

Ector County Independent School District

District Improvement Plan

2020-2021

Accountability Rating: C



Board Approval Date: May 18, 2020
Public Presentation Date: April 22, 2020

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

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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.	105
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.	117
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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

Historical Data Student & Teacher Information

Table 1 Enrollment

Year	PreK	K-12	# of Students on Intra-& Inter District Transfers E/M/H
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

There is a three year growth trend in PK-12. The number of transfers for the district is high. 1 in 6 students are moving campuses. Tracking of the in-district and out-of-district transfers should be expanded to include clearly defined transfer rationale.

Table 2 Ethnic Distribution *State 2020 data not available

Year	H	State	W	State	AA	State	2 or More	State	EcoDis	State
2020	77.1		16.4		3.8		1.1		55.1	
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

The majority of the ECISD student population is Hispanic which has grown from 72% to 76% in 5 years and is above the state average. The white student population is decreasing and falling at a comparable ratio to the Hispanic growth. The economically disadvantaged student population is growing, and could increase as economic changes occur. The percentage of identified economically disadvantaged students impacts State Accountability measures, specifically Domain 2B. The African American student population is below state average and stagnant in growth.

Table 3 Gender

Year	Male %	Female %
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 *State 2020 data not available

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2020	9.1		20.6		60.3		8.5		25.1	
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

Student enrollment in Career and Technology Education programs is increasing. CTE facility expansion is needed due to increased program enrollment. Special education student enrollment has increased but continues to be below the state average. Our English Learner identified student population has increased while the number of identified at-risk students has decreased.

Table 5 Attendance Rates

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

Attendance rate is below the state level in all areas. English Learner students attend at the highest rate; while Special Education students' attendance is the lowest for the district. ECISD's loss in ADA funding per percentage point decrease is \$1,000,000.

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
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

ECISD K-2 is below the state retention rate. Grades 3-5 retention rates are increasing. While we fall below the state average in most areas, Grade 7 is above the state average.

Table 7 Number and Percent of Teacher in ECISD

Year	PreK-12	District % of Teachers	State % of Teachers
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 (OnDataSuite)

Year	Employees	Enrollment PK-12 *as of snapshot
2020	3716.6	33,822
2019	3655.8	33,205
2018	3837.60	32,267
2017	3916.70	31,481
2016	3819.90	31,791

Employee numbers are decreasing, while the number of students is increasing. This is due to unfilled vacancies. What factors are involved in staff leaving?

Table 9 Payroll Costs

Year	All Employees
2020	181,521,642
2019	220,505,414
2018	163,722,864
2017	166,718,060
2016	160,559,722

Payroll has decreased due to open positions.

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Over 20 Years
2020	17.8	28.7	15.6	21.4	16.5
2019	12.9	32.7	15.6	21.9	16.9
2018	10.6	34.9	16.3	21.9	16.3
2017	14.0	33.5	16.0	20.8	15.7
2016	17.6	29.0	16.6	21.7	15.1
2015	12.6	29.5	18.3	24.7	14.8
2014	11.0	29.6	18.2	26.4	14.8

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching experience has a significant decrease. What are we doing to keep the teachers who've been here beyond 11 years. What incentives are in place for teachers with more than 20 years of experience? Do neighboring districts give similiar pay outs for benefits to leave or come back for more experience? With the passage of the TRE, we pay above our comparison group starting at year 2019.

Table 11 Average Years of Experience of Teachers with the District

Year	District	State
2019	8.3	7.2
2018	8.1	7.1
2017	7.8	7.2
2016	7.9	7.3
2015	8.3	7.5
2014	8.3	7.6

People stay longer than the state average.

Table 12 Turnover Rate for Teachers *State 2020 data not available

Year	District	State
2020	22.48	

Year	District	State
2019	21.2	16.5
2018	18.6	16.6
2017	17.0	16.4
2016	18.0	16.5
2015	20.7	16.6

The turnover rate is higher than the state.

Table 13 DAEP Placements (secondary)

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2019	847	81	474	85	82	638	12	131
2018	659	32	425	34	58	467	7	121
2017	521	25	324	30	45	353	5	114
2016	505	27	304	39	43	377	3	82
2015	498	19	281	33	27	390	4	68
2014	407	13	245	27	31	302	5	68

Table 14 DAEP Placements (elementary)

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2019	42	1	33	7	3	24	5	10
2018	24	5	23	1	4	18	0	2
2017	34	4	28	6	5	20	1	7
2016	26	1	24	9	7	15	1	3
2015	70	10	54	7	7	44	1	18
2014	62	4	48	6	3	39	1	19

Table 15 Alternative Education Center Recidivism Rates

Year	Count	Percentage
2018	110	16.7%
2017	81	15.5%
2016	69	13.7%
2015	68	13.6%
2014	69	17%

Averaged 72 from 2014 - 2017. In 2018, there was a 38 point increase.

Table 16 DAEP % Attendance Rates

Year	Attendance Rate
2019	82.37%
2018	81.1 %
2017	84.6 %
2016	84.2 %
2015	87.3 %
2014	84.4 %

There was a significant increase from 2017 to 2018.

Table 17 Grade 9-12, 4-Year Graduation and Dropout Rates (federal)

Class of	Class Number	District % Graduated	State % Graduated	District % Drop out	State % Drop out
2016	1715	84	89.1	3.1	1.8
2017	1524	81.6	89.7	2.8	1.9
2018	1455	83.7	90	3.8	1.9

*Continuers not included in percent, this is why we see an increase in dropout and graduates.

2.4% decline in 4 year graduates from 2016 to 2017 when there has been an increase yearly. Gradation rates are lower than state and dropout rates are higher than the state.

Table 18 - DUAL CREDIT ENROLLMENT BY COURSE

	Eng 1301	Eng 1302	Eng 2332	Eng 2333	Hist 1301	Hist 1302
2019	225	510	148	188	226	363
2018	2381	2138	1342	1145	2317	1900
2017	1832	1708	1909	1607	1893	1818

Table 22 - Summer School Attendance

Year	K-5	6-8	9-12
2018	1010	1104	1215
2017	1038	878	1166
2016	927	1130	953
2015	921	673	1183

Table 23 - FAFSA Completion Rates

Year	%
2019	54
2018	50

Table 24 - IB Data

	2014	2015	2016	2017	2018	2019
Students registered	52	71	86	67	56	60
Diploma	11	16	18	28	20	23
Candidates	8	10	9	20	4	Published in July 2019
Diplomas						
Awarded						
Anticipated	13	12	23	13	20	23
Candidates						
(Juniors)						
Course Students	8	16	26	45	43	28

Table 25 - IB Exam registration fee summary.

	2019	2018	2017	2016	2015	2014
Registration fee	38@172 = \$6536	42 @ \$172 = \$7224	43 @ \$168 = \$7, 224	75 @ \$164 = \$12,300	60 @ \$160 = \$9600	47 @ \$157= \$7379
Exam fee	153 @ 119 = \$18,207	151 @ \$119 = \$17,969	178 @ \$116 = 20,648	180 @ \$113 = \$20,340	149 @ \$110 = \$16,390	107 @ \$108=\$18. 938
Late fee	4,113	\$1761 (refund \$688)	\$37.	\$143	\$389.	
Total	\$24,834	\$26,316	\$28,133	\$32,783	\$26,379	\$18, 035

Table 26 - Fine Arts Participation by Grade Level

Year	7th	8th	9th	10 th	11th	12th	Total
2020	2153	2000	1636	1139	887	623	8438
2019	1959	1834	1662	1149	778	600	7,982
2018	1770	1862	1707	1184	783	541	7,847
2017	1813	1767	1608	1110	772	700	7,770
2016	1996	1866	1630	1096	917	700	8,205
2015	2360	1988	1591	1309	951	628	8,827

Table 27 - Athletics Participation Rates by Grade Level

Year	7th	8th	9th	10 th	11th	12th	Total
2020	1186	954	600	413	313	219	3686
2019	1169	1025	618	438	305	245	3,800
2018	1224	1185	606	387	322	187	3,911
2017	1342	116	550	466	285	225	2,984
2016	1327	1045	622	421	293	218	3,926
2015	1353	1066	580	422	309	208	3,938

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Table 28 Expulsions with Services (Does not include students expelled to DAEP)

	2014	2015	2016	2017	2018	2019
Total Expulsions	19	33	42	31	54	50

Table 29

7-8 Dropout Rate	State	ECISD
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 30

9-12 Dropout Rate	State	ECISD
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 31 ECISD Scholarship

	2019
NTO	\$292,295.00
FALCON	\$179,071.00
OCTECH	\$23,385.00
PHS	\$3,251,900.00
OHS	\$2,797,747.00
Total	\$6,544,398.00

Demographics Strengths

ECISD is diverse. Enrollment is growing.

Table 1 Enrollment

Year	PreK	K-12	# of Students on Intra-& Inter District Transfers E/M/H
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 4 Special Programs

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2020	9.1		20.6		60.3		8.5		25.1	

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
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

Students indentified as GT are above the state average. Special Education, ESSA, and CTE participation are below the state average.

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
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

ECISD K-2 is below the state retention rate. Grades 3-5 retention rates are increasing. While we fall below the state average in most areas, Grade 7 is above the state average.

Table 11 Average Years of Experience of Teachers with the District is above the state average.

Year	District	State
2019	8.3	7.2
2018	8.1	7.1
2017	7.8	7.2
2016	7.9	7.3
2015	8.3	7.5
2014	8.3	7.6

ECISD Teachers by ethnicity are: African America 5.1% , Hispanic 39.7%; White 53.1%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The turnover rate for teachers is 2 points above the state average 18.6 compared to 16.6 percent. (Goal 2) **Root Cause:** Staff retention & PLC process and support

Problem Statement 2 (Prioritized): 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR **Root Cause:** Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support

Problem Statement 3 (Prioritized): Coding is an ongoing challenge with students who are transferred. (Goal 6) **Root Cause:** Training processes might need to be revisited.

Problem Statement 4 (Prioritized): Student retention rates are above state average in grades 3-8. Student in grades k-2 are significantly low. (Goal 1) **Root Cause:** Process for retention needs to be re-examined.;

Problem Statement 5 (Prioritized): Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause:** Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 6 (Prioritized): District attendance rate was 94.6% v. 95.7% at the state level. (Goal 1-Goal 4) **Root Cause:** Immediate contact with parents, campus level incentives for absences.

Student Learning

Student Learning Summary

- 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.

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
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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 combine 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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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	*

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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

		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	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
	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%

	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 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%
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%

		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	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%
	2018	15%	7%	5%	7%	8%	0%	0%	*	0%	9%	0%	7%	6%	6%	9%
End of Course English II																

		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 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%

		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	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 58 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
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 59 - Graduates on a Coherent Sequence in CTE

Year	%
Class of 2018	55.3
Class of 2017	44.7

Table 60 - SAT/ACT Results Tested

Year	State	District	H	W	AA	EcoDis
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
2018	50.7	24.0	23.9	22.3	17.6	20.1
2017	49.1	21.1	21.6	17.3	0	19.7
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
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
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
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	9 th Graders	8 th Graders
2019	32	76	No data	No data
2018	13	14		
2017	16	14		
2016	16	19		
2015	15	13		
2014	14	3		
2013	9	7		

Table 67 - Dual Credit Hours Earned by Grade level

Year	9th Graders	10 th Graders	11 th Graders	12th Graders
2019	2172	2295	6516	5826
2018	1623	1563	5094	3858
2017	1623	1671	3984	3783
2016	1566	726	3555	3891
2015	219	38	3150	3021

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

Year	State	District
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

lagging data

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					
Seniors Received IB Diploma	10	8	18	4	9

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

Year	%
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
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
2018	23.7	14.8
2017	42.0%	25.9%
2016	18.1%	14.8%
2015	7.1%	4.6%

Table 73 ECISD Scholarship

	2019
NTO	\$292,295.00
FALCON	\$179,071.00
OCTECH	\$23,385.00
PHS	\$3,251,900.00
OHS	\$2,797,747.00
Total	\$6,544,398.00

Table 74 CCMR (Student Achievement) Annual Graduates

	State	District	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Ed	Econ Disadv	EL
2017-18	65.5%	55.7%	39.2%	53.7%	62.7%	40.9%	90.0%	42.9%	60.2%	46.9%	42.0%
Only College Ready (Annual Graduates)											
2017-18	28.3%	22.7%	9.8%	20.2%	30.0%	9.1%	68.0%	14.3%	3.4%	15.2%	18.5%
Only Career/Military Ready (Annual Graduates)											
2017-18	15.5%	16.4%	13.7%	16.6%	17.5%	4.5%	6.0%	7.1%	47.5%	18.9%	19.8%
2016-17	7.1%	6.4%	4.3%	7.6%	3.1%	8.3%	5.4%	3.6%	22.1%	6.4%	6.9%
College Ready and Career/Military Ready (Annual Graduates)											
2017-18	21.6%	16.6%	15.7%	16.9%	15.2%	27.3%	16.0%	21.4%	9.3%	12.8%	3.7%

Table 75 College Ready Graduates

	State	District	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Ed	Econ Disadv	EL
2017-18	50.0%	39.2%	25.5%	37.1%	45.2%	36.4%	84.0%	35.7%	12.7%	28.0%	22.2%
TSI Criteria Graduates (Annual Graduates)											
English Language Arts 2017-18	58.2%	49.0%	41.2%	44.4%	61.3%	45.5%	92.0%	50.0%	21.2%	40.4%	23.5%
Mathematics 2017-18	46.0%	26.5%	15.7%	23.6%	34.1%	9.1%	76.0%	28.6%	7.6%	16.9%	4.9%
Both Subjects 2017-18	42.1%	23.6%	11.8%	20.4%	31.9%	9.1%	76.0%	28.6%	5.1%	15.0%	2.5%
Dual Course Credits (Annual Graduates)											
Any Subject 2017-18	20.7%	25.2%	15.7%	23.1%	31.6%	27.3%	52.0%	14.3%	8.5%	17.3%	3.7%
2016-17	19.9%	24.4%	11.4%	20.5%	37.9%	33.3%	40.5%	21.4%	6.9%	14.8%	8.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)											
Any Subject 2017-18	20.4%	10.0%	2.0%	10.9%	6.5%	0.0%	44.0%	7.1%	0.0%	7.6%	16.0%
2016-17	20.1%	12.3%	0.0%	12.5%	11.2%	0.0%	40.5%	21.4%	1.0%	10.1%	23.0%
Associate's Degree Associate's Degree (Annual Graduates)											
2017-18	1.4%	1.0%	0.0%	1.0%	1.2%	0.0%	4.0%	0.0%	0.0%	0.2%	0.0%
2016-17	0.8%	0.2%	0.0%	0.1%	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Associate's Degree but not Career/Military Ready (Annual Graduates)											
2017-18	0.9%	0.8%	0.0%	0.8%	0.9%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%
2016-17	0.6%	0.1%	0.0%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Associate's Degree and Career/Military Ready (Annual Graduates)											
2017-18	0.5%	0.3%	0.0%	0.2%	0.3%	0.0%	4.0%	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.1%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)											
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Table 76 Career or Military Ready Graduates (Annual Graduates)

	State	District	African American	Hispanic	White	American Indian	Asian	Two or More Races	Special Ed	Econ Disadv	EL
2017-18	28.7%	28.5%	25.5%	29.1%	28.2%	27.3%	16.0%	17.9%	56.8%	28.5%	23.5%
2016-17	13.2%	10.4%	6.4%	11.5%	7.9%	8.3%	12.2%	3.6%	23.5%	9.0%	8.6%
Approved Industry-Based Certification (Annual Graduates)											
2017-18	4.8%	7.6%	5.9%	8.5%	5.9%	9.1%	0.0%	7.1%	10.2%	8.3%	11.1%
2016-17	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)											
2017-18	1.7%	1.2%	2.0%	1.0%	1.9%	0.0%	0.0%	0.0%	14.4%	1.4%	0.0%
2016-17	1.0%	0.9%	1.4%	1.2%	0.3%	0.0%	0.0%	0.0%	14.7%	1.5%	1.1%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)											
2017-18	38.7%	34.7%	37.3%	36.2%	31.0%	27.3%	20.0%	28.6%	33.9%	34.9%	28.4%
2016-17	17.3%	17.2%	7.1%	19.3%	12.6%	16.7%	18.9%	7.1%	19.6%	12.7%	14.9%
U.S. Armed Forces Enlistment (Annual Graduates)											
2017-18	4.3%	2.3%	0.0%	2.1%	3.1%	0.0%	4.0%	0.0%	1.7%	2.4%	2.5%
2016-17	2.2%	1.0%	1.4%	0.8%	1.5%	0.0%	2.7%	0.0%	1.0%	1.3%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)											
2017-18	2.6%	2.7%	2.0%	2.2%	4.6%	9.1%	0.0%	0.0%	33.9%	2.9%	3.7%
Graduates with Level I or Level II Certificate (Annual Graduates)											
2017-18	0.6%	4.4%	7.8%	4.5%	4.0%	0.0%	4.0%	0.0%	1.7%	3.8%	1.2%
2016-17	0.5%	2.5%	1.4%	2.2%	3.8%	0.0%	2.7%	0.0%	2.0%	2.6%	0.0%

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 Hours Earned by Grade level

Year	9th Graders	10 th Graders	11 th Graders	12th Graders
2019	2172	2295	6516	5826
2018	1623	1563	5094	3858
2017	1623	1671	3984	3783
2016	1566	726	3555	3891

Increase in the number of dual credit hours earned in grades 9-12 in 2019.

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.

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

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

District Processes & Programs Strengths

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

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

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

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

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

Problem Statements Identifying District Processes & Programs Needs

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

Problem Statement 2 (Prioritized): Mental health & trauma informed support is limited in our community. **Root Cause:** Community shortage to mental health and trauma resources

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.

Perceptions

Perceptions Summary

Prior to spring 2019, the community perceived that we do business in a top heavy manner. There has been a lack of transparency and communication; however, since spring of 2019 the District has improved transparency and communication with all stakeholders. 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. The District is working to increase consistent practices district-wide. We have not used innovation and technology to our advantage; however, the current situation has forced us to move much more quickly in this area. Training has not been consistent and ongoing. Overcrowding and behavior problems are on the rise. The District is gaining trust within the District and with the community. The buildings' entryways have not been maintained in a positive manner. Our middle schools are underperforming.

Perceptions Strengths

The community and staff are willing to do what it takes to be successful. The media coverage has been positive. The community supported our needs for the TRE. The Facilities Review Committee has been very engaged and while we are paused at this time, we will continue this work when the time is right. Partnerships with Odessa College, UTPB, the Education Partnership, the Education Foundation, and taxing entities are very positive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Community engagement in ECISD projects has not been fostered. **Root Cause:** Miscommunication, lack of transparency of a master plan and lack of trust

Problem Statement 2 (Prioritized): There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause:** We were reactive rather than proactive. We have been complacent, and segmented.

Problem Statement 3 (Prioritized): The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.

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: 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR

Root Cause 8: Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support

Problem Statement 8 Areas: Demographics

Problem Statement 9: Coding is an ongoing challenge with students who are transferred. (Goal 6)

Root Cause 9: Training processes might need to be revisited.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Student retention rates are above state average in grades 3-8. Student in grades k-2 are significantly low. (Goal 1)

Root Cause 10: Process for retention needs to be re-examined.;

Problem Statement 10 Areas: Demographics

Problem Statement 11: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4)

Root Cause 11: Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 11 Areas: Demographics

Problem Statement 12: District attendance rate was 94.6% v. 95.7% at the state level. (Goal 1-Goal 4)

Root Cause 12: Immediate contact with parents, campus level incentives for absences.

Problem Statement 12 Areas: Demographics

Problem Statement 13: Community engagement in ECISD projects has not been fostered.

Root Cause 13: Miscommunication, lack of transparency of a master plan and lack of trust

Problem Statement 13 Areas: Perceptions

Problem Statement 14: There has not been a clear direction or shared vision. The district did not have a strategic plan.

Root Cause 14: We were reactive rather than proactive. We have been complacent, and segmented.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: The middle schools are under performing.

Root Cause 15: The middle school concept has not been consistently implemented.

Problem Statement 15 Areas: Perceptions

Problem Statement 16: Mental health & trauma informed support is limited in our community.

Root Cause 16: Community shortage to mental health and trauma resources

Problem Statement 16 Areas: District Processes & Programs

Problem Statement 17: All Classrooms don't have limited access to secured entrances in the event of an intruder beyond standard locks.

Root Cause 17: Doors & windows have limited locking systems to prevent intruder access.

Problem Statement 17 Areas: District Processes & Programs

Problem Statement 18: Communication systems are disjointed between district police department and campuses as well as with community law enforcement agencies.

Root Cause 18: Communication systems with area law enforcement between law enforcement and campuses are inconsistent and antiquated.

Problem Statement 18 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 (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- 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 Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data

Student Data: Behavior and Other Indicators





- Enrollment trends

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: Establish home internet connectivity for students.		
Strategy's Expected Result/Impact: Increased student access to digital curriculum and resources.		Formative
Staff Responsible for Monitoring: Chief Technology Officer		Oct
Director of Information Technology		Jan
Director of Information Systems		Mar
Director of Instructional Technology		
Executive Directors of Leadership		Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	May
Equity Plan	Demographics 1	
	Funding Sources:	
	None	

Strategy 2: Standardize classroom instructional technology to include 1:1 staff and 1:1 student mobile devices.			
Strategy's Expected Result/Impact: Increase timely access to digital content and online educational systems.			Formative
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology Executive Directors of Leadership			Oct
			Jan
			Mar
			Summative
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements:	May
Equity Plan		Staff Quality, Recruitment, and Retention 2	
		Funding Sources:	
		None	
Strategy 3: Establish a cyber-security plan, train all staff on processes and requirements.			
Strategy's Expected Result/Impact: Reduction of data breach risk and damage to district digital resources.			Formative
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology Executive Directors of Leadership			Oct
			Jan
			Mar
			Summative
Title I Schoolwide Elements: 2.5		Problem Statements:	May
		District Culture and Climate 8	
		Funding Sources:	
		None	
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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

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.			Formative
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems			Oct
Title I Schoolwide Elements: None			Jan
Results Driven Accountability			Mar
Problem Statements: None			Summative
Funding Sources: None			May
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.			Formative
Staff Responsible for Monitoring: Chief Technology Officer Director of Information Technology Director of Information Systems Director of Instructional Technology Executive Directors of Leadership			Oct
Title I Schoolwide Elements: None			Jan
Problem Statements: Technology 1			Mar
Funding Sources: None			Summative
			May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

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: Establish universal free feeding district-wide to grow free lunch program from 55% to 100% eligible.		
Strategy's Expected Result/Impact: Provide equity in feeding of all elementary students through the CEP program.		Formative
Staff Responsible for Monitoring: School Nutrition Director		Oct
Title I Schoolwide Elements: 2.4, 2.6	Problem Statements:	Jan
Results Driven Accountability	District Culture and Climate 1	Mar
Equity Plan	Funding Sources:	Summative
	Ensure parents complete income surveys that will replace the free and reduced lunch applications. Communication and collaboration with district officials, parents, and the community and provide technology, devices, or other needs to help in this process. National School Lunch Program/NSLP	May
Strategy 2: 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.		Formative
Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Supervisor of Construction, and Supervisor Projects.		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	District Culture and Climate 3	Mar
Equity Plan	Perceptions 2	Summative
	Funding Sources:	May
	None	

Strategy 3: 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.		Formative Oct Jan Mar Summative May	
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		Problem Statements: District Culture and Climate 4 Perceptions 1, 2	
		Funding Sources: Facility Review and Bond Committee input on Community needs/direction for the future of the District Bond Funds	
<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>			
Perceptions			
Problem Statement 1: Community engagement in ECISD projects has not been fostered. Root Cause: Miscommunication, lack of transparency of a master plan and lack of trust			
Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. Root Cause: We were reactive rather than proactive. We have been complacent, and segmented.			

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

Strategy 1: Ensure long range preventive maintenance practices are in place.				
Strategy's Expected Result/Impact: Proper preventive maintenance measures will increase equipment life and save on energy costs associated with running equipment. Staff Responsible for Monitoring: District Operations; COO, Exec. Dir., Director of Facilities, and Supervisor of Preventive Maint. Title I Schoolwide Elements: 2.6 Problem Statements: None Funding Sources: Following the current plan that is in place. Local				Formative
				Oct
				Jan
				Mar
				Summative
				May
Strategy 2: 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 Problem Statements: None Funding Sources: None				Formative
				Oct
				Jan
				Mar
				Summative
				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>				

Performance Objective 5: ECISD will provide differentiated processes for academically priority campuses.

Strategy 1: All strategies take precedence for academically priority campuses. The most fragile learning environments receive priority in timing.

Strategy's Expected Result/Impact: Work orders and campus requests with poor academic performance will be pushed to the front of the line to ensure this issues are remedied quickly.		Formative
Staff Responsible for Monitoring: District Operations COO, Exec. Director, and Directors of Facilities and Custodial Services.		Oct
Title I Schoolwide Elements: 2.6 Results Driven Accountability Equity Plan	Problem Statements: District Culture and Climate 6	Jan
	Funding Sources: Proper staffing of maintenance and custodial staff. Local	Mar
		Summative
		May

Strategy 2: Plan and implement effective transitions for Pre-K, 2nd, 5th and 8th grade to maintain academic learning and support the social-emotional learning of students.

Strategy's Expected Result/Impact: The expected result is to support students before, during and after a transition.		Formative
Staff Responsible for Monitoring: Principal & Executive Directors AVID Department		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6 Results Driven Accountability Equity Plan	Problem Statements: Student Achievement 1 Student Learning 1, 2, 4, 5, 6, 7	Jan
	Funding Sources: Resources needed for supplies and materials, transportation and training Local Resources needed for supplies and materials, transportation and training Title One School-wide Bridging transitions State Comp Ed 199-13-6497-29-854-24 \$30,000	Mar
		Summative
		May



No Progress



Accomplished



Continue/Modify



Discontinue

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 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.

Performance Objective 6: ECISD will embed technology for anytime, anywhere teaching and learning.

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

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:

None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Performance Objective 7: ECISD will provide a rigorous, relevant and engaging curriculum

Strategy 1: ECISD will define the curriculum items that will be tightly implemented Pre-K-12 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 performance outcomes by 10% as determined by the NWEA MAP Growth Assessment in reading and math.		Formative
Staff Responsible for Monitoring: Campus principals, Leadership Division, Executive Director of Accountability and Assessment, Content Coordinators, Instructional Specialists, Executive Director of Instruction and Literacy AVID Department		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Results Driven Accountability		Mar
Equity Plan		Summative
Problem Statements: Student Learning 1, 2, 3, 4, 5, 6		May
Funding Sources: Curriculum implementation Local Supplemental curriculum and AVID Program support for At Risk students State Comp Ed \$1,000,000 Curriculum implementation Title One School-wide Supplemental technology & software to meet remediation needs of at risk students State Comp Ed \$1,650,000		

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.		Formative
Staff Responsible for Monitoring: Director of Fine Arts, Fine Arts Elementary Specialist		Oct
Title I Schoolwide Elements: 2.5		Jan
Problem Statements: None		Mar
Funding Sources: None		Summative
		May



No Progress



Accomplished



Continue/Modify



Discontinue

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

Ector County Independent School District

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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 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.

Performance Objective 8: ECISD will build a district-wide awareness and commitment to develop, implement and integrate SEL initiatives districtwide.

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.	Formative
Staff Responsible for Monitoring: Executive Director of Accountability Executive Director of Guidance and Counseling	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6 Results Driven Accountability	Jan
Problem Statements: Student Achievement 1 District Processes & Programs 2	Mar
Funding Sources: Local Title IV	Summative
	May
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: Have an SEL district plan and structure in place in order to have a common understanding and belief system of social emotional learning.	Formative
Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling	Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: Student Achievement 1 District Processes & Programs 2	Mar
Funding Sources: Local	Summative
	May

Strategy 3: ECISD will develop an SEL communication plan that highlights the importance of SEL for all students to include include internal and external stakeholder groups.				
<div><div>Strategy's Expected Result/Impact: All internal and external groups will understand the impact of SEL and will be critical partners understanding the importance of implementing social- emotional-cultural learning.</div><div>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, Executive Directors of Leadership</div><div><div><div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div><div>Problem Statements: Student Achievement 1 District Processes & Programs 2</div><div>Funding Sources: Local</div></div></div></div>				Formative
				Oct
				Jan
				Mar
				Summative
				May
Strategy 4: ECISD will adopt PreK-12 SEL standards.				
<div><div>Strategy's Expected Result/Impact: SEL standards will be aligned and integrated with curriculum and instruction.</div><div>Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, Curriculum Directors</div><div><div><div>Title I Schoolwide Elements: 2.4, 2.5, 2.6</div><div>Problem Statements: District Processes & Programs 2</div><div>Funding Sources: Local Title IV</div></div></div></div>				Formative
				Oct
				Jan
				Mar
				Summative
				May
<div><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></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div></div>				
District Processes & Programs				
Problem Statement 2: Mental health & trauma informed support is limited in our community. Root Cause: Community shortage to mental health and trauma resources				

Performance Objective 9: ECISD will develop the Adult collective understanding and shared vision of Social Emotional Learning (SEL) that creates systemic change where SEL can thrive.

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.			Formative
Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling			Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: Student Achievement 1 District Processes & Programs 2		Jan
	Funding Sources: Local		Mar
			Summative
			May
Strategy 2: A SEL professional learning plan will be developed.			
Strategy's Expected Result/Impact: SEL learning strategies will be intertwined with other professional learning throughout the year.			Formative
Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling			Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: Student Achievement 1 District Processes & Programs 2		Jan
	Funding Sources: Local		Mar
			Summative
			May

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 Accountability, Exec Director of Guidance & Counseling, Professional Development Dept., Executive Directors of Leadership, Campus Principals, AVID Department Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: Student Achievement 1 District Processes & Programs 2 Funding Sources: Local			Formative
				Oct
				Jan
				Mar
				Summative
			May	
Strategy 4: Data will be continuously collected regarding staff perception of work climate and use for continuous improvement of SEL implementation.				
Strategy's Expected Result/Impact: 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, Executive Directors of Leadership and Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: District Processes & Programs 2 Funding Sources: Local			Formative
				Oct
				Jan
				Mar
				Summative
			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>				
District Processes & Programs				
Problem Statement 2: Mental health & trauma informed support is limited in our community. Root Cause: Community shortage to mental health and trauma resources				

Performance Objective 10: ECISD will develop and implement systems and supports for students and families that promote recovery and resiliency.

Strategy 1: ECISD will plan and implement transition activities for Pre-K, 2nd (Noel, Pease, Blackshear, Zavala), elementary to middle school, middle school to high school and between home campus and AEC/DAEP to improve student performance.

Strategy's Expected Result/Impact: The expected result is effective transitions for student to improve student performance		Formative
Staff Responsible for Monitoring: Principals, & Executive Directors		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Results Driven Accountability		Mar
Equity Plan		Summative
Problem Statements: Student Achievement 1 Student Learning 1, 2, 4		May
Funding Sources: Resources needed for transportation and supplies and materials. Local Transition counselor at DAEP Title One D, Subpart 2, Delinquency Services \$75,000 DAEP support State Comp Ed \$850,000		

Strategy 2: 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.
Services include counseling, home-bound services and other services needed to ensure students' graduation.

Tutoring will be provided to ensure that students are on track to graduate with their cohorts.

Strategy's Expected Result/Impact: ??PS 85% of students will be on track to graduate with cohort.		Formative
Staff Responsible for Monitoring: TPRS Coordinator TPRS Department		Oct
Title I Schoolwide Elements: 2.5		Jan
Equity Plan		Mar
Problem Statements: Student Achievement 1 Student Learning 3		Summative
Funding Sources: TPRS/TRAC State Comp Ed \$490,000		May

Strategy 3: 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 achieve CCMR plan and acceptance.		Formative
Staff Responsible for Monitoring: AVID Department		Oct
Title I Schoolwide Elements: 2.4, 2.5 Equity Plan	Problem Statements: Demographics 1 Student Learning 3	Jan
	Funding Sources: staff, contract and materials State Comp Ed \$750,000	Mar
		Summative
		May



No Progress



Accomplished



Continue/Modify



Discontinue

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.

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Performance Objective 11: ECISD will provide and safe and supportive school environment

Strategy 1: Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light,/Stewards of Child prevention program.

Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.

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,
Executive Directors of Leadership

Title I Schoolwide Elements: 2.4

Problem Statements:
District Processes & Programs 2

Funding Sources:
Local
State Comp Ed

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Suicide Prevention education and support for staff and students will be offered through 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. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention 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.		Formative
Staff Responsible for Monitoring: Campus Administrators, Executive Directors of Leadership, Guidance and Counseling		Oct
Title I Schoolwide Elements: 2.4, 2.6		Jan
Problem Statements: District Processes & Programs 2		Mar
Funding Sources: Local State Comp Ed		Summative
		May

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.		Formative
Staff Responsible for Monitoring: Campus Administrators, Chief of Police, Guidance and Counselors		Oct
Title I Schoolwide Elements: 2.4		Jan
Problem Statements: District Processes & Programs 2		Mar
Funding Sources: Local State Comp Ed		Summative
		May

Strategy 4: Programs that address harassment and dating violence will be offered to students. ECISD Police Officers are trained in the current laws and investigation tactics in areas such as social media and current laws concerning dating violence.

<p>Strategy's Expected Result/Impact: Students in all grades will be provided age appropriate lessons. Human Growth and Development will also embed healthy relationship training. Training records will be maintained to ensure populations served.</p> <p>Staff Responsible for Monitoring: Administrators, Police Chief, Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: Local</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May

Strategy 5: The ECISD comprehensive Guidance and Counseling curriculum will continue to be implemented in PK-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.

<p>Strategy's Expected Result/Impact: Monthly reports will indicate growth in the guidance curriculum implementation.</p> <p>Staff Responsible for Monitoring: Campus Administrators, Executive Directors of Leadership Guidance and Counseling</p> <p>Title I Schoolwide Elements: 2.4</p> <p>Problem Statements: District Processes & Programs 2</p> <p>Funding Sources: Local</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May





Strategy 6: Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

<div><div>Strategy's Expected Result/Impact: Increased knowledge of student's social-emotional skills, reduced behavior problems and increased attendance and academic achievement.</div><div>Staff Responsible for Monitoring: Guidance and counseling Quarterly Reports</div><div>Title I Schoolwide Elements: 2.4, 2.6</div></div>	Formative	
	Oct	
	Jan	
	Mar	
	Summative	
	May	
<div><div>Problem Statements: District Processes & Programs 2</div><div>Funding Sources: State Comp Ed</div></div>		

Strategy 7: Trauma-Informed, Resiliency, trauma-informed Behavior management plans and mental health awareness training will be prepared by SAS Counselors and presented to all administrators, counselors and campus staff.

Strategy's Expected Result/Impact: Staff will be better able to respond to students' needs in a trauma-informed approach.		Formative
Staff Responsible for Monitoring: Campus Administrators, Executive Directors of Leadership,		Oct
Title I Schoolwide Elements: 2.4, 2.5		Jan
Problem Statements: District Processes & Programs 2		Mar
Funding Sources: State Comp Ed Local		Summative
		May

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 secured prior to the incident.	Formative
Staff Responsible for Monitoring: Police Dept, Nursing, Counseling	Oct
Title I Schoolwide Elements: 2.6	Jan
Problem Statements: District Processes & Programs 2, 3	Mar
Funding Sources: Local State Comp Ed	Summative
	May
Strategy 9: Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).	
Strategy's Expected Result/Impact: A decrease in office referrals which will increase the amount of instructional time for students.	Formative
Staff Responsible for Monitoring: Campus Administrators, Executive Directors of Leadership	Oct
Title I Schoolwide Elements: 2.5, 2.6	Jan
Problem Statements: District Processes & Programs 2	Mar
Funding Sources: Local	Summative
	May

Strategy 10: ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. The police department has modified its records management system to properly report criminal incidents of bullying and to facilitate information with administrators. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.				
Strategy's Expected Result/Impact: Officers are trained in awareness, recognition and response regarding Bullying and will properly identify and report criminal incidents of bullying to the proper courts for prosecution.				Formative
Staff Responsible for Monitoring: Campus Administrators, Executive Directors of Leadership				Oct
Title I Schoolwide Elements: 2.5, 2.6				Jan
Problem Statements: District Processes & Programs 2				Mar
Funding Sources: Local				Summative
				May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				
District Processes & Programs				
Problem Statement 2: Mental health & trauma informed support is limited in our community. Root Cause: Community shortage to mental health and trauma resources				
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.				

Performance Objective 12: 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

Summative Evaluation: None

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:

Student Learning 3, 4
District Processes & Programs 2
Perceptions 3

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: ECISD will invest in mechanisms to make evidence based practice the norm rather than the exception. Develop a conceptual framework for scaling up successful practices 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:

Student Achievement 1
Student Learning 3

Funding Sources:

None

Formative

Oct

Jan

Mar

Summative

May

Strategy 3: Locally generated program evaluations for currently implemented programs. 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.

<div> Strategy's Expected Result/Impact: Better information gathering about what is happening in ECISD schools and development of a plan to improve. </div> <div> Staff Responsible for Monitoring: Executive Director of Accountability. </div> <div> <div> Title I Schoolwide Elements: 2.4, 2.5, 2.6 </div> <div> Problem Statements: Student Achievement 1 </div> <div> Funding Sources: None </div> </div>	Formative
	Oct
	Jan
	Mar
	Summative
	May

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

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.

District Processes & Programs

Problem Statement 2: Mental health & trauma informed support is limited in our community. **Root Cause:** Community shortage to mental health and trauma resources





Perceptions

Problem Statement 3: The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.

Performance Objective 13: Develop a comprehensive communication plan based on the priorities identified in ECISD's Strategic Plan, The Future is Now.

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.		Formative
Staff Responsible for Monitoring: Communications Officer		Oct
Title I Schoolwide Elements: None Problem Statements: Perceptions 2 Funding Sources: None		Jan
		Mar
		Summative
		May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Perceptions

Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause:** We were reactive rather than proactive. We have been complacent, and segmented.

Performance Objective 14: Pursue community partnerships that promote excellence in our schools.

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.

Strategy's Expected Result/Impact: None		Formative
Staff Responsible for Monitoring: Education Foundation Director Communications Officer		Oct
Title I Schoolwide Elements: None		Jan
Problem Statements: Perceptions 1		Mar
Funding Sources: None		Summative
		May



No Progress



Accomplished



Continue/Modify



Discontinue

Perceptions

Problem Statement 1: Community engagement in ECISD projects has not been fostered. **Root Cause:** Miscommunication, lack of transparency of a master plan and lack of trust

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 2020-21, ECISD will offer a job-embedded, personalized professional learning system for teachers and administrators.

Evaluation Data Sources: Learning Management System (LMS)

Employee Performance Evaluations

Staff Retention Rates

Eduphoria STRIVE

Staff Exit Survey Data

Summative Evaluation: None

Strategy 1: Implement a Talent Development Department focused on retaining staff through intentional and personalized support and professional learning 2020-2021.

Strategy's Expected Result/Impact: Increase staff retention; improve employee effectiveness; develop career pathways.

Staff Responsible for Monitoring: Deputy Superintendent; Executive Director of Talent Development

Title I Schoolwide Elements: 2.4, 2.5

Results Driven Accountability

Equity Plan

Problem Statements:

Demographics 2, 5

Student Learning 1, 2, 3, 4, 5, 6, 7

Funding Sources:

Harvard Fellow, Research & Development director Title IV
\$150,000

Staff salaries (to include 3 Instructional Specialists), equipment,
supplies and contracted services Title Two Professional

Development \$225,000

Salaries, equipment, supplies and contracted services Local

Formative

Oct

Jan

Mar

Summative

May

Strategy 2: Adopt and implement a quality Mentor Program that supports and engages new staff 2020-2021.

Strategy's Expected Result/Impact: Improved staff retention; improve employee effectiveness; develop career pathways		Formative
Staff Responsible for Monitoring: Executive Director of Talent Development		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Demographics 2	Mar
Equity Plan	Student Learning 1, 2, 3, 4, 5, 6, 7	Summative
Funding Sources:		May
Resources needed for implementation include: Mentor Program, mentor stipends, release time, and supplies Local		

Strategy 3: Provide support for campus and district administrators that prepares them to effectively communicate observation feedback and coaching for instructional staff.

Strategy's Expected Result/Impact: Improve student outcomes; improve staff retention; improve employee effectiveness; develop career pathways.		Formative
Staff Responsible for Monitoring: Principal Supervisors, Executive Director of Talent Development		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Demographics 2	Mar
Equity Plan	Student Learning 1, 2, 3, 4, 5, 6, 7	Summative
Funding Sources:		May
Local		

Strategy 4: Define and develop multiple leadership pathways to support leaders and aspiring leaders throughout the district 2020-2021.

Strategy's Expected Result/Impact: Improve student outcomes; improve leadership retention; improve leadership effectiveness; develop leadership pathways.		Formative
Staff Responsible for Monitoring: Principal Supervisors, Executive Director of Talent Development		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Student Learning 1, 2, 3, 4, 5, 6, 7	Mar
Equity Plan	Staff Quality, Recruitment, and Retention 1	Summative
Funding Sources:		May
Resources needed for development of leadership pathways Local		

Strategy 5: 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
3. Math Solutions (Number Talks and About Teaching Mathematics)
4. Advanced Academics NMSI Grant Laying the Foundation

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.		Formative
Staff Responsible for Monitoring: Director of Professional Learning, C&I Division, Campus Principals, Executive Directors of Leadership		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Results Driven Accountability		Mar
Equity Plan		Summative
Problem Statements: Student Learning 1, 2, 3, 4, 5, 6		May
Funding Sources: Texas Reading Academies State Early Education Allotment Math Solutions Title One School-wide Advanced Academics Donated Funds		



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics

Problem Statement 2: 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR **Root Cause:** Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support

Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause:** Lack of consistent and ongoing training and expectations; Office turnover

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.

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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.

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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.

Performance Objective 2: ECISD will provide strategic staffing and compensation systems during 2020-2021.

Evaluation Data Sources: Staffing models

Equity Plan

Opportunity Culture

Teacher Incentive Allotment designations

Staffing/Payroll Reports

Summative Evaluation: None

Strategy 1: Utilize Opportunity Culture to extend the reach of excellent teachers and their teams during 2020-2021.		
Strategy's Expected Result/Impact: Improve student outcomes; improve teacher retention and effectiveness; eliminate teacher vacancies; increase teacher pipeline.		Formative
Staff Responsible for Monitoring: Deputy Superintendent; Human Resources, Principal Leaders; and Business Operations		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Results Driven Accountability		Mar
Equity Plan		Summative
Problem Statements: Demographics 2 Student Learning 1, 2, 3, 4, 5, 6, 7		May
Funding Sources: Resources needed for compensation Local Resource needed for training and sustainability of Opportunity Culture Donated Funds \$500,000 OC Campus staff stipends State Comp Ed OC Campus staff stipends Title One School- Improvement		
Strategy 2: Develop and implement the TEA Teacher Incentive Allotment plan 2020-2021.		
Strategy's Expected Result/Impact: Increase teacher recruitment and retention of highly effective teachers.		Formative
Staff Responsible for Monitoring: Executive Director of Human Resources, Finance		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Results Driven Accountability		Mar
Equity Plan		Summative
Problem Statements: Demographics 2 Student Learning 1, 2, 3, 4, 5, 6, 7		May
Funding Sources: Resources for development and implementation of the Teacher Incentive Allotment Local		



No Progress



Accomplished



Continue/Modify



Discontinue

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Performance Objective 3: ECISD will assist and support staff in acquiring the National Board for Professional Teaching Standards during 2020-2021.

Evaluation Data Sources: Number of candidates for the National Board Certification
Number of National Board certified teachers

Summative Evaluation: None

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.			Formative
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development			Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6			Jan
Results Driven Accountability			Mar
Equity Plan			Summative
Problem Statements: Demographics 2 Student Learning 1, 2, 3, 4, 5, 6, 7			May
Funding Sources: Resources needed for supporting the process Local			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			
Demographics			
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Performance Objective 4: ECISD will cultivate current and potential pipelines for selection and development of quality people during 2020-2021.

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

Summative Evaluation: None

Strategy 1: In 2020-2021 ECISD will optimize "Grow Our Own" programs and pipelines.		
Strategy's Expected Result/Impact: Increase quantity and quality of candidates.		Formative
Staff Responsible for Monitoring: Executive Director of Human Resources; Executive Director of Talent Development		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Demographics 2	Mar
Equity Plan	Student Learning 1, 2, 3, 4, 5, 6, 7	Summative
	Funding Sources:	May
	Resources to support pipeline development and recruitment efforts	
	Local	
Strategy 2: Utilize innovative recruitment practices to meet current and future needs.		
Strategy's Expected Result/Impact: Increased candidate pool		Formative
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Demographics 2	Mar
Equity Plan	Student Learning 1, 2, 3, 4, 5, 6, 7	Summative
	Funding Sources:	May
	Resources needed for branding, marketing and recruitment Local	

Strategy 3: Establish the District as an Education Preparation Program (EPP).

Strategy's Expected Result/Impact: Increase candidate pool		Formative
Staff Responsible for Monitoring: Executive Director of Human Resources and Executive Director of Talent Development		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Demographics 2	Mar
Equity Plan	Student Learning 1, 2, 3, 4, 5, 6, 7	Summative
	Funding Sources:	May
	Resources needed to implement EPP Local	

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		Formative
Staff Responsible for Monitoring: Executive Director of Talent Development and Executive Director of Human Resources		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Demographics 2	Mar
Equity Plan	Student Learning 1, 2, 3, 4, 5, 6, 7	Summative
	Funding Sources:	May
	None	

Strategy 5: Provide tiered job-embedded professional development and strategic leadership experiences in each of our three leadership pipeline pathways.

Strategy's Expected Result/Impact: Create a pool of high quality candidates for leadership roles in ECISD		Formative
Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Staff Quality, Recruitment, and Retention 1	Mar
Equity Plan	Funding Sources:	Summative
	Resources needed for job-embedded professional learning Local	May

Strategy 6: ECISD Emerging Leadership Academy: Identify talent and build leadership capacity in highly effective teachers.				
Strategy's Expected Result/Impact: Increase quality and preparedness of candidates for Assistant Principal Bench				Formative
Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development				Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: Staff Quality, Recruitment, and Retention 1		Jan
Results Driven Accountability		Funding Sources: Resources need for supplies and materials for the academy Local		Mar
Equity Plan				Summative
Strategy 7: Utilize the district-created Aspiring Leadership Academy to develop sitting APs for the principalship.				
Strategy's Expected Result/Impact: Increase quality and capacity of prospective principals				Formative
Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development				Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: Staff Quality, Recruitment, and Retention 1		Jan
Results Driven Accountability		Funding Sources: Resources needed for TNTP and Relay coaching Local		Mar
Equity Plan				Summative
Strategy 8: Develop principals using continuous, job-embedded, personalized coaching.				
Strategy's Expected Result/Impact: Provide intensive support and coaching for principals to improve student outcomes				Formative
Staff Responsible for Monitoring: Executive Directors of Leadership and Executive Director of Talent Development				Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: Staff Quality, Recruitment, and Retention 1		Jan
Results Driven Accountability		Funding Sources: Resources needed for TNTP work Local		Mar
Equity Plan				Summative
<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>				
Demographics				

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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

Summative Evaluation: None

Strategy 1: ECISD will implement full day Pre-Kindergarten for 4 year old eligible children Fall 2020 and half day Pre-Kindergarten for 3 year old eligible children in Fall 2021 through 1882 partnerships.			
Strategy's Expected Result/Impact: Circle Data will show the percent of students who are Kindergarten ready will increase from 37% to 67% by 2024		Formative	
Staff Responsible for Monitoring: Director of Early Childhood Education, Director of Literacy, Early Childhood Specialist, Pre-K campus principals, Executive Directors of Leadership (Elementary)		Oct	
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan	
Results Driven Accountability		Mar	
Equity Plan		Summative	
Problem Statements: Student Learning 1		May	
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			
<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></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>			
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Performance Objective 2: ECISD will implement innovative instructional models which enable personalized learning for all students.

Targeted or ESF High Priority

Evaluation Data Sources: None

Summative Evaluation: None

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, Campus Principals, Instructional Specialists, MCLs

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Results Driven Accountability

Equity Plan

Problem Statements:

Student Learning 1, 2, 3, 4, 5, 6

Funding Sources:

Dobule 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

Oct

Jan

Mar

Summative

May

Strategy 2: ECISD will implement research based instructional models which enable personalized learning for all students, including the following:
 Blended Learning
 Balanced Literacy
 Enriched Advanced Academics
 Project Based Learning

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% .		Formative
Staff Responsible for Monitoring: Instructional Technology Blended Learning Coordinator, C&I Division, Campus principals, Leadership division		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements:	Jan
Results Driven Accountability	Student Learning 1, 2, 3, 4, 5, 6	Mar
Equity Plan	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	Summative
		May

Strategy 3: ECISD will implement Professional Learning Communities (PLC) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path

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.		Formative
Staff Responsible for Monitoring: Campus principals, Instructional Specialists, Department Heads, Leadership Division, C&I Division, Relay Cohort 1 and 2.		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Results Driven Accountability		Mar
Equity Plan		Summative
Problem Statements: Student Learning 1, 2, 3, 4, 5, 6		May
Funding Sources: PLC implementation and DDI process - Relay funded by TEA Donated Funds		

Strategy 4: ECISD will develop the competencies required for campus leaders to support personalized learning for students and teachers.

Strategy's Expected Result/Impact: Increase the level of teacher capacity and understanding of personalized learning for students and teachers resulting increasing student outcomes by 10% in all content areas each year.		Formative
Staff Responsible for Monitoring: C&I Division, Campus principals, Instructional Specialists, Department Heads, Leadership Division		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Results Driven Accountability		Mar
Equity Plan		Summative
Problem Statements: None		May
Funding Sources: Personalized Learning Local \$200,000		



No Progress



Accomplished



Continue/Modify



Discontinue

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

Strategy 1: Align discipline practices and policies to demonstrate evidence of alignment with SEL.			
Strategy's Expected Result/Impact: There will be evidence of proactive and restorative practices that support a positive school climate and addresses root causes of student behavior. District discipline referrals will decline by 5%. Staff Responsible for Monitoring: Exec Director of Accountability, Exec Director of Guidance & Counseling, Executive Directors of Leadership and Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative	
		Oct	
		Jan	
		Mar	
		Summative	
		May	
Problem Statements: Student Achievement 1			
Funding Sources: Local DAEP elementary and secondary programs State Comp Ed \$1,750,000			
Strategy 2: Systems and structures will be developed to review disaggregated discipline data regularly and to use data to address any root causes of behavior.			
Strategy's Expected Result/Impact: Campuses will use data to address root causes of behavior. Data will be used to develop wrap around structures to meet campus needs. Staff Responsible for Monitoring: Executive Director of Accountability, Executive Directors of Leadership, Guidance & Counseling Dept., Student Support Division, Campus Principals Title I Schoolwide Elements: 2.4, 2.5, 2.6		Formative	
		Oct	
		Jan	
		Mar	
		Summative	
		May	
Problem Statements: Student Achievement 1			
Funding Sources: Local			

Strategy 3: SEL support will provided through various methodologies to ensure psych-social barriers are removed for struggling students				
Strategy's Expected Result/Impact: Increased attendance, and credit acquisition				Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: Student Support Division				
Title I Schoolwide Elements: 2.4, 2.6		Problem Statements: Demographics 6		
		Funding Sources: CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court State Comp Ed \$3,500,000 SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools Title IV \$350,000		
<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>				
Demographics				
Problem Statement 6: District attendance rate was 94.6% v. 95.7% at the state level. (Goal 1-Goal 4) Root Cause: Immediate contact with parents, campus level incentives for absences.				

Performance Objective 4: ECISD will develop a vision for the future of choice schools that connects to the district's broader vision for student success that considers academic goals, the diversity of student needs, expectations for low-performing schools, and a desire for continuous improvement.

Strategy 1: Expand Schools of Choice team who is focused on identifying the need of the community and district to prepare students to and through college, career and military	
<p>Strategy's Expected Result/Impact: Identify interests and needs of students, and external stakeholders to develop potential future choice school options. Collaborate with EDs and administrators of current schools of choice to develop success criteria to define the elements of a successful choice program ; plan recruit and fill choice campus to capacity.</p> <p>Staff Responsible for Monitoring: Department of Admissions and Schools of Choice, Executive Directors of Leadership, Campus Principals.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3 Perceptions 2, 3</p> <p>Funding Sources: Local</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May
Strategy 2: Engage community, workforce and district stakeholders for input regarding schools of choice in ECISD that aligns to district initiative of supporting students to and through college, career and military.	
<p>Strategy's Expected Result/Impact: Internal and external stakeholders will understand the importance of creating additional schools of choice where our students can demonstrate their interest and strengths and parents feel empowered and invested in their child's school by having options; Choice Schools will include options alignment to targeted occupations list.</p> <p>Staff Responsible for Monitoring: Department of Admissions and Schools of Choice, Executive Directors of Leadership, Campus Principals, CTE, Guidance and Counseling.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 3 Perceptions 2, 3</p> <p>Funding Sources: Local</p>	Formative
	Oct
	Jan
	Mar
	Summative
	May



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Perceptions

Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause:** We were reactive rather than proactive. We have been complacent, and segmented.

Problem Statement 3: The middle schools are under performing. **Root Cause:** The middle school concept has not been consistently implemented.

Performance Objective 5: ECISD will create systems that support all graduating seniors to and through college, career and military decisions.

Strategy 1: Explore, evaluate and identify a system to monitor and track students post secondary and 6 years beyond.			
Strategy's Expected Result/Impact: Tracking system will be purchased and implemented beginning with the class of 2020-21.			Formative Oct Jan Mar Summative May
Staff Responsible for Monitoring: District Directors AVID Department			
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: None	
		Funding Sources: None	
Strategy 2: Engage senior class of 2020 in conversations to assist in determining needs, obstacles and challenges faced by students regarding college, career or military choices.			
Strategy's Expected Result/Impact: Information will be used to develop a comprehensive plan to assist students in achieving CCMR priorities and goals beginning their junior year of high school through college graduation, career onboarding, or military commitment.			Formative Oct Jan Mar Summative May
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: None	

Strategy 3: Communication plan will be developed highlighting the importance of support for students beyond high school.		
Strategy's Expected Result/Impact: Internal and external stakeholders will develop a shared understanding of the district goal and plan to accomplish goal of seeing students To and Through college, career and military. Generate public interest in supporting Class of 2020-21 Seniors through To and Through body of work.		Formative
Staff Responsible for Monitoring: Director of AVID, Guidance & Counseling Dept.		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: Demographics 1 Student Achievement 1 Student Learning 3		Mar
Funding Sources: None		Summative
		May
Strategy 4: Establish a strategic and intentional comprehensive team to make connections and partnerships between ECISD, career experts and 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: All 2020-21 seniors will be adopted by internal and external stakeholders committed to assisting students achieve their college, career and military goals.		Formative
Staff Responsible for Monitoring: Director of AVID		Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Jan
Problem Statements: Student Learning 3		Mar
Funding Sources: None		Summative
		May





Strategy 5: Junior and Seniors students will be surveyed yearly to assess plans for College, Career and Military.		
ASVAB intent and military placement data will be utilized. 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 and students will be given the opportunity to take the ASVAB.		Formative
Staff Responsible for Monitoring: Guidance and Counseling Accountability, Executive Directors of Leadership		Oct
Title I Schoolwide Elements: 2.4, 2.5		Jan
Problem Statements: Student Achievement 1 Student Learning 3		Mar
Funding Sources: Local		Summative
		May
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.		
Strategy's Expected Result/Impact: 2021 graduates meeting the TSIA requirements will increase.		Formative
Staff Responsible for Monitoring: Campus Administrators, Executive Directors of Leadership, Guidance and Counseling, Advanced Academics		Oct
Title I Schoolwide Elements: 2.4, 2.5		Jan
Problem Statements: Student Achievement 1 Student Learning 3		Mar
Funding Sources: Local		Summative
		May

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, TEACH for TEXAS grant to guide their decisions on course selections. Seniors will be provided assistance with college admissions, FAFSA, and scholarship information.				
Strategy's Expected Result/Impact: Increased knowledge concerning college admissions and financial aid.				Formative
Staff Responsible for Monitoring: Campus Administration, Executive Directors of Leadership, Guidance and Counseling				Oct
Title I Schoolwide Elements: 2.4		Problem Statements: Student Learning 3		Jan
		Funding Sources: Local		Mar
				Summative
				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></div><div>Continue/Modify</div></div><div><div><div></div><div></div></div><div>Discontinue</div></div></div>				
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.				

Performance Objective 6: Students achieving the AP/IB passing standard will increase from 12% to 14% by May 2021.

Evaluation Data Sources: 2020 State Accountability

Summative Evaluation: None

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.		Formative	
Staff Responsible for Monitoring: Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration, AP/IB Campus Coordinator		Oct	
Title I Schoolwide Elements: 2.5		Jan	
Problem Statements: None		Mar	
Funding Sources: None		Summative	
		May	
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		Formative	
Staff Responsible for Monitoring: Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration		Oct	
Title I Schoolwide Elements: 2.5		Jan	
Problem Statements: None		Mar	
Funding Sources: None		Summative	
		May	
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Performance Objective 7: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 11% to 15% by May 2021.

Evaluation Data Sources: 2021 College Board Report

Summative Evaluation: None

Strategy 1: Advanced Academic Services Department will offer a PSAT/SAT Bootcamp in the summer and fall of 2020 for top 80 incoming juniors based on their 10th grade PSAT scores.

Strategy's Expected Result/Impact: PSAT Bootcamp scheduled summer 2020. Expected result of higher PSAT students meeting benchmark.

Staff Responsible for Monitoring: AAS Dept, Campus Administrators, College Advisors/Counselors, Communications Dept.

Title I Schoolwide Elements: 2.5

Problem Statements: None

Funding Sources:
None

Formative

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 8: The 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.

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: There will be a decrease in the MV Title 1 Pt. A (McKinney Vento Homeless) and English Learners annual drop out rate and an increase in the Title 1 Pt. A (McKinney Vento Homeless) and English Learner graduation rate.

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

Oct

Jan

Mar

Summative

May



No Progress



Accomplished



Continue/Modify



Discontinue

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.

Performance Objective 9: Social workers and specialists will provide interventions to help remove barriers to school attendance and success. 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: 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 and performance will increase.				Formative
Staff Responsible for Monitoring: Director of School Attendance				Oct
Title I Schoolwide Elements: 2.4, 2.5, 2.6		Problem Statements: Student Learning 3		Jan
		Funding Sources: State Comp Ed		Mar
				Summative
		May		
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				
Student Learning				
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Strategic Planning Team 2020-2025

Committee Role	Name	Position
District-level Professional	Sandra Banda	Director, HR
District-level Professional	Amy Anderson	Director, AVID
District-level Professional	Julia Willett-Weekly	Exec. Director, Federal & State
Permian High School Representative	Danny Gex	Principal
District-level Professional	Michael Hawley	Director, Fine Arts
District-level Professional	Elaine Smith	Director, HR
New Tech Odessa Representative	Wesley Estep	Teacher, English
Community Member	Ravi Shakamuri	
Superintendent's Leadership Team	Stephanie Howard	Deputy Superintendent
District-level Professional	Jed Duesler	Specialist, Communications
Hays Elementary Representative	Julie Marshall	Principal
Cavazos Elementary Representative	Amanda Montelongo	Principal
Administrator	Todd Hiner	Chief of Police
Administrator	Betsabe Salcido	Executive Director, BIL/ESL/MIG, Bilingual Education
Administrator	Annette Macias	Executive Director, Accountability
Administrator	Cortney Smith	Executive Director, District Operations
District-level Professional	Debbie Bynum	Director, Professional Dev
Superintendent's Leadership Team	Patrick Young	Chief of Operations
Community Representative	Adrian Vega	
New Tech Odessa Representative	Gerardo Ramirez	Principal
District-level Professional	Albert Anchondo	Supervisor, Accounting
OC Early College Representative	JR Torrez	Director, Dual Credit Dev & Academic Partnerships

Committee Role	Name	Position
Cavazos Elementary Representative	Lisa Millan	Volunteer
Odessa High School Representative	Mauricio Marquez	Principal
Administrator	Nancy Vanley	Executive Director, Guidance & Counseling
Parent Member	Jacob Stiles	
District-level Professional	Gloria Phillips	Specialist, ESL
Noel Elementary Representative	Patricia Forester	Counselor
Community Representative	Wesley Burnett	
Community Representative	Renee Earls	
Nimitz Middle School Representative	Teresa Willison	Principal
District-level Professional	Lauren Tavarez	Coordinator, IT
Permian High School Representative	Chandler Chesnut	Student
OC Early College Representative	Karen Williams	Teacher
Wilson & Young Middle School Representative	Anthony Garcia	Principal
Johnson Elementary Representative	Alisha Holguin	Principal
District-level Professional	Jeff Daniels	POLICE-LIEUTENANT, District Police Department
Administrator	Alicia Press	Executive Director, Elementary
Administrator	Roberto Cedillo	Executive Director, Secondary
Administrator	Dalia Benavides	Executive Director, Secondary
AEC Representative	Adam Portillo	Principal
Administrator	Donna Smith	Board Member
Administrator	Tammy Hawkins	Board Member

District Funding Summary

Bond Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	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	5	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	4	1	Following the current plan that is in place.		\$0.00
1	5	1	Proper staffing of maintenance and custodial staff.		\$0.00
1	5	2	Resources needed for supplies and materials, transportation and training		\$0.00
1	7	1	Curriculum implementation		\$0.00
1	8	1			\$0.00
1	8	2			\$0.00
1	8	3			\$0.00
1	8	4			\$0.00
1	9	1			\$0.00
1	9	2			\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	9	3			\$0.00
1	9	4			\$0.00
1	10	1	Resources needed for transportation and supplies and materials.		\$0.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	4			\$0.00
1	11	5			\$0.00
1	11	7			\$0.00
1	11	8			\$0.00
1	11	9			\$0.00
1	11	10			\$0.00
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			\$0.00
2	1	4	Resources needed for development of leadership pathways		\$0.00
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	Resources needed for job-embedded professional learning		\$0.00
2	4	6	Resources need for supplies and materials for the academy		\$0.00

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	7	Resources needed for TNTP and Relay coaching		\$0.00
2	4	8	Resources needed for TNTP work		\$0.00
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	3	1			\$0.00
3	3	2			\$0.00
3	4	1			\$0.00
3	4	2			\$0.00
3	5	5			\$0.00
3	5	6			\$0.00
3	5	7			\$0.00
Sub-Total					\$1,812,500.00
National School Lunch Program/NSLP					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Ensure parents complete income surveys that will replace the free and reduced lunch applications. Communication and collaboration with district officials, parents, and the community and provide technology, devices, or other needs to help in this process.		\$0.00
Sub-Total					\$0.00
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 Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Bridging transitions	199-13-6497-29-854-24	\$30,000.00
1	7	1	Supplemental curriculum and AVID Program support for At Risk students		\$1,000,000.00
1	7	1	Supplemental technology & software to meet remediation needs of at risk students		\$1,650,000.00
1	10	1	DAEP support		\$850,000.00
1	10	2	TPRS/TRAC		\$490,000.00
1	10	3	staff, contract and materials		\$750,000.00
1	11	1			\$0.00
1	11	2			\$0.00
1	11	3			\$0.00
1	11	6			\$0.00
1	11	7			\$0.00
1	11	8			\$0.00
2	2	1	OC Campus staff stipends		\$0.00
3	1	1	Full Day Pre-kindergarten teachers		\$1,000,000.00
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	DAEP elementary and secondary programs		\$1,750,000.00
3	3	3	CCVYP, Communities in Schools, SAS/ Drop Out Prevention Counselors, Social Workers, Teen Parent Services, Truancy Court		\$3,500,000.00
3	8	1	Personnel, supplemental program materials		\$400,000.00

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	9	1			\$0.00
Sub-Total					\$15,807,500.00
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	5	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
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Resources needed for supplies and materials, transportation and training		\$0.00
1	7	1	Curriculum implementation		\$0.00
2	1	5	Math Solutions		\$0.00
3	2	2	Instructional Specialists		\$2,100,000.00
Sub-Total					\$2,100,000.00

Title One D, Subpart 2, Delinquency Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	10	1	Transition counselor at DAEP		\$75,000.00
Sub-Total					\$75,000.00
Title Two Professional Development					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Staff salaries (to include 3 Instructional Specialists), equipment, supplies and contracted services		\$225,000.00
Sub-Total					\$225,000.00
Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1			\$0.00
1	8	4			\$0.00
2	1	1	Harvard Fellow, Research & Development director		\$150,000.00
3	3	3	SEL Director, Social Workers, Programs targeting Well Rounded & Safe Schools		\$350,000.00
Sub-Total					\$500,000.00
Grand Total					\$22,645,000.00

Addendums