Statement 37 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Postsecondary college, career or military-ready graduates
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records





- Tobacco, alcohol, and other drug-use data

Goals

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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. Strategy's Expected Result/Impact: Increased student access to the internet from home to access digital curriculum and resources. Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Problem Statements: District Processes & Programs 6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Standardize classroom instructional technology to include 1:1 staff mobile devices. 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. Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Equity Plan Problem Statements: District Processes & Programs 8	Formative			Summative
	Oct	Jan	Mar	May





Strategy 3 Details		Reviews			
Strategy 3: Establish a cyber-security plan, train all staff on processes and requirements. Establish procedures and processes to educate district staff on student data privacy and cyber-security staff and student responsibility according to Trusted Learning Environment Framework. Strategy's Expected Result/Impact: Reduction of data breach risk and damage to district digital resources. Increased security of student data. Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology Title I Schoolwide Elements: 2.5 Problem Statements: District Processes & Programs 9		Formative			Summative
		Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Performance Objective 1 Problem Statements:

District Processes & Programs
Problem Statement 6: 40% of ECISD students lack internet connectivity at home. Root Cause: Cost and availability of internet in areas of Ector County is prohibitive for some students to have internet service in their homes.
Problem Statement 8: Instructional staff lack the ability to learn anywhere anytime. Root Cause: Not all instructional staff have a laptop.
Problem Statement 9: 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.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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





Strategy 1 Details	Reviews			
Strategy 1: Establish an operational data store and data warehouse to support data visualization tools to ensure EdFi data standards conformity. 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 Problem Statements: District Processes & Programs 7	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Replace iTCCS with Ascender - Student Information System and develop student record retention processes. Strategy's Expected Result/Impact: Transition to new Student Information System platform and move physical student records to an online system. Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology Problem Statements: District Processes & Programs 5	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

District Processes & Programs
Problem Statement 5: 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 7: District data is not readily available to district administrators. Root Cause: District has multiple platforms that house data.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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. 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. Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative			Summative
	Oct	Jan	Mar	May
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, 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - 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	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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





Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: ECISD will develop long range maintenance practices for Fine Arts instruments and equipment. 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 Title I Schoolwide Elements: 2.6	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: ECISD athletics will improve the inventory system to account for and secure all athletic equipment. Strategy's Expected Result/Impact: Accounting for all equipment will increase efficiency and allow for funds to be maximized. Staff Responsible for Monitoring: Executive Director for Athletics, Asst. Athletic Directors Equity Plan	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Implement Wi-Fi connectivity on all activity buses. 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Athletics will monitor students attendance and grades throughout the school year. Strategy's Expected Result/Impact: Improve attendance and academic grade percentages each six weeks. Staff Responsible for Monitoring: Athletic Directors-Athletic Department Equity Plan	Formative			Summative
	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
		<div><div><div><div></div></div><div>0%</div></div>No Progress</div> <div><div><div></div></div><div>100%</div></div> Accomplished <div><div><div></div></div><div></div></div> <div>Continue/Modify</div> <div><div><div></div></div><div></div></div> <div>Discontinue</div>			

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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 Math Teach to One Eduphoria Brainchild Odysseyware Imagine learning Strategy's Expected Result/Impact: Increase percent of students working on grade level in reading and math by 10% as reported on Imagine Learning Platform. Staff Responsible for Monitoring: Principals, Teachers, Executive Directors of Leadership, Executive Directors of Instruction and Literacy, Content Coordinators, Instructional Specialists Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 1, 2, 4 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	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 5 Problem Statements:





Student Learning
<p>Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p> <p>Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Student Learning

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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

Strategy 1 Details		Reviews			
Strategy 1: ECISD will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS. Strategy's Expected Result/Impact: Increase student growth to 54% 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 2, 4, 9 - District Processes & Programs 2 Funding Sources: Community Outreach Center, Social workers, SAS Counselors & curriculum to support SEL needs of at risk students - State Comp Ed - \$2,500,000, EL supplemental support materials for EL instruction - State Comp Ed - \$225,000, Professional & paraprofessional EL staff to support campuses EL regular year and summer programs - State Comp Ed - \$550,000, Curriculum implementation - Local, Supplemental curriculum and AVID Program support for At Risk students - State Comp Ed - \$1,000,000, 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		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: ECISD will expand the elementary Fine Arts curriculum for grades 3-5 by incorporating UIL Music Memory to increase the amount and quality of learning and to provide an enriched and accelerated curriculum. Strategy's Expected Result/Impact: Increase program offerings at 10% of elementary campuses to include UIL Music Memory. Staff Responsible for Monitoring: Director of Fine Arts, Fine Arts Elementary Specialist Title I Schoolwide Elements: 2.5		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 6 Problem Statements:

Student Learning

Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.





District Processes & Programs

Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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

Strategy 1 Details	Reviews			
Strategy 1: Assess SEL needs and readiness to implement Social-Emotional-Cultural framework. Strategy's Expected Result/Impact: Needs Assessment will identify areas of current strength and weaknesses regarding processes, systems, and behaviors that impact our readiness to implement a Social-Emotional-Cultural framework. Staff Responsible for Monitoring: Executive Director of Accountability Executive Director of Guidance and Counseling Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: District Processes & Programs 2 Funding Sources: - Local, - Title IV	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: ECISD will develop a plan for systemic SEL implementation including the role SEL plays in ECISD achieving its priorities and goals. Strategy's Expected Result/Impact: All ECISD staff will have a common, districtwide understanding and belief system concerning social emotional learning. Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: ECISD will develop a SEL communication plan that highlights the importance of SEL for all students, parents, staff, and community members to include internal and external stakeholder groups. Strategy's Expected Result/Impact: All internal and external groups will understand the impact of SEL and will be critical partners who understand the importance of implementing social- emotional-cultural learning. Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: ECISD PreK-12 SEL Framework and standards will be aligned with and integrated into curriculum and instruction. Strategy's Expected Result/Impact: SEL implicit and explicit instruction will be present in the classrooms, and will utilize SEL instruction. Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, Curriculum Directors & Coordinators Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local, - Title IV	Formative			Summative
	Oct	Jan	Mar	May
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. 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 Director of Guidance and Counseling/Coordinator of SEL Problem Statements: District Processes & Programs 2	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 7 Problem Statements:

District Processes & Programs
Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. Root Cause: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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

Strategy 1 Details	Reviews			
Strategy 1: ECISD will provide 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. Strategy's Expected Result/Impact: 80% of staff will be trained in SEL research and practice. Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: A SEL professional learning plan will be implemented. Strategy's Expected Result/Impact: SEL learning strategies will be intertwined with other professional learning throughout the year through collaboration with Talent Development office. Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, SEL Coordinator, Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: All ECISD staff will engage in ongoing SEL professional learning. Strategy's Expected Result/Impact: All staff will develop skills for creating supportive and equitable learning environments that promote social, emotional and cultural learning for students. Staff Responsible for Monitoring: Exec Director of Guidance & Counseling, Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Data will be continuously collected and evaluated regarding staff perception of work climate and use for continuous improvement of SEL implementation. 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: Exec Director of Accountability, Exec Director of Guidance & Counseling, SEL Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 8 Problem Statements:

District Processes & Programs
Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. Root Cause: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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 are on track to graduate with their cohort. 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 with cohort. Staff Responsible for Monitoring: TPRS Coordinator TPRS Department Title I Schoolwide Elements: 2.5 - Equity Plan Problem Statements: Student Learning 1, 2, 3, 5, 6, 7 - Perceptions 1 Funding Sources: TPRS/TRAC - State Comp Ed - \$490,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Tutoring will support at-risk students within electives to access rigorous courses, provide weekly content tutorials, and college and career experiences. Strategy's Expected Result/Impact: 95% of AVID students will meet CCMR expectations and will be accepted into post-secondary choice. Staff Responsible for Monitoring: AVID Department Title I Schoolwide Elements: 2.4, 2.5 - Equity Plan Problem Statements: Student Learning 2, 3, 5, 6, 7, 8, 10 - District Processes & Programs 2 - Perceptions 1 Funding Sources: staff, contract and materials - State Comp Ed - \$750,000	Formative			Summative
	Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 9 Problem Statements:

Student Learning
<p>Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p> <p>Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.</p>

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: 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.

District Processes & Programs

Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. **Root Cause:** Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.

Perceptions

Problem Statement 1: The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.





Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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, students, and parents. 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. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Child prevention program. Strategy's Expected Result/Impact: Increased ability of staff and students to recognize and report signs of abuse. Staff Responsible for Monitoring: Guidance and Counseling, ECISD police Dept, Talent Development Title I Schoolwide Elements: 2.4 Problem Statements: District Processes & Programs 2 Funding Sources: - Local, - State Comp Ed		Formative			Summative
		Oct	Jan	Mar	May
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 training through the Professional School Counselors and SAS Counselors. Counselors will collaborate with ECISD police as needed. All School and SAS counselors will be trained yearly in ECISD crisis response procedures. 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 Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - Local, - State Comp Ed		Formative			Summative
		Oct	Jan	Mar	May

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 school and SAS counselors will be trained yearly in conflict resolution methods. 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 Counselors Title I Schoolwide Elements: 2.4 Problem Statements: District Processes & Programs 2 Funding Sources: - Local, - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Students in all grades will be provided age appropriate lessons concerning harassment and dating violence. 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 Title I Schoolwide Elements: 2.4 Problem Statements: District Processes & Programs 2 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May
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, child abuse reporting, human trafficking, dating violence, suicide prevention, substance abuse, mental health, conflict resolution, child abuse, violence prevention, mental health warning signs, bullying, self efficacy, decision making, and other social-emotional topics. Strategy's Expected Result/Impact: Monthly reports will indicate alignment with program expectations. Staff Responsible for Monitoring: Guidance and Counseling Title I Schoolwide Elements: 2.4 Problem Statements: District Processes & Programs 2 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
Strategy 6: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students. Strategy's Expected Result/Impact: Increased knowledge of student's social-emotional skills, reduced behavior problems, and increased attendance and academic achievement. Staff Responsible for Monitoring: Guidance and counseling Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: District Processes & Programs 2 Funding Sources: - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	May
Strategy 7 Details	Reviews			
Strategy 7: Mental health awareness training will be presented by SAS Counselors and Professional School Counselors to all administrators, counselors, and campus staff on the topics of Trauma and Grief Informed Schools, Trauma-informed Behavior management plans, and the promotion of resiliency. Strategy's Expected Result/Impact: Staff will be better able to respond to students' needs in a trauma-informed approach. Staff Responsible for Monitoring: Executive Director of Guidance and Counseling Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: District Processes & Programs 2 Funding Sources: - State Comp Ed, - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 8 Details	Reviews			
Strategy 8: 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 offered to counselors in Psychological First Aid. 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, Counseling Title I Schoolwide Elements: 2.6 Problem Statements: District Processes & Programs 2, 3 Funding Sources: - Local, - State Comp Ed	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details	Reviews			
Strategy 9: ECISD will plan and implement effective year-long strategies to help students prepare and actively transition to new campuses within ECISD. Strategy's Expected Result/Impact: By the end of 2022, 61% of students will respond favorably to the fact that "adults and peers in the school care about their learning as well as about them as individuals" as measured by the EOY 20222 Panorama student survey. Staff Responsible for Monitoring: Executive Directors of Leadership Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: Resources needed for transportation and supplies and materials. - Local - \$20,000, Transition counselor at DAEP - Title One D, Subpart 2, Delinquency Services - \$75,000, DAEP support - State Comp Ed - \$850,000	Formative			Summative
	Oct	Jan	Mar	May
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



Performance Objective 10 Problem Statements:

District Processes & Programs
Problem Statement 2: Social and emotional structures, practices and strategies are inconsistently implemented across the district. Root Cause: Lack of awareness and understanding of the importance of social and emotional strategies and support along with a lack of a district framework and curriculum.
Problem Statement 3: 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.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 11: ECISD will invest in research to drive progress in education and develop new tools and technologies aligned to district needs.

Evaluation Data Sources: Program evaluations

Strategy 1 Details	Reviews			
Strategy 1: ECISD will identify best practices in order to develop next practices and innovations. Test new ideas vigorously using experimental and quasi-experimental studies to test the effectiveness of promising innovations aligned to district needs. Strategy's Expected Result/Impact: Identify most recent research aligned to a district need or goal. Evidence of research would be shared and analyzed to improve practices and learner outcomes. Duplication of efforts will also be identified to allow efficient practices. Staff Responsible for Monitoring: Executive Director of Accountability. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for program evaluation in ECISD. Strategy's Expected Result/Impact: Develop evidence based practice guidelines based on solid research that the education field is expected to follow. Increase the impact of successfully tested educational innovations to benefit more students and to foster policy and program development on a lasting basis. Staff Responsible for Monitoring: Executive Director of Accountability. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: 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 local sites. Strategy's Expected Result/Impact: Local, federal and state program implementation will be evaluated by the research and evaluation department on a rotational and annual basis. Staff Responsible for Monitoring: Executive Director of Accountability. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 11 Problem Statements:

District Processes & Programs

Problem Statement 4: 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.

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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

Evaluation Data Sources: Superintendent's First 100 Days report to school board, staff, community; Superintendent's Getting Connected (2019-20); Staying Connected (2020-21); ECISD Live developed out of response to the COVID-19 pandemic is now an every-other-week community event with announcements and information; weekly press conference hosted by Dr. Muri was also born of the pandemic, now is a cornerstone of media relations efforts; weekly internal e-news and external e-newsletter promote strategic plan work; website is well-developed with Vision, Mission, Themes, & Projects plus related media that showcases examples of Strategic Plan work. Moving forward: printed pieces to accompany digital promotion and continuation of these efforts.

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

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

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. Staff Responsible for Monitoring: Education Foundation Director Communications Officer		Formative			Summative
		Oct	Jan	Mar	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>					

Goal 1: Foundational Excellence: ECISD will create an agile, forward-thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

Performance Objective 14: Develop budget processes for equity based funding for campuses and modified zero based budgeting for departments.

Evaluation Data Sources: Budget data

Strategy 1 Details	Reviews			
Strategy 1: Establish framework, develop, and implement plan for determining campus budgeting using equity based funding. Strategy's Expected Result/Impact: Provide specific program intent funds to the campus where the funds are generated and needed. Staff Responsible for Monitoring: Deborah Ottmers Equity Plan	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Establish framework, develop, and implement plan for determining departmental budgeting using modified zero based funding. Strategy's Expected Result/Impact: Provide directed funds to the departments for specific needs. Staff Responsible for Monitoring: Deborah Ottmers	Formative			Summative
	Oct	Jan	Mar	May
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Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 1: In 2021-22, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

HB3 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 2021-2022. Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways. Staff Responsible for Monitoring: Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 1, 4 Funding Sources: 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, Staff salaries, equipment, supplies and contracted services - Title Two Professional Development - \$225,000, Salaries, equipment, supplies and contracted services - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Adopt and implement a quality Mentor Model that supports and engages new staff 2021-2022. Strategy's Expected Result/Impact: Improved staff retention; improve employee effectiveness; develop career pathways Staff Responsible for Monitoring: Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Identify, adopt, train, and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach. 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 8, 9 Funding Sources: Training and job-embedded support from Relay, TNTP, and Big Rock Education Service Center - Local - \$1,300,000	Formative			Summative
	Oct	Jan	Mar	May
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 choice and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 2 3. Math Solutions (Number Talks and About Teaching Mathematics) - Cohort 3 4. Advanced Academics NMSI Grant Laying the Foundation - Year 2 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 Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 4, 8, 10 Funding Sources: Texas Reading Academies - State Early Education Allotment, Math Solutions - Title One School-wide, Advanced Academics - Donated Funds	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 43% of our teachers have 5 years or less experience. Root Cause: Lack of intentional coaching and mentoring to support struggling teachers. Problem Statement 4: 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.
Student Learning
Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Student Learning

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.





Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: 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.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2021-2022.

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 2021-2022. Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline; provide differentiated compensation. Staff Responsible for Monitoring: Human Capital, Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 1, 4 - Student Learning 1, 2 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Develop and implement the TEA Teacher Incentive Allotment plan 2021-2022. Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers. Staff Responsible for Monitoring: Executive Director of Human Resources, Finance Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 2 Funding Sources: Resources for development and implementation of the Teacher Incentive Allotment - Local	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: 43% of our teachers have 5 years or less experience. Root Cause: Lack of intentional coaching and mentoring to support struggling teachers. Problem Statement 4: 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.

Student Learning





Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2021-2022.

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. Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness. Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Perceptions 1, 2 Funding Sources: Resources needed for supporting the process - Local		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The middle schools are under performing. Root Cause: The middle school concept has not been consistently implemented.
Problem Statement 2: 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

Goal 2: Invest in Talent: ECISD will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2021-2022.

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

Strategy 1 Details	Reviews			
Strategy 1: In 2021-2022 ECISD will optimize "Grow Our Own" programs and pipelines. Strategy's Expected Result/Impact: Increase quantity and quality of candidates. Increase interest in potential roles within the educational system. Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Talent Development; Executive Director CTE Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Funding Sources: Resources to support pipeline development and recruitment efforts - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize innovative recruitment practices to meet current and future needs. Strategy's Expected Result/Impact: Increased candidate pool Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 1, 4 Funding Sources: Resources needed for branding, marketing and recruitment - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Establish the District as an Education Preparation Program (EPP). Strategy's Expected Result/Impact: Increase candidate pool Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 1 Funding Sources: Instructional specialist dedicated to support new teachers & build capacity - Title Two Professional Development - \$350,000, Resources needed to implement EPP - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Collaborate with Institutions of Higher Education (IHE) and Alternative Certification Programs to match program practices to district needs. Strategy's Expected Result/Impact: Improve quality of candidates Staff Responsible for Monitoring: Executive Director of Talent Development and Executive Director of Human Resources Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy) Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 4 Funding Sources: Stipend for Aspiring Leader in charge of the Academy (\$3,000) and TNTP curriculum support (\$15,000) - Local - \$18,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Leadership Academy) Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for our assistant principal bench Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Demographics 4 Funding Sources: TNTP curriculum support - Local - \$15,000	Formative			Summative
	Oct	Jan	Mar	May
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. 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 Problem Statements: Demographics 4 Funding Sources: Stipend for each Principal Fellow - Local - \$75,000	Formative			Summative
	Oct	Jan	Mar	May

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. 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	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: 43% of our teachers have 5 years or less experience. Root Cause: Lack of intentional coaching and mentoring to support struggling teachers. Problem Statement 4: 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.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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.

Evaluation Data Sources: Pre-K Circle Data, MAP Growth Assessment

Strategy 1 Details		Reviews			
Strategy 1: ECISD will implement half day PreK for 3year old children Fall 2021 with our 1882 partnership, the Odessa YMCA, and at Carver, Lamar and Austin campuses. Strategy's Expected Result/Impact: MClass data will show the percent of students who are Kindergarten ready will increase from 37% to 65% by 2024 Staff Responsible for Monitoring: Director of Early Childhood Education, Executive Director of Curriculum and Instruction, Early Childhood Specialist, Staff at the YMCA Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 2, 4, 8, 9, 10 Funding Sources: Full day Pre-Kindergarten teachers - Local - \$1,000,000, Full Day Pre-kindergarten teachers - State Comp Ed - \$1,000,000, Full Day Pre-Kindergarten teachers - State Early Education Allotment - \$1,000,000, Pre-kindergarten Instructional Aides - State Comp Ed - \$637,500, Pre-Kindergarten Instructional Aides - Local - \$112,500		Formative			Summative
		Oct	Jan	Mar	May
Strategy 2 Details		Reviews			
Strategy 2: ECISD will strengthen the instruction in PreK through 2nd grade classrooms by supporting the campus leaders and instructional coaches on the instructional framework implementation, through observation/feedback coaching. Strategy's Expected Result/Impact: % of 3rd grade students achieving the meets or master level in both reading and math on STAAR will increase from 24% in 2019 to 28% in 2022. Staff Responsible for Monitoring: Campus Leadership, EDs of Leadership, Instructional Coaches, C&I Specialists, Content Content Coordinators, Talent Development, EDs of C&I Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 4 - Student Learning 1, 2, 8, 9, 10		Formative			Summative
		Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: 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.

Student Learning

Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause:** The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: 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.





Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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

Targeted or ESF 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 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, Instructional Specialist Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 8 Funding Sources: Double Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts - State Comp Ed - \$1,600,000, NWEA Map Growth - Local - \$500,000	Formative			Summative
	Oct	Jan	Mar	May

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 Strategy's Expected Result/Impact: % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022. Staff Responsible for Monitoring: Instructional Technology Blended Learning Coordinator, C&I Division Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 2, 8, 9, 10 Funding Sources: Dyslexia Program - State Dyslexia Allotment - \$575,000, 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		Formative			Summative
		Oct	Jan	Mar	May
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. 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, EDs, C&I Division, Relay Cohort 1, 2 and 3. Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 2, 8, 9 Funding Sources: PLC implementation and DDI process - Relay funded by TEA - Donated Funds		Formative			Summative
		Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: ECISD will develop the competencies required for campus leaders to support personalized learning for students and teachers. Strategy's Expected Result/Impact: % of students EOY RIT score met or exceeded the individual growth projects on MAP will increase from 50% in 2020 to 54% by Spring 2022. % of 3rd grade students achieving the meets or masters level in both reading and math STAAR will increase from 24% in 2019 to 28% in Spring 2022. % of 6th grade students achieving in the meets or masters level in reading and math on STAAR will increase from 20% reading in 2019, 26% math in 2019 to 25% in reading and 33% in math by Spring 2022. % of 8th grade students achieving the meets or masters level in reading or math on STAAR will increase from 34% reading in 2019, 24% math in 2019 to 41% reading and 35% math by Spring 2022. Staff Responsible for Monitoring: C&I Division, Talent Development, Executive Directors of Leadership Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 1, 2, 3, 4, 6, 8, 9 Funding Sources: Personalized Learning - Local - \$200,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: Strategy 5 ECISD will implement a Virtual Academy to provide quality instruction for our remote learners PreK-8 and support all teachers implementing virtual learning through 12th grade. Strategy's Expected Result/Impact: Increased implementation of learning models K-12 to ensure the number of students working on grade level will increase by 10% . Staff Responsible for Monitoring: Coordinator of Virtual Learning, RSSP Committee, Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 8: Less than half of ECISD's K-6th grade students met their projected BOY to MOY ELAR growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 9: Less than half of ECISD's K-2nd grade students met their projected BOY to MOY math growth targets as measured by the 2021 NWEA MAP Assessment. **Root Cause:** The District did not have consistent training and data-monitoring tools available to monitor and adjust professional practice.

Problem Statement 10: 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.





District Processes & Programs

Problem Statement 4: 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.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 3: ECISD will promote SEL for all students across the district.

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 struggling students Strategy's Expected Result/Impact: Increased attendance and credit acquisition Staff Responsible for Monitoring: Student Support Division Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 3 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	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Struggling 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. 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: DAEP and campus administration, SAS counselors, EDLs Title I Schoolwide Elements: 2.4, 2.6 Problem Statements: Demographics 5 - Student Learning 3, 4 Funding Sources: Guidance Counselor - Title One D, Subpart 2, Delinquency Services - \$65,000, Guidance Counselor - Title One School-wide - \$25,000, DAEP program costs, Transition services, SAS counselors - State Comp Ed - \$2,500,000	Formative			Summative
	Oct	Jan	Mar	May
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Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. 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.

Demographics

Problem Statement 5: Expulsion rate without services increased from 50 (2019)-69 (2020). **Root Cause:** In 2020 there were several district policies that have since been eliminated. In 2020 the majority of the increase in expulsions without services came from (1) the policy to expel students from DAEP who had deliberate violent behavior while in DAEP and (2) the policy to expel w/out services for 3rd drug offenses.

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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





HB3 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 monitoring and improving systems to monitor, track and support ECISD alumni through post secondary and 6 years beyond. 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. Strategy's Expected Result/Impact: 33% of students will complete post-secondary degree or certification program. Staff Responsible for Monitoring: District Directors Post Secondary Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	May
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. Strategy's Expected Result/Impact: Percentage of students enrolling in Post-Secondary programs will increase by 10% . Staff Responsible for Monitoring: Director of AVID, Guidance & Counseling Dept. Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3 Funding Sources: AVID program needs to include contracts, supplies and payroll - State Comp Ed - \$550,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Build a community of support made of internal and external stakeholders to assist students to and through their chosen post secondary pathway. Strategy's Expected Result/Impact: Post secondary enrollment Indicator Of Success will increase to 53%. Staff Responsible for Monitoring: Director of AVID, Guidance & Counseling Dept., Post Secondary Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
Strategy 4: Continue to build strategic and intentional partnerships between ECISD, career experts, organizations and Institutes of Higher Education (IHE) to collectively support students through their senior year and beyond high school graduation. Strategy's Expected Result/Impact: Increase FAFSA and TASFA completion rates by 35%. Staff Responsible for Monitoring: Director of AVID, Director of Guidance & Counseling, Post Secondary Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 3	Formative			Summative
	Oct	Jan	Mar	May
Strategy 5 Details	Reviews			
Strategy 5: 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. 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: Guidance and Counseling Accountability, Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 3 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: 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. Strategy's Expected Result/Impact: 2021 graduates meeting the TSIA requirements will increase by 5%. Staff Responsible for Monitoring: Campus Administrators, Guidance and Counseling, Advanced Academics Title I Schoolwide Elements: 2.4, 2.5 Problem Statements: Student Learning 3 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
Strategy 7: 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. Seniors will be provided assistance with college admissions, FAFSA, TASFA, and scholarship information. Strategy's Expected Result/Impact: Verification of completion will be required and submitted to Guidance and Counseling Department. Increase FAFSA and TASFA completion rates by 35%. Staff Responsible for Monitoring: Campus Administration, Guidance and Counseling Title I Schoolwide Elements: 2.4 Problem Statements: Student Learning 3 Funding Sources: - Local	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 5: Students achieving the AP/IB passing standard will increase from _37%_ to _42_% by May 2022.

Evaluation Data Sources: 2020 State Accountability





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 College Board regarding AP resources in fall 2020-21. 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, Professional Development, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator Title I Schoolwide Elements: 2.5	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Advanced Academic Services Department will collaborate with the Curriculum and Instruction Department to develop a differentiated Scope and Sequence for Honors courses. 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, Professional Development, Content Coordinators, Curriculum Department Title I Schoolwide Elements: 2.5	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 6: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from __26__% to _31__% by May 2022.

Evaluation Data Sources: 2021 College Board Report





Strategy 1 Details	Reviews			
Strategy 1: Advanced Academic Services Department will offer a PSAT/SAT Bootcamp in the summer and fall of 2021 for top 80 incoming juniors based on their 10th grade PSAT scores. Strategy's Expected Result/Impact: PSAT Bootcamp scheduled summer 2021. Expected result of higher PSAT students meeting benchmark. Staff Responsible for Monitoring: AAS Dept, College Advisors/Counselors, Communications Dept. Title I Schoolwide Elements: 2.5	Formative			Summative
	Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 7: The Community Outreach Center (COC) McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out. 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation. Supplemental tutoring will be provided in order to ensure academic progression in earning credits and EOC passing.

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. 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 School Attendance Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability Problem Statements: Student Learning 3 Funding Sources: Personnel, supplemental program materials - State Comp Ed - \$400,000	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 8: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. Community Outreach Center (COC) staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.

Strategy 1 Details	Reviews			
Strategy 1: Social workers, Communities in Schools, and specialists will provide interventions to help remove barriers to school attendance and success. Strategy's Expected Result/Impact: Psycho social barriers will be removed so student attendance increases to 94%. Staff Responsible for Monitoring: Director of School Attendance; Division of School Support Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Demographics 3 Funding Sources: Communities in Schools contract, Community outreach social workers, drop out prevention counselors - State Comp Ed - \$1,000,000	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 8 Problem Statements:

Demographics
Problem Statement 3: District attendance rate was 93.6% in 2020 v. 95.4% at the state level in 2019. 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.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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. 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 Student and School Support Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
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. Strategy's Expected Result/Impact: Produce a list of five 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 Student and School Support Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
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. 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 Student and School Support, Director of Planning and School Choice Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May

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. 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 Student and School Support Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
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. Strategy's Expected Result/Impact: One or more campuses will 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 Student and School Support, Executive Directors of Leadership Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
Strategy 6 Details	Reviews			
Strategy 6: Develop new mechanisms to help ECISD families choose high-quality, best fit schools for their children. 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. Staff Responsible for Monitoring: Executive Director of Student and School Support, Director of Planning and School Choice Problem Statements: District Processes & Programs 4	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 9 Problem Statements:

District Processes & Programs
Problem Statement 4: 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.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

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)

Targeted or ESF High Priority
HB3 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). 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: Executive Directors of Leadership, Counselors Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Results Driven Accountability - Equity Plan		Formative			Summative
		Oct	Jan	Mar	May
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>					

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 11: Restart and redesign select failing schools using research-based strategies to rapidly boost student performance and improve campus ratings to 80% (B) at a minimum by the end of 2023

Targeted or ESF High Priority

Evaluation Data Sources: TEA Accountability ratings

Strategy 1 Details	Reviews			
Strategy 1: Create and implement the ECISD RISE program. Strategy's Expected Result/Impact: Improve participating campus ratings to 80% (B) at a minimum by the end of 2023 Staff Responsible for Monitoring: Executive Directors of Leadership Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Results Driven Accountability - Equity Plan Problem Statements: Student Learning 10 Funding Sources: ESF Grant - Title One School- Improvement - \$2,500,000	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Redesign four struggling campuses using a blended learning model through the support of a technical assistance provider. Strategy's Expected Result/Impact: A minimum of 80% of all students at each school site will engage in personalized blended learning throughout the school day. Staff Responsible for Monitoring: Campus principals and Executive Directors of Leadership Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1, 2, 3, 4, 5, 6, 7 Funding Sources: ESF Redesign Implementation Grant - State Comp Ed - \$1,500,000	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. Root Cause: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.





Problem Statement 10: 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.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 12: The percentage of students enrolling in postsecondary programs after high school graduation will increase by 5% year over year.

HB3 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. 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 Problem Statements: Student Learning 3 Funding Sources: Data dashboard - State CCMR Allotment - \$85,000	Formative			Summative
	Oct	Jan	Mar	May
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. 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 Problem Statements: Student Learning 3 Funding Sources: CCMR data dashboard - State CCMR Allotment - \$100,000	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 12 Problem Statements:





Student Learning
Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. Root Cause: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 3: Learning Journey: ECISD will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. ECISD will equip students to be adaptable in an ever-changing society.

Performance Objective 13: The percentage of students identifying and enrolling in college or career pathways by their sophomore year will increase by 5%.

HB3 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. 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 Problem Statements: Student Learning 3 Funding Sources: - State CCMR Allotment - \$85,000	Formative			Summative
	Oct	Jan	Mar	May
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. 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 Problem Statements: Student Learning 3 Funding Sources: - State CCMR Allotment - \$85,000	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 13 Problem Statements:

Student Learning

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause:** The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

RDA Strategies

Goal	Objective	Strategy	Description
1	2	1	Establish an operational data store and data warehouse to support data visualization tools to ensure EdFi data standards conformity.
1	3	1	Establish up to date design standards for buildings that align with current teaching standards.
1	3	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,
1	4	3	Implement Wi-Fi connectivity on all activity buses.
1	5	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 Math Teach to One Eduphoria Brainchild Odysseyware Imagine learning
1	6	1	ECISD will implement the instructional frameworks for ELAR and Math that will be tightly implemented Pre-K-12 and implement district approved curriculum resources that meet the learning needs, interests, aspirations and cultural backgrounds of all students and will continuously evaluate the curriculum to ensure all students have equitable access to rigorous resources aligned to the TEKS.
1	7	1	Assess SEL needs and readiness to implement Social-Emotional-Cultural framework.
1	10	9	ECISD will plan and implement effective year-long strategies to help students prepare and actively transition to new campuses within ECISD.
1	11	1	ECISD will identify best practices in order to develop next practices and innovations. Test new ideas vigorously using experimental and quasi-experimental studies to test the effectiveness of promising innovations aligned to district needs.
1	11	2	ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for program evaluation in ECISD.
2	1	1	The Talent Development Department will focus on retaining staff through intentional and personalized support and professional learning 2021-2022.
2	1	2	Adopt and implement a quality Mentor Model that supports and engages new staff 2021-2022.
2	1	3	Identify, adopt, train, and support a standardized coaching model for ECISD that will increase the instructional capacity of our staff through a personalized and tiered approach.
2	1	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 choice and differentiated opportunities 2. Texas Reading Academies K-3 - Cohort 2 3. Math Solutions (Number Talks and About Teaching Mathematics) - Cohort 3 4. Advanced Academics NMSI Grant Laying the Foundation - Year 2
2	2	1	Expand Opportunity Culture to extend the reach of excellent teachers and their teams during 2021-2022.
2	2	2	Develop and implement the TEA Teacher Incentive Allotment plan 2021-2022.

Goal	Objective	Strategy	Description
2	3	1	Identify teachers and support them through the National Board Professional Teaching Standards process.
2	4	1	In 2021-2022 ECISD will optimize "Grow Our Own" programs and pipelines.
2	4	2	Utilize innovative recruitment practices to meet current and future needs.
2	4	3	Establish the District as an Education Preparation Program (EPP).
2	4	4	Collaborate with Institutions of Higher Education (IHE) and Alternative Certification Programs to match program practices to district needs.
2	4	5	Identify talent and intentionally build leadership capacity in highly effective teachers. (ECISD Emerging Leadership Academy)
2	4	6	Identify talent and intentionally build leadership capacity in highly effective assistant principals. (ECISD Aspiring Leadership Academy)
3	1	1	ECISD will implement half day PreK for 3year old children Fall 2021 with our 1882 partnership, the Odessa YMCA, and at Carver, Lamar and Austin campuses.
3	2	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
3	2	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
3	2	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.
3	2	4	ECISD will develop the competencies required for campus leaders to support personalized learning for students and teachers.
3	7	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.
3	10	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).
3	11	1	Create and implement the ECISD RISE program.
3	12	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.
3	13	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.
3	13	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.

District Funding Summary

Bond Funds					
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					
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
3	2	3	PLC implementation and DDI process - Relay funded by TEA		\$0.00
Sub-Total					\$500,000.00
Local					
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	8	3			\$0.00
1	8	4			\$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	7			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	8			\$0.00
1	10	9	Resources needed for transportation and supplies and materials.		\$20,000.00
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	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	1	1	Full day Pre-Kindergarten teachers		\$1,000,000.00
3	1	1	Pre-Kindergarten Instructional Aides		\$112,500.00
3	2	1	NWEA Map Growth		\$500,000.00
3	2	4	Personalized Learning		\$200,000.00
3	4	5			\$0.00
3	4	6			\$0.00
3	4	7			\$0.00
Sub-Total					\$3,240,500.00
State Blended Learning Grant					
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					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	12	1	Data dashboard		\$85,000.00
3	12	2	CCMR data dashboard		\$100,000.00
3	13	1			\$85,000.00
3	13	2			\$85,000.00
Sub-Total					\$355,000.00
State Comp Ed					
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	9	2	staff, contract and materials		\$750,000.00
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
1	10	8			\$0.00
1	10	9	DAEP support		\$850,000.00
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	1	1	Full Day Pre-kindergarten teachers		\$1,000,000.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Pre-kindergarten Instructional Aides		\$637,500.00
3	2	1	Dobule Blocked classes for remediation, Tutoring, Summer programs, Supplemental materials, assessments, software fees and contracts		\$1,600,000.00
3	2	2	Implementation of learning models		\$50,000.00
3	2	2	Bilingual Instructional Team, Instructional Resources and Supplies		\$600,000.00
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 wokrs, drop out prevention counseors		\$1,000,000.00
3	11	2	ESF Redesign Implementation Grant		\$1,500,000.00
Sub-Total					\$27,102,500.00
State Dyslexia Allotment					
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					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Texas Reading Academies		\$0.00
3	1	1	Full Day Pre-Kindergarten teachers		\$1,000,000.00
Sub-Total					\$1,000,000.00
Title One School- Improvement					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	OC Campus staff stipends		\$0.00
3	11	1	ESF Grant		\$2,500,000.00
Sub-Total					\$2,500,000.00

Title One School-wide					
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	2	2	Instructional Specialists		\$2,100,000.00
3	3	2	Guidance Counselor		\$25,000.00
Sub-Total					\$7,625,000.00
Title One D, Subpart 2, Delinquency Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	9	Transition counselor at DAEP		\$75,000.00
3	3	2	Guidance Counselor		\$65,000.00
Sub-Total					\$140,000.00
Title Two Professional Development					
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	Instructional specialist dedicated to support new teachers & build capacity		\$350,000.00
Sub-Total					\$1,125,000.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1			\$0.00
1	7	4			\$0.00
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
Sub-Total					\$500,000.00
Grand Total					\$44,713,000.00

Addendums

Board Goals

- 1) The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%³ to 60% by May 2024 across all tested content areas
- 2) The percentage of 3rd grade students reading at or above grade level will increase from 35%³ to 45% by May 2024
- 3) The percentage of high school graduates considered College, Career or Military Ready will increase from 56%³ to 65% by May 2024



Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5% ¹	94%	94.5%	94.7%	95%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61% ¹	63%	66%	69%	75%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52%	54%	56%	58%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	35.2% ¹	40%	45%	60%	65%
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%) ⁵	13 out of 47 (28%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)
1,2,3	3 rd Grade Composite (reading and math)	% of 3 rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	24% ³	26%	28%	31%	35%
1,3	6 th grade reading or math on grade level	% of 6 th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 20% ¹ M - 26% ¹	R – 22% M – 28%	R – 25% M – 33%	R – 30% M – 39%	R-37% M-47%
1,3	8 th grade reading or math on grade level	% of 8 th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34% ¹ M - 24% ¹	R – 36% M – 26%	R – 41% M – 35%	R – 47% M – 45%	R-55% M-57%
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	Eng I - 36% ¹ Alg I - 42% ¹	Eng I – 38% Alg I – 44%	Eng I – 41% Alg I – 49%	Eng I – 45% Alg I – 55%	Eng I – 50% Alg I – 61%
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6% ⁸	21%	23%	25%	27%

3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7% ¹	84%	86%	88%	90%
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	51% ⁴ Class of 2019	51% Class of 2020	53% Class of 2021	60% Class of 2022	65% Class of 2023
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5% ⁴ Class of 2012	31% class of 2015	33% class of 2016	35% class of 2017	65% ⁷ class of 2018
1,2,3	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.	59% ⁶	60%	61%	62%	63%

1. 2018-2019 Texas Education Agency TAPR

2. NWEA MAP Score District Report ECISD Department of Accountability

3. 2018-2019 Texas Education Agency HTML TAPR

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1.c.sas&namenum=068901

4. National Clearinghouse District Report ECISD Department of Accountability (Class of 2019 postsecondary enrollment, class of 2014 postsecondary completion)

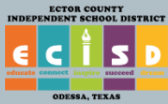
5. Txschools.gov

https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perf rept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901

6. Panorama District Report ECISD Department of Accountability

7. https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_Web_.pdf

8. 2020 CCMR Tracker TEA TEAL report



068901 - Ector County ISD

34,372

Students in the District

55.4%

Percent of Low Income Students

9.2%

Percent of Special Education Students

19.6%

Percent of LEP Students

21.65%

Percent of Students Chronically Absent

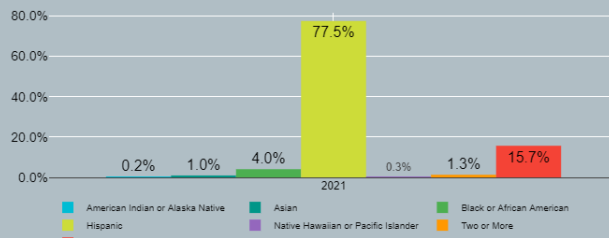
Not Applicable

Suspension Rate

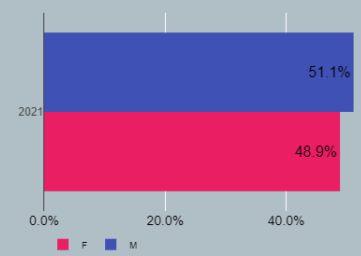
32.4%

Percent of Students in Activities

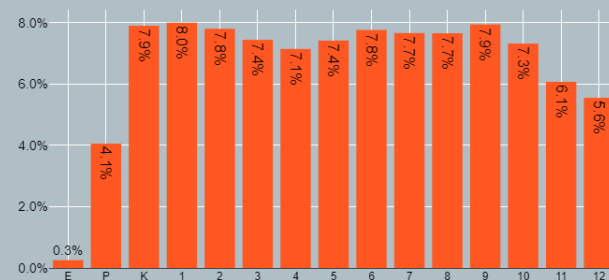
Racial Makeup Of The District



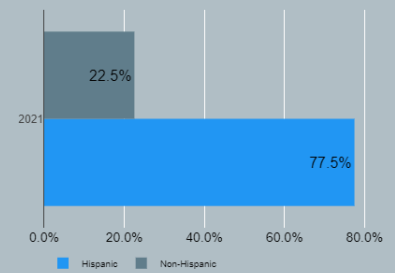
Gender Makeup Across The District



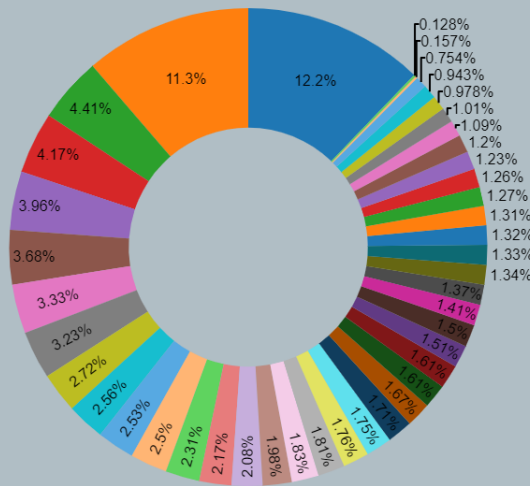
Students In District By Grade Level



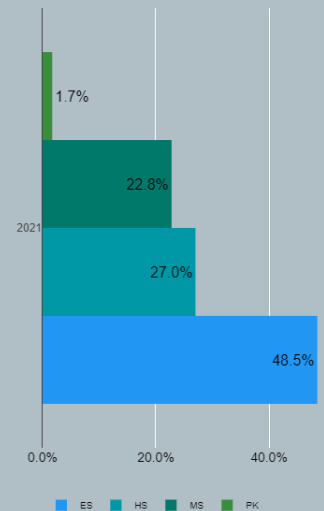
Ethnicity Makeup Across The District



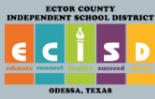
Percent Of Student Population By School



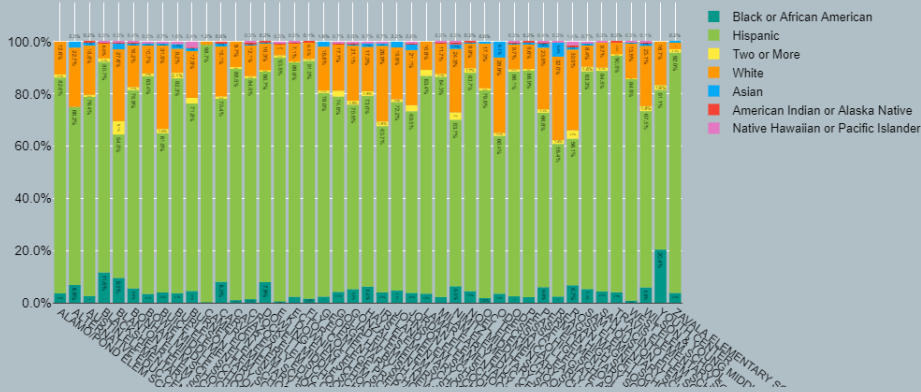
School Type Makeup Across The District



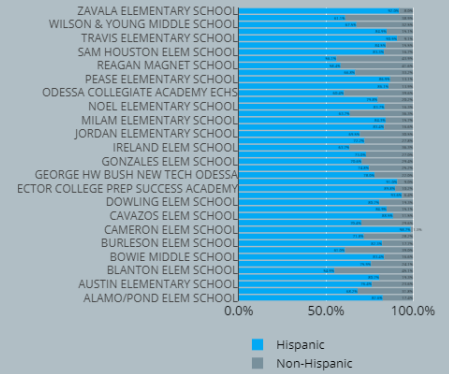
- | | | |
|------------------------------------|--------------------------------|-------------------------------|
| ODESSA HIGH SCHOOL | PERMIAN HIGH SCHOOL | NIMITZ MIDDLE SCHOOL |
| ECTOR COLLEGE PREP SUCCESS ACADEMY | WILSON & YOUNG MIDDLE SCHOOL | BOWIE MIDDLE SCHOOL |
| CROCKETT MIDDLE SCHOOL | BONHAM MIDDLE SCHOOL | FLY ELEMENTARY SCHOOL |
| E K DOWNING ELEM SCHOOL | JORDAN ELEMENTARY SCHOOL | BUICE ELEMENTARY SCHOOL |
| CAVAZOS ELEM SCHOOL | WEST ELEM SCHOOL | BLACKSHEAR ELEM SCHOOL |
| JOHNSON ELEM SCHOOL | REAGAN MAGNET SCHOOL | MILAM ELEMENTARY SCHOOL |
| CAMERON ELEM SCHOOL | PEASE ELEMENTARY SCHOOL | BLANTON ELEM SCHOOL |
| GOLIAD ELEMENTARY SCHOOL | BURNET ELEMENTARY SCHOOL | IRELAND ELEM SCHOOL |
| BURLESON ELEM SCHOOL | GONZALES ELEM SCHOOL | SAN JACINTO ELEM SCHOOL |
| NOEL ELEMENTARY SCHOOL | AUSTIN ELEMENTARY SCHOOL | DOWLING ELEM SCHOOL |
| HAYS ELEMENTARY SCHOOL | ZAVALA ELEMENTARY SCHOOL | SAM HOUSTON ELEM SCHOOL |
| ROSS ELEMENTARY SCHOOL | GEORGE HW BUSH NEW TECH ODESSA | ALAMO/POND ELEM SCHOOL |
| TRAVIS ELEMENTARY SCHOOL | ODESSA COLLEGIATE ACADEMY ECHS | OC TECHNICAL EARLY COLLEGE HS |
| CARVER EARLY EDUC CENTER | LAMAR EARLY EDUC CENTER | YOUTH CENTER |
| ALTERNATIVE EDUC CENTER | | |



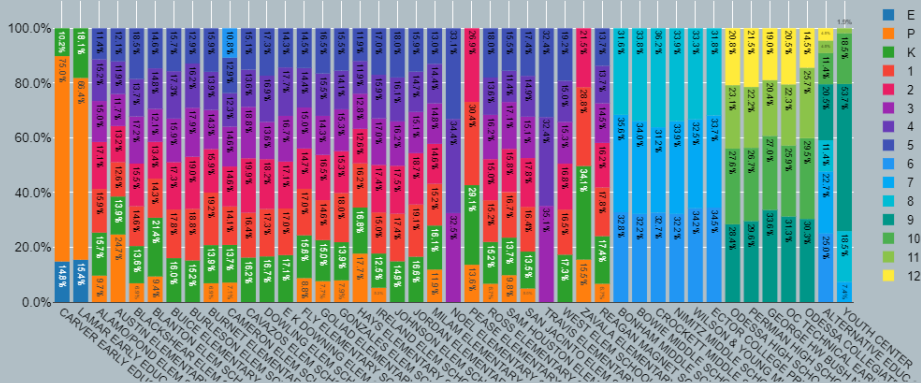
Race Makeup By School



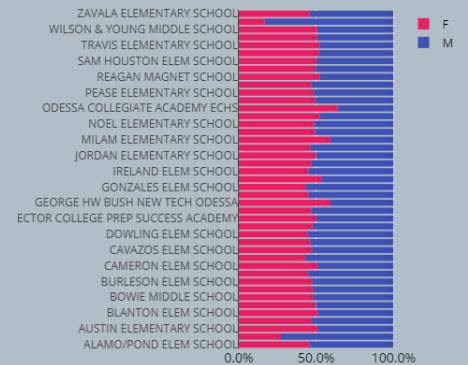
Ethnicity Makeup By School



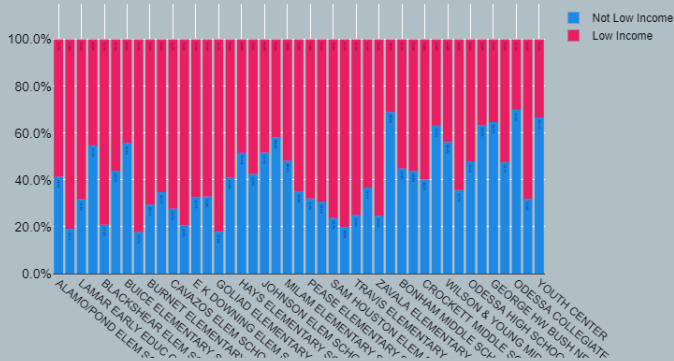
School Makeup By Grade



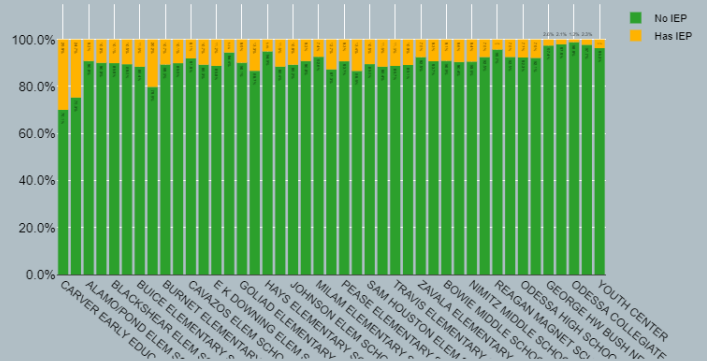
Gender Makeup By School



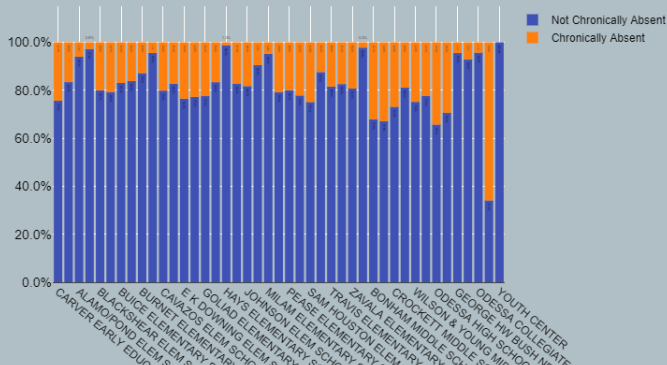
Percent Low Income By School

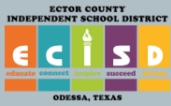


Percent Special Ed By School

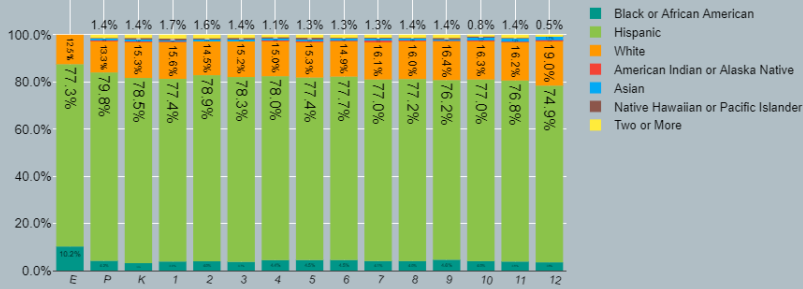


Percent Chronically Absent By School

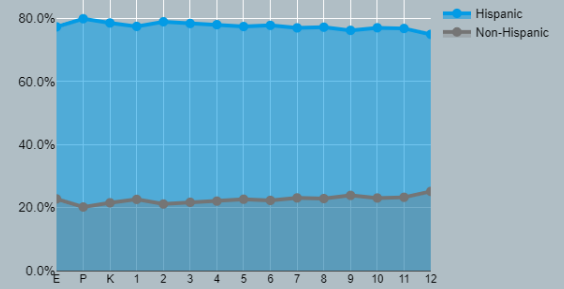




Race Makeup By Grade



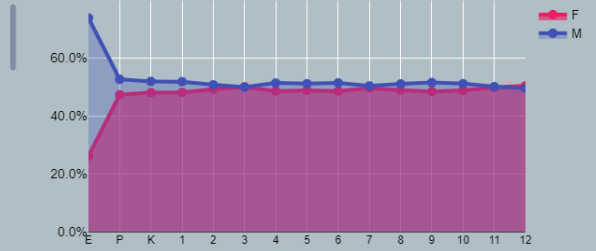
Percent Ethnicity By Grade



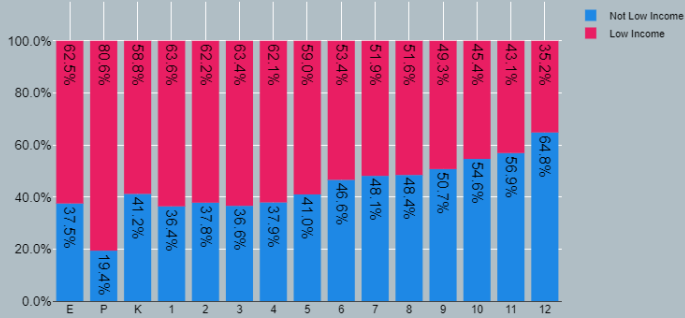
Grade Makeup By School



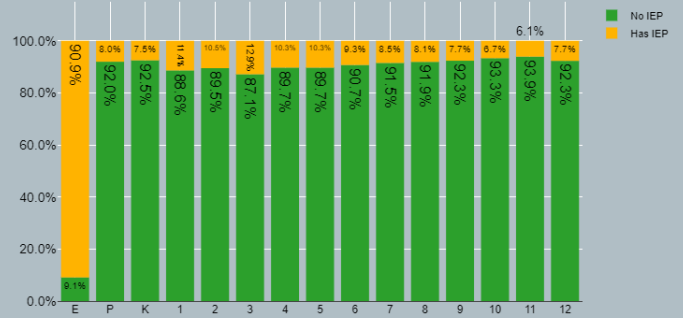
Gender Makeup By Grade



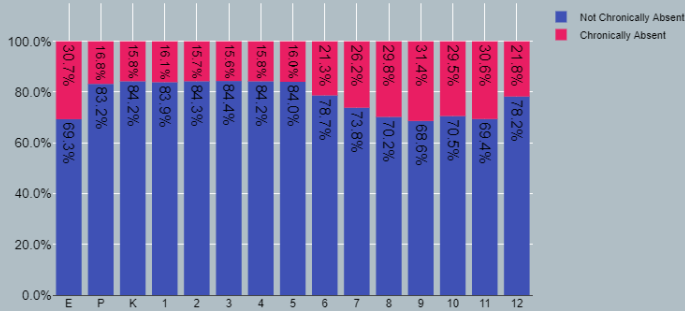
Percent Low Income By Grade



Percent Special Ed By Grade



Percent Chronically Absent By Grade





Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	2143	144.2	15.1	77	151.9	15.1	68	8	0.3	9.0	-1.12	13	2,143	1049	49	45
01	2313	161.4	15.5	54	167.6	15.1	37	6	0.3	8.9	-2.11	2	2,313	1024	44	39
2	2268	174.0	15.3	39	179.9	14.6	27	6	0.3	7.9	-1.76	4	2,268	1086	48	43
03	2162	183.2	13.6	17	191.2	14.1	23	8	0.2	6.6	1.29	90	2,162	1349	62	64
4	2028	194.8	14.1	22	201.0	14.2	25	6	0.2	5.5	0.69	75	2,028	1137	56	53
5	2177	204.2	15.2	24	208.7	16.0	23	5	0.2	4.6	-0.10	46	2,177	1105	51	49
6	1598	208.4	13.4	20	212.5	14.6	20	4	0.2	4.0	0.08	53	1,598	848	53	48
7	1518	212.1	15.4	17	215.4	16.4	17	3	0.2	3.2	0.13	55	1,518	788	52	47
8	805	209.9	14.8	6	213.7	15.9	7	4	0.4	2.7	0.94	83	805	450	56	55
9	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by District

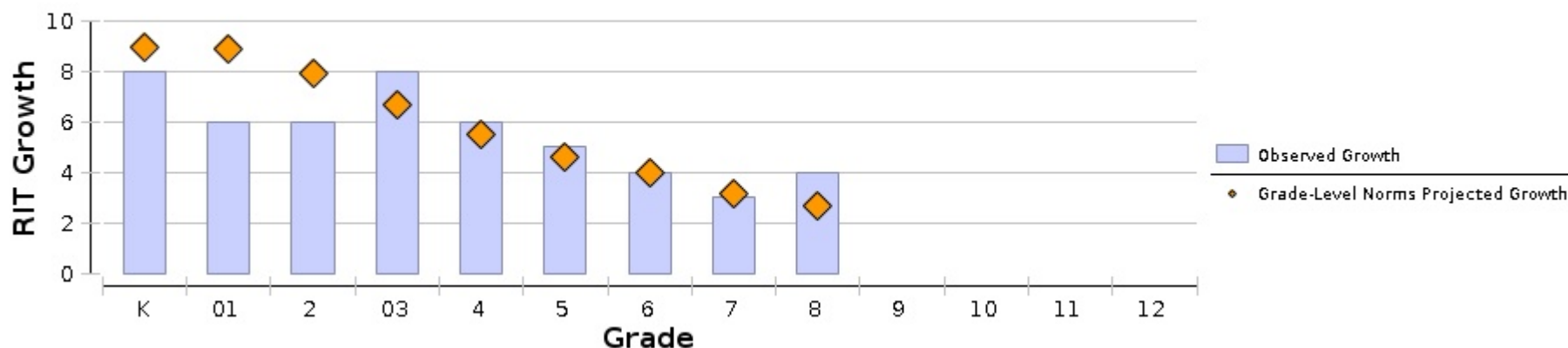
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Math: Math K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

Math: Math K-12



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Math: Algebra 1

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
01	0	**			**			**					**			
2	0	**			**			**					**			
03	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			
6	0	**			**			**					**			
7	0	**			**			**					**			
8	402	233.6	13.3		242.5	14.5		9	0.5				0			
9	1181	220.6	14.6		225.2	17.4		5	0.4				0			
10	39	223.5	17.0		225.7	19.6		2	2.1				0			
11	6	*			*			*					*			
12	1	*			*			*					*			

Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: Ector County ISD

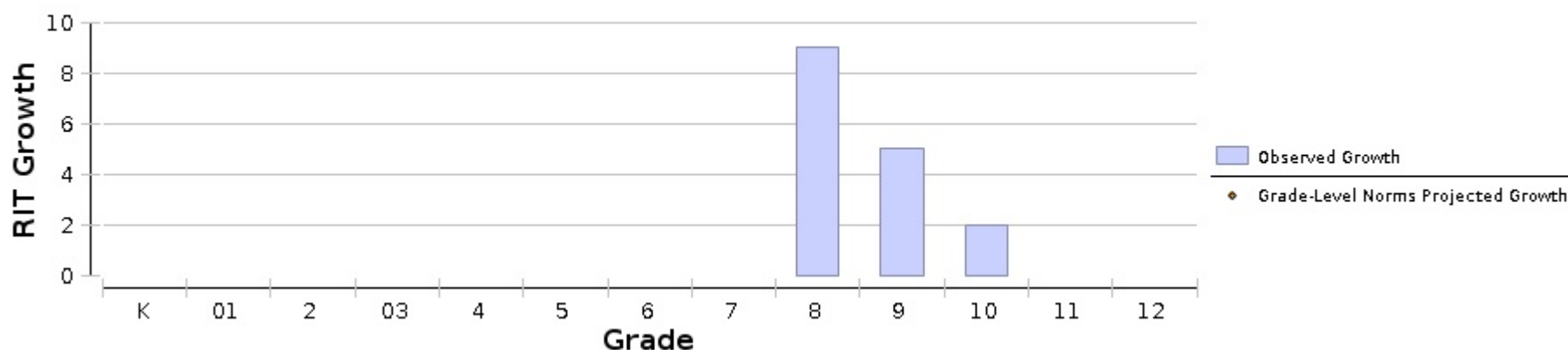
Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Math: Algebra 1

ant. Algebra I

		Comparison Periods							Growth Evaluated Against							
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

Math: Algebra 1



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.



Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Language Arts: Reading

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	1627	143.4	14.2	88	148.5	14.2	71	5	0.3	8.1	-2.48	1	1,627	713	44	36
01	1798	157.6	14.9	57	162.3	14.9	30	5	0.3	8.7	-3.20	1	1,798	703	39	29
2	1798	168.7	14.5	25	173.6	15.1	14	5	0.3	7.7	-2.20	1	1,798	687	38	32
03	2080	181.5	17.4	21	186.2	17.3	15	5	0.2	6.5	-1.68	5	2,080	911	44	38
4	1947	192.1	17.0	24	196.2	16.2	20	4	0.2	5.2	-1.09	14	1,947	916	47	42
5	2109	199.0	16.9	21	202.2	16.7	17	3	0.2	4.2	-1.02	15	2,109	997	47	42
6	1568	204.9	16.4	22	207.4	16.9	19	2	0.3	3.3	-0.97	17	1,568	746	48	43
7	1379	208.3	17.0	20	211.7	17.1	23	3	0.3	2.7	0.85	80	1,379	762	55	54
8	1152	210.1	17.7	15	213.2	17.6	18	3	0.3	2.4	0.71	76	1,152	641	56	55
9	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			

Explanatory Notes

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^ These values for weeks of instruction are the median across your schools and are used in all calculations except the Student Norms section, which uses the values from each student's school of record.

* Summaries for groups of fewer than 10 students are not shown, as the sample size may be too small for acceptable statistical reliability.

** Calculations not provided because students have no MAP results in at least one of the terms. The Growth Count is zero.

‡ Growth Count provided reflects students with MAP results in both the Start and End terms. Observed Growth calculation is based on that student data.

Student Growth Summary Report

Aggregate by District

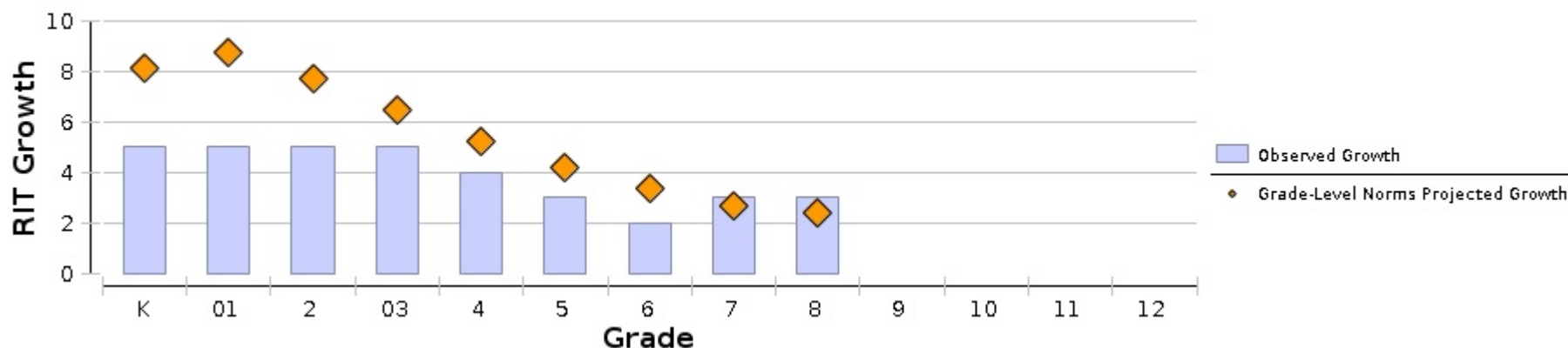
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Language Arts: Reading

		Comparison Periods						Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth			Grade-Level Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE		Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Student Norms
														Count with Projection Count Met Projection Percent Met Projection Student Median Conditional Growth Percentile

Language Arts: Reading



Explanatory Notes

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Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Language Arts: Reading
(Spanish)

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	503	142.4	15.6		147.6	15.4		5	0.7				503	202	40	34
01	521	157.0	17.0		161.8	16.1		5	0.6				521	213	41	34
2	503	170.3	16.2		173.4	14.8		3	0.5				503	173	34	32
03	108	186.6	15.3		191.5	14.2		5	1.2				108	55	51	50
4	56	191.8	14.0		193.2	14.6		1	1.6				56	23	41	41
5	51	195.2	18.2		197.6	15.8		2	1.5				51	20	39	41
6	0	**			**			**					**			
7	0	**			**			**					**			
8	0	**			**			**					**			
9	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			

Explanatory Notes

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Student Growth Summary Report

Aggregate by District

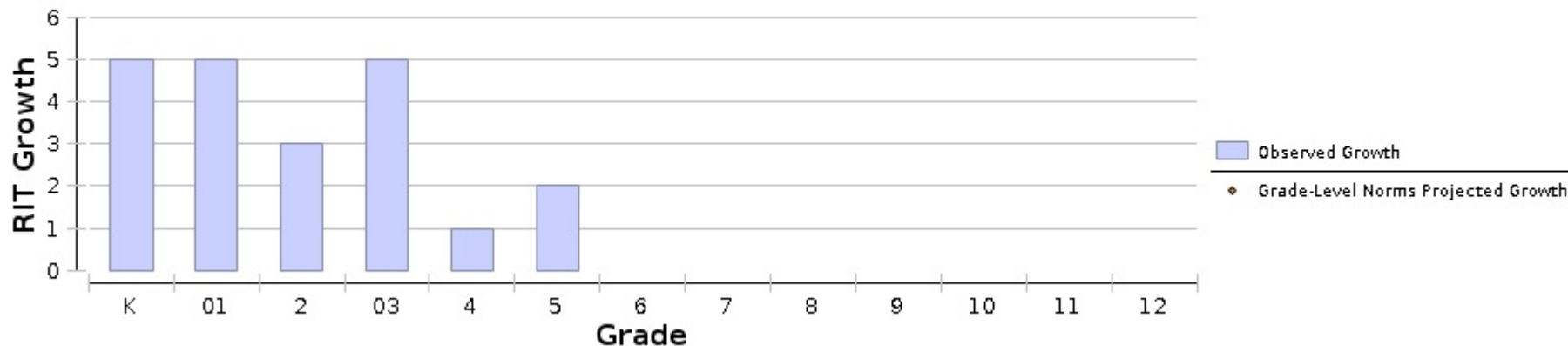
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Language Arts: Reading
(Spanish)

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

Language Arts: Reading (Spanish)



Explanatory Notes

¹User norms are based on the group of students who have taken the test in the selected subject and course. These results are not comparable to results based on nationally representative norms.

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Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Language Arts:
Language Usage

Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
01	0	**			**			**					**			
2	0	**			**			**					**			
03	0	**			**			**					**			
4	0	**			**			**					**			
5	0	**			**			**					**			
6	0	**			**			**					**			
7	0	**			**			**					**			
8	0	**			**			**					**			
9	1767	212.8	15.1	29	212.8	15.7	23	0	0.2	1.4	-1.95	3	1,767	785	44	39
10	1713	216.1	14.3	34	216.5	15.1	30	1	0.2	1.2	-1.15	13	1,713	862	50	47
11	32	209.5	14.6	4	211.8	14.9	6	2	1.7	1.2	1.33	91	32	20	63	62
12	20	213.3	13.1		212.6	13.0		-1	2.4				0			

Explanatory Notes

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Student Growth Summary Report

Aggregate by District

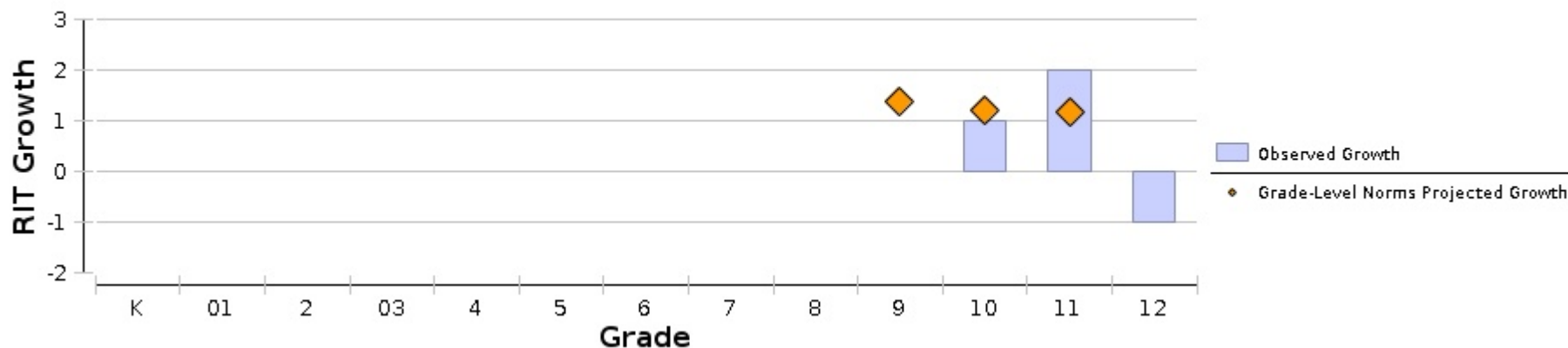
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Language Arts:
Language Usage

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

Language Arts: Language Usage



Explanatory Notes

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Student Growth Summary Report

Aggregate by District

Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
K	0	**			**			**					**			
01	0	**			**			**					**			
2	0	**			**			**					**			
03	0	**			**			**					**			
4	0	**			**			**					**			
5	972	200.5	11.9	50	204.4	12.3	52	4	0.2	3.6	0.31	62	972	545	56	53
6	0	**			**			**					**			
7	0	**			**			**					**			
8	0	**			**			**					**			
9	0	**			**			**					**			
10	0	**			**			**					**			
11	0	**			**			**					**			
12	0	**			**			**					**			

Explanatory Notes

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Student Growth Summary Report

Aggregate by District

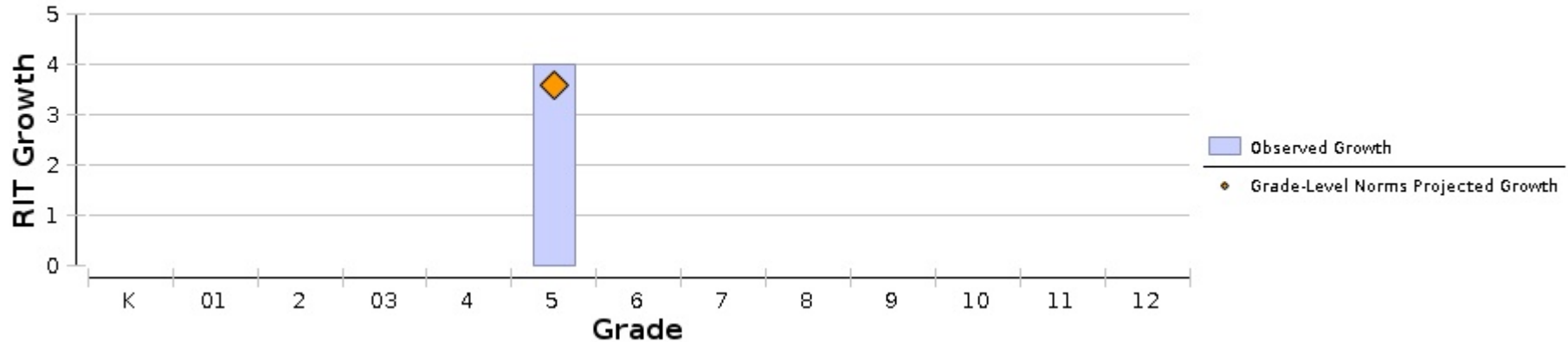
Term: Winter 2020-2021
District: Ector County ISD

Norms Reference Data: 2020 and User Norms¹.
Growth Comparison Period: Fall 2020 - Winter 2021
Weeks of Instruction: Start - 5 (Fall 2020) ^
End - 19 (Winter 2021) ^
Grouping: None
Small Group Display: No

Science: Science K-12

		Comparison Periods								Growth Evaluated Against						
		Fall 2020			Winter 2021			Growth		Grade-Level Norms			Student Norms			
Grade (Winter 2021)	Growth Count‡	Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile

Science: Science K-12



Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

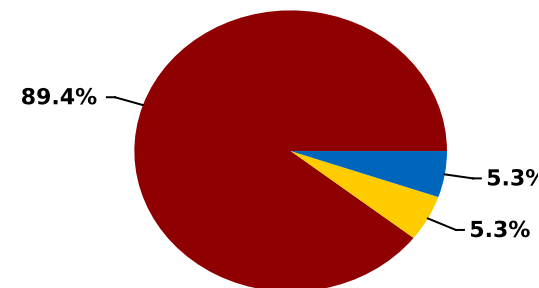
Fall 2020-2021
Ector County ISD
None

Math: Math K-12

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
ALAMO/POND ELEM SCHOOL	46	35	76.1%	3	6.5%	8	17.4%
ALTERNATIVE EDUC CENTER	7	7	100.0%	0	0.0%	0	0.0%
AUSTIN ELEMENTARY SCHOOL	55	36	65.5%	9	16.4%	10	18.2%
BLACKSHEAR ELEM SCHOOL	118	105	89.0%	7	5.9%	6	5.1%
BLANTON ELEM SCHOOL	66	57	86.4%	7	10.6%	2	3.0%
BONHAM MIDDLE SCHOOL	638	615	96.4%	15	2.4%	8	1.3%
BOWIE MIDDLE SCHOOL	737	696	94.4%	25	3.4%	16	2.2%
BUICE ELEMENTARY SCHOOL	117	86	73.5%	15	12.8%	16	13.7%
BURLESON ELEM SCHOOL	56	53	94.6%	3	5.4%	0	0.0%
BURNET ELEMENTARY SCHOOL	81	75	92.6%	2	2.5%	4	4.9%
CAMERON ELEM SCHOOL	142	124	87.3%	7	4.9%	11	7.7%
CAVAZOS ELEM SCHOOL	104	89	85.6%	8	7.7%	7	6.7%
CROCKETT MIDDLE SCHOOL	783	755	96.4%	15	1.9%	13	1.7%
DOWLING ELEM SCHOOL	73	65	89.0%	4	5.5%	4	5.5%
E K DOWNING ELEM SCHOOL	118	97	82.2%	11	9.3%	10	8.5%
FLY ELEMENTARY SCHOOL	125	100	80.0%	11	8.8%	14	11.2%
GOLIAD ELEMENTARY SCHOOL	81	72	88.9%	5	6.2%	4	4.9%
GONZALES ELEM SCHOOL	73	61	83.6%	8	11.0%	4	5.5%
HAYS ELEMENTARY SCHOOL	53	33	62.3%	8	15.1%	12	22.6%
IRELAND ELEM SCHOOL	83	72	86.7%	8	9.6%	3	3.6%
JOHNSON ELEM SCHOOL	110	97	88.2%	9	8.2%	4	3.6%
JORDAN ELEMENTARY SCHOOL	119	85	71.4%	12	10.1%	22	18.5%
MILAM ELEMENTARY SCHOOL	81	69	85.2%	4	4.9%	8	9.9%
NIMITZ MIDDLE SCHOOL	1019	927	91.0%	43	4.2%	49	4.8%
NOEL ELEMENTARY SCHOOL	138	115	83.3%	9	6.5%	14	10.1%
REAGAN MAGNET SCHOOL	85	30	35.3%	23	27.1%	32	37.6%
ROSS ELEMENTARY SCHOOL	48	42	87.5%	3	6.3%	3	6.3%
SAM HOUSTON ELEM SCHOOL	56	45	80.4%	6	10.7%	5	8.9%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

Fall 2020-2021
Ector County ISD
None

Math: Math K-12

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
SAN JACINTO ELEM SCHOOL	73	68	93.2%	4	5.5%	1	1.4%
TRAVIS ELEMENTARY SCHOOL	113	101	89.4%	8	7.1%	4	3.5%
WEST ELEM SCHOOL	116	102	87.9%	5	4.3%	9	7.8%
WILSON & YOUNG MIDDLE SCHOOL	950	865	91.1%	45	4.7%	40	4.2%
YOUTH CENTER	1	1	100.0%	0	0.0%	0	0.0%
Total	6465	5780	89.4%	342	5.3%	343	5.3%

Explanatory Notes

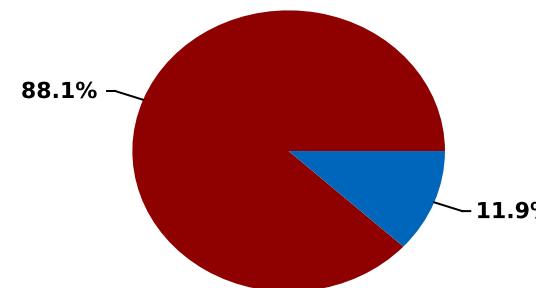
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Math: Math K-12

Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

School	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
ALAMO/POND ELEM SCHOOL	46	31	67.4%	15	32.6%
ALTERNATIVE EDUC CENTER	7	7	100.0%	0	0.0%
AUSTIN ELEMENTARY SCHOOL	55	33	60.0%	22	40.0%
BLACKSHEAR ELEM SCHOOL	118	103	87.3%	15	12.7%
BLANTON ELEM SCHOOL	66	55	83.3%	11	16.7%
BONHAM MIDDLE SCHOOL	638	610	95.6%	28	4.4%
BOWIE MIDDLE SCHOOL	737	693	94.0%	44	6.0%
BUICE ELEMENTARY SCHOOL	117	83	70.9%	34	29.1%
BURLESON ELEM SCHOOL	56	52	92.9%	4	7.1%
BURNET ELEMENTARY SCHOOL	81	74	91.4%	7	8.6%
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DOWLING ELEM SCHOOL	73	62	84.9%	11	15.1%
E K DOWNING ELEM SCHOOL	118	96	81.4%	22	18.6%
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GOLIAD ELEMENTARY SCHOOL	81	71	87.7%	10	12.3%
GONZALES ELEM SCHOOL	73	60	82.2%	13	17.8%
HAYS ELEMENTARY SCHOOL	53	29	54.7%	24	45.3%
IRELAND ELEM SCHOOL	83	71	85.5%	12	14.5%
JOHNSON ELEM SCHOOL	110	92	83.6%	18	16.4%
JORDAN ELEMENTARY SCHOOL	119	83	69.7%	36	30.3%
MILAM ELEMENTARY SCHOOL	81	69	85.2%	12	14.8%
NIMITZ MIDDLE SCHOOL	1019	921	90.4%	98	9.6%
NOEL ELEMENTARY SCHOOL	138	112	81.2%	26	18.8%
REAGAN MAGNET SCHOOL	85	27	31.8%	58	68.2%
ROSS ELEMENTARY SCHOOL	48	42	87.5%	6	12.5%
SAM HOUSTON ELEM SCHOOL	56	42	75.0%	14	25.0%



Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

Fall 2020-2021
Ector County ISD
None

Math: Math K-12

School	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
SAN JACINTO ELEM SCHOOL	73	66	90.4%	7	9.6%
TRAVIS ELEMENTARY SCHOOL	113	98	86.7%	15	13.3%
WEST ELEM SCHOOL	116	99	85.3%	17	14.7%
WILSON & YOUNG MIDDLE SCHOOL	950	860	90.5%	90	9.5%
YOUTH CENTER	1	1	100.0%	0	0.0%
Total	6465	5697	88.1%	768	11.9%

Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

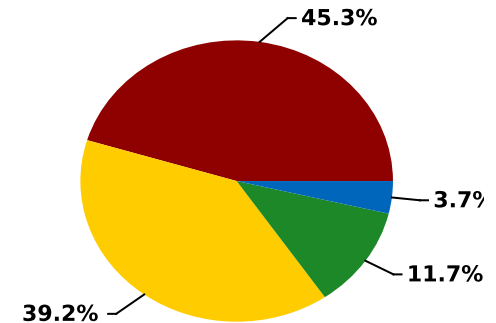
Fall 2020-2021
Ector County ISD
None

Math: Math K-12

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
ALAMO/POND ELEM SCHOOL	237	80	33.8%	109	46.0%	36	15.2%	12	5.1%
ALTERNATIVE EDUC CENTER	7	6	85.7%	1	14.3%	0	0.0%	0	0.0%
AUSTIN ELEMENTARY SCHOOL	227	95	41.9%	87	38.3%	39	17.2%	6	2.6%
BLACKSHEAR ELEM SCHOOL	411	219	53.3%	139	33.8%	34	8.3%	19	4.6%
BLANTON ELEM SCHOOL	257	105	40.9%	109	42.4%	30	11.7%	13	5.1%
BONHAM MIDDLE SCHOOL	638	316	49.5%	263	41.2%	52	8.2%	7	1.1%
BOWIE MIDDLE SCHOOL	737	304	41.2%	358	48.6%	67	9.1%	8	1.1%
BUICE ELEMENTARY SCHOOL	470	166	35.3%	195	41.5%	83	17.7%	26	5.5%
BURLESON ELEM SCHOOL	294	203	69.0%	66	22.4%	17	5.8%	8	2.7%
BURNET ELEMENTARY SCHOOL	308	193	62.7%	84	27.3%	21	6.8%	10	3.2%
CAMERON ELEM SCHOOL	388	146	37.6%	186	47.9%	39	10.1%	17	4.4%
CAVAZOS ELEM SCHOOL	438	251	57.3%	111	25.3%	42	9.6%	34	7.8%
CROCKETT MIDDLE SCHOOL	783	369	47.1%	349	44.6%	59	7.5%	6	0.8%
DOWLING ELEM SCHOOL	285	165	57.9%	97	34.0%	20	7.0%	3	1.1%
E K DOWNING ELEM SCHOOL	505	245	48.5%	167	33.1%	50	9.9%	43	8.5%
FLY ELEMENTARY SCHOOL	507	261	51.5%	148	29.2%	63	12.4%	35	6.9%
GOLIAD ELEMENTARY SCHOOL	291	170	58.4%	90	30.9%	27	9.3%	4	1.4%
GONZALES ELEM SCHOOL	255	124	48.6%	97	38.0%	32	12.5%	2	0.8%
HAYS ELEMENTARY SCHOOL	220	29	13.2%	106	48.2%	64	29.1%	21	9.5%
IRELAND ELEM SCHOOL	323	144	44.6%	135	41.8%	38	11.8%	6	1.9%
JOHNSON ELEM SCHOOL	404	195	48.3%	147	36.4%	46	11.4%	16	4.0%
JORDAN ELEMENTARY SCHOOL	505	162	32.1%	234	46.3%	84	16.6%	25	5.0%
MILAM ELEMENTARY SCHOOL	353	161	45.6%	135	38.2%	45	12.7%	12	3.4%
NIMITZ MIDDLE SCHOOL	1019	330	32.4%	523	51.3%	140	13.7%	26	2.6%
NOEL ELEMENTARY SCHOOL	415	235	56.6%	134	32.3%	34	8.2%	12	2.9%
PEASE ELEMENTARY SCHOOL	149	86	57.7%	56	37.6%	7	4.7%	0	0.0%
REAGAN MAGNET SCHOOL	363	28	7.7%	150	41.3%	132	36.4%	53	14.6%
ROSS ELEMENTARY SCHOOL	191	113	59.2%	57	29.8%	12	6.3%	9	4.7%



Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

Fall 2020-2021
Ector County ISD
None

Math: Math K-12

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
SAM HOUSTON ELEM SCHOOL	226	121	53.5%	72	31.9%	24	10.6%	9	4.0%
SAN JACINTO ELEM SCHOOL	283	129	45.6%	115	40.6%	32	11.3%	7	2.5%
TRAVIS ELEMENTARY SCHOOL	337	218	64.7%	92	27.3%	24	7.1%	3	0.9%
WEST ELEM SCHOOL	357	190	53.2%	114	31.9%	34	9.5%	19	5.3%
WILSON & YOUNG MIDDLE SCHOOL	950	385	40.5%	428	45.1%	119	12.5%	18	1.9%
YOUTH CENTER	1	1	100.0%	0	0.0%	0	0.0%	0	0.0%
ZAVALA ELEMENTARY SCHOOL	94	48	51.1%	37	39.4%	5	5.3%	4	4.3%
Total	13228	5993	45.3%	5191	39.2%	1551	11.7%	493	3.7%

Explanatory Notes

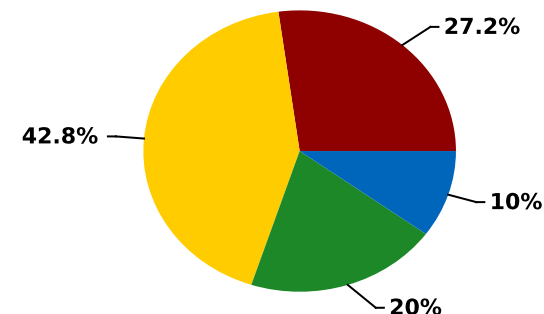
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Math: Algebra 1

Projected to: **STAAR Algebra 1** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study-eoc/>

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
ALTERNATIVE EDUC CENTER	4	3	75.0%	1	25.0%	0	0.0%	0	0.0%
BONHAM MIDDLE SCHOOL	57	6	10.5%	24	42.1%	17	29.8%	10	17.5%
BOWIE MIDDLE SCHOOL	92	15	16.3%	41	44.6%	29	31.5%	7	7.6%
CROCKETT MIDDLE SCHOOL	79	4	5.1%	27	34.2%	30	38.0%	18	22.8%
GEORGE HW BUSH NEW TECH ODESSA	59	13	22.0%	29	49.2%	14	23.7%	3	5.1%
NIMITZ MIDDLE SCHOOL	126	3	2.4%	21	16.7%	48	38.1%	54	42.9%
OC TECHNICAL EARLY COLLEGE HS	78	17	21.8%	36	46.2%	22	28.2%	3	3.8%
ODESSA COLLEGIATE ACADEMY ECHS	71	12	16.9%	32	45.1%	18	25.4%	9	12.7%
ODESSA HIGH SCHOOL	683	271	39.7%	318	46.6%	77	11.3%	17	2.5%
PERMIAN HIGH SCHOOL	574	164	28.6%	252	43.9%	96	16.7%	62	10.8%
WILSON & YOUNG MIDDLE SCHOOL	115	17	14.8%	49	42.6%	37	32.2%	12	10.4%
YOUTH CENTER	5	3	60.0%	2	40.0%	0	0.0%	0	0.0%
Total	1943	528	27.2%	832	42.8%	388	20.0%	195	10.0%



Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

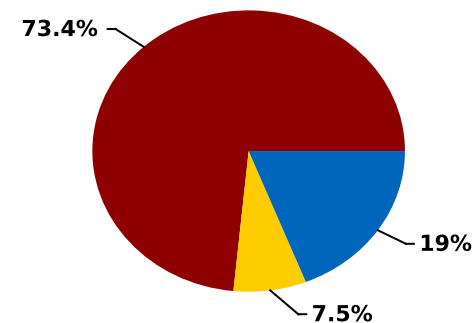
Fall 2020-2021
Ector County ISD
None

Language Arts: Reading

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
ALAMO/POND ELEM SCHOOL	46	22	47.8%	5	10.9%	19	41.3%
ALTERNATIVE EDUC CENTER	7	6	85.7%	1	14.3%	0	0.0%
AUSTIN ELEMENTARY SCHOOL	55	30	54.5%	6	10.9%	19	34.5%
BLACKSHEAR ELEM SCHOOL	84	61	72.6%	8	9.5%	15	17.9%
BLANTON ELEM SCHOOL	66	50	75.8%	3	4.5%	13	19.7%
BONHAM MIDDLE SCHOOL	631	503	79.7%	41	6.5%	87	13.8%
BOWIE MIDDLE SCHOOL	803	641	79.8%	54	6.7%	108	13.4%
BUICE ELEMENTARY SCHOOL	118	72	61.0%	9	7.6%	37	31.4%
BURLESON ELEM SCHOOL	55	42	76.4%	4	7.3%	9	16.4%
BURNET ELEMENTARY SCHOOL	81	66	81.5%	7	8.6%	8	9.9%
CAMERON ELEM SCHOOL	142	109	76.8%	13	9.2%	20	14.1%
CAVAZOS ELEM SCHOOL	103	77	74.8%	5	4.9%	21	20.4%
CROCKETT MIDDLE SCHOOL	827	679	82.1%	52	6.3%	96	11.6%
DOWLING ELEM SCHOOL	74	61	82.4%	5	6.8%	8	10.8%
E K DOWNING ELEM SCHOOL	116	82	70.7%	6	5.2%	28	24.1%
FLY ELEMENTARY SCHOOL	125	99	79.2%	6	4.8%	20	16.0%
GOLIAD ELEMENTARY SCHOOL	79	55	69.6%	8	10.1%	16	20.3%
GONZALES ELEM SCHOOL	73	47	64.4%	10	13.7%	16	21.9%
HAYS ELEMENTARY SCHOOL	53	22	41.5%	7	13.2%	24	45.3%
IRELAND ELEM SCHOOL	83	63	75.9%	7	8.4%	13	15.7%
JOHNSON ELEM SCHOOL	107	81	75.7%	8	7.5%	18	16.8%
JORDAN ELEMENTARY SCHOOL	113	60	53.1%	10	8.8%	43	38.1%
MILAM ELEMENTARY SCHOOL	81	53	65.4%	6	7.4%	22	27.2%
NIMITZ MIDDLE SCHOOL	1019	688	67.5%	89	8.7%	242	23.7%
NOEL ELEMENTARY SCHOOL	136	108	79.4%	8	5.9%	20	14.7%
ODESSA HIGH SCHOOL	1	1	100.0%	0	0.0%	0	0.0%
PERMIAN HIGH SCHOOL	1	0	0.0%	0	0.0%	1	100.0%
REAGAN MAGNET SCHOOL	85	21	24.7%	8	9.4%	56	65.9%



Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

Fall 2020-2021
Ector County ISD
None

Language Arts: Reading

School	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
ROSS ELEMENTARY SCHOOL	51	42	82.4%	3	5.9%	6	11.8%
SAM HOUSTON ELEM SCHOOL	57	42	73.7%	3	5.3%	12	21.1%
SAN JACINTO ELEM SCHOOL	69	58	84.1%	5	7.2%	6	8.7%
TRAVIS ELEMENTARY SCHOOL	109	92	84.4%	4	3.7%	13	11.9%
WEST ELEM SCHOOL	109	84	77.1%	5	4.6%	20	18.3%
WILSON & YOUNG MIDDLE SCHOOL	1043	731	70.1%	90	8.6%	222	21.3%
YOUTH CENTER	6	5	83.3%	1	16.7%	0	0.0%
Total	6608	4853	73.4%	497	7.5%	1258	19.0%

Explanatory Notes

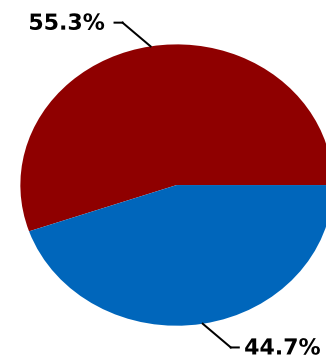
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Language Arts: Reading

Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

School	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
ALAMO/POND ELEM SCHOOL	46	12	26.1%	34	73.9%
ALTERNATIVE EDUC CENTER	7	6	85.7%	1	14.3%
AUSTIN ELEMENTARY SCHOOL	55	20	36.4%	35	63.6%
BLACKSHEAR ELEM SCHOOL	84	41	48.8%	43	51.2%
BLANTON ELEM SCHOOL	66	36	54.5%	30	45.5%
BONHAM MIDDLE SCHOOL	631	397	62.9%	234	37.1%
BOWIE MIDDLE SCHOOL	803	484	60.3%	319	39.7%
BUICE ELEMENTARY SCHOOL	118	48	40.7%	70	59.3%
BURLESON ELEM SCHOOL	55	38	69.1%	17	30.9%
BURNET ELEMENTARY SCHOOL	81	55	67.9%	26	32.1%
CAMERON ELEM SCHOOL	142	85	59.9%	57	40.1%
CAVAZOS ELEM SCHOOL	103	63	61.2%	40	38.8%
CROCKETT MIDDLE SCHOOL	827	508	61.4%	319	38.6%
DOWLING ELEM SCHOOL	74	45	60.8%	29	39.2%
E K DOWNING ELEM SCHOOL	116	66	56.9%	50	43.1%
FLY ELEMENTARY SCHOOL	125	70	56.0%	55	44.0%
GOLIAD ELEMENTARY SCHOOL	79	39	49.4%	40	50.6%
GONZALES ELEM SCHOOL	73	34	46.6%	39	53.4%
HAYS ELEMENTARY SCHOOL	53	13	24.5%	40	75.5%
IRELAND ELEM SCHOOL	83	43	51.8%	40	48.2%
JOHNSON ELEM SCHOOL	107	68	63.6%	39	36.4%
JORDAN ELEMENTARY SCHOOL	113	35	31.0%	78	69.0%
MILAM ELEMENTARY SCHOOL	81	37	45.7%	44	54.3%
NIMITZ MIDDLE SCHOOL	1019	515	50.5%	504	49.5%
NOEL ELEMENTARY SCHOOL	136	88	64.7%	48	35.3%
PERMIAN HIGH SCHOOL	1	0	0.0%	1	100.0%
REAGAN MAGNET SCHOOL	85	7	8.2%	78	91.8%
ROSS ELEMENTARY SCHOOL	51	33	64.7%	18	35.3%



Explanatory Notes

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Language Arts: Reading

School	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
SAM HOUSTON ELEM SCHOOL	57	33	57.9%	24	42.1%
SAN JACINTO ELEM SCHOOL	69	50	72.5%	19	27.5%
TRAVIS ELEMENTARY SCHOOL	109	79	72.5%	30	27.5%
WEST ELEM SCHOOL	109	68	62.4%	41	37.6%
WILSON & YOUNG MIDDLE SCHOOL	1043	535	51.3%	508	48.7%
YOUTH CENTER	6	5	83.3%	1	16.7%
Total	6607	3656	55.3%	2951	44.7%

Explanatory Notes

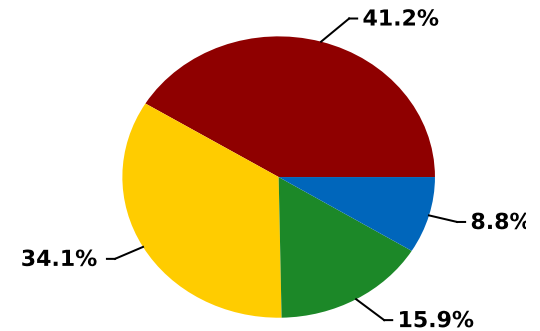
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Language Arts: Reading

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
ALAMO/POND ELEM SCHOOL	237	60	25.3%	95	40.1%	54	22.8%	28	11.8%
ALTERNATIVE EDUC CENTER	7	3	42.9%	3	42.9%	1	14.3%	0	0.0%
AUSTIN ELEMENTARY SCHOOL	220	70	31.8%	87	39.5%	44	20.0%	19	8.6%
BLACKSHEAR ELEM SCHOOL	313	148	47.3%	116	37.1%	23	7.3%	26	8.3%
BLANTON ELEM SCHOOL	254	92	36.2%	96	37.8%	44	17.3%	22	8.7%
BONHAM MIDDLE SCHOOL	630	255	40.5%	227	36.0%	108	17.1%	40	6.3%
BOWIE MIDDLE SCHOOL	803	306	38.1%	304	37.9%	140	17.4%	53	6.6%
BUICE ELEMENTARY SCHOOL	471	157	33.3%	169	35.9%	86	18.3%	59	12.5%
BURLESON ELEM SCHOOL	265	166	62.6%	61	23.0%	29	10.9%	9	3.4%
BURNET ELEMENTARY SCHOOL	306	169	55.2%	92	30.1%	28	9.2%	17	5.6%
CAMERON ELEM SCHOOL	340	130	38.2%	133	39.1%	56	16.5%	21	6.2%
CAVAZOS ELEM SCHOOL	387	222	57.4%	101	26.1%	32	8.3%	32	8.3%
CROCKETT MIDDLE SCHOOL	827	342	41.4%	310	37.5%	126	15.2%	49	5.9%
DOWLING ELEM SCHOOL	276	163	59.1%	82	29.7%	28	10.1%	3	1.1%
E K DOWNING ELEM SCHOOL	427	203	47.5%	135	31.6%	55	12.9%	34	8.0%
FLY ELEMENTARY SCHOOL	450	258	57.3%	135	30.0%	36	8.0%	21	4.7%
GOLIAD ELEMENTARY SCHOOL	277	144	52.0%	88	31.8%	30	10.8%	15	5.4%
GONZALES ELEM SCHOOL	256	120	46.9%	81	31.6%	43	16.8%	12	4.7%
HAYS ELEMENTARY SCHOOL	186	12	6.5%	71	38.2%	55	29.6%	48	25.8%
IRELAND ELEM SCHOOL	322	126	39.1%	122	37.9%	52	16.1%	22	6.8%
JOHNSON ELEM SCHOOL	402	179	44.5%	141	35.1%	54	13.4%	28	7.0%
JORDAN ELEMENTARY SCHOOL	434	123	28.3%	166	38.2%	97	22.4%	48	11.1%
MILAM ELEMENTARY SCHOOL	336	110	32.7%	126	37.5%	68	20.2%	32	9.5%
NIMITZ MIDDLE SCHOOL	1019	323	31.7%	344	33.8%	205	20.1%	147	14.4%
NOEL ELEMENTARY SCHOOL	413	241	58.4%	115	27.8%	32	7.7%	25	6.1%
PEASE ELEMENTARY SCHOOL	114	62	54.4%	47	41.2%	5	4.4%	0	0.0%
REAGAN MAGNET SCHOOL	351	24	6.8%	94	26.8%	119	33.9%	114	32.5%
ROSS ELEMENTARY SCHOOL	199	93	46.7%	63	31.7%	31	15.6%	12	6.0%



Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

Fall 2020-2021
Ector County ISD
None

Language Arts: Reading

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
SAM HOUSTON ELEM SCHOOL	209	101	48.3%	64	30.6%	28	13.4%	16	7.7%
SAN JACINTO ELEM SCHOOL	252	128	50.8%	79	31.3%	30	11.9%	15	6.0%
TRAVIS ELEMENTARY SCHOOL	335	216	64.5%	80	23.9%	25	7.5%	14	4.2%
WEST ELEM SCHOOL	273	146	53.5%	74	27.1%	35	12.8%	18	6.6%
WILSON & YOUNG MIDDLE SCHOOL	1043	299	28.7%	404	38.7%	220	21.1%	120	11.5%
YOUTH CENTER	2	2	100.0%	0	0.0%	0	0.0%	0	0.0%
ZAVALA ELEMENTARY SCHOOL	92	57	62.0%	29	31.5%	6	6.5%	0	0.0%
Total	12728	5250	41.2%	4334	34.1%	2025	15.9%	1119	8.8%

Explanatory Notes

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Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

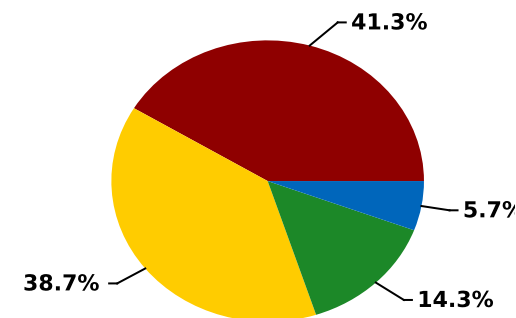
Fall 2020-2021
Ector County ISD
None

Science: Science K-12

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
ALAMO/POND ELEM SCHOOL	46	16	34.8%	24	52.2%	6	13.0%	0	0.0%
ALTERNATIVE EDUC CENTER	2	0	0.0%	2	100.0%	0	0.0%	0	0.0%
AUSTIN ELEMENTARY SCHOOL	55	23	41.8%	25	45.5%	5	9.1%	2	3.6%
BLACKSHEAR ELEM SCHOOL	115	62	53.9%	44	38.3%	7	6.1%	2	1.7%
BLANTON ELEM SCHOOL	65	31	47.7%	29	44.6%	4	6.2%	1	1.5%
BONHAM MIDDLE SCHOOL	199	60	30.2%	75	37.7%	47	23.6%	17	8.5%
BOWIE MIDDLE SCHOOL	242	67	27.7%	88	36.4%	58	24.0%	29	12.0%
BUICE ELEMENTARY SCHOOL	118	41	34.7%	58	49.2%	15	12.7%	4	3.4%
BURLESON ELEM SCHOOL	56	39	69.6%	16	28.6%	1	1.8%	0	0.0%
BURNET ELEMENTARY SCHOOL	81	57	70.4%	21	25.9%	2	2.5%	1	1.2%
CAMERON ELEM SCHOOL	75	37	49.3%	30	40.0%	8	10.7%	0	0.0%
CAVAZOS ELEM SCHOOL	94	45	47.9%	37	39.4%	9	9.6%	3	3.2%
CROCKETT MIDDLE SCHOOL	255	88	34.5%	104	40.8%	46	18.0%	17	6.7%
DOWLING ELEM SCHOOL	68	42	61.8%	24	35.3%	2	2.9%	0	0.0%
E K DOWNING ELEM SCHOOL	118	67	56.8%	44	37.3%	6	5.1%	1	0.8%
FLY ELEMENTARY SCHOOL	124	59	47.6%	55	44.4%	9	7.3%	1	0.8%
GOLIAD ELEMENTARY SCHOOL	81	49	60.5%	25	30.9%	7	8.6%	0	0.0%
GONZALES ELEM SCHOOL	72	24	33.3%	38	52.8%	9	12.5%	1	1.4%
HAYS ELEMENTARY SCHOOL	53	13	24.5%	29	54.7%	8	15.1%	3	5.7%
IRELAND ELEM SCHOOL	83	31	37.3%	48	57.8%	4	4.8%	0	0.0%
JOHNSON ELEM SCHOOL	105	56	53.3%	42	40.0%	4	3.8%	3	2.9%
JORDAN ELEMENTARY SCHOOL	121	42	34.7%	60	49.6%	18	14.9%	1	0.8%
MILAM ELEMENTARY SCHOOL	81	30	37.0%	43	53.1%	5	6.2%	3	3.7%
NIMITZ MIDDLE SCHOOL	440	100	22.7%	155	35.2%	123	28.0%	62	14.1%
NOEL ELEMENTARY SCHOOL	131	72	55.0%	44	33.6%	12	9.2%	3	2.3%
REAGAN MAGNET SCHOOL	85	6	7.1%	44	51.8%	20	23.5%	15	17.6%
ROSS ELEMENTARY SCHOOL	49	31	63.3%	15	30.6%	3	6.1%	0	0.0%
SAM HOUSTON ELEM SCHOOL	59	33	55.9%	20	33.9%	5	8.5%	1	1.7%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Projected Proficiency Summary Report

Aggregate by District by School

Term Tested:
District:
Grouping:

Fall 2020-2021
Ector County ISD
None

Science: Science K-12

School	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
SAN JACINTO ELEM SCHOOL	68	54	79.4%	12	17.6%	2	2.9%	0	0.0%
TRAVIS ELEMENTARY SCHOOL	111	79	71.2%	26	23.4%	5	4.5%	1	0.9%
WEST ELEM SCHOOL	116	77	66.4%	32	27.6%	5	4.3%	2	1.7%
WILSON & YOUNG MIDDLE SCHOOL	360	110	30.6%	133	36.9%	78	21.7%	39	10.8%
Total	3728	1541	41.3%	1442	38.7%	533	14.3%	212	5.7%

Explanatory Notes

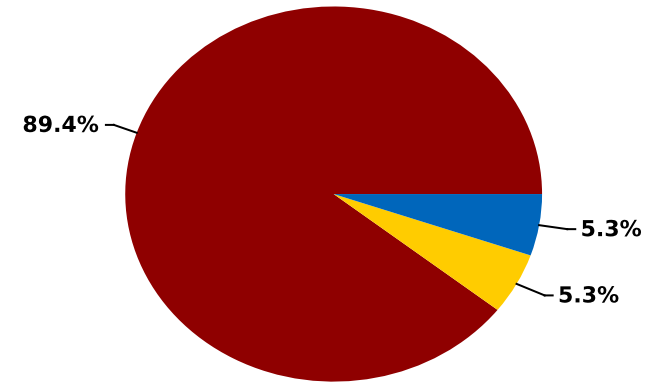
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Math: Math K-12

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

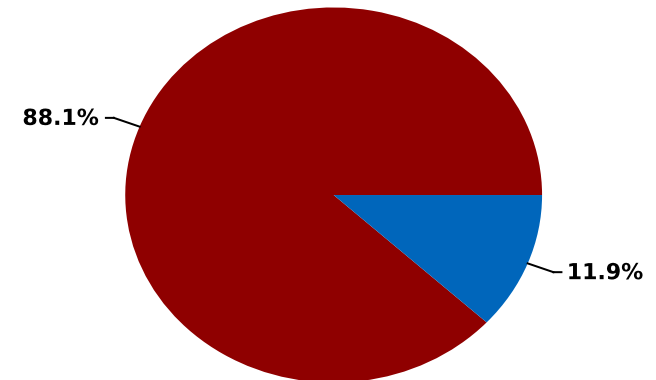
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	2265	1860	82.1%	195	8.6%	210	9.3%
6	1692	1563	92.4%	66	3.9%	63	3.7%
7	1625	1485	91.4%	72	4.4%	68	4.2%
8	883	872	98.8%	9	1.0%	2	0.2%
Total	6465	5780	89.4%	342	5.3%	343	5.3%



Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	2265	1800	79.5%	465	20.5%
6	1692	1563	92.4%	129	7.6%
7	1625	1469	90.4%	156	9.6%
8	883	865	98.0%	18	2.0%
Total	6465	5697	88.1%	768	11.9%



Explanatory Notes

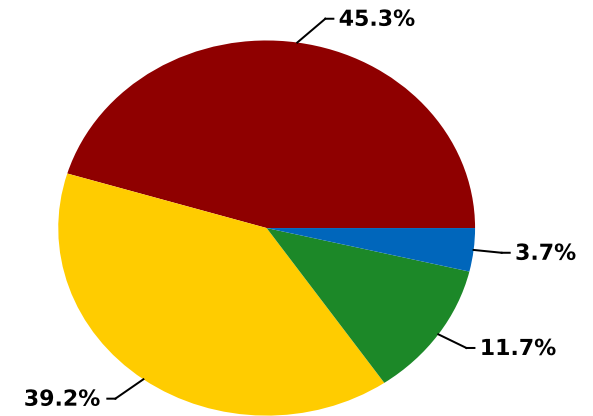
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Math: Math K-12

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2367	1011	42.7%	864	36.5%	313	13.2%	179	7.6%
03	2253	1292	57.3%	623	27.7%	238	10.6%	100	4.4%
4	2143	1157	54.0%	751	35.0%	176	8.2%	59	2.8%
5	2265	802	35.4%	998	44.1%	380	16.8%	85	3.8%
6	1692	633	37.4%	832	49.2%	196	11.6%	31	1.8%
7	1625	662	40.7%	732	45.0%	194	11.9%	37	2.3%
8	883	436	49.4%	391	44.3%	54	6.1%	2	0.2%
Total	13228	5993	45.3%	5191	39.2%	1551	11.7%	493	3.7%



Explanatory Notes

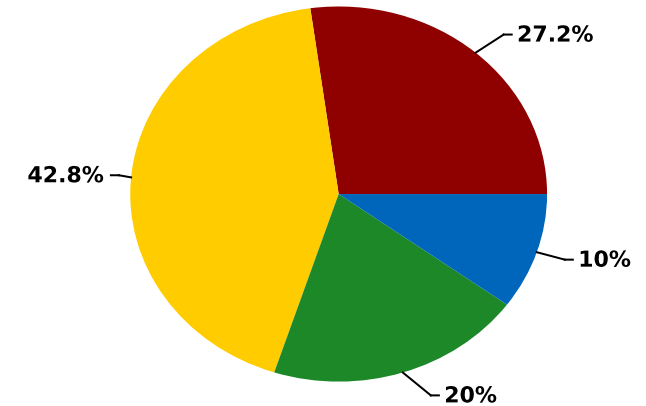
This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

Math: Algebra 1

Projected to: **STAAR Algebra 1** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study-eoc/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
7	1	0	0.0%	1	100.0%	0	0.0%	0	0.0%
8	467	44	9.4%	161	34.5%	161	34.5%	101	21.6%
9	1358	445	32.8%	624	45.9%	205	15.1%	84	6.2%
10	94	32	34.0%	37	39.4%	17	18.1%	8	8.5%
11	17	3	17.6%	9	52.9%	3	17.6%	2	11.8%
12	6	4	66.7%	0	0.0%	2	33.3%	0	0.0%
Total	1943	528	27.2%	832	42.8%	388	20.0%	195	10.0%



Explanatory Notes

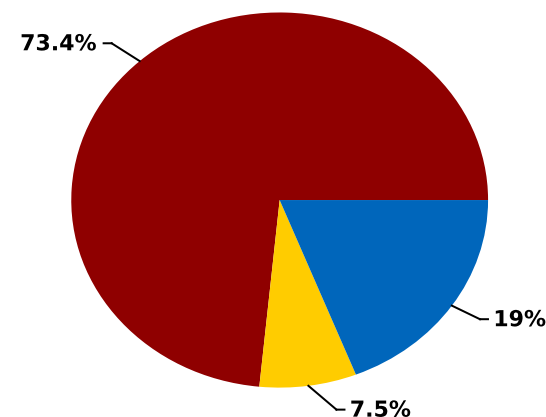
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Language Arts: Reading

Projected to: **ACT College Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-college-readiness-benchmarks/>

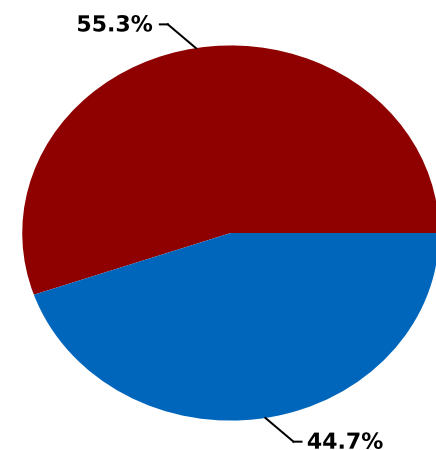
Grade	Student Count	Not On Track		On Track 22		On Track 24	
		Count	Percent	Count	Percent	Count	Percent
5	2205	1552	70.4%	161	7.3%	492	22.3%
6	1669	1192	71.4%	146	8.7%	331	19.8%
7	1473	1127	76.5%	109	7.4%	237	16.1%
8	1254	977	77.9%	80	6.4%	197	15.7%
9	6	4	66.7%	1	16.7%	1	16.7%
10	1	1	100.0%	0	0.0%	0	0.0%
Total	6608	4853	73.4%	497	7.5%	1258	19.0%



Projected to: **SAT** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/>

Grade	Student Count	Not On Track		On Track	
		Count	Percent	Count	Percent
5	2205	1171	53.1%	1034	46.9%
6	1669	885	53.0%	784	47.0%
7	1473	824	55.9%	649	44.1%
8	1254	772	61.6%	482	38.4%
9	6	4	66.7%	2	33.3%
Total	6607	3656	55.3%	2951	44.7%



Explanatory Notes

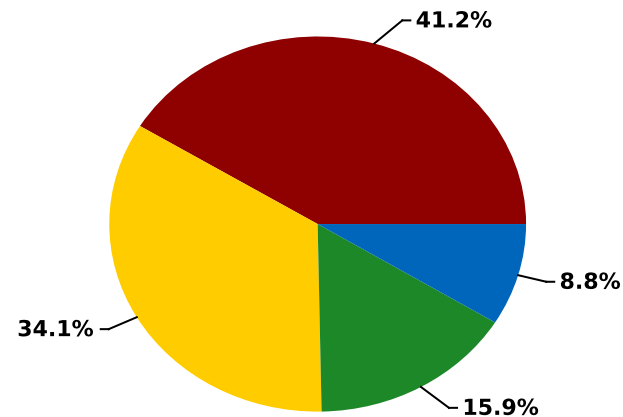
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Language Arts: Reading

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	1891	797	42.1%	769	40.7%	218	11.5%	107	5.7%
03	2171	1002	46.2%	593	27.3%	346	15.9%	230	10.6%
4	2065	954	46.2%	638	30.9%	290	14.0%	183	8.9%
5	2205	944	42.8%	715	32.4%	358	16.2%	188	8.5%
6	1669	634	38.0%	614	36.8%	294	17.6%	127	7.6%
7	1473	499	33.9%	554	37.6%	287	19.5%	133	9.0%
8	1254	420	33.5%	451	36.0%	232	18.5%	151	12.0%
Total	12728	5250	41.2%	4334	34.1%	2025	15.9%	1119	8.8%



Explanatory Notes

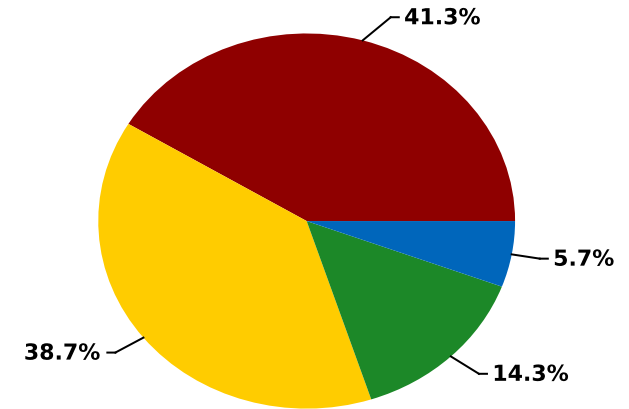
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Science: Science K-12

Projected to: **State of Texas Assessments of Academic Readiness** taken in **spring**.

View Linking Study: <https://www.nwea.org/resources/texas-linking-study/>

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	2230	1116	50.0%	885	39.7%	181	8.1%	48	2.2%
8	1498	425	28.4%	557	37.2%	352	23.5%	164	10.9%
Total	3728	1541	41.3%	1442	38.7%	533	14.3%	212	5.7%



Explanatory Notes

This report shows students' projected performance on the state assessment(s) based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.

NATIONAL STUDENT CLEARINGHOUSE[®]

StudentTracker[®] for High Schools Academics Report

Prepared for
Ector County Independent School District
NCES Code: 4818000

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

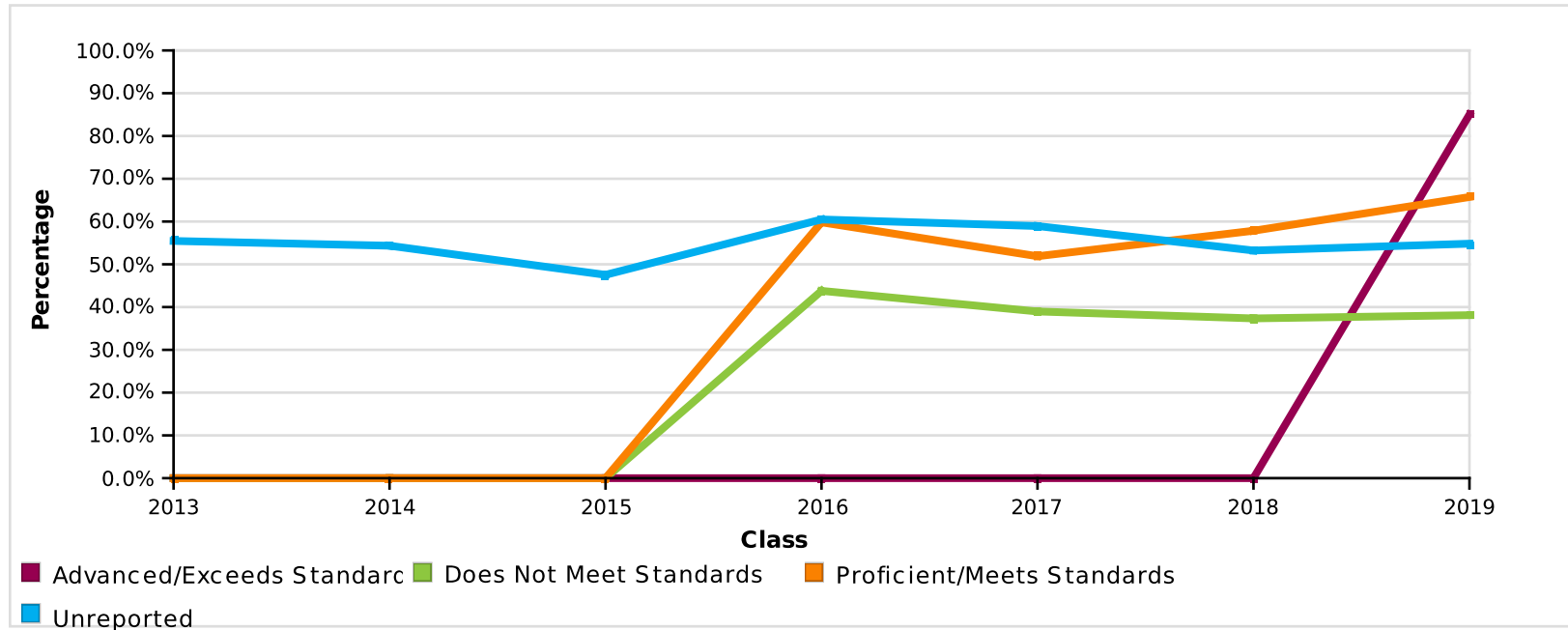
Page 1 of 51

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StudentTracker Academics Report

Enrollment During First Fall Immediately After High School by Math Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	0	2	596	621	573	984
	# of students meeting outcome	*	*	*	261	242	214	375
	% of students meeting outcome	*	*	*	43.8%	39.0%	37.3%	38.1%
Proficient/Meets Standards	# of students in cohort	0	0	1	107	106	102	178
	# of students meeting outcome	*	*	*	64	55	59	117
	% of students meeting outcome	*	*	*	59.8%	51.9%	57.8%	65.7%
Advanced/Exceeds Standards	# of students in cohort	0	0	0	6	7	5	20
	# of students meeting outcome	*	*	*	*	*	*	17
	% of students meeting outcome	*	*	*	*	*	*	85.0%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 2 of 51

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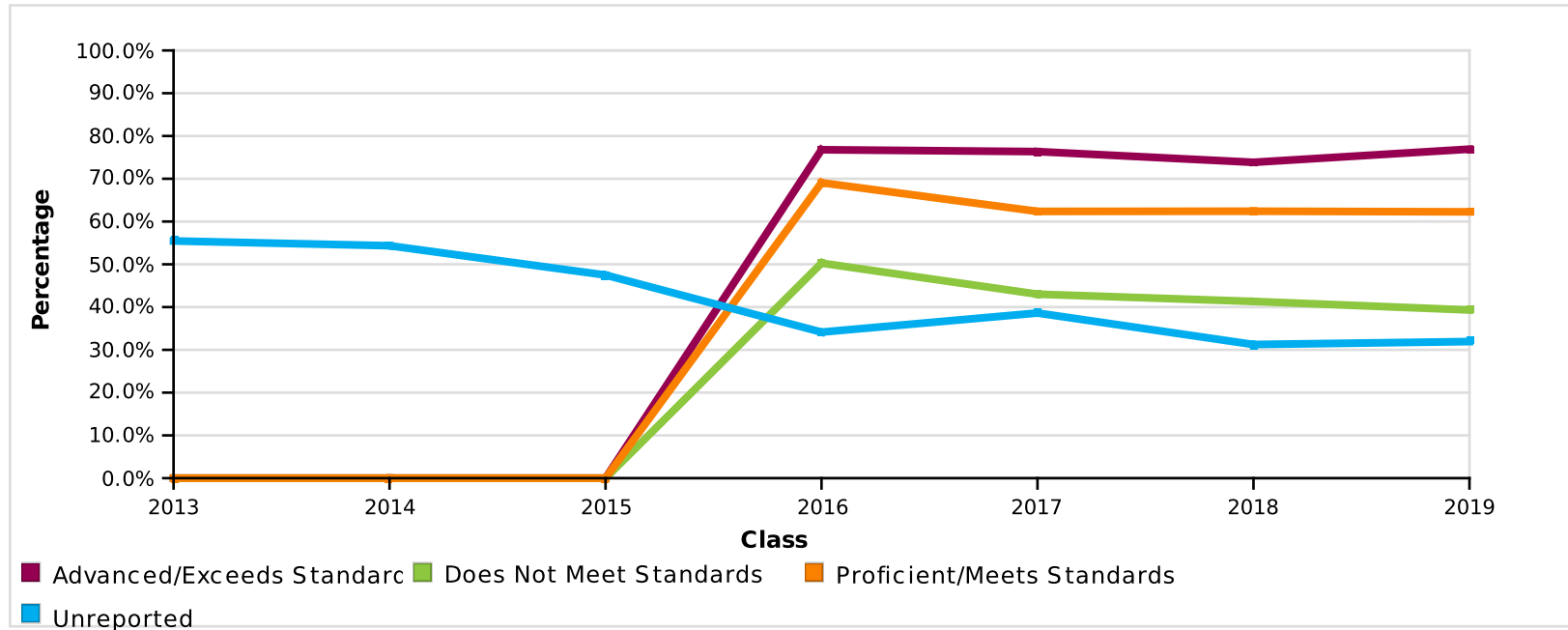
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Unreported	# of students in cohort	1,228	1,209	1,401	787	811	744	498
	# of students meeting outcome	681	657	666	476	478	396	273
	% of students meeting outcome	55.5%	54.3%	47.5%	60.5%	58.9%	53.2%	54.8%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment During First Fall Immediately After High School by ELA/Reading Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	0	3	750	551	547	969
	# of students meeting outcome	*	*	*	377	237	226	381
	% of students meeting outcome	*	*	*	50.3%	43.0%	41.3%	39.3%
Proficient/Meets Standards	# of students in cohort	0	0	4	291	279	282	265
	# of students meeting outcome	*	*	*	201	174	176	165
	% of students meeting outcome	*	*	*	69.1%	62.4%	62.4%	62.3%
Advanced/Exceeds Standards	# of students in cohort	0	0	3	168	241	195	208
	# of students meeting outcome	*	*	*	129	184	144	160
	% of students meeting outcome	*	*	*	76.8%	76.3%	73.8%	76.9%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 4 of 51

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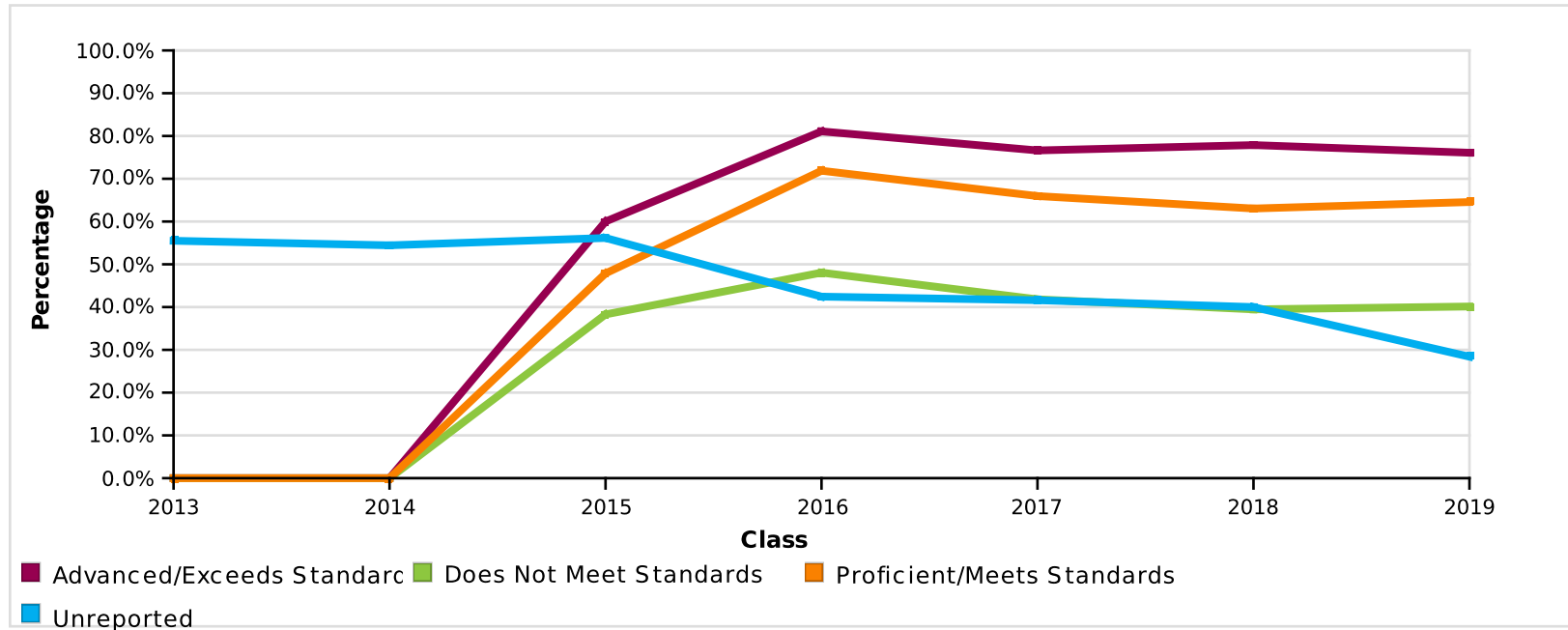
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Unreported	# of students in cohort	1,228	1,209	1,394	287	474	400	238
	# of students meeting outcome	681	657	662	98	183	125	76
	% of students meeting outcome	55.5%	54.3%	47.5%	34.1%	38.6%	31.2%	31.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment During First Fall Immediately After High School by Math Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	4	640	924	916	935	1,064
	# of students meeting outcome	*	*	245	444	383	369	427
	% of students meeting outcome	*	*	38.3%	48.1%	41.8%	39.5%	40.1%
Proficient/Meets Standards	# of students in cohort	1	0	94	256	326	276	316
	# of students meeting outcome	*	*	45	184	215	174	204
	% of students meeting outcome	*	*	47.9%	71.9%	66.0%	63.0%	64.6%
Advanced/Exceeds Standards	# of students in cohort	0	0	20	111	154	113	138
	# of students meeting outcome	*	*	12	90	118	88	105
	% of students meeting outcome	*	*	60.0%	81.1%	76.6%	77.9%	76.1%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 6 of 51

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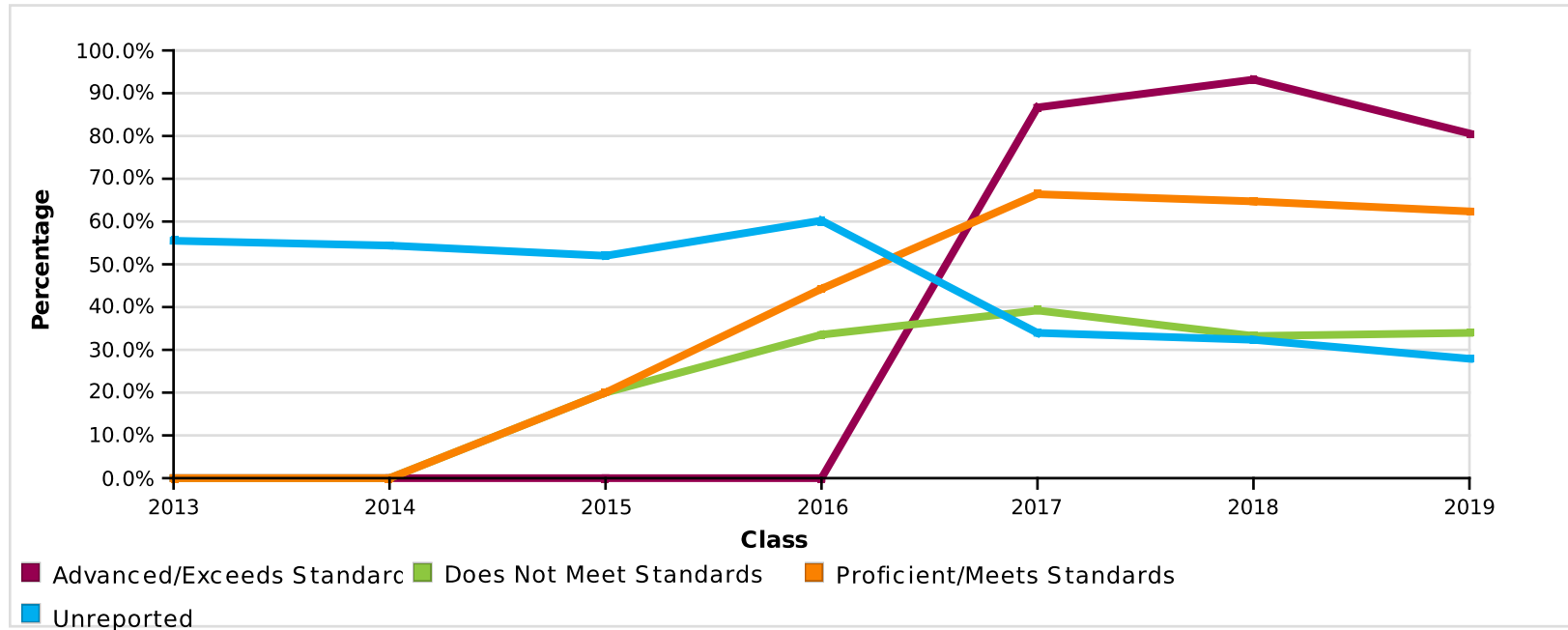
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Unreported	# of students in cohort	1,227	1,205	650	205	149	100	162
	# of students meeting outcome	681	656	365	87	62	40	46
	% of students meeting outcome	55.5%	54.4%	56.2%	42.4%	41.6%	40.0%	28.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment During First Fall Immediately After High School by ELA/Reading Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	1	175	322	755	731	792
	# of students meeting outcome	*	*	35	108	296	243	269
	% of students meeting outcome	*	*	20.0%	33.5%	39.2%	33.2%	34.0%
Proficient/Meets Standards	# of students in cohort	1	0	20	61	586	547	667
	# of students meeting outcome	*	*	4	27	389	354	416
	% of students meeting outcome	*	*	20.0%	44.3%	66.4%	64.7%	62.4%
Advanced/Exceeds Standards	# of students in cohort	0	0	1	2	45	44	67
	# of students meeting outcome	*	*	*	*	39	41	54
	% of students meeting outcome	*	*	*	*	86.7%	93.2%	80.6%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 8 of 51

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Unreported	# of students in cohort	1,227	1,208	1,208	1,111	159	102	154
	# of students meeting outcome	681	657	628	669	54	33	43
	% of students meeting outcome	55.5%	54.4%	52.0%	60.2%	34.0%	32.4%	27.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment During First Fall Immediately After High School by Dual Enrollment
Effective as of : November 14, 2020



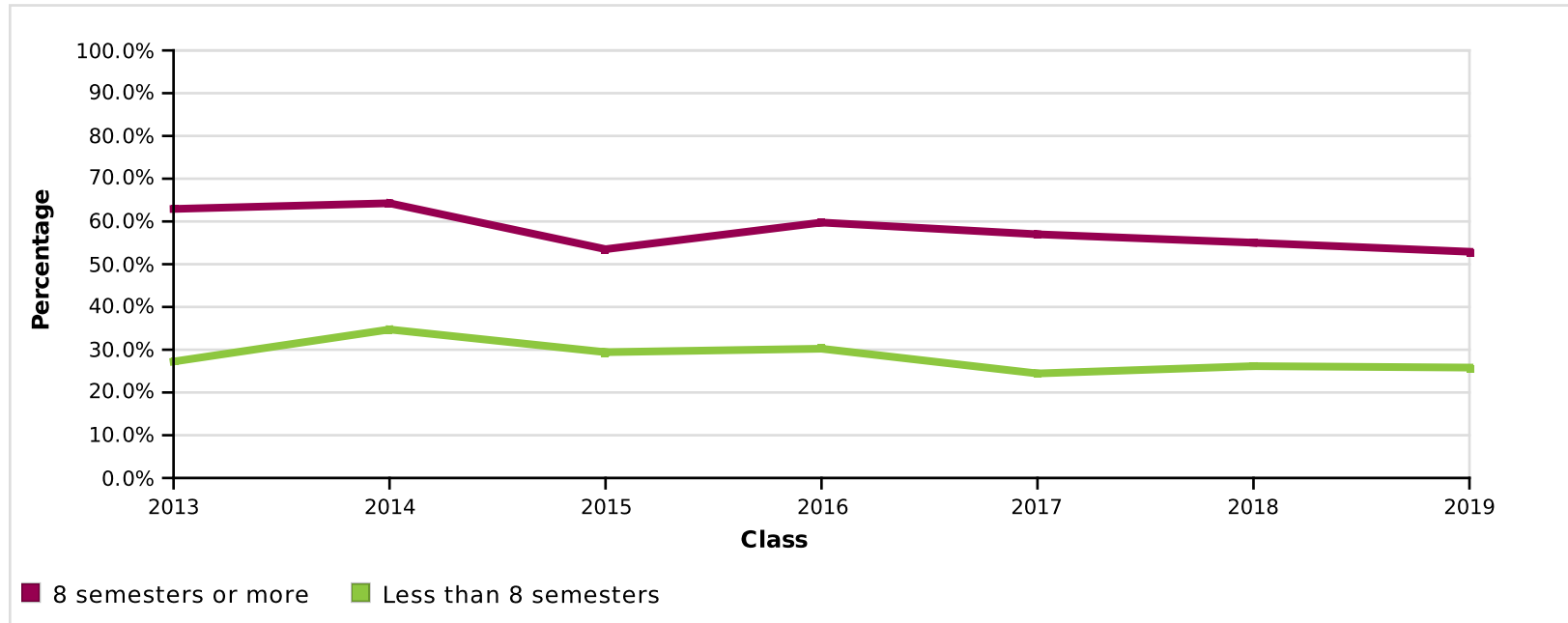
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Dual Enrolled	# of students in cohort	478	445	503	586	628	557	702
	# of students meeting outcome	357	329	309	391	414	362	423
	% of students meeting outcome	74.7%	73.9%	61.4%	66.7%	65.9%	65.0%	60.3%
Not Dual Enrolled	# of students in cohort	750	764	901	910	917	867	978
	# of students meeting outcome	324	328	358	414	364	309	359
	% of students meeting outcome	43.2%	42.9%	39.7%	45.5%	39.7%	35.6%	36.7%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment During First Fall Immediately After High School by Number of Math Semesters Completed
Effective as of : November 14, 2020



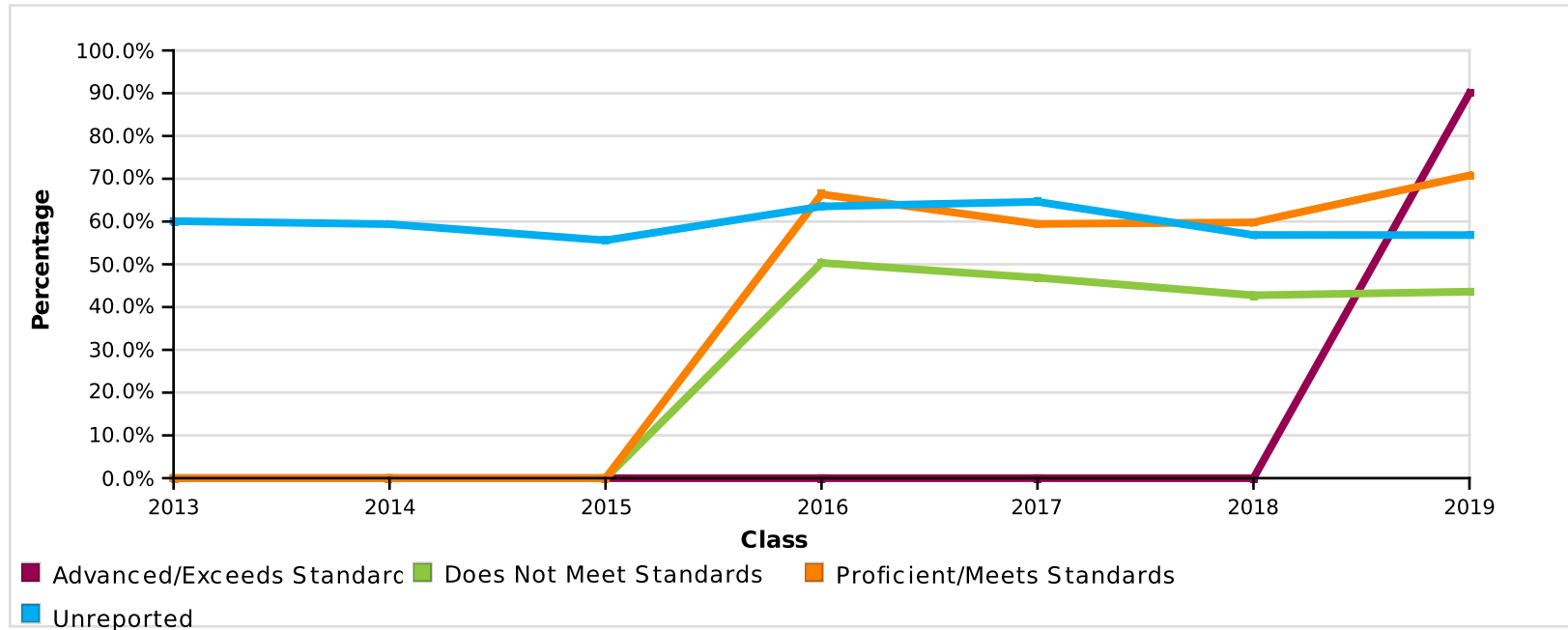
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

8 semesters or more	# of students in cohort	971	803	1,054	1,195	1,230	1,034	1,285
	# of students meeting outcome	611	516	564	714	701	569	680
	% of students meeting outcome	62.9%	64.3%	53.5%	59.7%	57.0%	55.0%	52.9%
Less than 8 semesters	# of students in cohort	257	406	350	301	315	390	395
	# of students meeting outcome	70	141	103	91	77	102	102
	% of students meeting outcome	27.2%	34.7%	29.4%	30.2%	24.4%	26.2%	25.8%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Year After High School by Math Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	0	2	596	621	573	984
	# of students meeting outcome	*	*	*	300	291	245	429
	% of students meeting outcome	*	*	*	50.3%	46.9%	42.8%	43.6%
Proficient/Meets Standards	# of students in cohort	0	0	1	107	106	102	178
	# of students meeting outcome	*	*	*	71	63	61	126
	% of students meeting outcome	*	*	*	66.4%	59.4%	59.8%	70.8%
Advanced/Exceeds Standards	# of students in cohort	0	0	0	6	7	5	20
	# of students meeting outcome	*	*	*	*	*	*	18
	% of students meeting outcome	*	*	*	*	*	*	90.0%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 12 of 51

NATIONAL STUDENT
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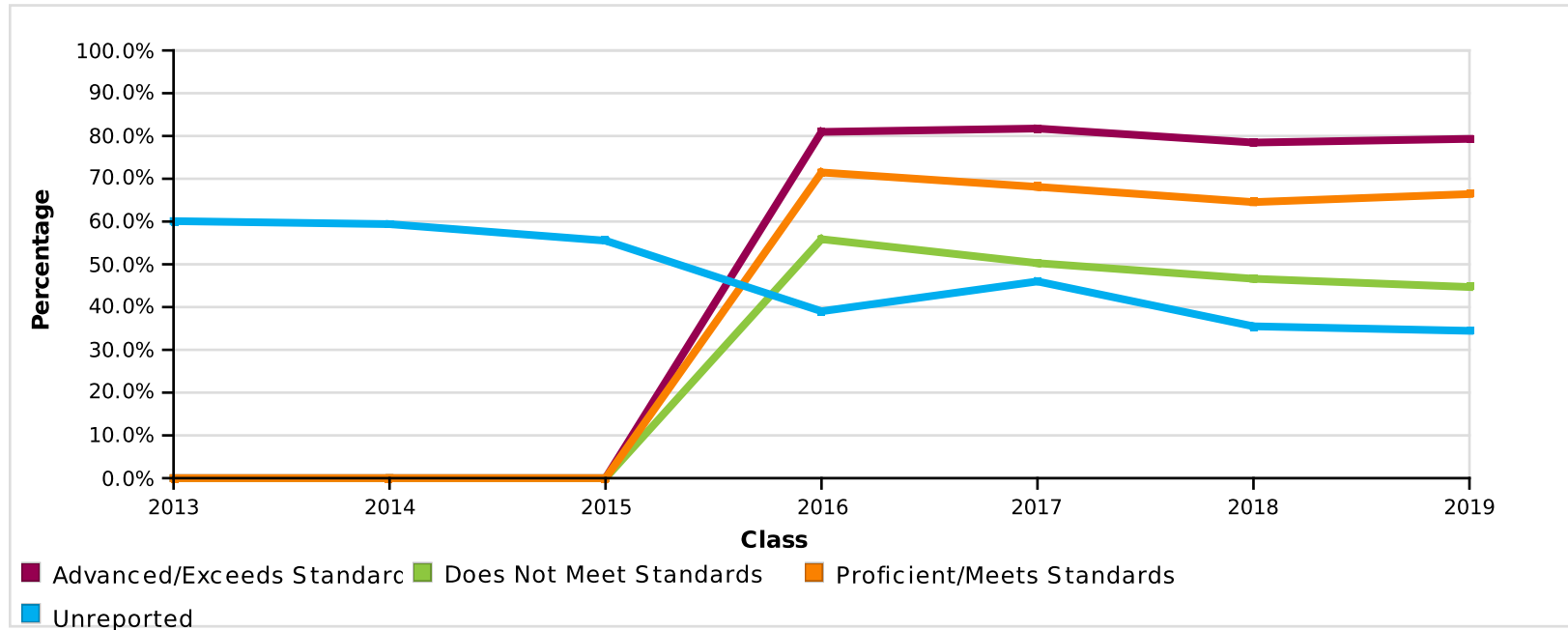
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Unreported	# of students in cohort	1,228	1,209	1,401	787	811	744	498
	# of students meeting outcome	738	718	779	500	524	423	283
	% of students meeting outcome	60.1%	59.4%	55.6%	63.5%	64.6%	56.9%	56.8%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Year After High School by ELA/Reading Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	0	3	750	551	547	969
	# of students meeting outcome	*	*	*	419	277	255	433
	% of students meeting outcome	*	*	*	55.9%	50.3%	46.6%	44.7%
Proficient/Meets Standards	# of students in cohort	0	0	4	291	279	282	265
	# of students meeting outcome	*	*	*	208	190	182	176
	% of students meeting outcome	*	*	*	71.5%	68.1%	64.5%	66.4%
Advanced/Exceeds Standards	# of students in cohort	0	0	3	168	241	195	208
	# of students meeting outcome	*	*	*	136	197	153	165
	% of students meeting outcome	*	*	*	81.0%	81.7%	78.5%	79.3%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 14 of 51

NATIONAL STUDENT
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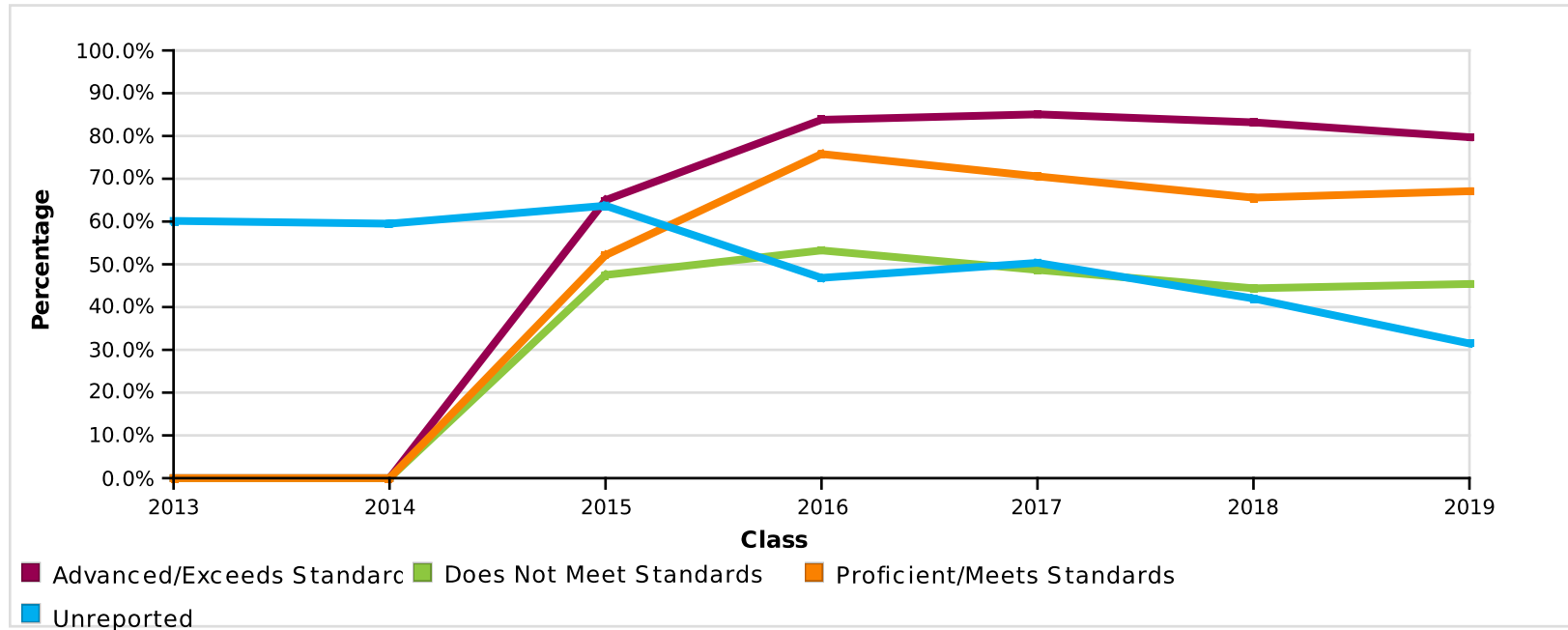
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Unreported	# of students in cohort	1,228	1,209	1,394	287	474	400	238
	# of students meeting outcome	738	718	774	112	218	142	82
	% of students meeting outcome	60.1%	59.4%	55.5%	39.0%	46.0%	35.5%	34.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Year After High School by Math Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	4	640	924	916	935	1,064
	# of students meeting outcome	*	*	304	492	446	415	483
	% of students meeting outcome	*	*	47.5%	53.2%	48.7%	44.4%	45.4%
Proficient/Meets Standards	# of students in cohort	1	0	94	256	326	276	316
	# of students meeting outcome	*	*	49	194	230	181	212
	% of students meeting outcome	*	*	52.1%	75.8%	70.6%	65.6%	67.1%
Advanced/Exceeds Standards	# of students in cohort	0	0	20	111	154	113	138
	# of students meeting outcome	*	*	13	93	131	94	110
	% of students meeting outcome	*	*	65.0%	83.8%	85.1%	83.2%	79.7%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 16 of 51

NATIONAL STUDENT
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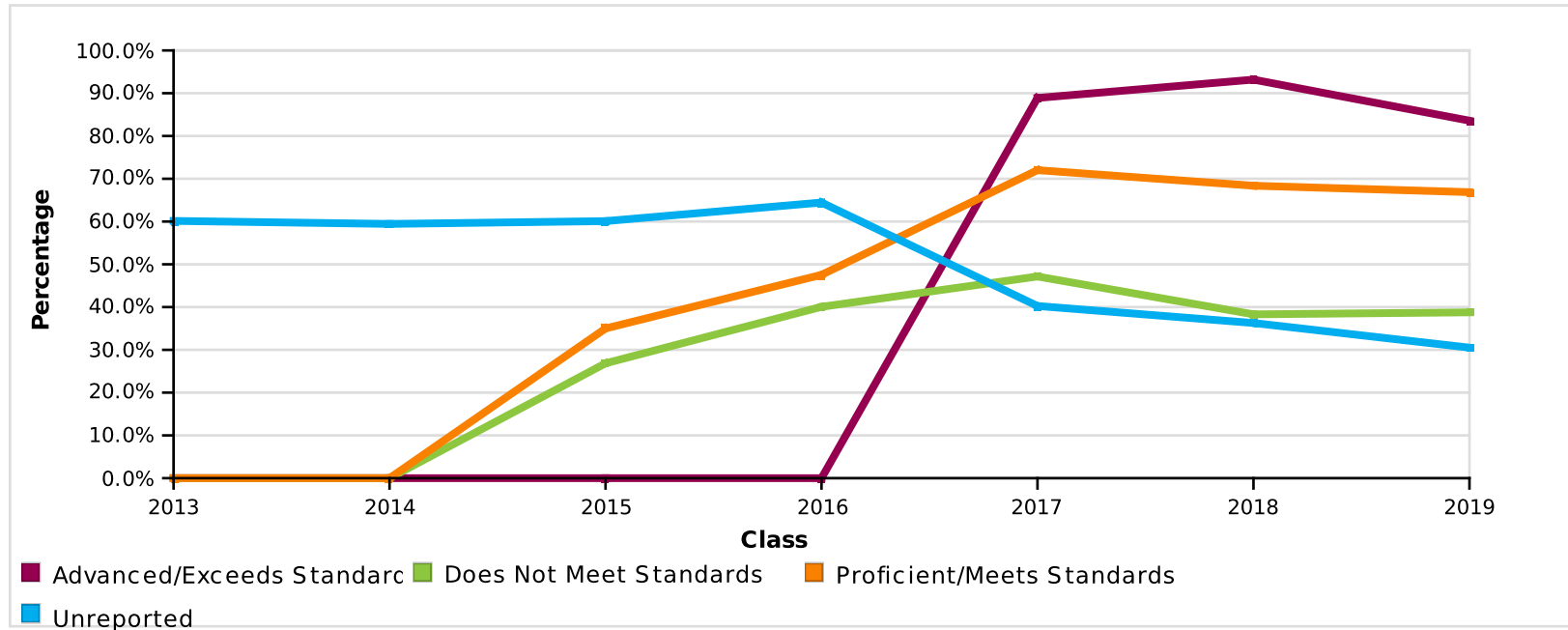
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Unreported	# of students in cohort	1,227	1,205	650	205	149	100	162
	# of students meeting outcome	738	717	414	96	75	42	51
	% of students meeting outcome	60.1%	59.5%	63.7%	46.8%	50.3%	42.0%	31.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Year After High School by ELA/Reading Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	1	175	322	755	731	792
	# of students meeting outcome	*	*	47	129	356	280	307
	% of students meeting outcome	*	*	26.9%	40.1%	47.2%	38.3%	38.8%
Proficient/Meets Standards	# of students in cohort	1	0	20	61	586	547	667
	# of students meeting outcome	*	*	7	29	422	374	446
	% of students meeting outcome	*	*	35.0%	47.5%	72.0%	68.4%	66.9%
Advanced/Exceeds Standards	# of students in cohort	0	0	1	2	45	44	67
	# of students meeting outcome	*	*	*	*	40	41	56
	% of students meeting outcome	*	*	*	*	88.9%	93.2%	83.6%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 18 of 51

NATIONAL STUDENT
CLEARINGHOUSE

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Unreported	# of students in cohort	1,227	1,208	1,208	1,111	159	102	154
	# of students meeting outcome	738	718	726	716	64	37	47
	% of students meeting outcome	60.1%	59.4%	60.1%	64.4%	40.3%	36.3%	30.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Year After High School by Dual Enrollment
Effective as of : November 14, 2020



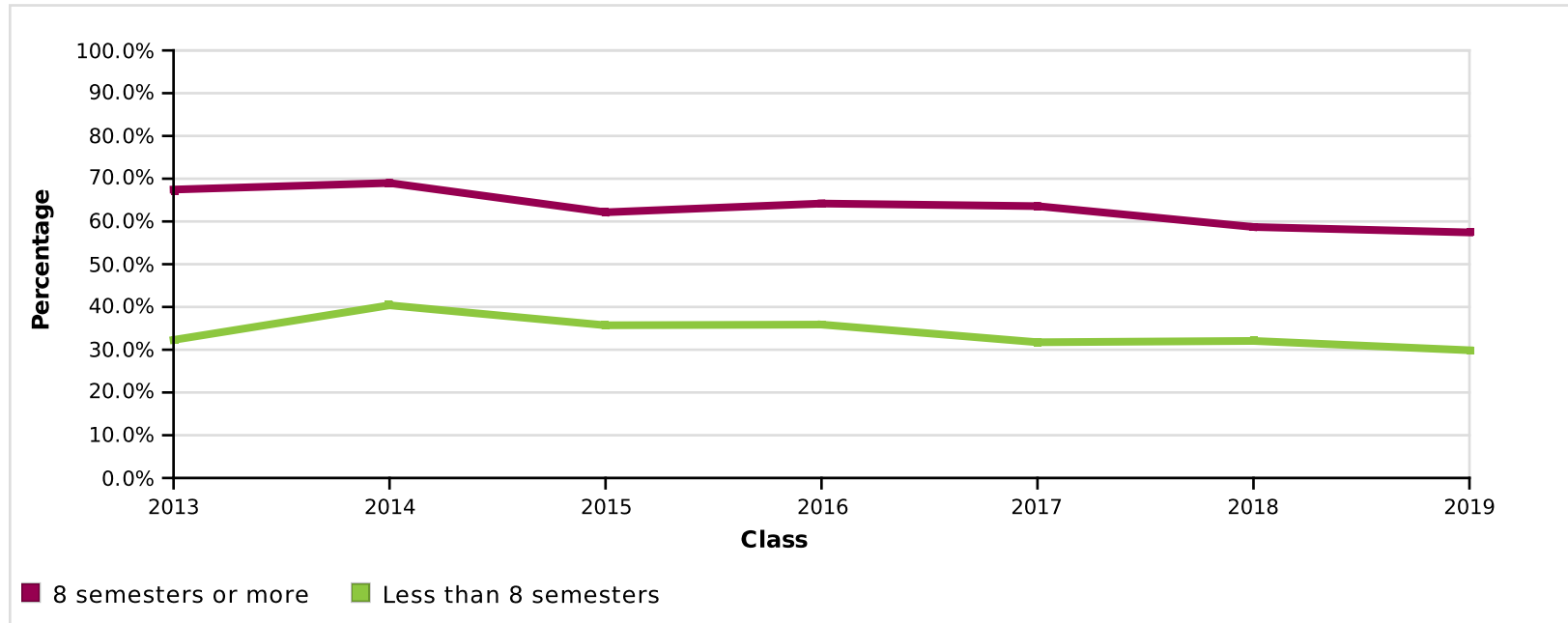
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Dual Enrolled	# of students in cohort	478	445	503	586	628	557	702
	# of students meeting outcome	373	346	347	414	453	381	457
	% of students meeting outcome	78.0%	77.8%	69.0%	70.6%	72.1%	68.4%	65.1%
Not Dual Enrolled	# of students in cohort	750	764	901	910	917	867	978
	# of students meeting outcome	365	372	433	461	429	351	399
	% of students meeting outcome	48.7%	48.7%	48.1%	50.7%	46.8%	40.5%	40.8%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Year After High School by Number of Math Semesters Completed
Effective as of : November 14, 2020



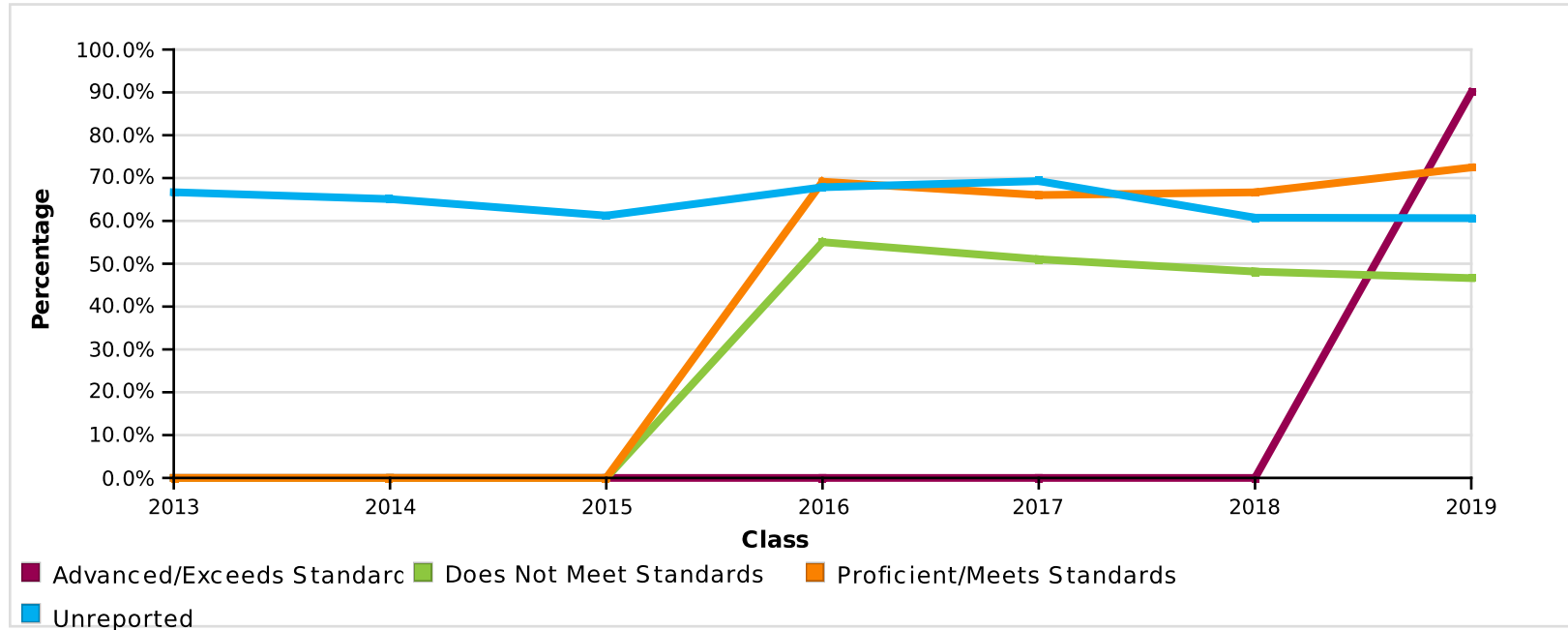
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

8 semesters or more	# of students in cohort	971	803	1,054	1,195	1,230	1,034	1,285
	# of students meeting outcome	655	554	655	767	782	607	738
	% of students meeting outcome	67.5%	69.0%	62.1%	64.2%	63.6%	58.7%	57.4%
Less than 8 semesters	# of students in cohort	257	406	350	301	315	390	395
	# of students meeting outcome	83	164	125	108	100	125	118
	% of students meeting outcome	32.3%	40.4%	35.7%	35.9%	31.7%	32.1%	29.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Two Years After High School by Math Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	0	2	596	621	573	984
	# of students meeting outcome	*	*	*	328	317	276	459
	% of students meeting outcome	*	*	*	55.0%	51.0%	48.2%	46.6%
Proficient/Meets Standards	# of students in cohort	0	0	1	107	106	102	178
	# of students meeting outcome	*	*	*	74	70	68	129
	% of students meeting outcome	*	*	*	69.2%	66.0%	66.7%	72.5%
Advanced/Exceeds Standards	# of students in cohort	0	0	0	6	7	5	20
	# of students meeting outcome	*	*	*	*	*	*	18
	% of students meeting outcome	*	*	*	*	*	*	90.0%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 22 of 51

NATIONAL STUDENT
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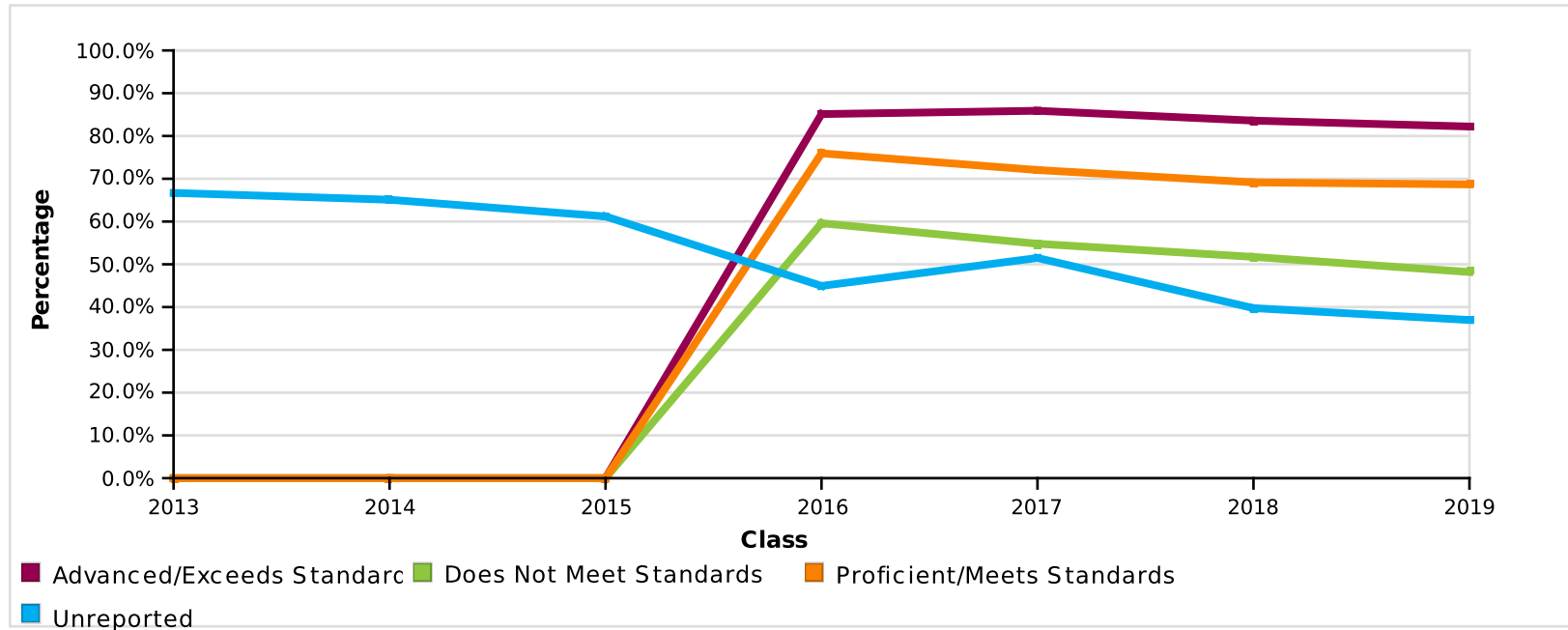
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Unreported	# of students in cohort	1,228	1,209	1,401	787	811	744	498
	# of students meeting outcome	819	787	858	534	562	452	302
	% of students meeting outcome	66.7%	65.1%	61.2%	67.9%	69.3%	60.8%	60.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Two Years After High School by ELA/Reading Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	0	3	750	551	547	969
	# of students meeting outcome	*	*	*	447	302	283	467
	% of students meeting outcome	*	*	*	59.6%	54.8%	51.7%	48.2%
Proficient/Meets Standards	# of students in cohort	0	0	4	291	279	282	265
	# of students meeting outcome	*	*	*	221	201	195	182
	% of students meeting outcome	*	*	*	75.9%	72.0%	69.1%	68.7%
Advanced/Exceeds Standards	# of students in cohort	0	0	3	168	241	195	208
	# of students meeting outcome	*	*	*	143	207	163	171
	% of students meeting outcome	*	*	*	85.1%	85.9%	83.6%	82.2%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 24 of 51

NATIONAL STUDENT
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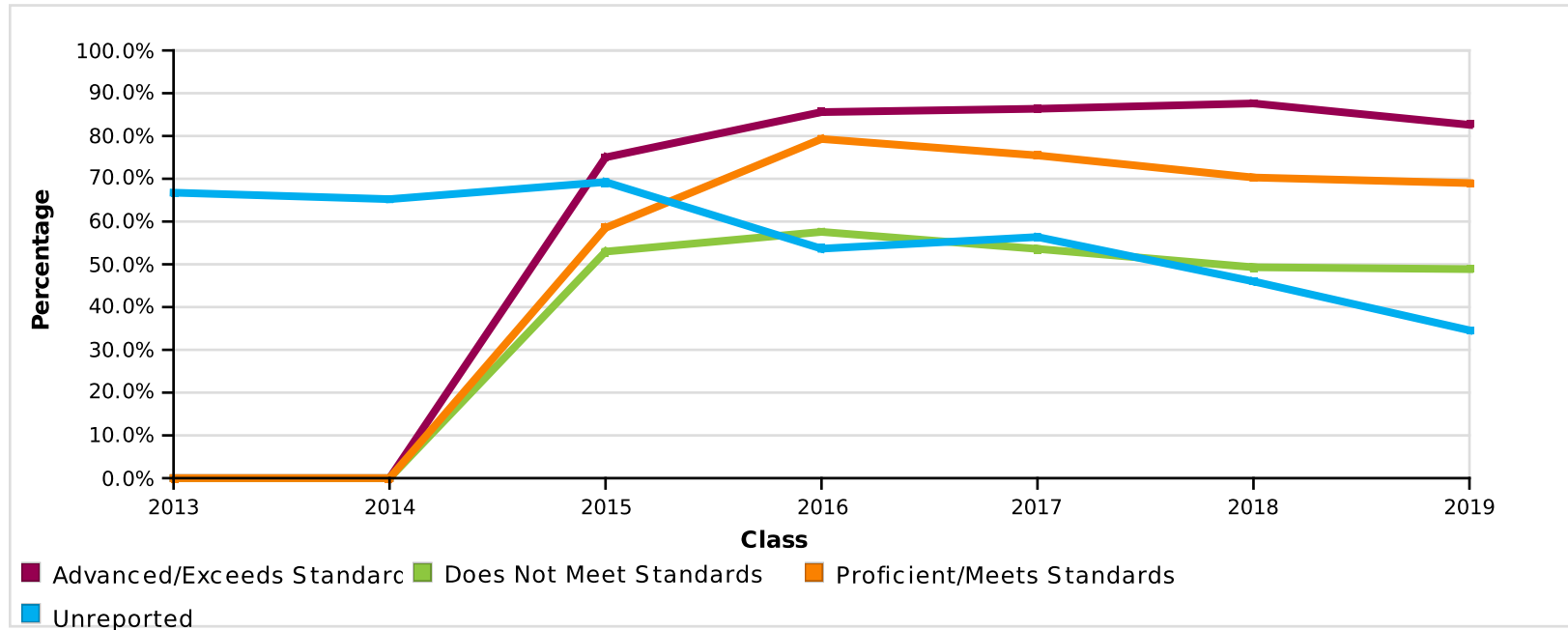
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Unreported	# of students in cohort	1,228	1,209	1,394	287	474	400	238
	# of students meeting outcome	819	787	853	129	244	159	88
	% of students meeting outcome	66.7%	65.1%	61.2%	44.9%	51.5%	39.8%	37.0%

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StudentTracker Academics Report

Enrollment Any Time During the First Two Years After High School by Math Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	4	640	924	916	935	1,064
	# of students meeting outcome	*	*	339	532	491	461	520
	% of students meeting outcome	*	*	53.0%	57.6%	53.6%	49.3%	48.9%
Proficient/Meets Standards	# of students in cohort	1	0	94	256	326	276	316
	# of students meeting outcome	*	*	55	203	246	194	218
	% of students meeting outcome	*	*	58.5%	79.3%	75.5%	70.3%	69.0%
Advanced/Exceeds Standards	# of students in cohort	0	0	20	111	154	113	138
	# of students meeting outcome	*	*	15	95	133	99	114
	% of students meeting outcome	*	*	75.0%	85.6%	86.4%	87.6%	82.6%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 26 of 51

NATIONAL STUDENT
CLEARINGHOUSE

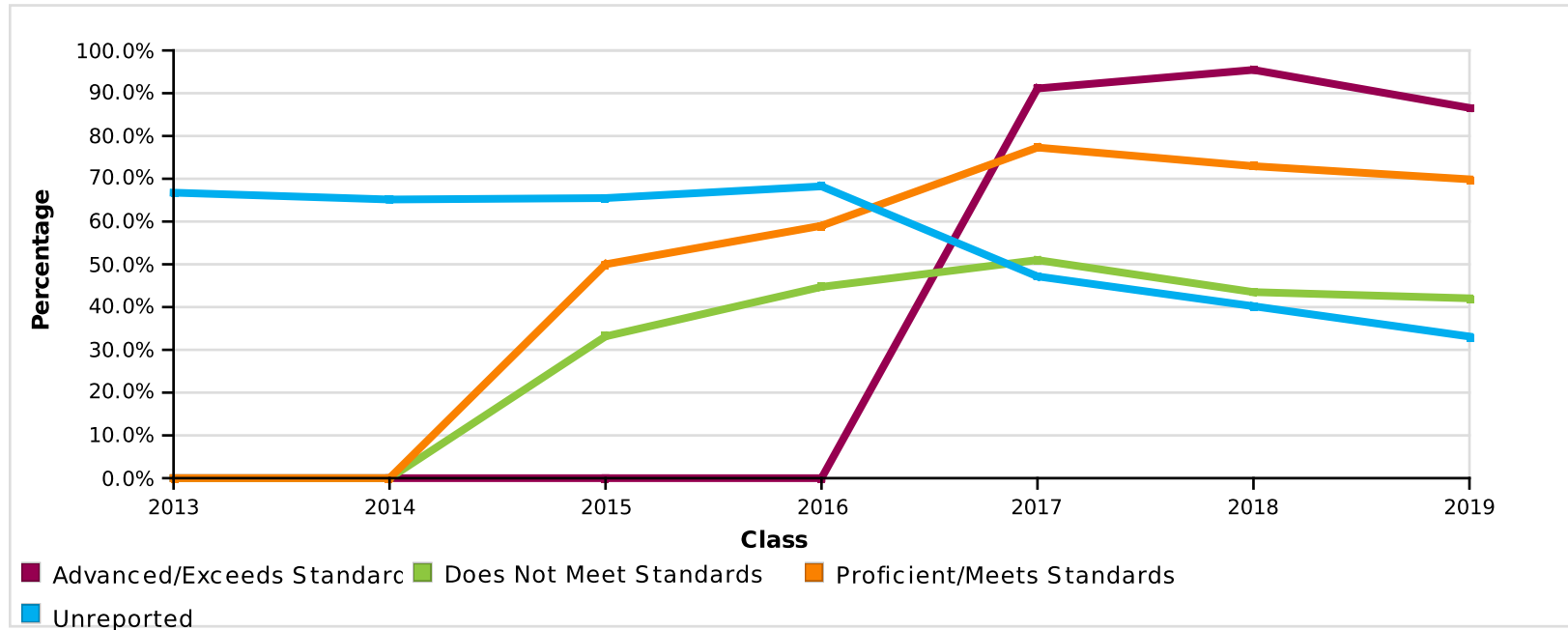
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Unreported	# of students in cohort	1,227	1,205	650	205	149	100	162
	# of students meeting outcome	819	786	450	110	84	46	56
	% of students meeting outcome	66.7%	65.2%	69.2%	53.7%	56.4%	46.0%	34.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment Any Time During the First Two Years After High School by ELA/Reading Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Does Not Meet Standards	# of students in cohort	0	1	175	322	755	731	792
	# of students meeting outcome	*	*	58	144	385	318	333
	% of students meeting outcome	*	*	33.1%	44.7%	51.0%	43.5%	42.0%
Proficient/Meets Standards	# of students in cohort	1	0	20	61	586	547	667
	# of students meeting outcome	*	*	10	36	453	399	466
	% of students meeting outcome	*	*	50.0%	59.0%	77.3%	72.9%	69.9%
Advanced/Exceeds Standards	# of students in cohort	0	0	1	2	45	44	67
	# of students meeting outcome	*	*	*	*	41	42	58
	% of students meeting outcome	*	*	*	*	91.1%	95.5%	86.6%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 28 of 51

NATIONAL STUDENT
CLEARINGHOUSE

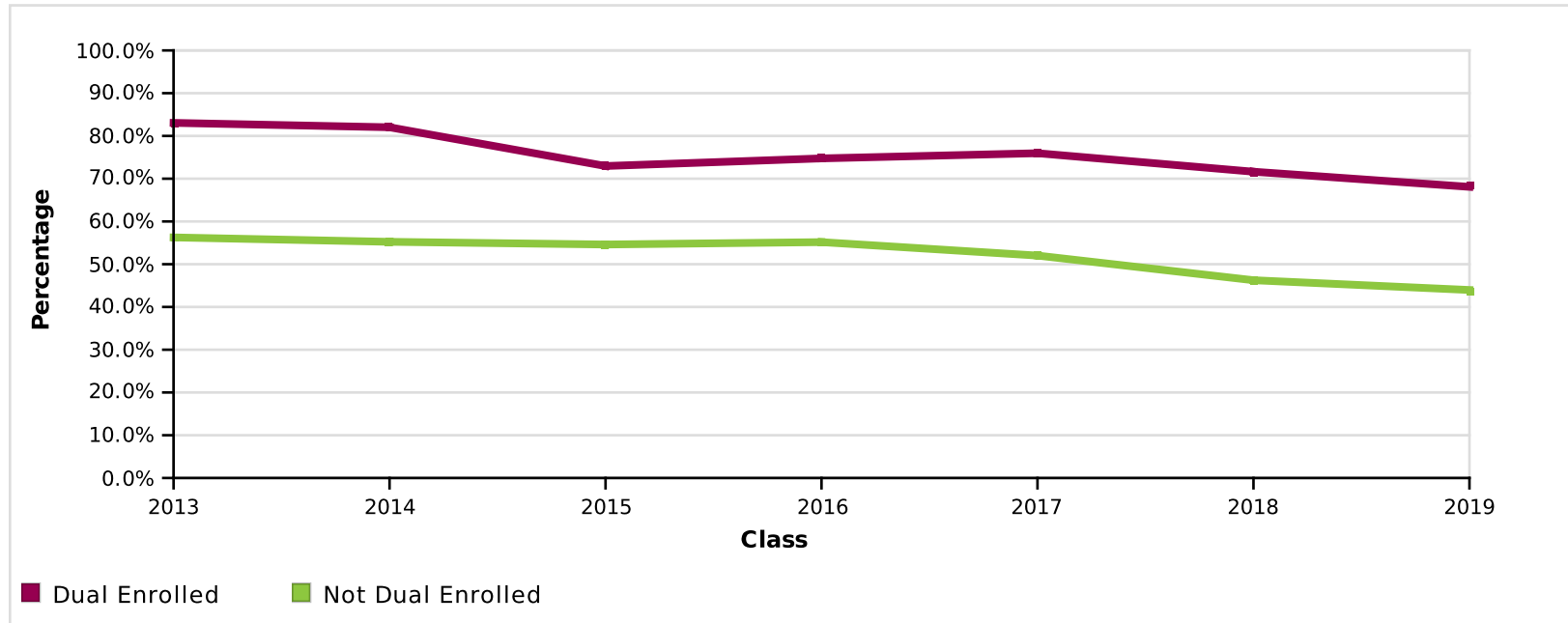
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Unreported	# of students in cohort	1,227	1,208	1,208	1,111	159	102	154
	# of students meeting outcome	819	787	791	758	75	41	51
	% of students meeting outcome	66.7%	65.1%	65.5%	68.2%	47.2%	40.2%	33.1%

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StudentTracker Academics Report

Enrollment Any Time During the First Two Years After High School by Dual Enrollment
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Dual Enrolled	# of students in cohort	478	445	503	586	628	557	702
	# of students meeting outcome	397	365	367	438	477	399	478
	% of students meeting outcome	83.1%	82.0%	73.0%	74.7%	76.0%	71.6%	68.1%
Not Dual Enrolled	# of students in cohort	750	764	901	910	917	867	978
	# of students meeting outcome	422	422	492	502	477	401	430
	% of students meeting outcome	56.3%	55.2%	54.6%	55.2%	52.0%	46.3%	44.0%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Ector County Independent School District

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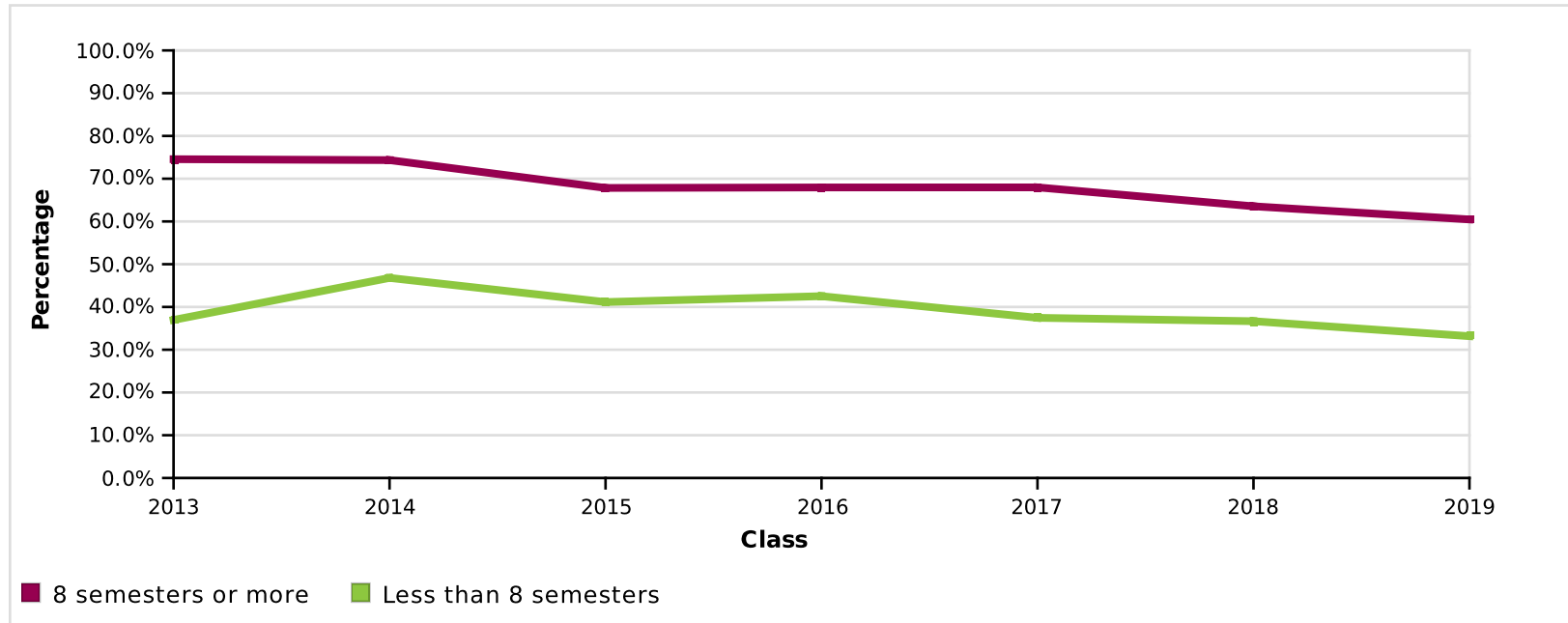
Page 30 of 51

NATIONAL STUDENT
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StudentTracker Academics Report

Enrollment Any Time During the First Two Years After High School by Number of Math Semesters Completed
Effective as of : November 14, 2020



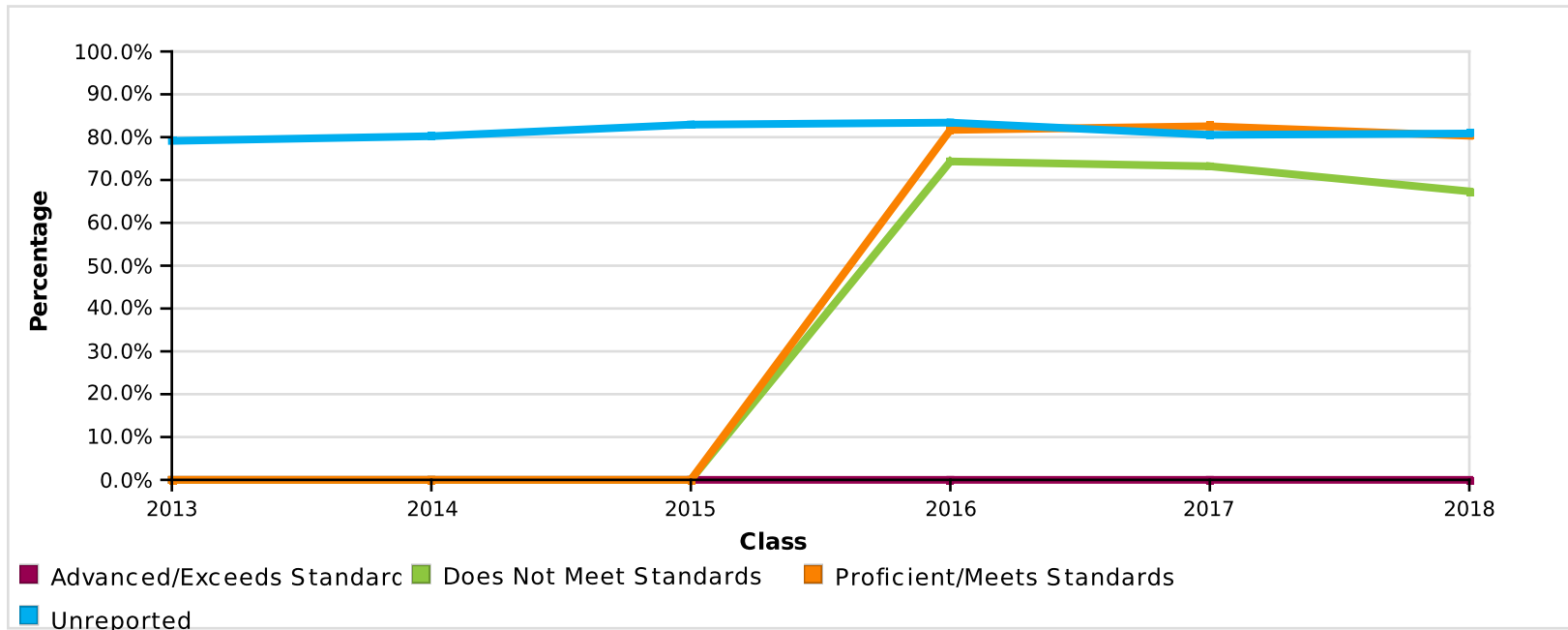
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

8 semesters or more	# of students in cohort	971	803	1,054	1,195	1,230	1,034	1,285
	# of students meeting outcome	724	597	715	812	836	657	777
	% of students meeting outcome	74.6%	74.3%	67.8%	67.9%	68.0%	63.5%	60.5%
Less than 8 semesters	# of students in cohort	257	406	350	301	315	390	395
	# of students meeting outcome	95	190	144	128	118	143	131
	% of students meeting outcome	37.0%	46.8%	41.1%	42.5%	37.5%	36.7%	33.2%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment during First Year After High School Who Returned for a Second Year by Math Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Does Not Meet Standards	# of students in cohort	0	0	0	300	291	245
	# of students meeting outcome	*	*	*	223	213	165
	% of students meeting outcome	*	*	*	74.3%	73.2%	67.3%
Proficient/Meets Standards	# of students in cohort	0	0	1	71	63	61
	# of students meeting outcome	*	*	*	58	52	49
	% of students meeting outcome	*	*	*	81.7%	82.5%	80.3%
Advanced/Exceeds Standards	# of students in cohort	0	0	0	4	4	3
	# of students meeting outcome	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 32 of 51

NATIONAL STUDENT
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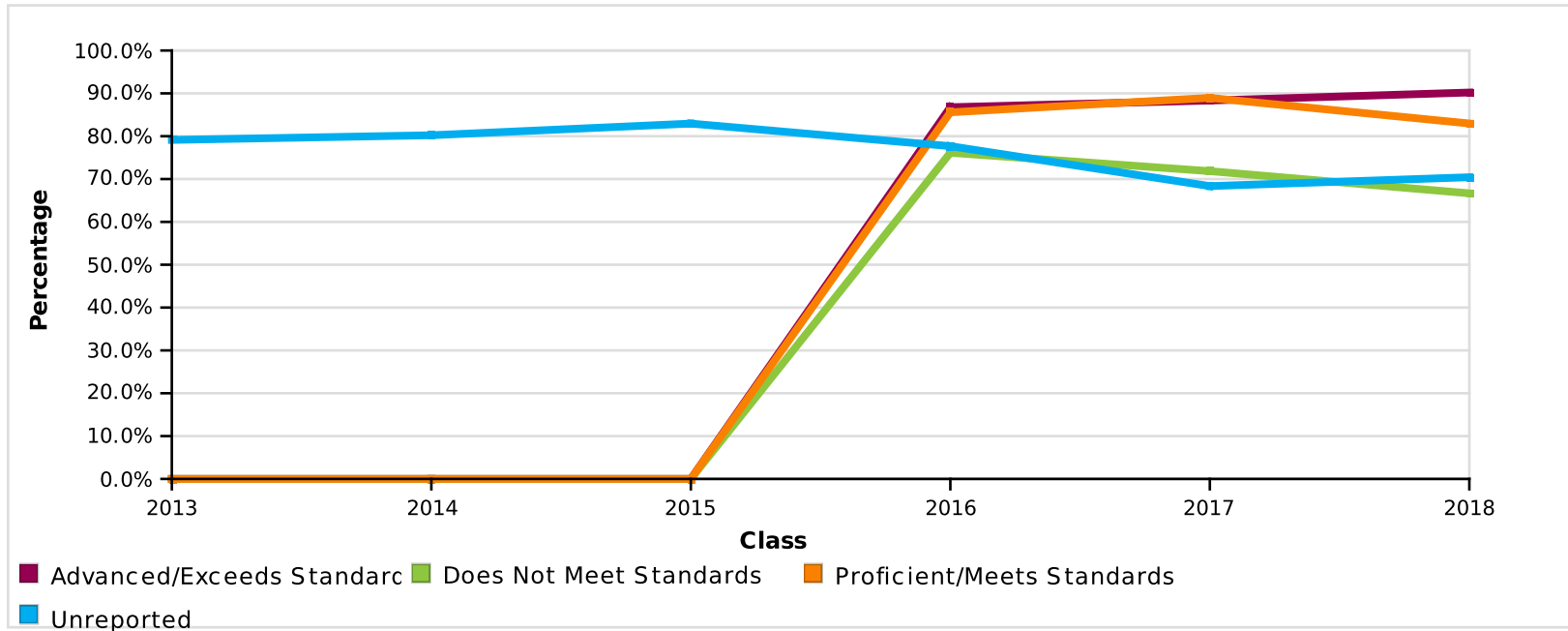
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Unreported	# of students in cohort	738	718	779	500	524	423
	# of students meeting outcome	584	576	646	417	422	342
	% of students meeting outcome	79.1%	80.2%	82.9%	83.4%	80.5%	80.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment during First Year After High School Who Returned for a Second Year by ELA/Reading Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Does Not Meet Standards	# of students in cohort	0	0	1	419	277	255
	# of students meeting outcome	*	*	*	319	199	170
	% of students meeting outcome	*	*	*	76.1%	71.8%	66.7%
Proficient/Meets Standards	# of students in cohort	0	0	2	208	190	182
	# of students meeting outcome	*	*	*	178	169	151
	% of students meeting outcome	*	*	*	85.6%	88.9%	83.0%
Advanced/Exceeds Standards	# of students in cohort	0	0	3	136	197	153
	# of students meeting outcome	*	*	*	118	174	138
	% of students meeting outcome	*	*	*	86.8%	88.3%	90.2%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 34 of 51

NATIONAL STUDENT
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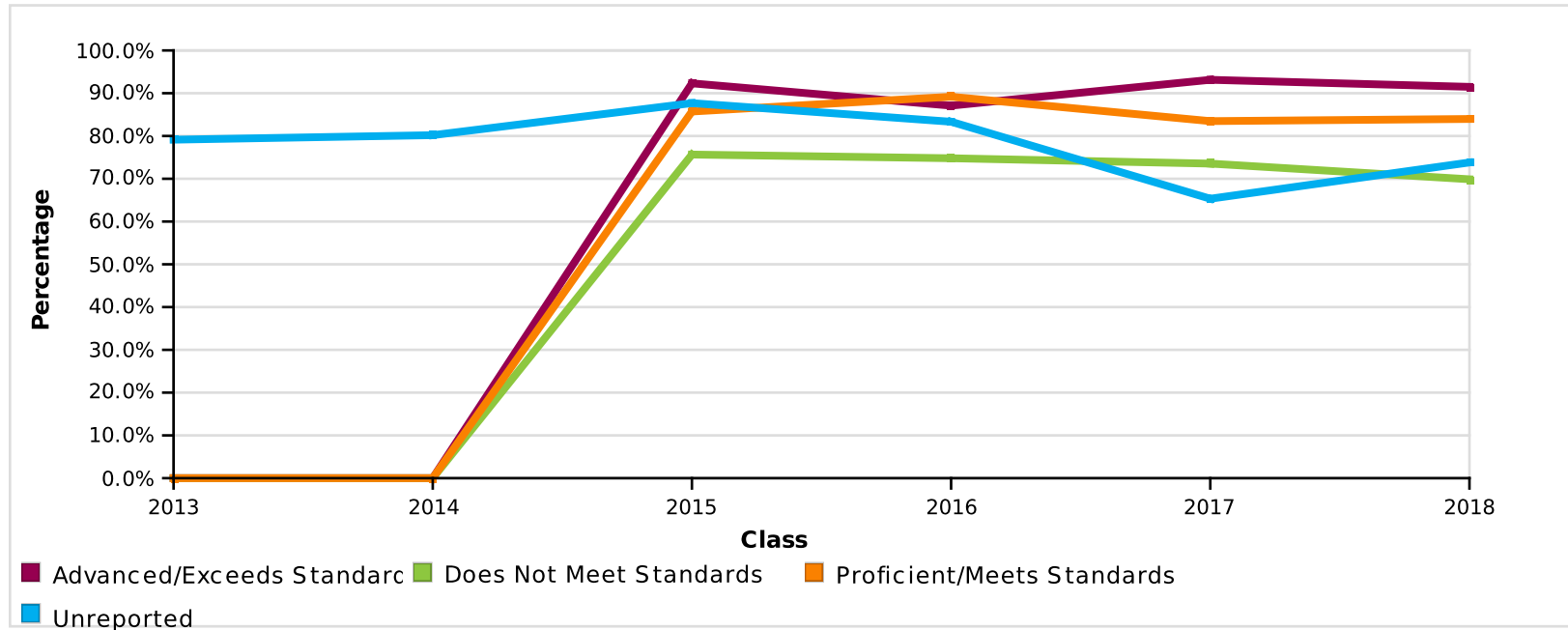
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Unreported	# of students in cohort	738	718	774	112	218	142
	# of students meeting outcome	584	576	642	87	149	100
	% of students meeting outcome	79.1%	80.2%	82.9%	77.7%	68.3%	70.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment during First Year After High School Who Returned for a Second Year by Math Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Does Not Meet Standards	# of students in cohort	0	1	304	492	446	415
	# of students meeting outcome	*	*	230	368	328	290
	% of students meeting outcome	*	*	75.7%	74.8%	73.5%	69.9%
Proficient/Meets Standards	# of students in cohort	0	0	49	194	230	181
	# of students meeting outcome	*	*	42	173	192	152
	% of students meeting outcome	*	*	85.7%	89.2%	83.5%	84.0%
Advanced/Exceeds Standards	# of students in cohort	0	0	13	93	131	94
	# of students meeting outcome	*	*	12	81	122	86
	% of students meeting outcome	*	*	92.3%	87.1%	93.1%	91.5%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 36 of 51

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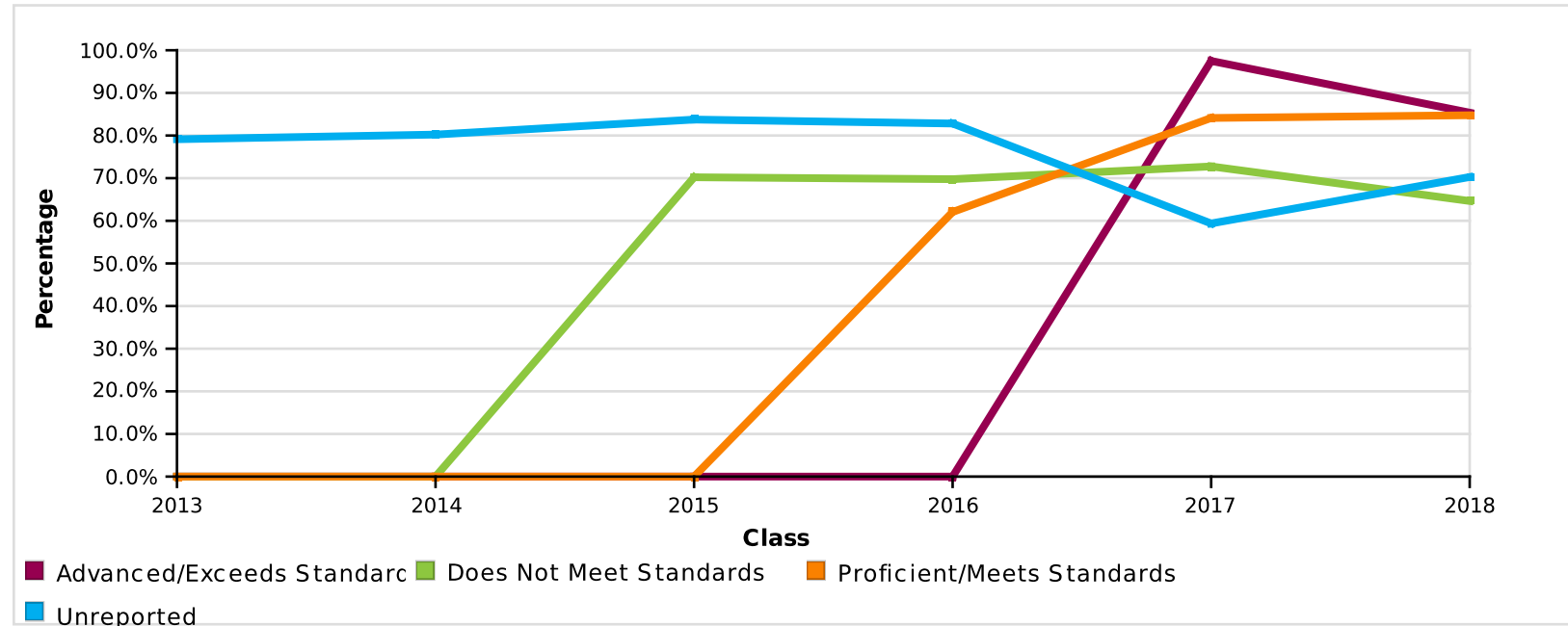
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Unreported	# of students in cohort	738	717	414	96	75	42
	# of students meeting outcome	584	575	363	80	49	31
	% of students meeting outcome	79.1%	80.2%	87.7%	83.3%	65.3%	73.8%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment during First Year After High School Who Returned for a Second Year by ELA/Reading Assessment High School
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Does Not Meet Standards	# of students in cohort	0	0	47	129	356	280
	# of students meeting outcome	*	*	33	90	259	181
	% of students meeting outcome	*	*	70.2%	69.8%	72.8%	64.6%
Proficient/Meets Standards	# of students in cohort	0	0	7	29	422	374
	# of students meeting outcome	*	*	*	18	355	317
	% of students meeting outcome	*	*	*	62.1%	84.1%	84.8%
Advanced/Exceeds Standards	# of students in cohort	0	0	0	1	40	41
	# of students meeting outcome	*	*	*	*	39	35
	% of students meeting outcome	*	*	*	*	97.5%	85.4%

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 38 of 51

NATIONAL STUDENT
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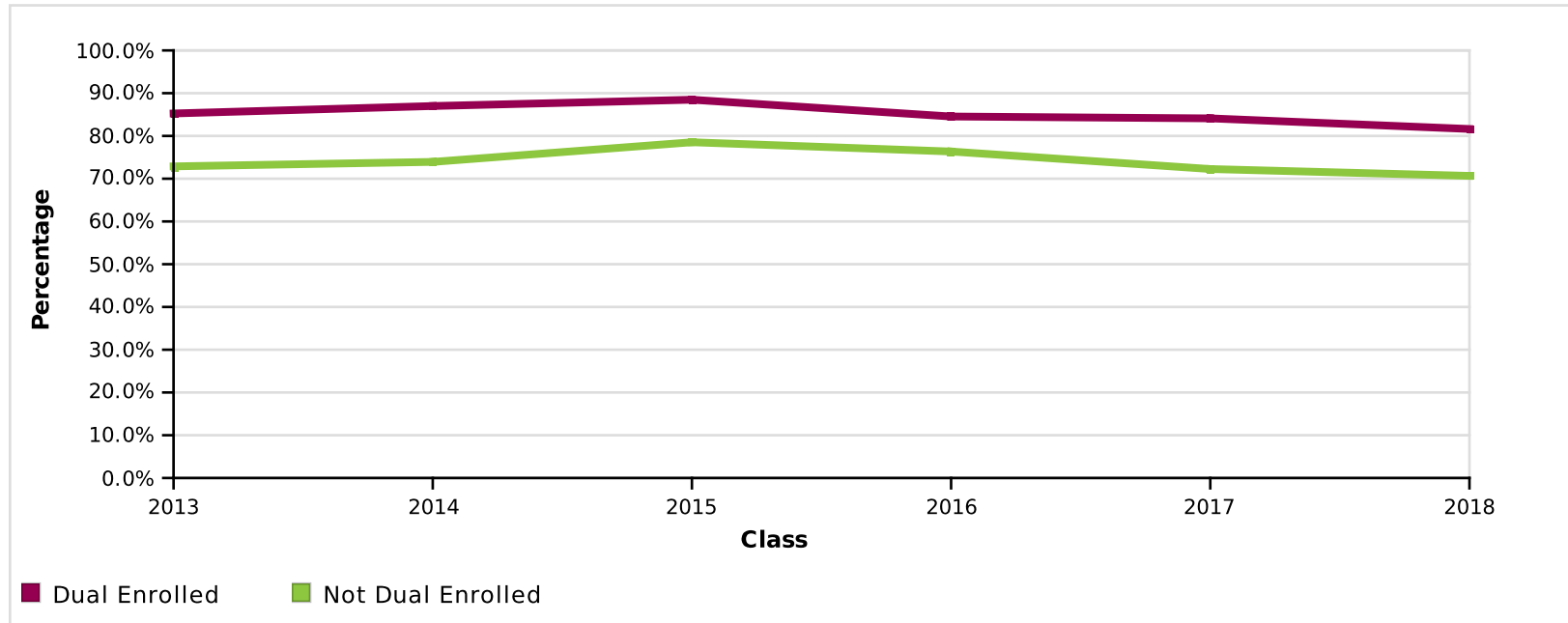
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Unreported	# of students in cohort	738	718	726	716	64	37
	# of students meeting outcome	584	576	608	593	38	26
	% of students meeting outcome	79.1%	80.2%	83.7%	82.8%	59.4%	70.3%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Enrollment during First Year After High School Who Returned for a Second Year by Dual Enrollment
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Dual Enrolled	# of students in cohort	373	346	347	414	453	381
	# of students meeting outcome	318	301	307	350	381	311
	% of students meeting outcome	85.3%	87.0%	88.5%	84.5%	84.1%	81.6%
Not Dual Enrolled	# of students in cohort	365	372	433	461	429	351
	# of students meeting outcome	266	275	340	352	310	248
	% of students meeting outcome	72.9%	73.9%	78.5%	76.4%	72.3%	70.7%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Ector County Independent School District

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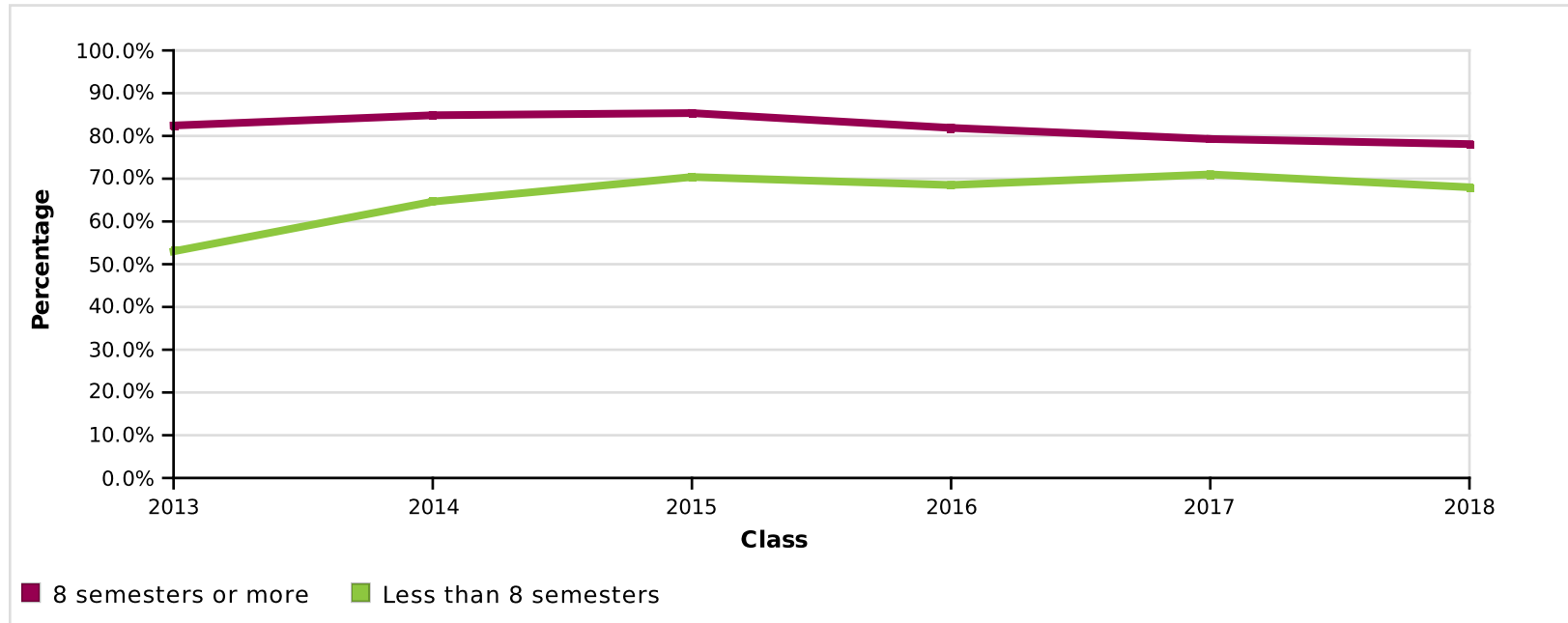
Page 40 of 51

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StudentTracker Academics Report

Enrollment during First Year After High School Who Returned for a Second Year by Number of Math Semesters Completed
Effective as of : November 14, 2020



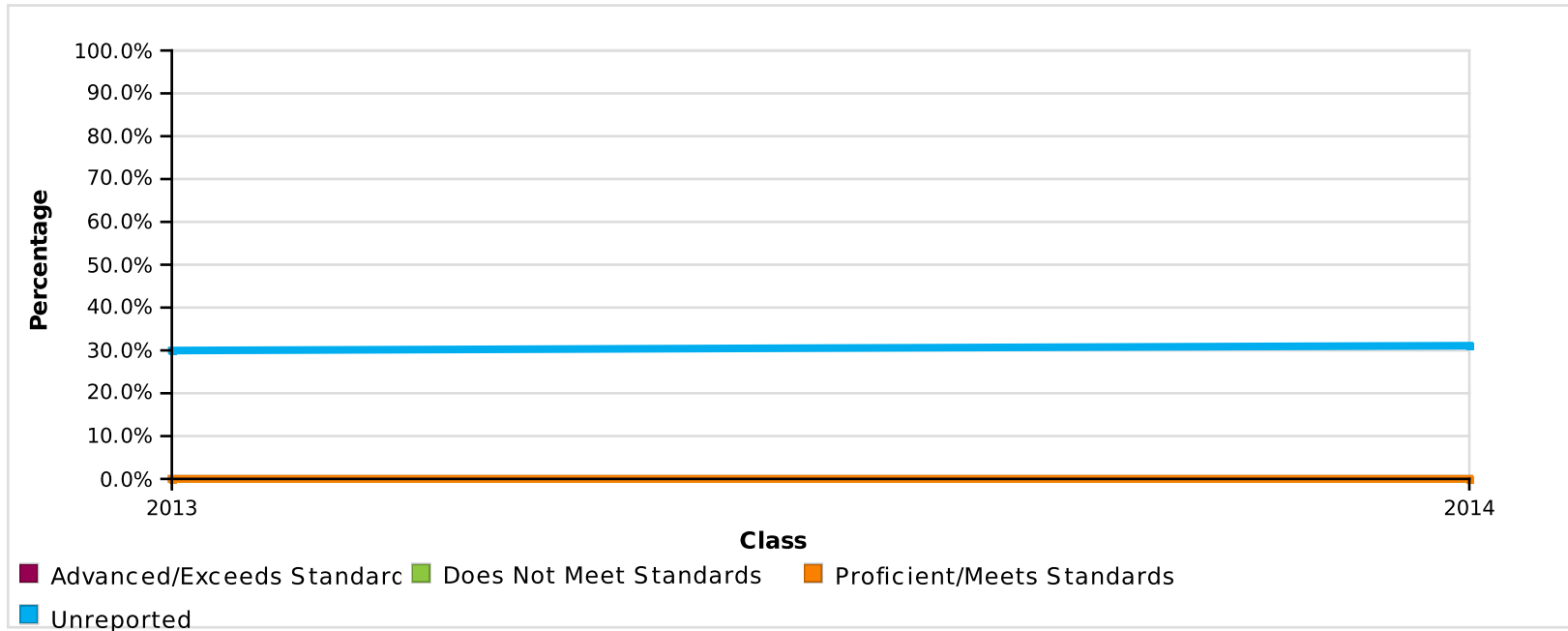
	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

8 semesters or more	# of students in cohort	655	554	655	767	782	607
	# of students meeting outcome	540	470	559	628	620	474
	% of students meeting outcome	82.4%	84.8%	85.3%	81.9%	79.3%	78.1%
Less than 8 semesters	# of students in cohort	83	164	125	108	100	125
	# of students meeting outcome	44	106	88	74	71	85
	% of students meeting outcome	53.0%	64.6%	70.4%	68.5%	71.0%	68.0%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Students Who Have Completed a Degree Within Six Years by Math Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

Does Not Meet Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Proficient/Meets Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Advanced/Exceeds Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 42 of 51

NATIONAL STUDENT
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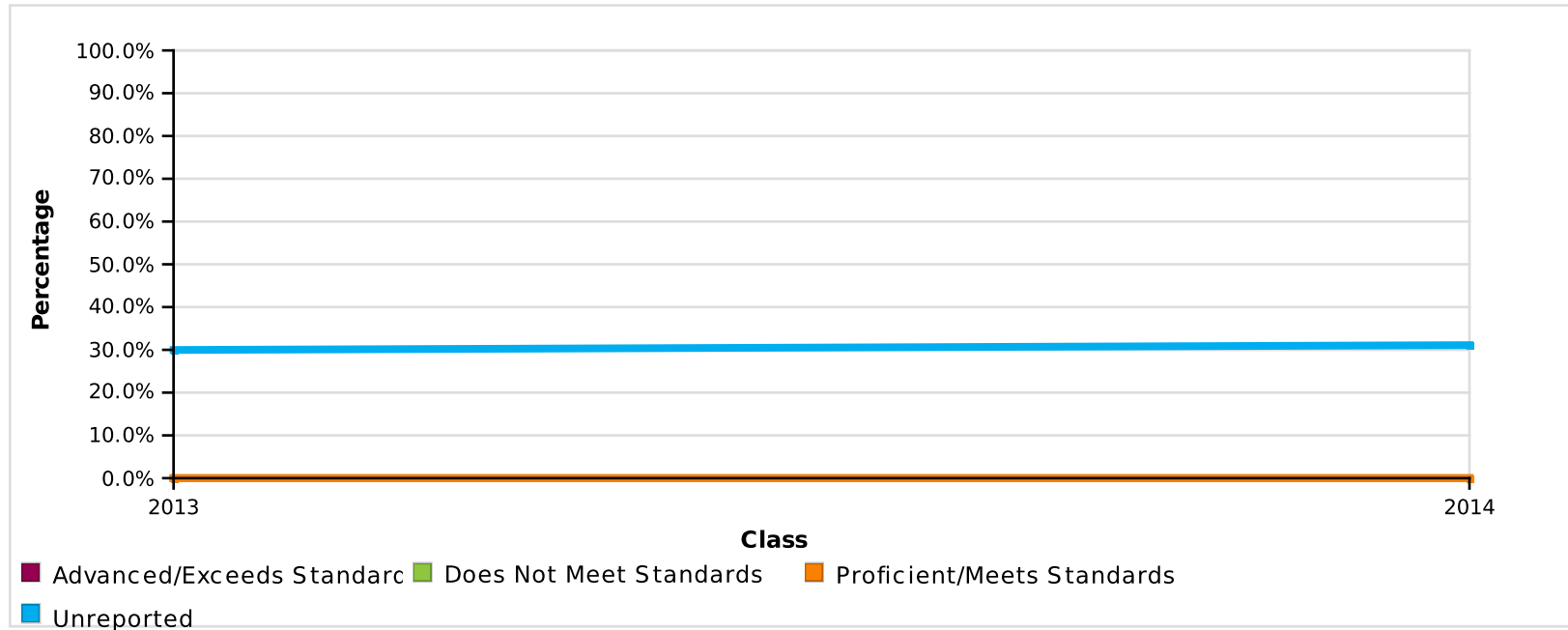
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Unreported	# of students in cohort	1,228	1,209
	# of students meeting outcome	368	376
	% of students meeting outcome	30.0%	31.1%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Students Who Have Completed a Degree Within Six Years by ELA/Reading Assessment 8th Grade
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

Does Not Meet Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Proficient/Meets Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Advanced/Exceeds Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 44 of 51

NATIONAL STUDENT
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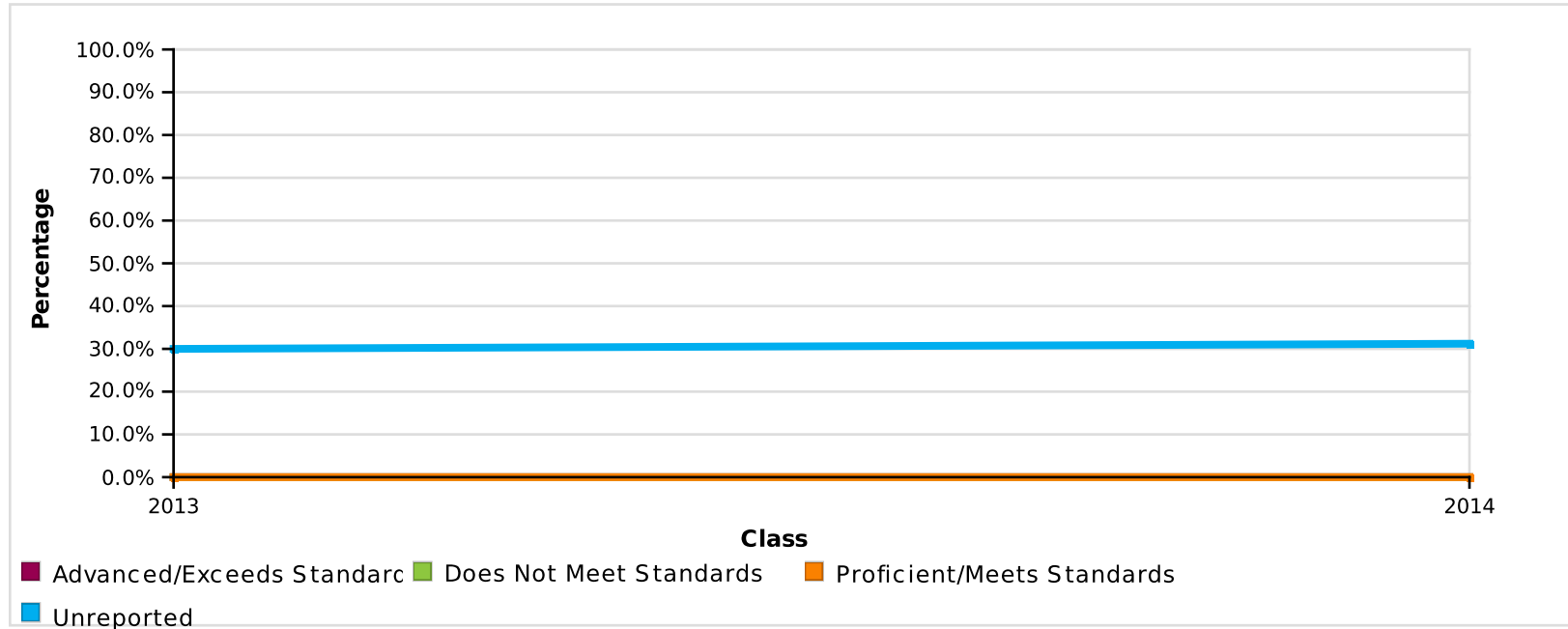
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Unreported	# of students in cohort	1,228	1,209
	# of students meeting outcome	368	376
	% of students meeting outcome	30.0%	31.1%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Students Who Have Completed a Degree Within Six Years by Math Assessment High School
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

Does Not Meet Standards	# of students in cohort	0	4
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Proficient/Meets Standards	# of students in cohort	1	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Advanced/Exceeds Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 46 of 51

NATIONAL STUDENT
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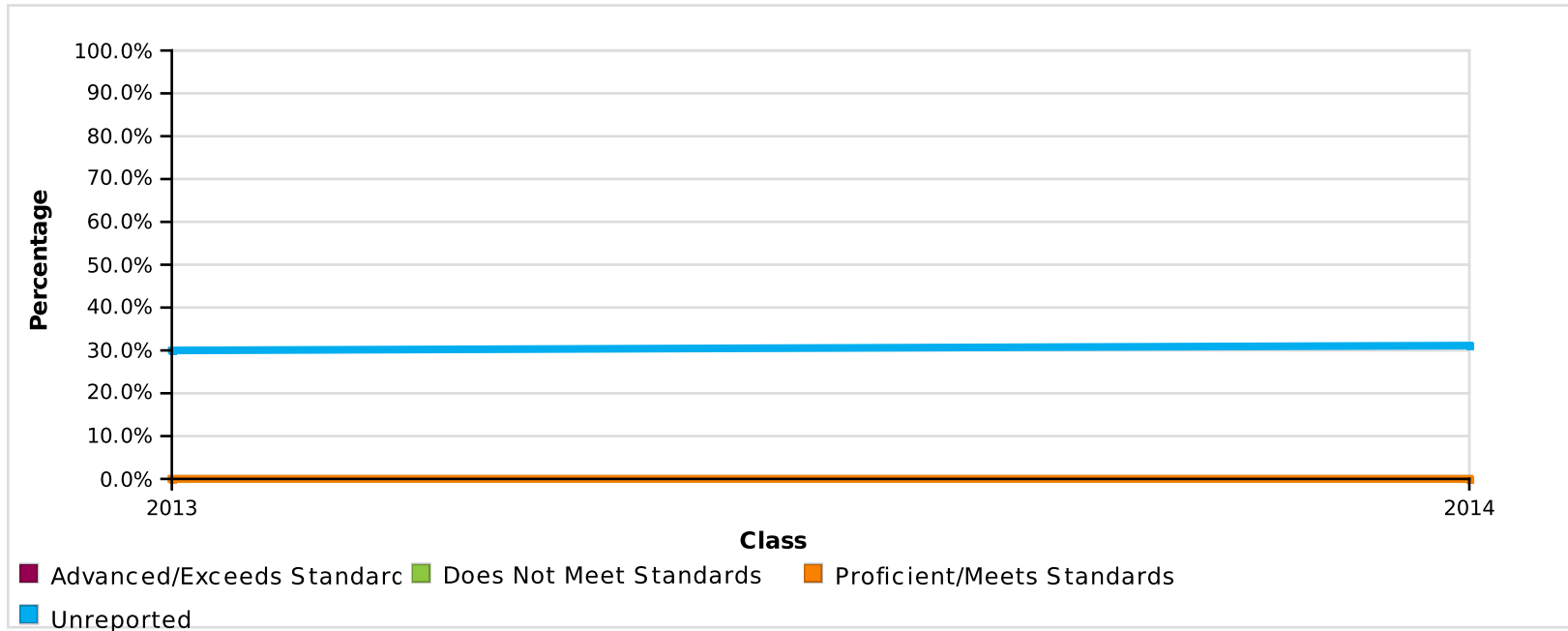
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Unreported	# of students in cohort	1,227	1,205
	# of students meeting outcome	368	376
	% of students meeting outcome	30.0%	31.2%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Students Who Have Completed a Degree Within Six Years by ELA/Reading Assessment High School
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

Does Not Meet Standards	# of students in cohort	0	1
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Proficient/Meets Standards	# of students in cohort	1	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Advanced/Exceeds Standards	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*

Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 48 of 51

NATIONAL STUDENT
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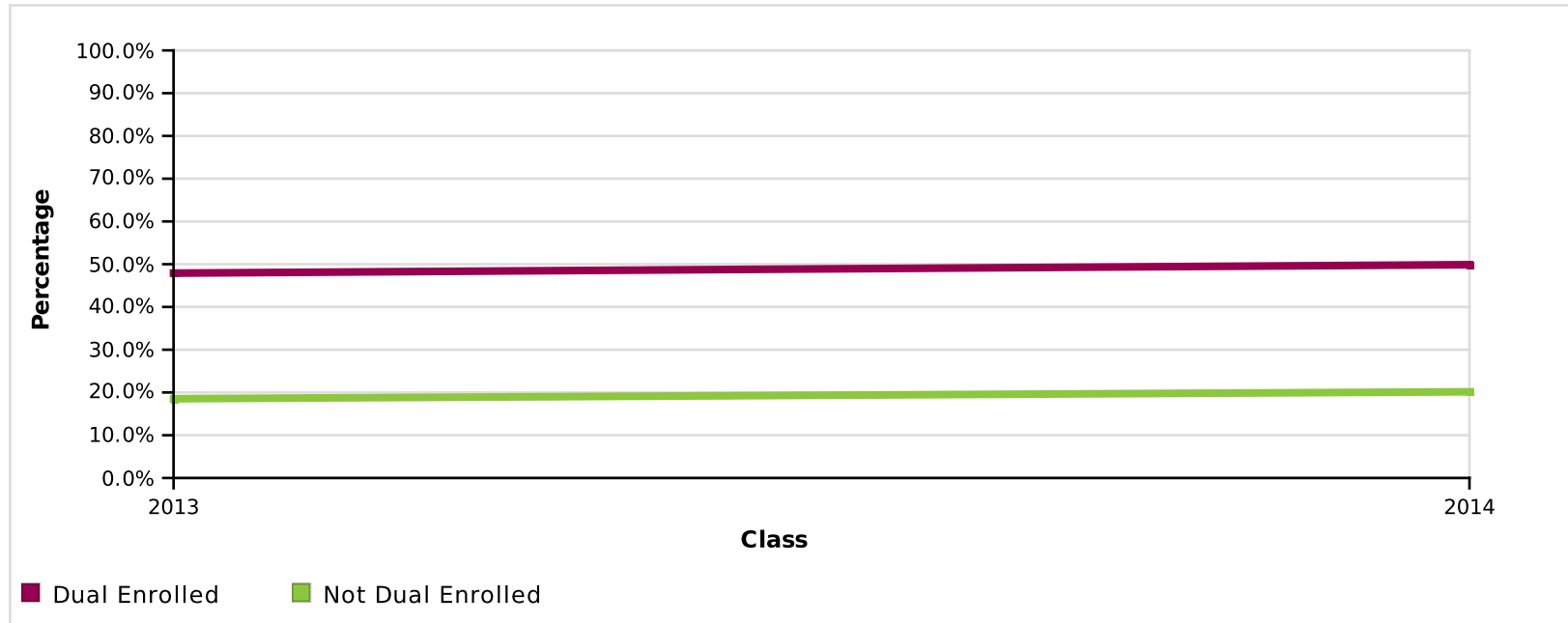
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Unreported	# of students in cohort	1,227	1,208
	# of students meeting outcome	368	376
	% of students meeting outcome	30.0%	31.1%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Academics Report

Students Who Have Completed a Degree Within Six Years by Dual Enrollment
Effective as of : November 14, 2020



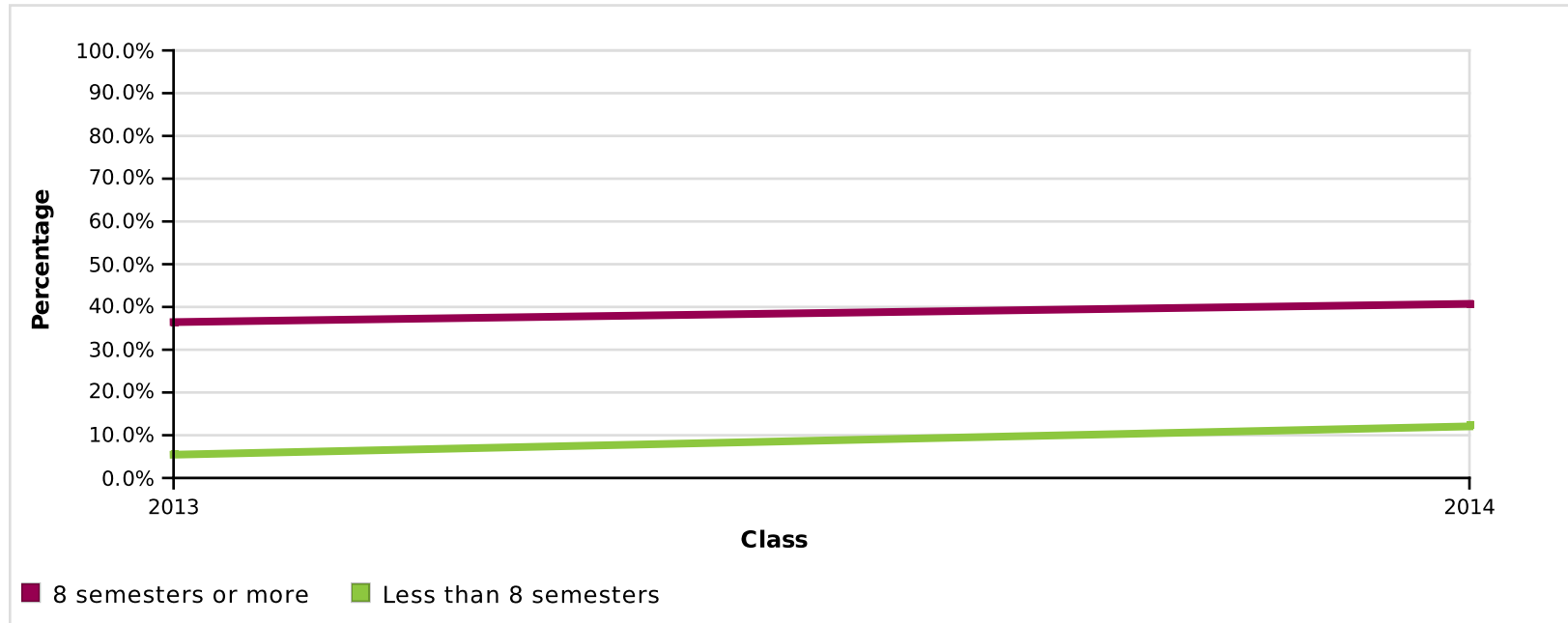
	2013	2014
Total Number of Students in Class	1228	1209

Dual Enrolled	# of students in cohort	478	445
	# of students meeting outcome	229	222
	% of students meeting outcome	47.9%	49.9%
Not Dual Enrolled	# of students in cohort	750	764
	# of students meeting outcome	139	154
	% of students meeting outcome	18.5%	20.2%

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StudentTracker Academics Report

Students Who Have Completed a Degree Within Six Years by Number of Math Semesters Completed
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

8 semesters or more	# of students in cohort	971	803
	# of students meeting outcome	354	327
	% of students meeting outcome	36.5%	40.7%
Less than 8 semesters	# of students in cohort	257	406
	# of students meeting outcome	14	49
	% of students meeting outcome	5.4%	12.1%

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Ector County Independent School District

Report Run Date: 04/08/2021 07:44 AM

Page 51 of 51

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NATIONAL STUDENT CLEARINGHOUSE[®]

StudentTracker[®] for High Schools Demographics Report

Prepared for
Ector County Independent School District
NCES Code: 4818000

Ector County Independent School District

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Page 1 of 31

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StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Gender
Effective as of : November 14, 2020



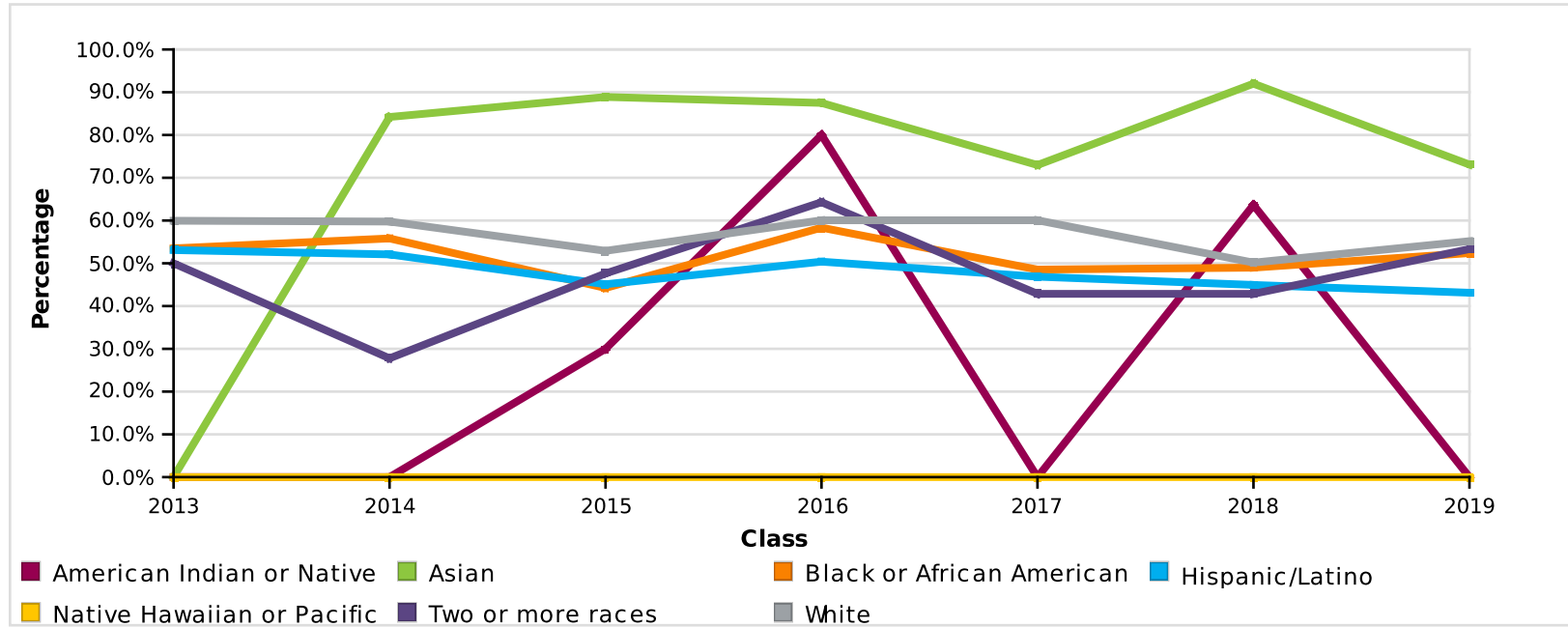
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Female	# of students in cohort	662	611	750	779	834	744	872
	# of students meeting outcome	383	369	393	456	452	410	465
	% of students meeting outcome	57.9%	60.4%	52.4%	58.5%	54.2%	55.1%	53.3%
Male	# of students in cohort	566	598	654	717	711	680	808
	# of students meeting outcome	298	288	274	349	326	261	317
	% of students meeting outcome	52.7%	48.2%	41.9%	48.7%	45.9%	38.4%	39.2%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Race/Ethnicity
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

American Indian or Native Alaskan	# of students in cohort	7	6	10	10	6	11	8
	# of students meeting outcome	*	*	3	8	*	7	*
	% of students meeting outcome	*	*	30.0%	80.0%	*	63.6%	*
Asian	# of students in cohort	6	19	18	24	37	25	26
	# of students meeting outcome	*	16	16	21	27	23	19
	% of students meeting outcome	*	84.2%	88.9%	87.5%	73.0%	92.0%	73.1%
Black or African American	# of students in cohort	43	43	52	48	68	49	63
	# of students meeting outcome	23	24	23	28	33	24	33
	% of students meeting outcome	53.5%	55.8%	44.2%	58.3%	48.5%	49.0%	52.4%

Ector County Independent School District

Report Run Date: 04/08/2021 07:43 AM

Page 3 of 31

NATIONAL STUDENT
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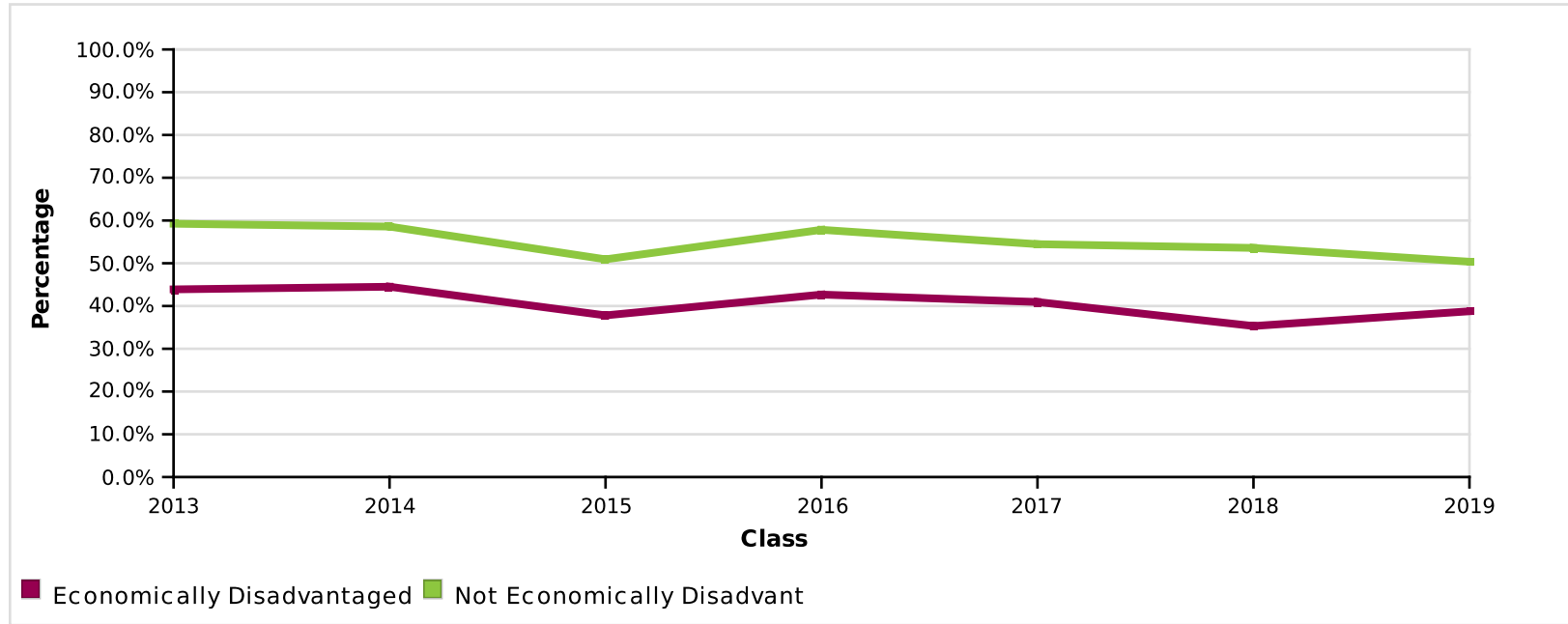
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Hispanic/Latino	# of students in cohort	761	795	958	1,046	1,086	1,008	1,213
	# of students meeting outcome	404	414	432	527	509	453	523
	% of students meeting outcome	53.1%	52.1%	45.1%	50.4%	46.9%	44.9%	43.1%
Two or more races	# of students in cohort	14	18	21	14	14	14	15
	# of students meeting outcome	7	5	10	9	6	6	8
	% of students meeting outcome	50.0%	27.8%	47.6%	64.3%	42.9%	42.9%	53.3%
Native Hawaiian or Pacific Islander	# of students in cohort	0	0	1	1	1	2	7
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
White	# of students in cohort	397	328	344	353	333	315	348
	# of students meeting outcome	238	196	182	212	200	158	192
	% of students meeting outcome	59.9%	59.8%	52.9%	60.1%	60.1%	50.2%	55.2%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Economic Disadvantage
Effective as of : November 14, 2020



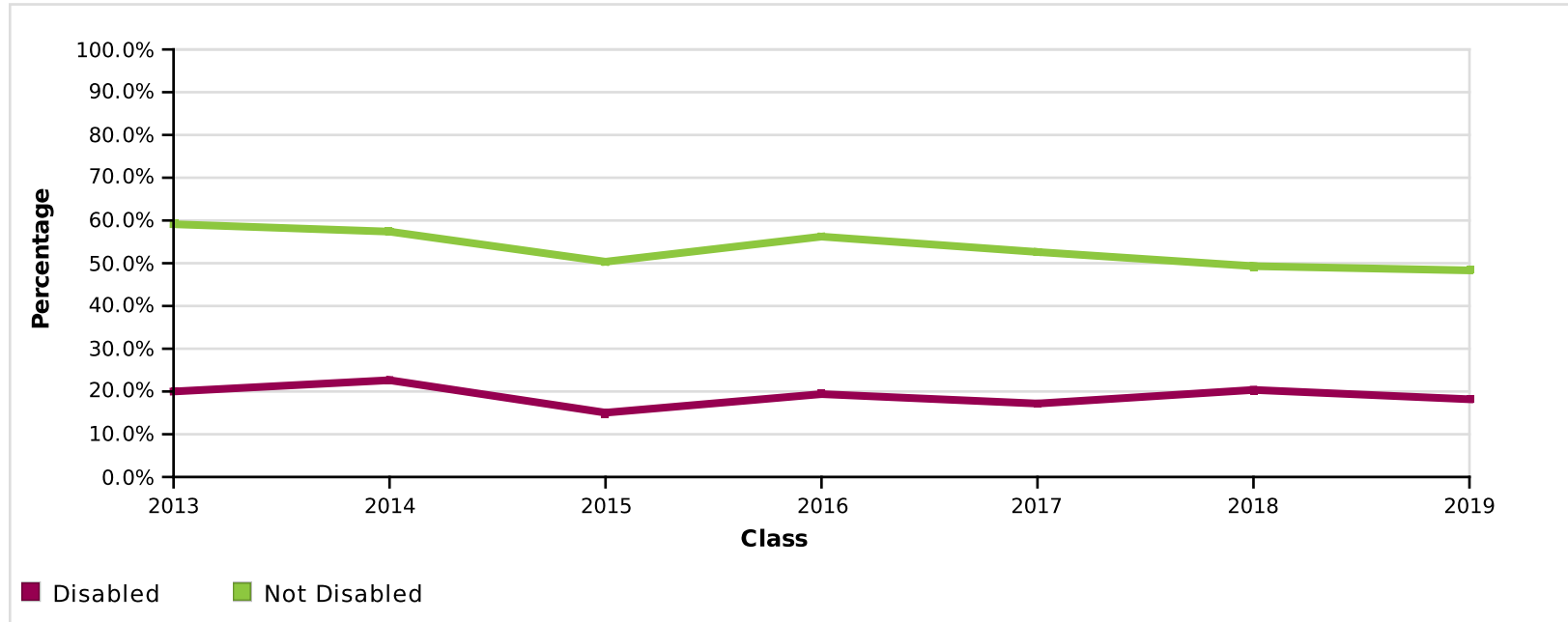
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Economically Disadvantaged	# of students in cohort	303	364	365	396	469	504	552
	# of students meeting outcome	133	162	138	169	192	178	214
	% of students meeting outcome	43.9%	44.5%	37.8%	42.7%	40.9%	35.3%	38.8%
Not Economically Disadvantaged	# of students in cohort	925	845	1,039	1,100	1,076	920	1,128
	# of students meeting outcome	548	495	529	636	586	493	568
	% of students meeting outcome	59.2%	58.6%	50.9%	57.8%	54.5%	53.6%	50.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by Disability
Effective as of : November 14, 2020



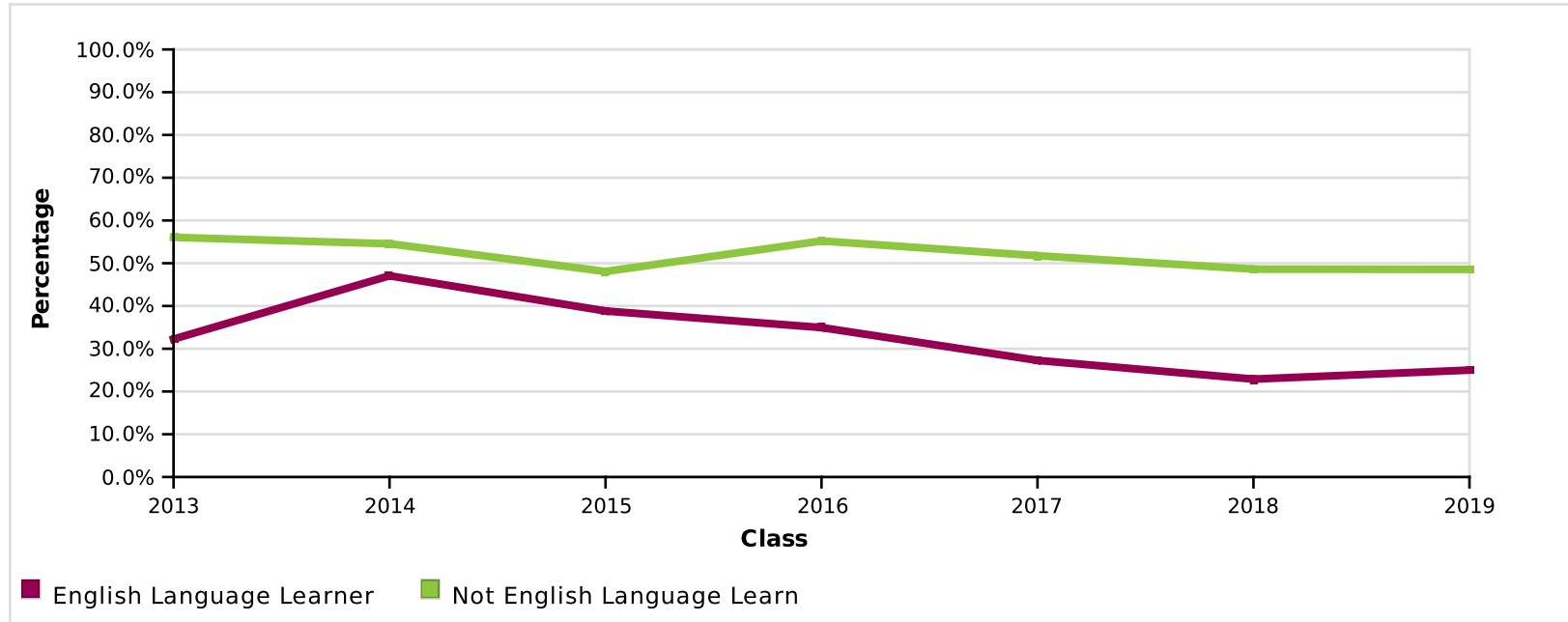
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Disabled	# of students in cohort	115	106	113	98	99	108	99
	# of students meeting outcome	23	24	17	19	17	22	18
	% of students meeting outcome	20.0%	22.6%	15.0%	19.4%	17.2%	20.4%	18.2%
Not Disabled	# of students in cohort	1,113	1,103	1,291	1,398	1,446	1,316	1,581
	# of students meeting outcome	658	633	650	786	761	649	764
	% of students meeting outcome	59.1%	57.4%	50.3%	56.2%	52.6%	49.3%	48.3%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment During First Fall Immediately After High School by English Language Learner
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

English Language Learner	# of students in cohort	31	34	85	103	88	83	144
	# of students meeting outcome	10	16	33	36	24	19	36
	% of students meeting outcome	32.3%	47.1%	38.8%	35.0%	27.3%	22.9%	25.0%
Not English Language Learner	# of students in cohort	1,197	1,175	1,319	1,393	1,457	1,341	1,536
	# of students meeting outcome	671	641	634	769	754	652	746
	% of students meeting outcome	56.1%	54.6%	48.1%	55.2%	51.8%	48.6%	48.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Gender
Effective as of : November 14, 2020



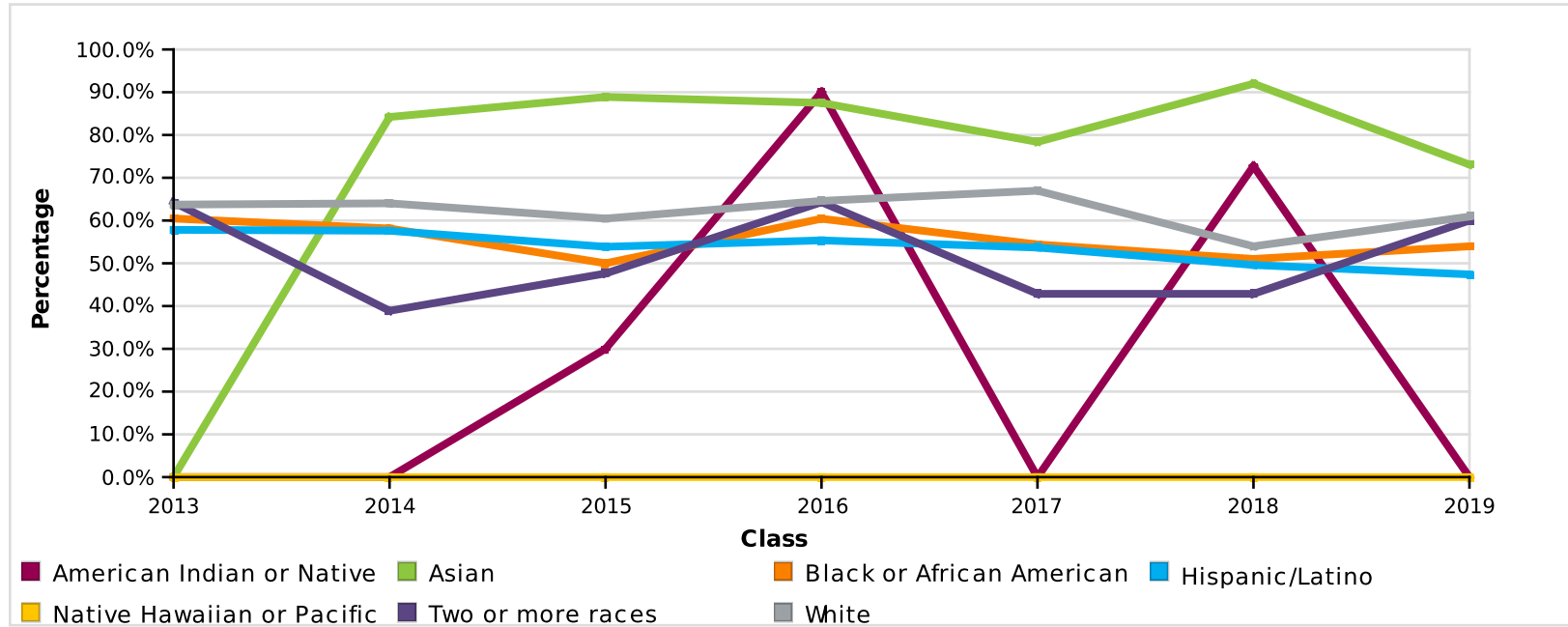
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Female	# of students in cohort	662	611	750	779	834	744	872
	# of students meeting outcome	416	401	454	504	509	445	504
	% of students meeting outcome	62.8%	65.6%	60.5%	64.7%	61.0%	59.8%	57.8%
Male	# of students in cohort	566	598	654	717	711	680	808
	# of students meeting outcome	322	317	326	371	373	287	352
	% of students meeting outcome	56.9%	53.0%	49.8%	51.7%	52.5%	42.2%	43.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Race/Ethnicity
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

American Indian or Native Alaskan	# of students in cohort	7	6	10	10	6	11	8
	# of students meeting outcome	*	*	3	9	*	8	*
	% of students meeting outcome	*	*	30.0%	90.0%	*	72.7%	*
Asian	# of students in cohort	6	19	18	24	37	25	26
	# of students meeting outcome	*	16	16	21	29	23	19
	% of students meeting outcome	*	84.2%	88.9%	87.5%	78.4%	92.0%	73.1%
Black or African American	# of students in cohort	43	43	52	48	68	49	63
	# of students meeting outcome	26	25	26	29	37	25	34
	% of students meeting outcome	60.5%	58.1%	50.0%	60.4%	54.4%	51.0%	54.0%

Ector County Independent School District

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Page 9 of 31

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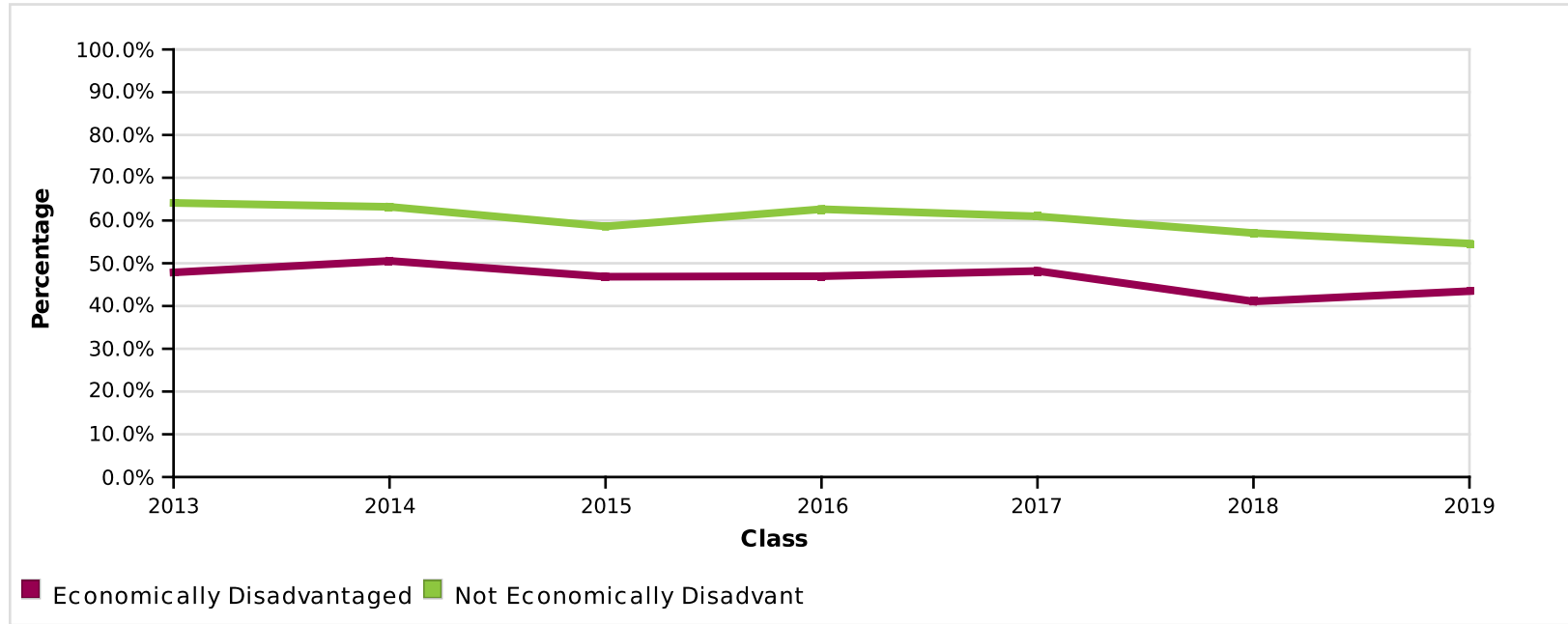
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Hispanic/Latino	# of students in cohort	761	795	958	1,046	1,086	1,008	1,213
	# of students meeting outcome	440	458	516	579	583	500	575
	% of students meeting outcome	57.8%	57.6%	53.9%	55.4%	53.7%	49.6%	47.4%
Two or more races	# of students in cohort	14	18	21	14	14	14	15
	# of students meeting outcome	9	7	10	9	6	6	9
	% of students meeting outcome	64.3%	38.9%	47.6%	64.3%	42.9%	42.9%	60.0%
Native Hawaiian or Pacific Islander	# of students in cohort	0	0	1	1	1	2	7
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
White	# of students in cohort	397	328	344	353	333	315	348
	# of students meeting outcome	253	210	208	228	223	170	212
	% of students meeting outcome	63.7%	64.0%	60.5%	64.6%	67.0%	54.0%	60.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Economic Disadvantage
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Economically Disadvantaged	# of students in cohort	303	364	365	396	469	504	552
	# of students meeting outcome	145	184	171	186	226	207	240
	% of students meeting outcome	47.9%	50.5%	46.8%	47.0%	48.2%	41.1%	43.5%
Not Economically Disadvantaged	# of students in cohort	925	845	1,039	1,100	1,076	920	1,128
	# of students meeting outcome	593	534	609	689	656	525	616
	% of students meeting outcome	64.1%	63.2%	58.6%	62.6%	61.0%	57.1%	54.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by Disability
Effective as of : November 14, 2020



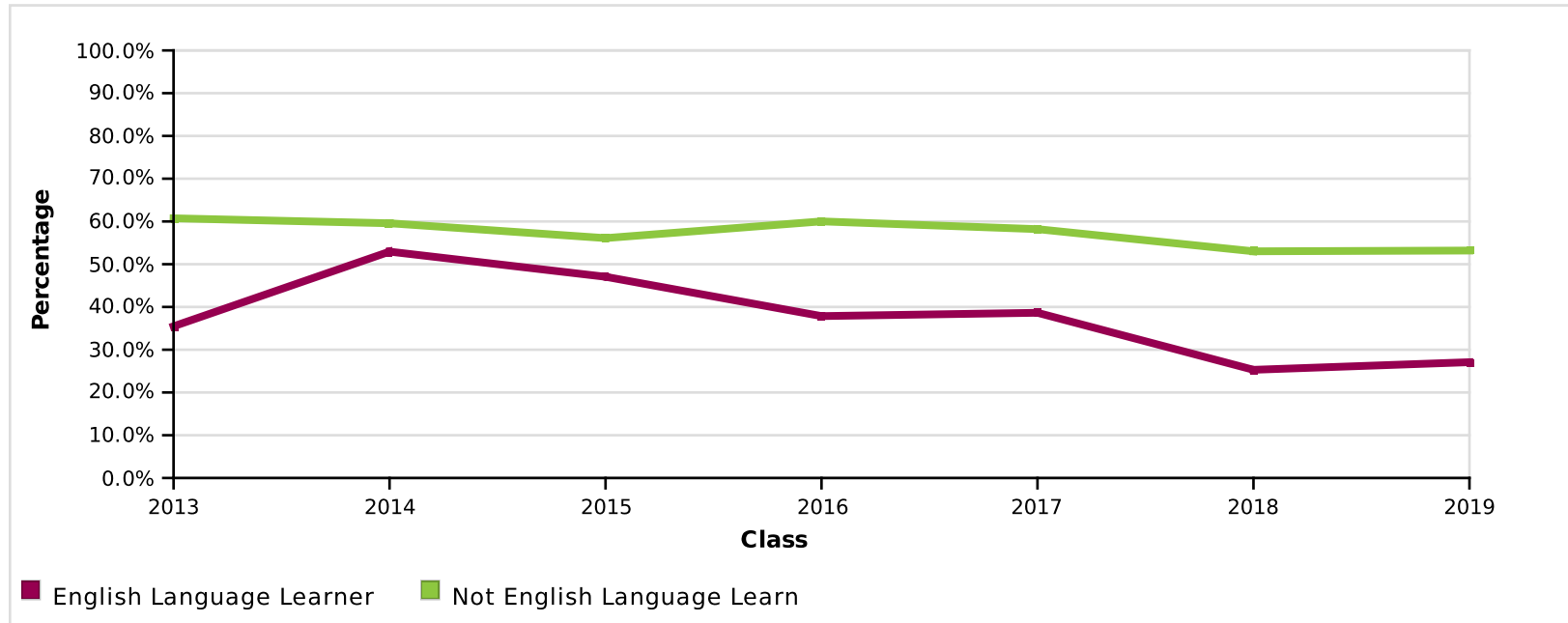
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Disabled	# of students in cohort	115	106	113	98	99	108	99
	# of students meeting outcome	26	28	22	24	19	30	25
	% of students meeting outcome	22.6%	26.4%	19.5%	24.5%	19.2%	27.8%	25.3%
Not Disabled	# of students in cohort	1,113	1,103	1,291	1,398	1,446	1,316	1,581
	# of students meeting outcome	712	690	758	851	863	702	831
	% of students meeting outcome	64.0%	62.6%	58.7%	60.9%	59.7%	53.3%	52.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Year After High School by English Language Learner
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

English Language Learner	# of students in cohort	31	34	85	103	88	83	144
	# of students meeting outcome	11	18	40	39	34	21	39
	% of students meeting outcome	35.5%	52.9%	47.1%	37.9%	38.6%	25.3%	27.1%
Not English Language Learner	# of students in cohort	1,197	1,175	1,319	1,393	1,457	1,341	1,536
	# of students meeting outcome	727	700	740	836	848	711	817
	% of students meeting outcome	60.7%	59.6%	56.1%	60.0%	58.2%	53.0%	53.2%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Ector County Independent School District

Report Run Date: 04/08/2021 07:43 AM

Page 13 of 31

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StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Gender
Effective as of : November 14, 2020



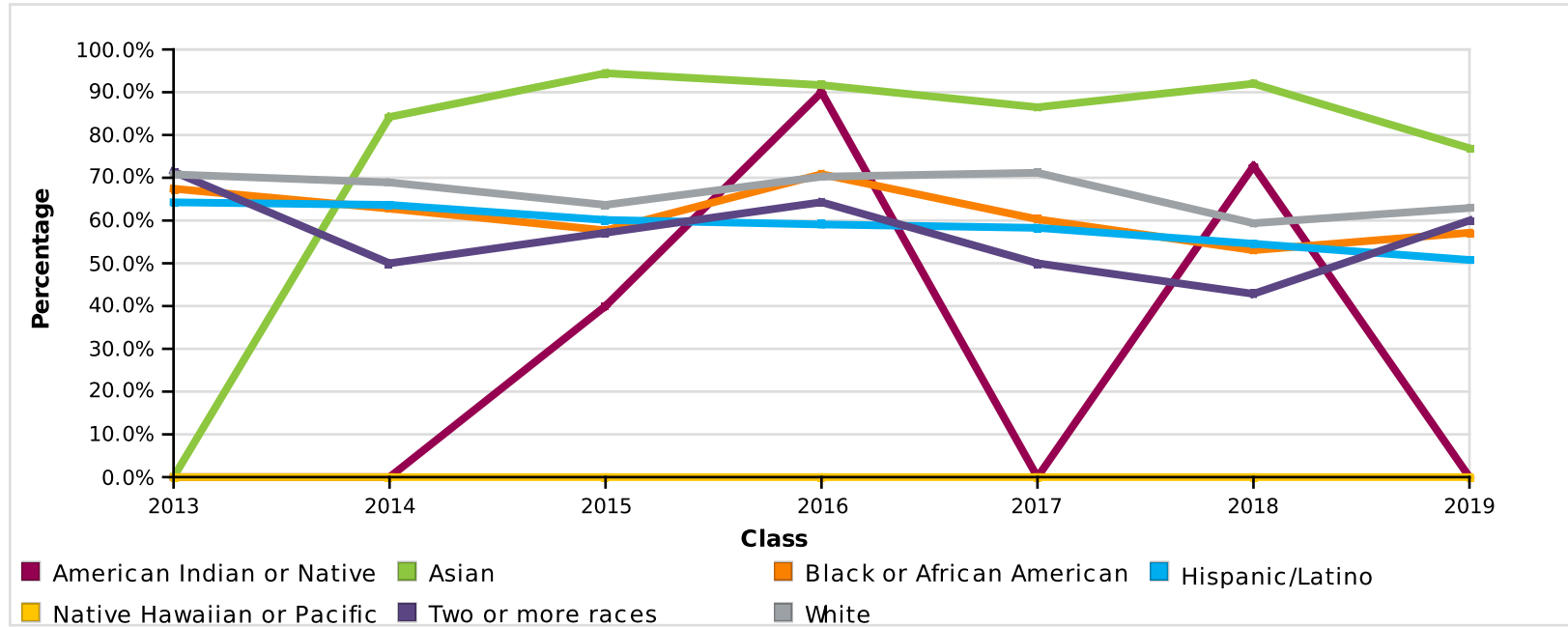
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Female	# of students in cohort	662	611	750	779	834	744	872
	# of students meeting outcome	467	438	492	533	554	479	534
	% of students meeting outcome	70.5%	71.7%	65.6%	68.4%	66.4%	64.4%	61.2%
Male	# of students in cohort	566	598	654	717	711	680	808
	# of students meeting outcome	352	349	367	407	400	321	374
	% of students meeting outcome	62.2%	58.4%	56.1%	56.8%	56.3%	47.2%	46.3%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Race/Ethnicity
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

American Indian or Native Alaskan	# of students in cohort	7	6	10	10	6	11	8
	# of students meeting outcome	*	*	4	9	*	8	*
	% of students meeting outcome	*	*	40.0%	90.0%	*	72.7%	*
Asian	# of students in cohort	6	19	18	24	37	25	26
	# of students meeting outcome	*	16	17	22	32	23	20
	% of students meeting outcome	*	84.2%	94.4%	91.7%	86.5%	92.0%	76.9%
Black or African American	# of students in cohort	43	43	52	48	68	49	63
	# of students meeting outcome	29	27	30	34	41	26	36
	% of students meeting outcome	67.4%	62.8%	57.7%	70.8%	60.3%	53.1%	57.1%

Ector County Independent School District

Report Run Date: 04/08/2021 07:43 AM

Page 15 of 31

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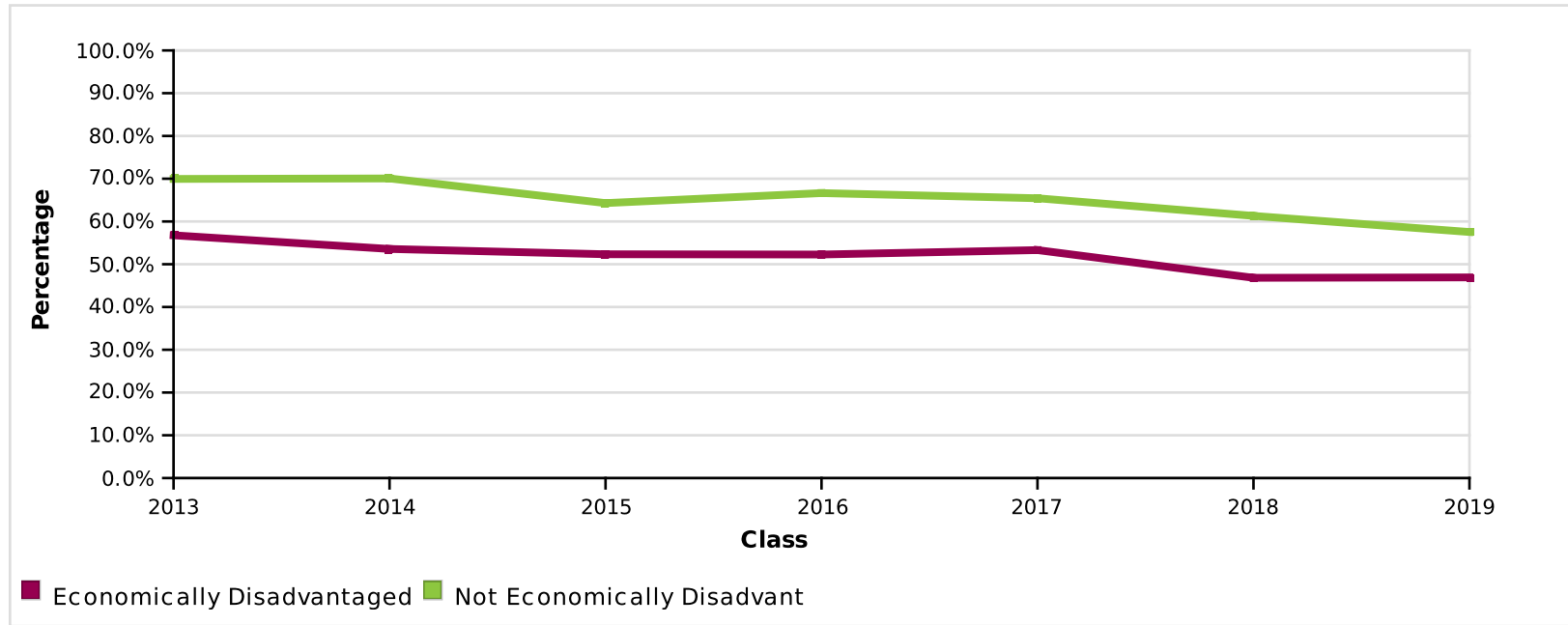
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Hispanic/Latino	# of students in cohort	761	795	958	1,046	1,086	1,008	1,213
	# of students meeting outcome	489	506	576	618	633	550	616
	% of students meeting outcome	64.3%	63.6%	60.1%	59.1%	58.3%	54.6%	50.8%
Two or more races	# of students in cohort	14	18	21	14	14	14	15
	# of students meeting outcome	10	9	12	9	7	6	9
	% of students meeting outcome	71.4%	50.0%	57.1%	64.3%	50.0%	42.9%	60.0%
Native Hawaiian or Pacific Islander	# of students in cohort	0	0	1	1	1	2	7
	# of students meeting outcome	*	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*	*
White	# of students in cohort	397	328	344	353	333	315	348
	# of students meeting outcome	281	226	219	248	237	187	219
	% of students meeting outcome	70.8%	68.9%	63.7%	70.3%	71.2%	59.4%	62.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Economic Disadvantage
Effective as of : November 14, 2020



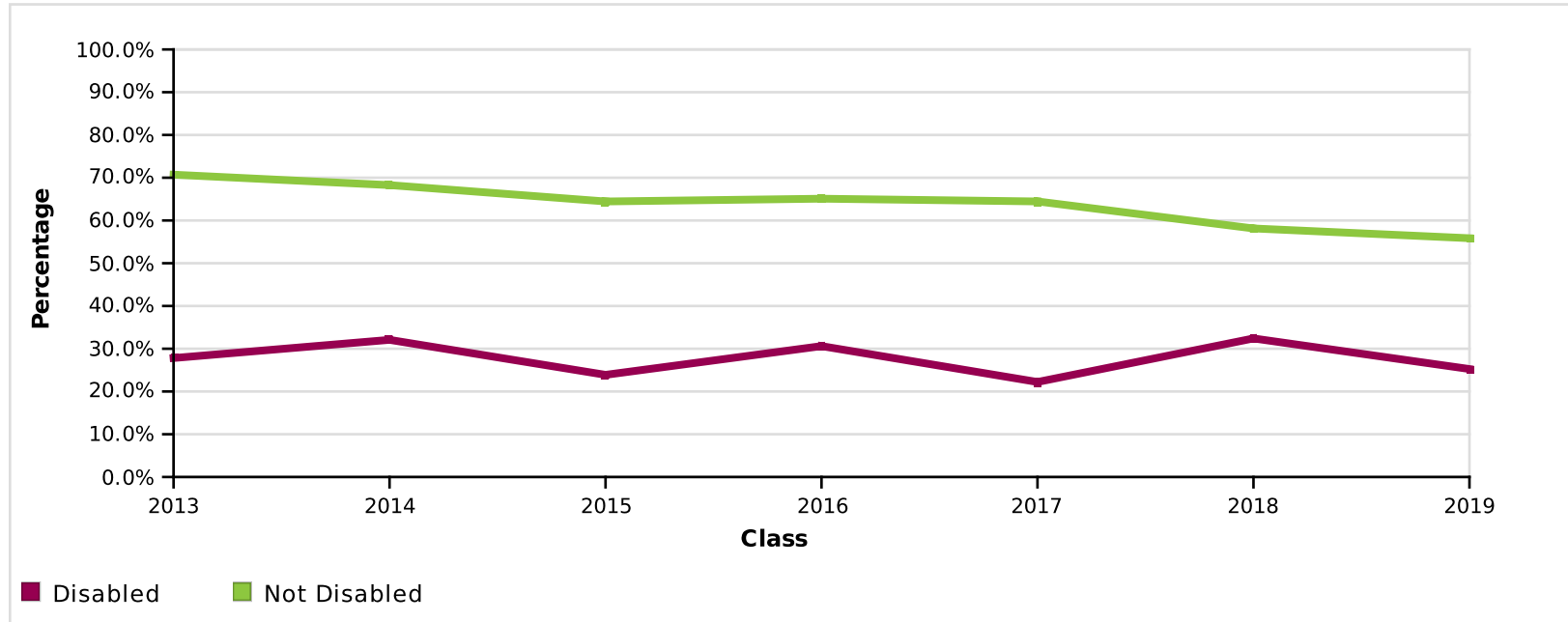
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Economically Disadvantaged	# of students in cohort	303	364	365	396	469	504	552
	# of students meeting outcome	172	195	191	207	250	236	259
	% of students meeting outcome	56.8%	53.6%	52.3%	52.3%	53.3%	46.8%	46.9%
Not Economically Disadvantaged	# of students in cohort	925	845	1,039	1,100	1,076	920	1,128
	# of students meeting outcome	647	592	668	733	704	564	649
	% of students meeting outcome	69.9%	70.1%	64.3%	66.6%	65.4%	61.3%	57.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by Disability
Effective as of : November 14, 2020



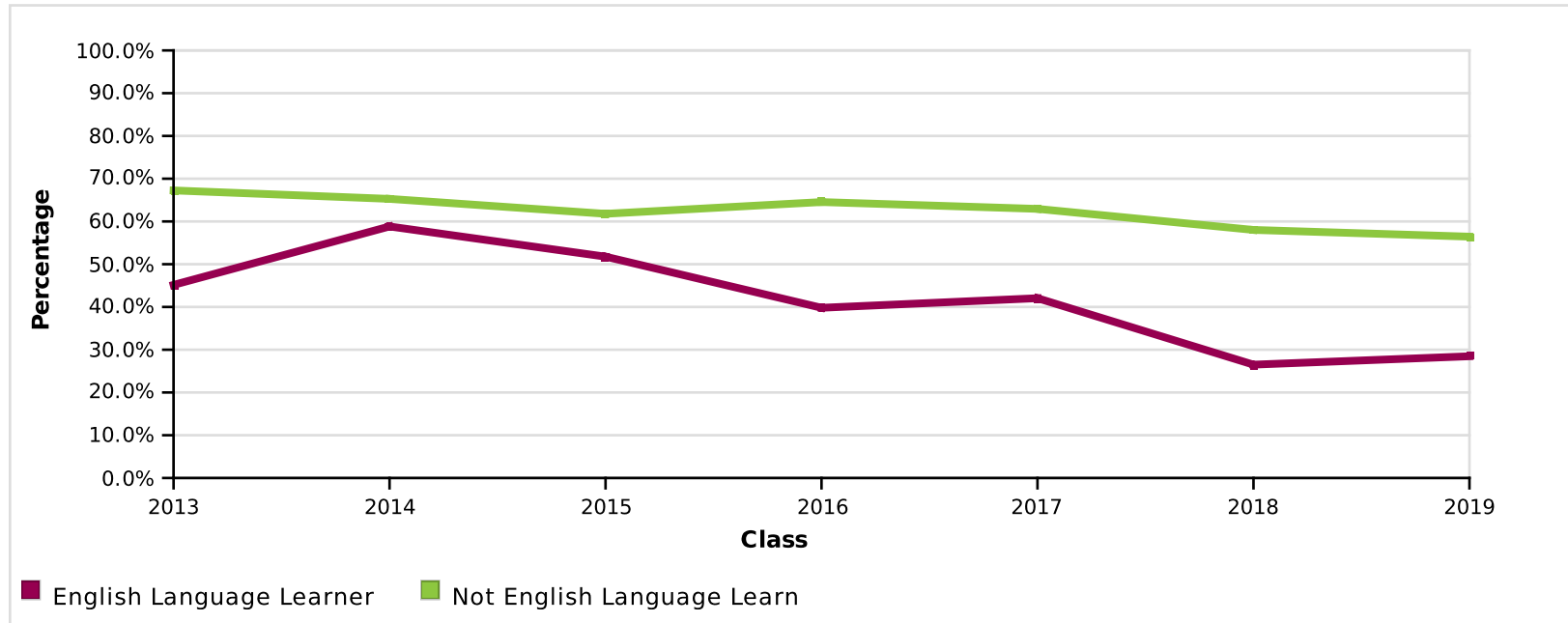
	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

Disabled	# of students in cohort	115	106	113	98	99	108	99
	# of students meeting outcome	32	34	27	30	22	35	25
	% of students meeting outcome	27.8%	32.1%	23.9%	30.6%	22.2%	32.4%	25.3%
Not Disabled	# of students in cohort	1,113	1,103	1,291	1,398	1,446	1,316	1,581
	# of students meeting outcome	787	753	832	910	932	765	883
	% of students meeting outcome	70.7%	68.3%	64.4%	65.1%	64.5%	58.1%	55.9%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment Any Time During the First Two Years After High School by English Language Learner
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018	2019
Total Number of Students in Class	1228	1209	1404	1496	1545	1424	1680

English Language Learner	# of students in cohort	31	34	85	103	88	83	144
	# of students meeting outcome	14	20	44	41	37	22	41
	% of students meeting outcome	45.2%	58.8%	51.8%	39.8%	42.0%	26.5%	28.5%
Not English Language Learner	# of students in cohort	1,197	1,175	1,319	1,393	1,457	1,341	1,536
	# of students meeting outcome	805	767	815	899	917	778	867
	% of students meeting outcome	67.3%	65.3%	61.8%	64.5%	62.9%	58.0%	56.4%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

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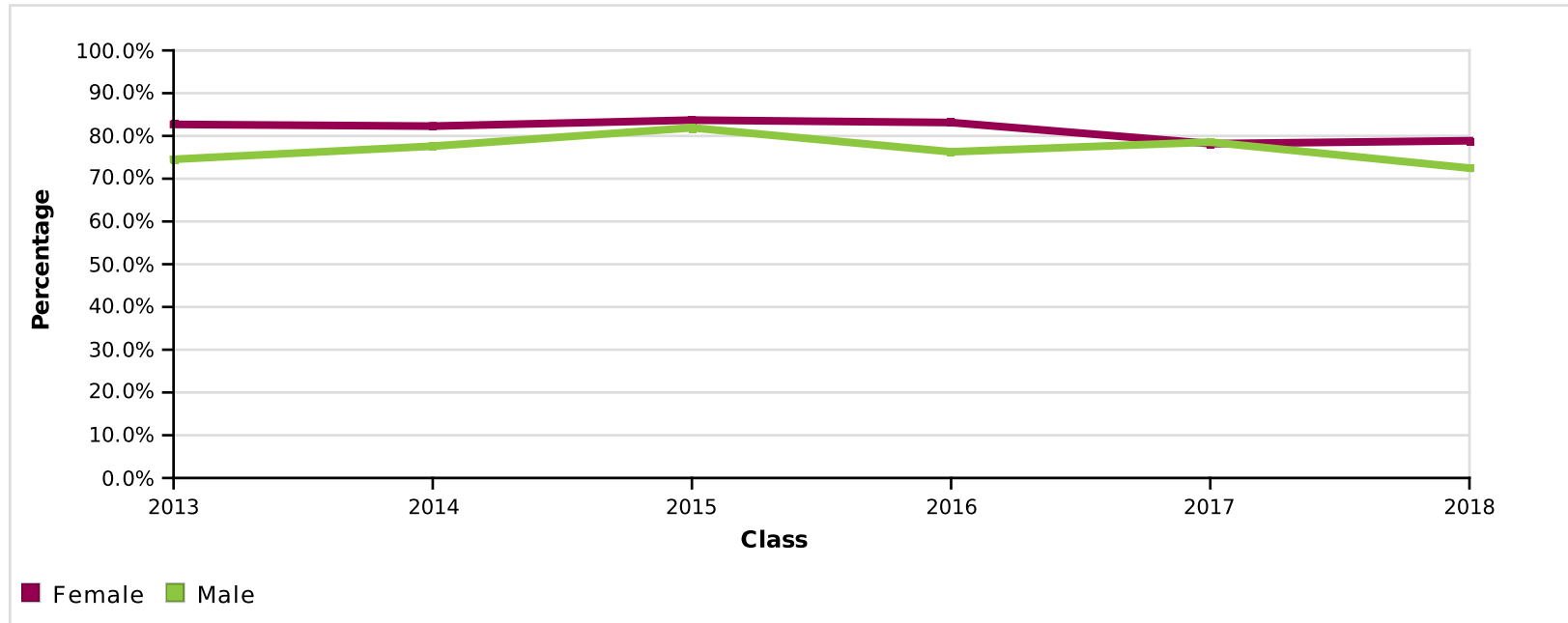
Page 19 of 31

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StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Gender
Effective as of : November 14, 2020



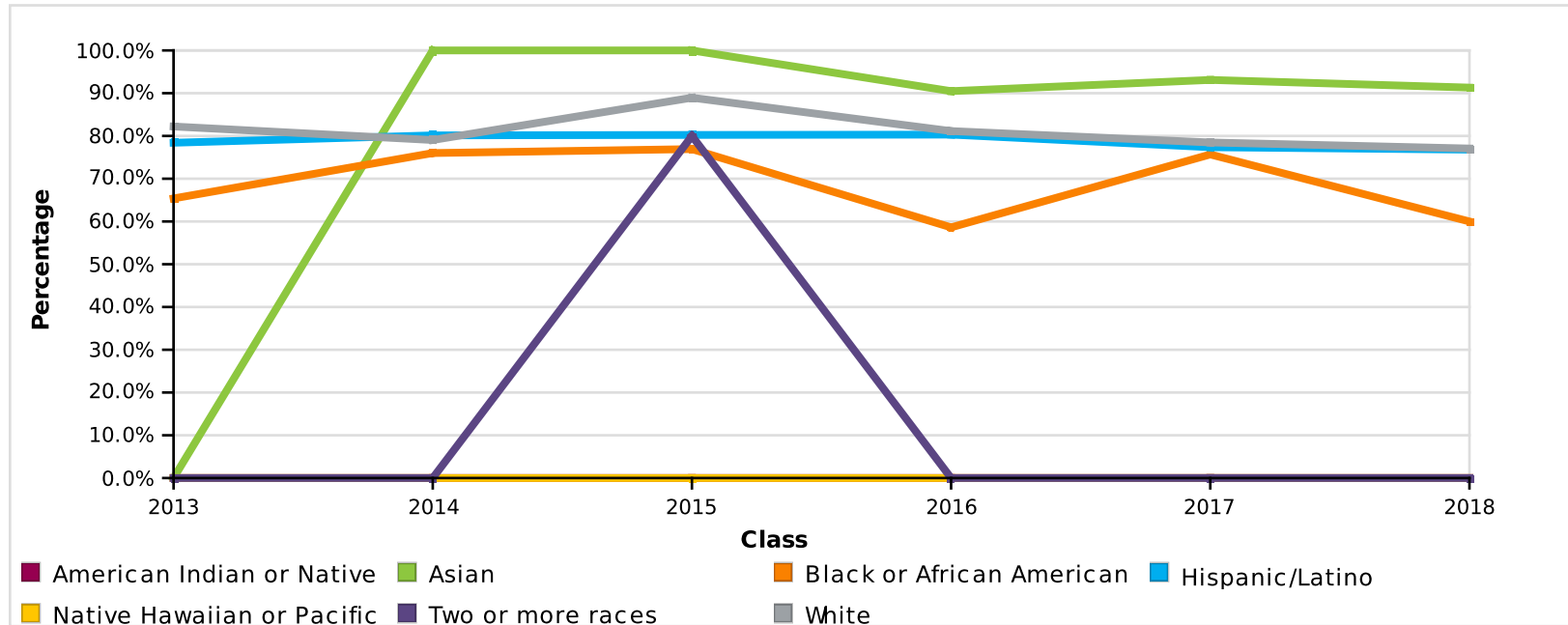
	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Female	# of students in cohort	416	401	454	504	509	445
	# of students meeting outcome	344	330	380	419	398	351
	% of students meeting outcome	82.7%	82.3%	83.7%	83.1%	78.2%	78.9%
Male	# of students in cohort	322	317	326	371	373	287
	# of students meeting outcome	240	246	267	283	293	208
	% of students meeting outcome	74.5%	77.6%	81.9%	76.3%	78.6%	72.5%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Race/Ethnicity
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

American Indian or Native Alaskan	# of students in cohort	5	2	3	9	4	8
	# of students meeting outcome	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*
Asian	# of students in cohort	5	16	16	21	29	23
	# of students meeting outcome	*	16	16	19	27	21
	% of students meeting outcome	*	100.0%	100.0%	90.5%	93.1%	91.3%
Black or African American	# of students in cohort	26	25	26	29	37	25
	# of students meeting outcome	17	19	20	17	28	15
	% of students meeting outcome	65.4%	76.0%	76.9%	58.6%	75.7%	60.0%

Ector County Independent School District

Report Run Date: 04/08/2021 07:43 AM

Page 21 of 31

NATIONAL STUDENT
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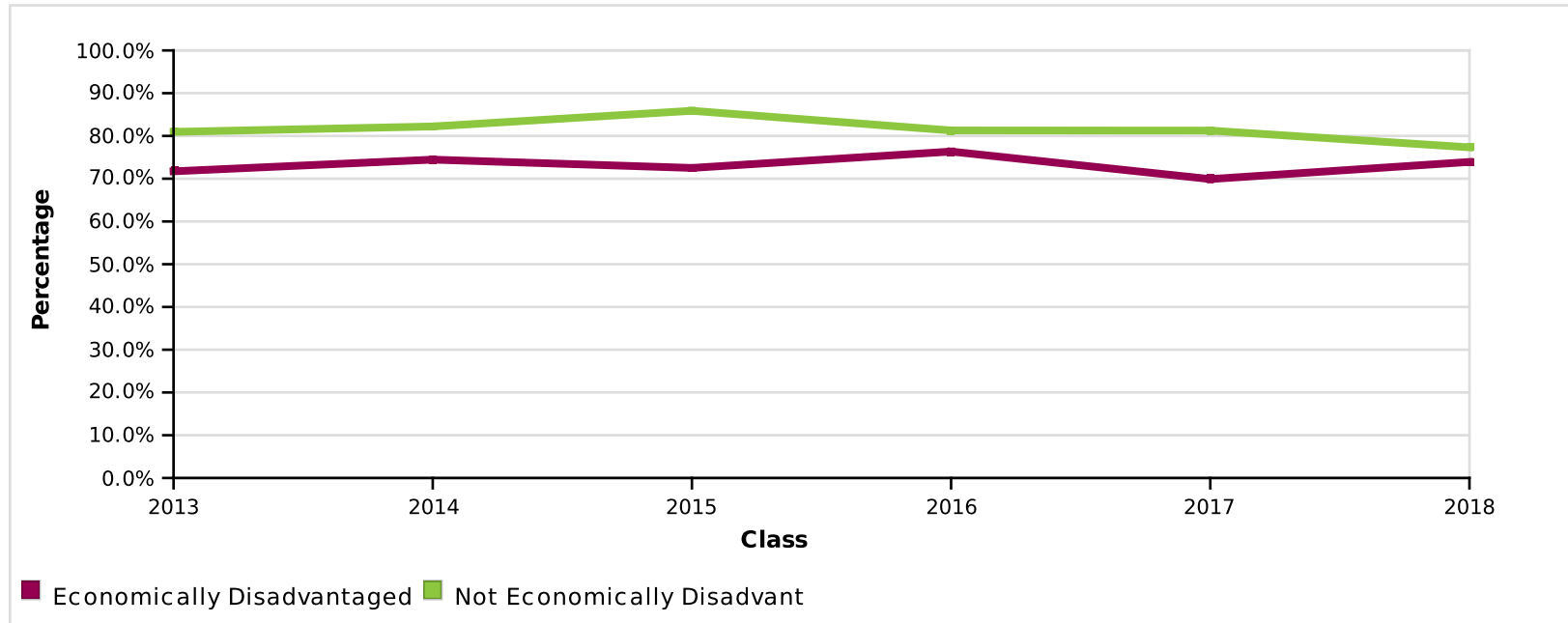
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Hispanic/Latino	# of students in cohort	440	458	516	579	583	500
	# of students meeting outcome	345	367	414	465	451	384
	% of students meeting outcome	78.4%	80.1%	80.2%	80.3%	77.4%	76.8%
Two or more races	# of students in cohort	9	7	10	9	6	6
	# of students meeting outcome	*	*	8	*	*	*
	% of students meeting outcome	*	*	80.0%	*	*	*
Native Hawaiian or Pacific Islander	# of students in cohort	0	0	1	0	0	0
	# of students meeting outcome	*	*	*	*	*	*
	% of students meeting outcome	*	*	*	*	*	*
White	# of students in cohort	253	210	208	228	223	170
	# of students meeting outcome	208	166	185	185	175	131
	% of students meeting outcome	82.2%	79.0%	88.9%	81.1%	78.5%	77.1%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Economic Disadvantage
Effective as of : November 14, 2020



	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Economically Disadvantaged	# of students in cohort	145	184	171	186	226	207
	# of students meeting outcome	104	137	124	142	158	153
	% of students meeting outcome	71.7%	74.5%	72.5%	76.3%	69.9%	73.9%
Not Economically Disadvantaged	# of students in cohort	593	534	609	689	656	525
	# of students meeting outcome	480	439	523	560	533	406
	% of students meeting outcome	80.9%	82.2%	85.9%	81.3%	81.2%	77.3%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by Disability
Effective as of : November 14, 2020



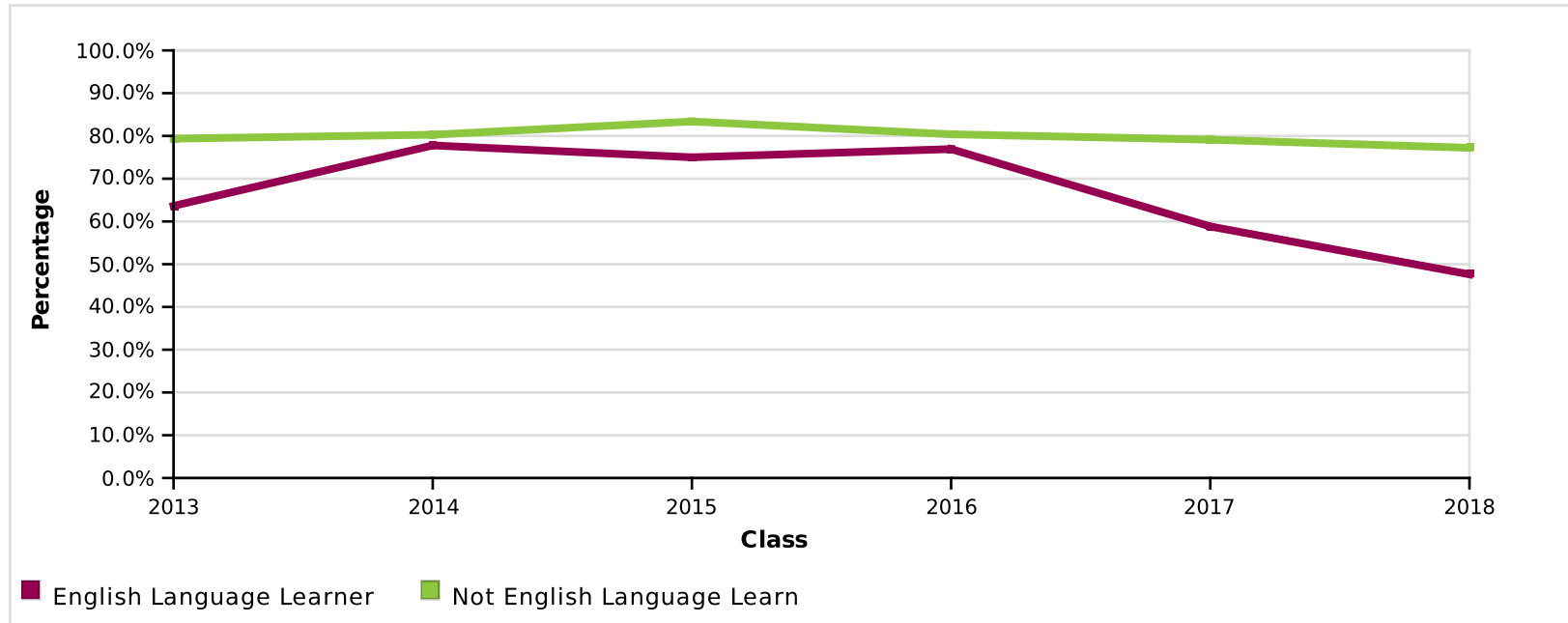
	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

Disabled	# of students in cohort	26	28	22	24	19	30
	# of students meeting outcome	16	15	18	17	12	18
	% of students meeting outcome	61.5%	53.6%	81.8%	70.8%	63.2%	60.0%
Not Disabled	# of students in cohort	712	690	758	851	863	702
	# of students meeting outcome	568	561	629	685	679	541
	% of students meeting outcome	79.8%	81.3%	83.0%	80.5%	78.7%	77.1%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Enrollment during First Year After High School Who Returned for a Second Year by English Language Learner
Effective as of : November 14, 2020



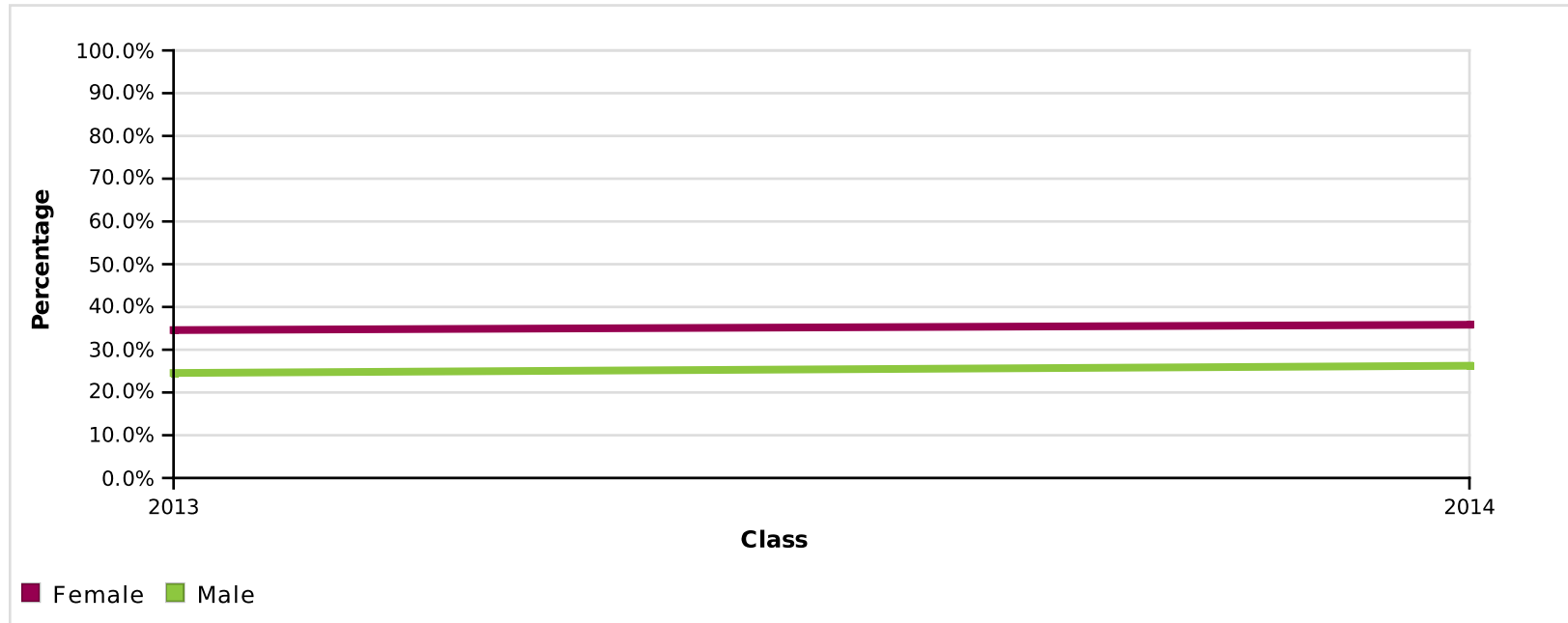
	2013	2014	2015	2016	2017	2018
Number of Students Enrolled 1st Year	738	718	780	875	882	732

English Language Learner	# of students in cohort	11	18	40	39	34	21
	# of students meeting outcome	7	14	30	30	20	10
	% of students meeting outcome	63.6%	77.8%	75.0%	76.9%	58.8%	47.6%
Not English Language Learner	# of students in cohort	727	700	740	836	848	711
	# of students meeting outcome	577	562	617	672	671	549
	% of students meeting outcome	79.4%	80.3%	83.4%	80.4%	79.1%	77.2%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Gender
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

Female	# of students in cohort	662	611
	# of students meeting outcome	229	219
	% of students meeting outcome	34.6%	35.8%
Male	# of students in cohort	566	598
	# of students meeting outcome	139	157
	% of students meeting outcome	24.6%	26.3%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

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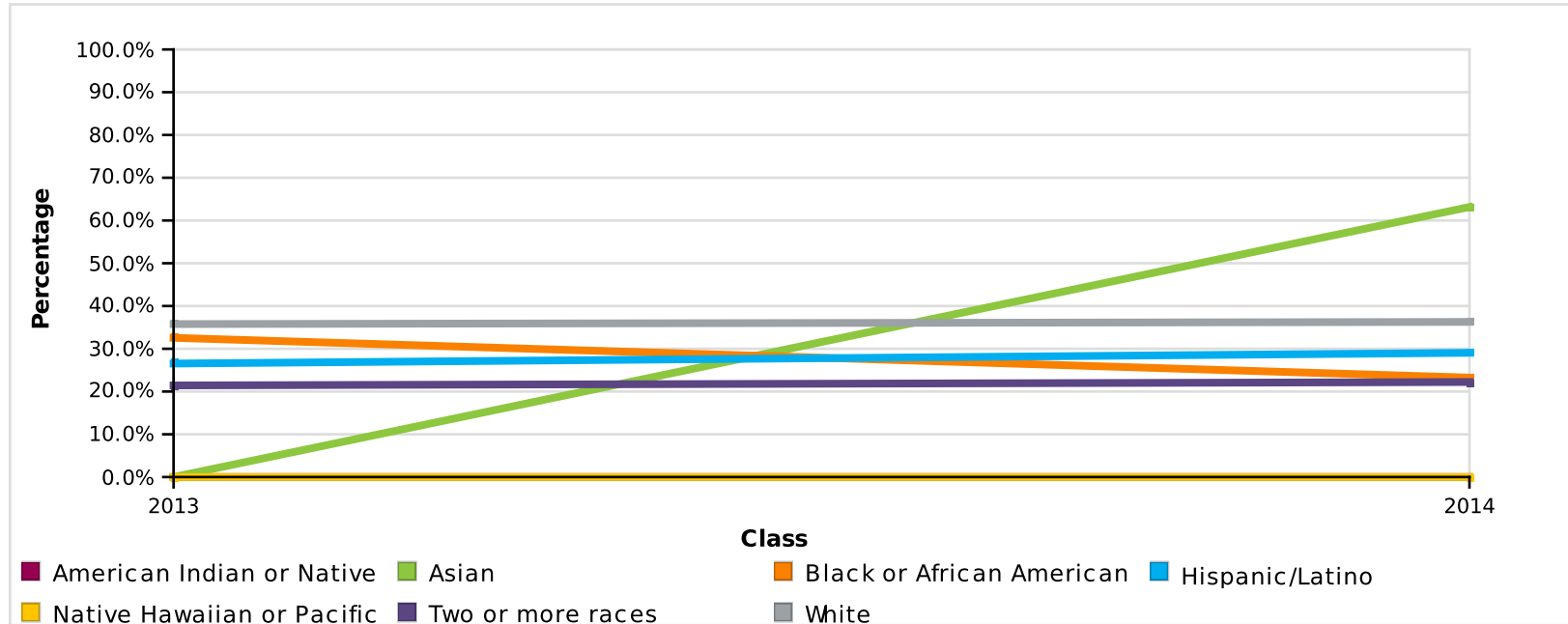
Page 26 of 31

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StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Race/Ethnicity
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

American Indian or Native Alaskan	# of students in cohort	7	6
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
Asian	# of students in cohort	6	19
	# of students meeting outcome	*	12
	% of students meeting outcome	*	63.2%
Black or African American	# of students in cohort	43	43
	# of students meeting outcome	14	10
	% of students meeting outcome	32.6%	23.3%

Ector County Independent School District

Report Run Date: 04/08/2021 07:43 AM

Page 27 of 31

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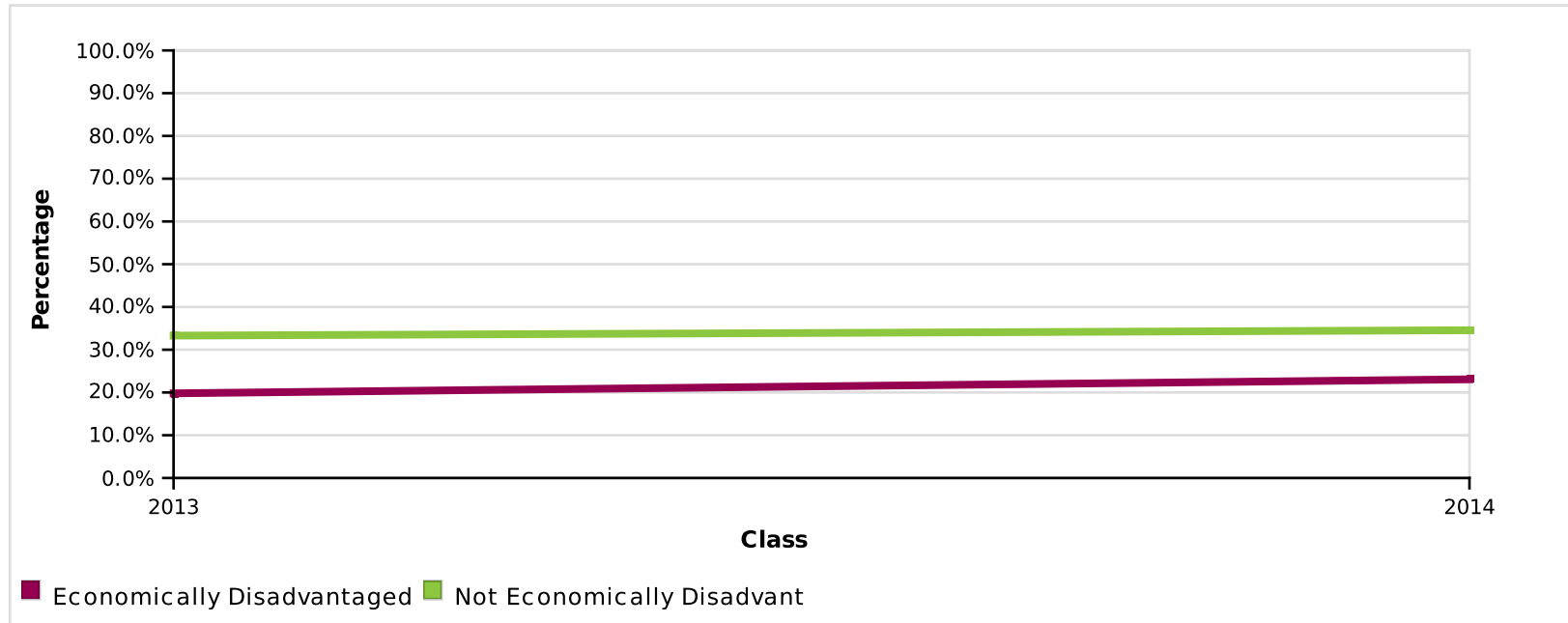
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Hispanic/Latino	# of students in cohort	761	795
	# of students meeting outcome	202	231
	% of students meeting outcome	26.5%	29.1%
Two or more races	# of students in cohort	14	18
	# of students meeting outcome	3	4
	% of students meeting outcome	21.4%	22.2%
Native Hawaiian or Pacific Islander	# of students in cohort	0	0
	# of students meeting outcome	*	*
	% of students meeting outcome	*	*
White	# of students in cohort	397	328
	# of students meeting outcome	142	119
	% of students meeting outcome	35.8%	36.3%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Economic Disadvantage
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

Economically Disadvantaged	# of students in cohort	303	364
	# of students meeting outcome	60	84
	% of students meeting outcome	19.8%	23.1%
Not Economically Disadvantaged	# of students in cohort	925	845
	# of students meeting outcome	308	292
	% of students meeting outcome	33.3%	34.6%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Ector County Independent School District

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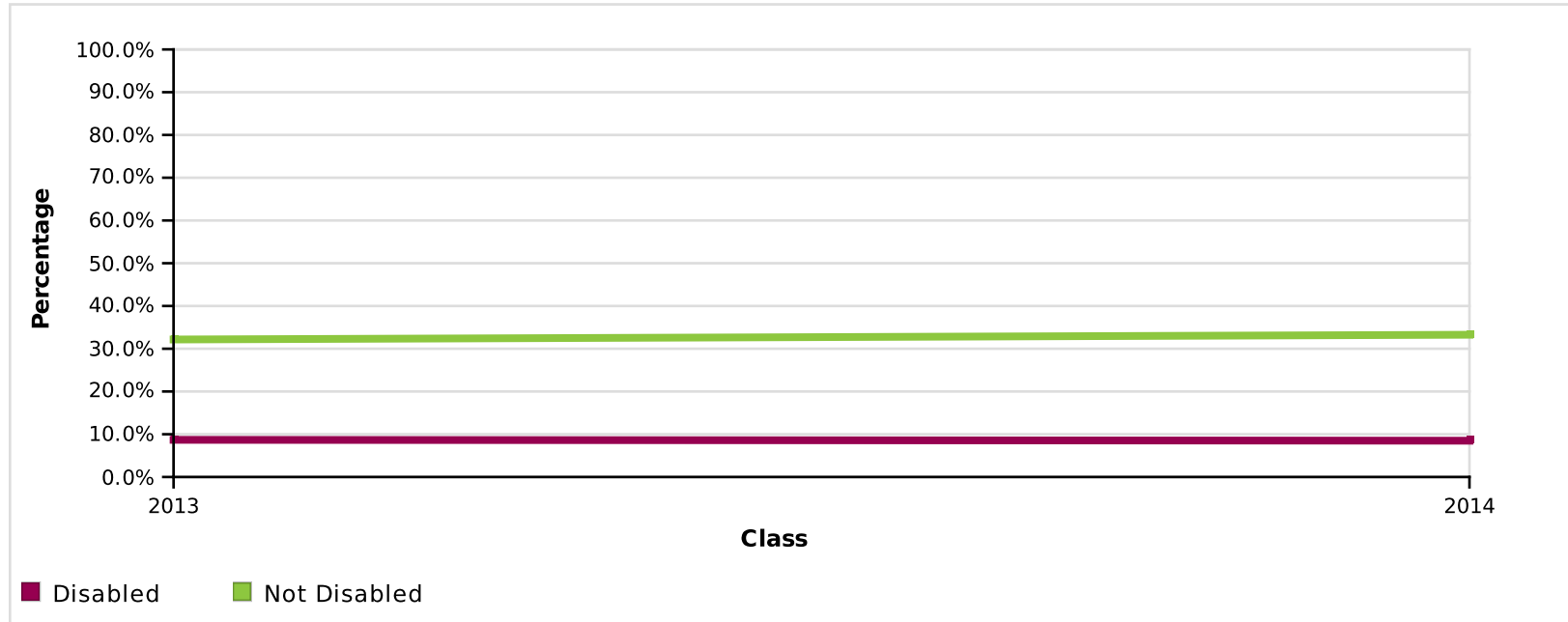
Page 29 of 31

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StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by Disability
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

Disabled	# of students in cohort	115	106
	# of students meeting outcome	10	9
	% of students meeting outcome	8.7%	8.5%
Not Disabled	# of students in cohort	1,113	1,103
	# of students meeting outcome	358	367
	% of students meeting outcome	32.2%	33.3%

* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

Ector County Independent School District

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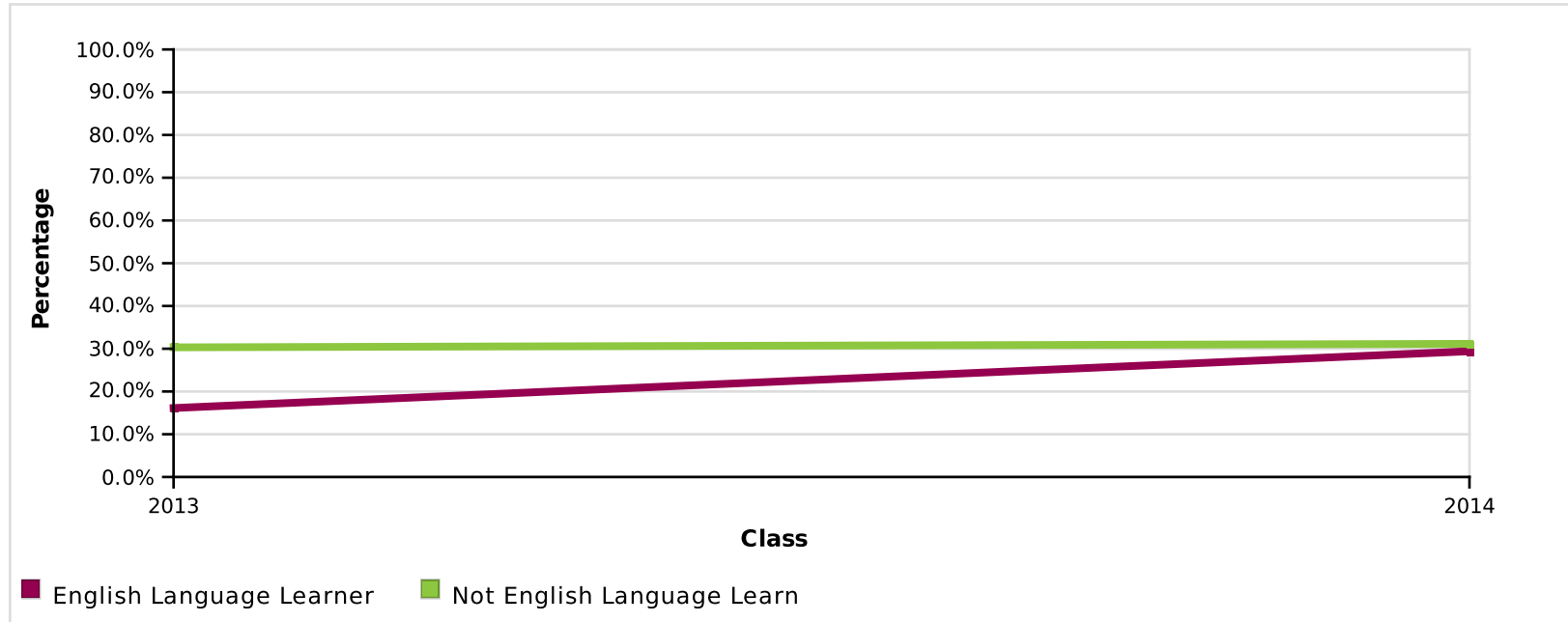
Page 30 of 31

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StudentTracker Demographics Report

Students Who Have Completed a Degree Within Six Years by English Language Learner
Effective as of : November 14, 2020



	2013	2014
Total Number of Students in Class	1228	1209

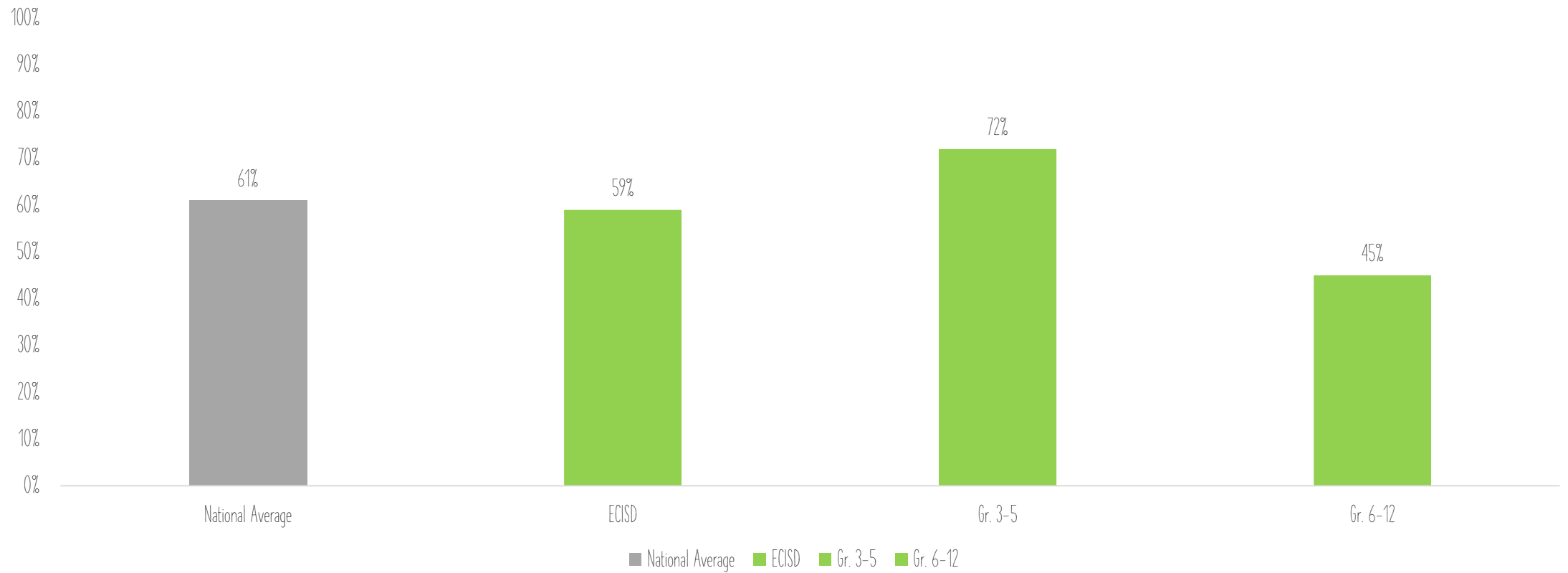
English Language Learner	# of students in cohort	31	34
	# of students meeting outcome	5	10
	% of students meeting outcome	16.1%	29.4%
Not English Language Learner	# of students in cohort	1,197	1,175
	# of students meeting outcome	363	366
	% of students meeting outcome	30.3%	31.1%

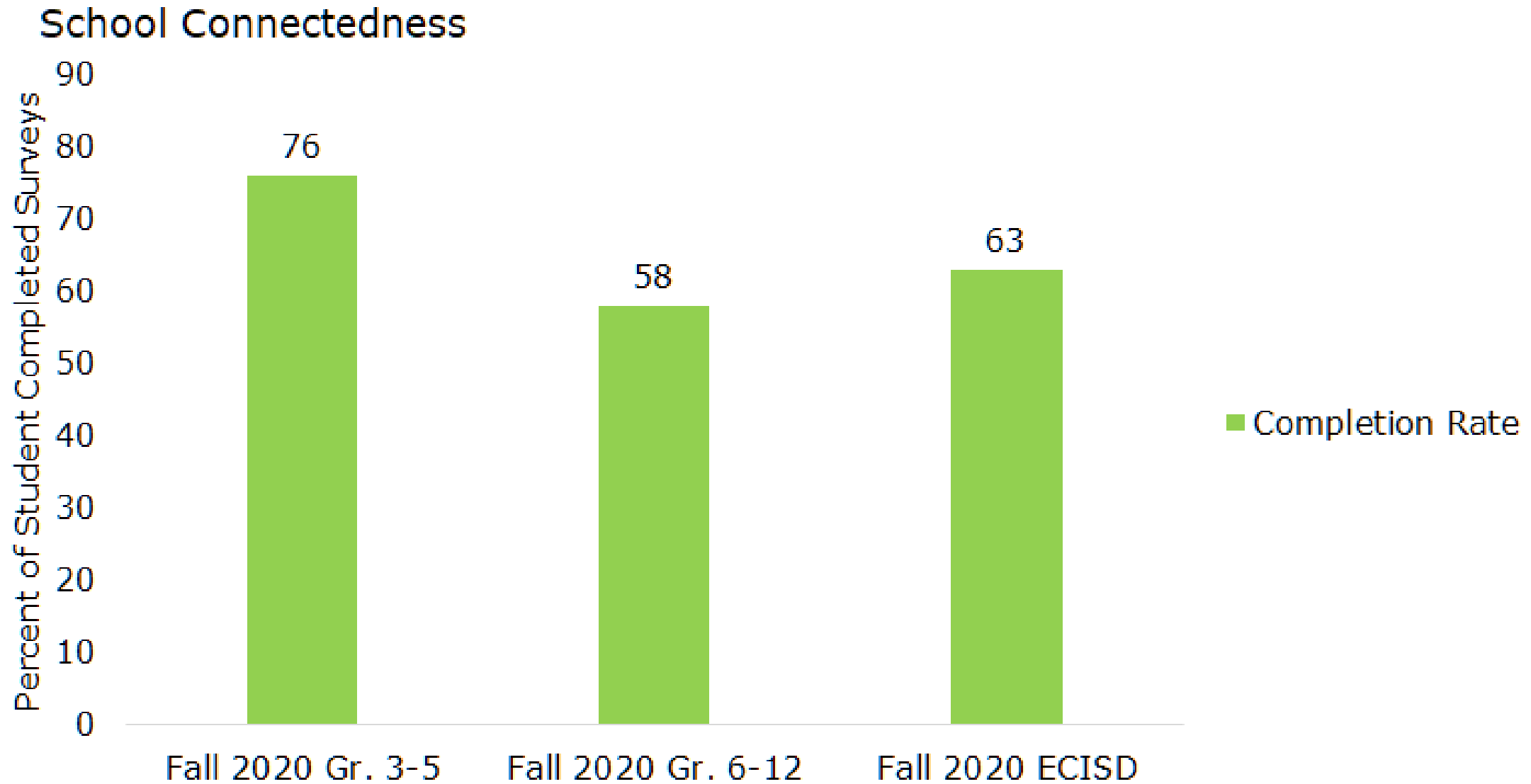
* To protect student privacy, small cell values have been masked for subgroups containing fewer than 10 students; these are represented with a star (*). Because of this, the corresponding point on the graph should be disregarded. Also, if the total number of students in all subgroups for a class is less than 10, then the entire class is suppressed.

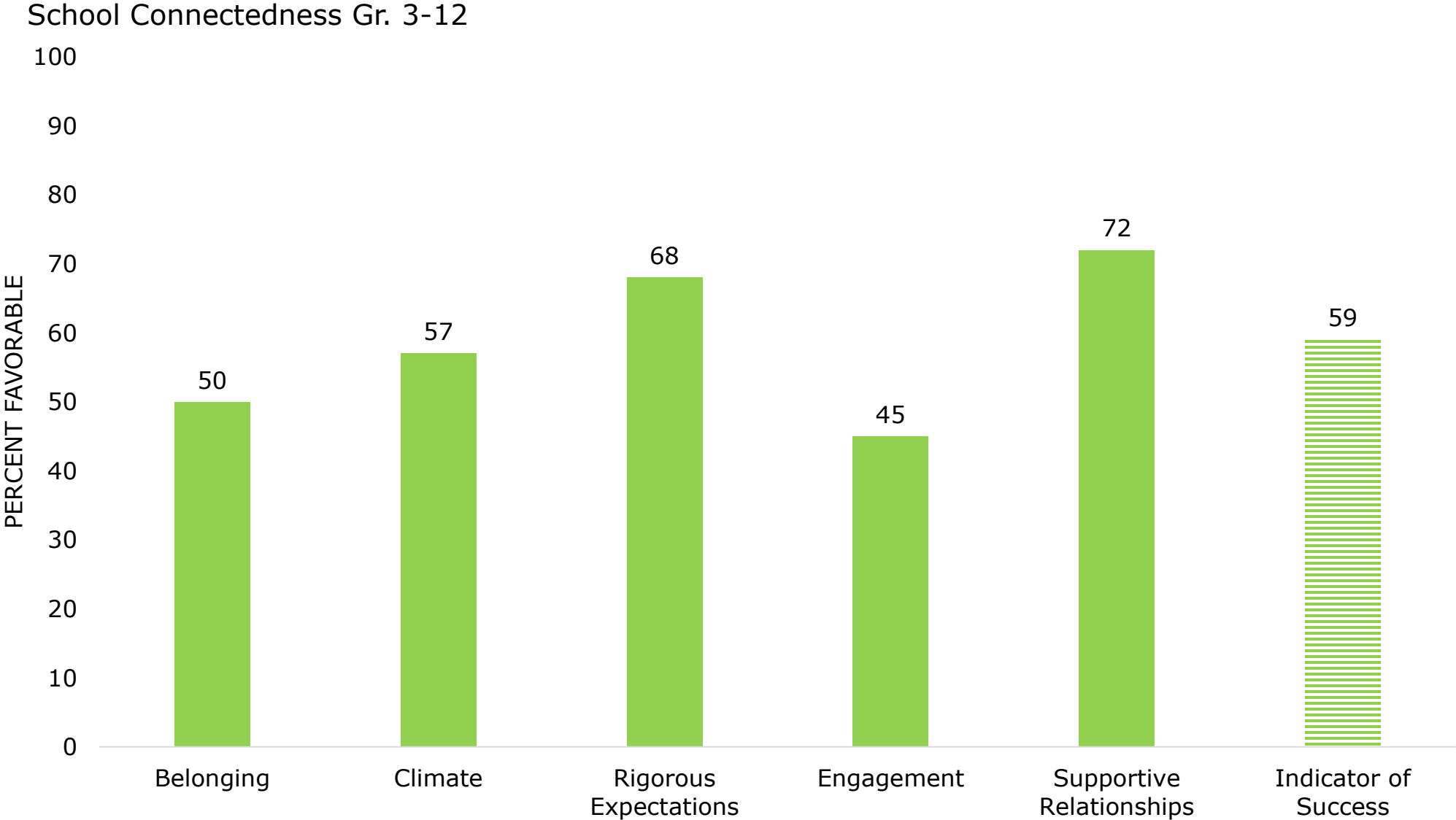
At or above District Average	Fall 2020 - Teacher SEL Suroy					Fall 2020 - Staff SEL Survey			Fall 2020 - Teacher Survey							Fall 2020 - Staff Survey					
No Data																					
Below District Average																					
Panorama Survey Results Fall 2020 Source: Panorama 1.7.21	Belonging	Cultural Awareness and Action (Adult Focus)	Faculty Growth Mindset	Teaching Efficacy	Well-being	Belonging	Cultural Awareness and Action (Adult Focus)	Well-being	Feedback and Coaching	Professional Learning	School Climate	School Leadership	Staff-Family Relationships	Staff-Leadership Relationships	Student Mindset	Feedback and Coaching	Professional Learning	School Climate	School Leadership	Staff-Family Relationships	Staff-Leadership Relationships
Percentile Compared Nationally All Levels	Not Available	Not Available	40	40	Not Available	Not Available	Not Available	Not Available	60	50	30	50	20	40	30	60	70	50	70	30	50
Percentile Compared Nationally Elementary	Not Available	Not Available	60	20	Not Available	Not Available	Not Available	Not Available	70	40	20	40	10	40	30	Not Available	70	40	60	10	60
Percentile Compared Nationally MS	Not Available	Not Available	70	40	Not Available	Not Available	Not Available	Not Available	70	60	50	50	30	50	60	Not Available	80	60	70	40	70
Percentile Compared Nationally HS	Not Available	Not Available	80	50	Not Available	Not Available	Not Available	Not Available	80	70	60	70	60	50	70	Not Available	90	70	90	70	70
Percent Favorable Responses																					
ECISD	61	49	60	72	53	67	49	67	52	50	55	57	52	67	67	53	59	61	68	55	75

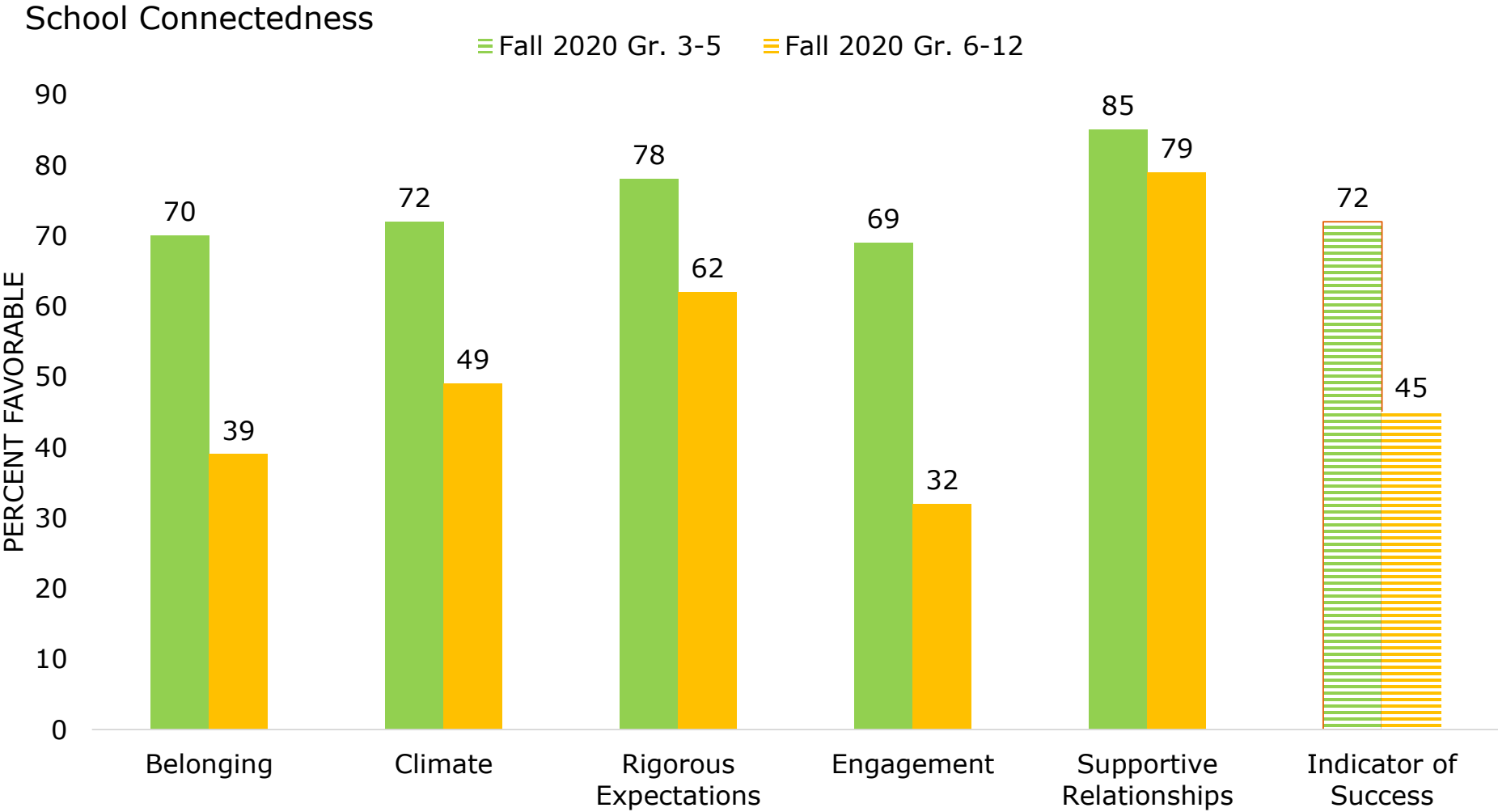
School Connectedness

Percent Favorable Responses Fall 2020 Survey









School Connectedness

