

LEA Name:	Ector County ISD
Campus Name:	Odessa High School

**CAMPUS - Data Analysis Summary**

<b>Instructions:</b>	<p>Before completing the Data Analysis Summary, please review the definition/purpose and the summary of findings statements listed below. This section provides the statutory definition of data analysis and describes how it contributes to the continuous improvement process. The data analysis process helps inform the campus in the completion of the targeted improvement plan as required by the campus staging identification.</p> <p>The data analysis is divided into five sections. With the exception of Section III (priority campuses only), all sections are required to be completed by all campuses for the data analysis process. TEA/TCDSS support specialists are available to assist with any questions that may arise throughout this process.</p>
<b>Definition/Purpose:</b>	Data analysis and review of student level data conducted by the campus intervention team [Texas Education Code (TEC) §39.106 (a) and 19 Texas Administrative Code (TAC) §97.1063] is designed to identify factors contributing to low performance and ineffectiveness of program areas. Data analysis informs the needs assessment and leads to a targeted improvement plan.
<b>Summary of Findings:</b>	A data summary captures patterns and trends in the data. A summary of findings is a way to synthesize the outcome of the data analysis to create the problem statements which form the basis for the needs assessment process.

**Section I - General Questions**

Is your campus identified in the state accountability system?	Yes
Is your campus identified as a Priority campus?	No
Is your campus identified as a TTIPS recipient?	No

**Section II - Index Questions**

<b>Index 1-Student Achievement</b>	<p>Did your campus meet standard for Index 1?</p> <p align="center">Yes, with an Index score of 55-60</p> <p><input type="checkbox"/> African American  <input type="checkbox"/> Hispanic  <input type="checkbox"/> White  <input type="checkbox"/> American Indian  <input type="checkbox"/> Asian  <input type="checkbox"/> Pacific Islander  <input type="checkbox"/> Two or More Races  <input type="checkbox"/> Economically Disadvantaged  <input checked="" type="checkbox"/> Special Education  <input checked="" type="checkbox"/> English Language Learners</p> <p><i>If your campus Index 1 score was above 60, you do not need to answer this question.</i></p> <p>If your campus did not meet standard or met standard with an Index score of 55-60, what student groups are in greatest need of improvement?  (Reminder: System safeguards data can help with this analysis)</p> <p><small>In reading, 18% of Special Education students met standard, and 17% of ELLs met standard. In math, 16% of special Education students met standard, and 23% of ELLs met standard. In science, 50% of Special Education students met standard, and 49% of ELLs met standard. In Social Studies, 49% of Special Education students met standard, and 44% of ELL students met standard. The data shows a need in Social Studies, a need for more concentration on what those teachers looked at to determine students'</small></p>
	<p>Did your campus meet standard for Index 2?</p> <p align="center">N/A</p> <p><i>*see help box for score details</i></p> <p><input type="checkbox"/> African American  <input type="checkbox"/> Hispanic  <input type="checkbox"/> White  <input type="checkbox"/> American Indian  <input type="checkbox"/> Asian  <input type="checkbox"/> Pacific Islander  <input type="checkbox"/> Two or More Races  <input type="checkbox"/> Economically Disadvantaged  <input type="checkbox"/> Special Education  <input type="checkbox"/> English Language Learners</p> <p><i>If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your campus Index 2 score was at target or 2 points less or above the index target, which student groups are in greatest need of improvement?  (Reminder: Consider the exceeded progress component as well as made progress when answering)</p>
<b>Index 2-Student Progress</b>	<p><input type="checkbox"/> Students who failed in 2013 and failed in 2014  <input type="checkbox"/> Students who passed in 2013 and passed in 2014  <input type="checkbox"/> Students who were at Level III performance in 2013 and scored a Level II performance in 2014  <input type="checkbox"/> Other</p> <p><i>If your campus Index 2 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>If your campus did not meet standard or met standard at 2 points or less above target, which group of students contributed to missing or narrowly meeting the Index 2 standard?</p>

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	<p>In reading there were 34 tests with 21% meeting the progress target and 6% exceeding the progress target for all students. There were 33 Hispanic students tested with 21% meeting the progress target and 6% exceeding. There were 32 ELL students tested with 19% meeting the progress target and 3% exceeding expectations. In math there were 13 students tested and 23% met the progress target and 0% exceeded. This data clearly highlights a significant weakness in this tested area overall and further</p>	
<b>Index 3-Closing Achievement Gaps</b>	<p>Did your campus meet standard for Index 3?</p> <p style="color: red; font-size: small;">*see help box for score details</p>	<p>?</p> <p>No</p>
	<p><i>If your campus Index 3 score was more than 2 points above the Index target, then you do not need to answer this question.</i></p> <p>What student groups, other than economically disadvantaged, were measured for your campus in Index 3?</p>	<input checked="" type="checkbox"/> African American <input checked="" type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> American Indian <input type="checkbox"/> Asian <input type="checkbox"/> Pacific Islander <input type="checkbox"/> Two or More Races
	<p>In reading, 47% of economically disadvantaged students, 41% of African American students and 50% of Hispanic students met the standard, earning 138 total points out of 600 possible points. In math, 35% of economically disadvantaged students and 37% of Hispanic students met the standard, earning 72 points out of 400 possible points. In science, 64% of economically disadvantaged students and 64% of Hispanic students met the standard, earning 128 points out of 400 possible points. In social</p>	
<b>Index 4-Postsecondary Readiness</b>	<p>Did your campus meet standard for Index 4?</p>	<p>Yes</p>
	<p>Which component(s) of Index 4 contributed to your campus missing Index 4?</p>	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> STAAR component-student performance at or above Level II, Final <input type="checkbox"/> Graduation Rate <input type="checkbox"/> Graduation Plan <input type="checkbox"/> Postsecondary Indicator
	<p>&lt;Provide additional information here&gt;</p>	

### Section III - Priority

(If your campus is not identified as a priority school, move to section IV)

<p>Which student groups contributed to the campus identification as a Priority school?</p>	<input type="checkbox"/> African American <input type="checkbox"/> Hispanic <input type="checkbox"/> White <input type="checkbox"/> Economically Disadvantaged <input type="checkbox"/> Special Education <input type="checkbox"/> English Language Learners <input type="checkbox"/> All Students <input type="checkbox"/> N/A
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### Section IV - Critical Success Factors (CSFs):

The questions above highlight the overall performance of the campus in relation to the State's indexes. The performance of the campus as measured by the indexes is the result of numerous variables. In order to help identify the pivotal factors that contribute to the overall success of the campus/district as measured by the State's accountability system, please identify the data sources used when reviewing the campus' processes for each CSF.

(For possible data sources, see the [CSF Data Sources](#) document)

Academic Performance	<p>?</p> <p>We used EOC results, student self-tracking, goal-setting documents, TELPAS results, formative assessments, and SAT/ACT scores to measure progress.</p>
Use of Quality Data to Drive Instruction	<p>?</p> <p>We used EOC results, curriculum-based assessments, formative assessments, response to intervention tracking, and professional learning community minutes.</p>

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Leadership Effectiveness	? We used EOC results, professional development plans, and teacher leaders.
Increased Learning Time	? We used student engagement observations, master schedule, and minutes offered for staff collaboration/professional development.
Family and Community Engagement	? We used number of parent/family conferences held, number of languages in which parent communication is provided, and number of community partnerships.
School Climate	? We used discipline data, PEIMS data, teacher attendance, walk-through observations, and community involvement and support.
Teacher Quality	? We used EOC results, classroom observations, third party classroom observations, teacher recruitment process, walkthrough data, professional development hours, classroom engagement, failure rates, and discipline referrals.

**Section V - Identification of Problem Statements:**

Before transitioning to the needs assessment phase of the continuous improvement process, problem statements need to be developed based on trends and patterns identified through the data analysis process. The purpose of the problem statement is to objectively define the gap(s) identified through the data analysis process in a clear and concise manner. Problem statements clarify the issues that need to be addressed in the targeted improvement plan.

Although the data analysis process may reveal multiple trends/patterns that appear to call for further action, the campus should target problems most critical to improvement. This may result in less than ten problem statements when prioritizing focus areas for the targeted plan.

In the needs assessment phase of the continuous improvement process, the campus will conduct a root cause analysis to determine the cause of the problems articulated in the problem statements.

*If your campus has been identified as Formerly IR, be sure to scroll down and answer the last question of this section in addition to identifying problem statements.*

Problem Statement 1:	? Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
	Fifty percent of students are at Phase-in I Level II, and no students scored Level III on the English I or II EOC in 2014.	
Problem Statement 2:	? Which Index(es) does this problem statement address?	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness
	Forty-one percent of students scored Level II in 2014, and no students scored Level III on the Algebra I EOC in 2014.	

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### Needs Assessment Summary and Improvement Plan

**Definition/Purpose:** After your data analysis yields a summary of findings that results in a set of problem statements, the next step is to engage in the needs assessment process to identify root causes. The 5 steps of the root causes assessment include:

Step 1: Clarify and prioritize problem statements  
 Step 2: Establish the purpose of assessing root causes and establish the team  
 Step 3: Gather data  
 Step 4: Data analysis  
 Step 5: Root cause analysis

The needs assessment process is intended to safeguard against planning or implementing strategies before the root cause of a problem is understood.

<b>Problem Statements (PS):</b>  <i>Problem statements are carried over from Section V of the Campus Data Analysis tab OR Section VI of the District Data Analysis Summary tab.</i>	<b>PS 1:</b>	Fifty percent of students are at Phase-in I Level II, and no students scored Level III on the English I or II EOC in 2014.	is occurring because of Root Cause #1	<b>Root Cause 1:</b>	Lack of understanding using Figure 19 in combination with other student expectations.
	<b>PS 2:</b>	Forty-one percent of students scored Level II in 2014, and no students scored Level III on the Algebra I EOC in 2014.	is occurring because of Root Cause #2	<b>Root Cause 2:</b>	Lack of understanding using process standards in combination with other student expectations in math.
	<b>PS 3:</b>	Eighteen percent of special education students met	is occurring because of Root Cause #3	<b>Root Cause 3:</b>	Lack of common understanding of best practices and instructional strategies to improve classroom instruction for special education students.
	<b>PS 4:</b>	Seventeen percent of ELL students met standard in reading, and 23% met standard in math on the Algebra I EOC.	is occurring because of Root Cause #4	<b>Root Cause 4:</b>	Lack of a common understanding of SIOP strategies and best practice instructional strategies to meet the needs of English language learners.
	<b>PS 5:</b>	0	is occurring because of Root Cause #5	<b>Root Cause 5:</b>	
	<b>PS 6:</b>		is occurring because of Root Cause #6	<b>Root Cause 6:</b>	
	<b>PS 7:</b>		is occurring because of Root Cause #7	<b>Root Cause 7:</b>	
	<b>PS 8:</b>		is occurring because of Root Cause #8	<b>Root Cause 8:</b>	
	<b>PS 9:</b>		is occurring because of Root Cause #9	<b>Root Cause 9:</b>	
	<b>PS 10:</b>		is occurring because of Root Cause #10	<b>Root Cause 10:</b>	

**Identified and Prioritized Root Causes:**  
 It is important to prioritize your Root Causes so that your improvement plan is targeted and focused. Although a Campus IP/District IP is critical to overall success, the targeted improvement plan is intended to address the specific reasons for low performance in the state accountability, PBM, or RF system. To ensure a targeted improvement plan, identify what focus areas will have the greatest impact on the reason(s) for low performance in an index, system safeguard, or PBM indicator and ensure those are your prioritized Root Causes.

*If the district or campus would like to identify more than 10 Root Causes contact the support specialist assigned to the review.*

**\*\*\* Important Notice! Improvement Required (IR) districts/campuses must complete the following Attestation Statement to fulfill TEC §39.106 requirements.\*\*\***

**Attestation Statement:**  By checking the box, I attest that an on-site needs assessment has been conducted according to TEC §39.106 (b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

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<b>Needs Assessment Summary and Improvement Plan</b>			
<b>Root Cause 1:</b>	Lack of understanding using Figure 19 in combination with other student expectations.		
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
<b>Annual Goal:</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Ten percent of students will score Level III on the English II EOC test; 70% of all students will meet Level II standard at Phase-in I.		
<b>Strategy:</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Conduct professional development that will focus on the use of Figure 19 in combination with other standards.		
<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> By providing professional development and support for teachers to improve the use of Figure 19 in instruction, students' performance on English EOCs will improve. By using quality data to drive instruction related to reading, students' will be more successful. Improved results will improve Index 1, 2, 3, and 4 scores.		
<b>Interventions by Quarter</b>			
<b>Q1 (Aug, Sept, Oct)</b>	<b>Q2 (Nov, Dec, Jan)</b>	<b>Q3 (Feb, Mar, Apr)</b>	<b>Q4 (May, June, July)</b>
<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Initial professional development will be provided in areas where teachers identify highly tested process standards (Figure 19). <b>Q1 Goal:</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Eight percent of students will score advanced on the reading SBA and semester exam, and at least 65% of all students will score Level II in reading. <b>Q2 Goal:</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Ten percent of students will score advanced on the reading portion and at least 70% of all students will score Level II on the reading portion of the campus based assessment. <b>Q3 Goal:</b>	<span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Ten percent of students will score Level III on the 2014 English I and II EOC, and 70% will meet standard. <b>Q4 Goal:</b>
<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>
<p style="color: red; font-weight: bold;">If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</p> <p>Teachers will identify highly-tested standards and strategies to improve students' understanding and knowledge of standards.</p> <p>The campus curriculum facilitator (CCF) will provide Lead4ward field guides to all teachers, and she will provide support for teachers on strategies to use for teaching the lowest student expectations in social studies and reading.</p> <p>Administrators will provide training through morning professional development in AVID strategies and in "Writing Across the Curriculum."</p> <p>Motivational speakers will be utilized for psychosocial intervention. This initiative will continue throughout the year.</p>	<p>Teachers will identify highly-tested standards and strategies to improve student understanding and knowledge of standards.</p> <p>1) Teachers will identify the students close to scoring advanced and identify strategies for those students to reach higher scores. Using INOVAPlus data, golden groups will be identified and psycho-social interventions will be provided.</p> <p>2) Teachers will identify highly-tested student expectations and focus instruction on students' understanding of those expectations.</p> <p>3) Administrators and teachers will use data to define and enrich curriculum and student scores for added value in all students. Specified tutoring programs will also be put into place to enrich student learning. Teachers will compare SBA and semester exam scores of African Americans, Hispanics, and Economically Disadvantaged students to scores of all students. Areas of great</p> <p>4)</p>	<p>Teachers will utilize data to identify students and determine strategies to focus on the needs of the students. African-American students were strategically scheduled with certain teachers. Teachers and administrators will continue to follow up to determine African-American progress throughout the year.</p> <p>1) Teachers and students will track progress through a tracking activity and plot expected outcomes. INOVAPlus golden groups have been identified and psycho-social interventions are arranged along with curriculum support.</p> <p>2) Teachers will identify highly-tested student expectations and focus instruction on students' understanding of those expectations. Teachers across disciplines will implement "Writing Across the Curriculum" with the goal of increasing students' understanding in reading and writing. This will improve scores in all areas.</p> <p>3) Teachers will use data to define and enrich curriculum and to add value in all areas. Specified tutoring programs will continue to enrich student learning.</p> <p>4)</p>	<p>Teachers will continue to use data, incorporate best practices, and utilize known strategies for better testing outcomes.</p> <p>1) Teachers will compare scores from the 2015 EOC and prioritize standards and implement a plan of action for July retesters.</p> <p>2)</p> <p>3)</p> <p>4)</p>
<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>
<p>1) Lesson Plans</p> <p>2) Collaborative Team Minutes</p> <p>3) Professional development agenda and sign-in sheets</p> <p>4) Speaker schedule</p>	<p>1) SBA and Semester Exam data</p> <p>2) Collaborative Team Minutes</p> <p>3) Walkthrough data</p> <p>4)</p>	<p>1) Campus Based Assessments</p> <p>2) Collaborative Team Minutes</p> <p>3) Walkthrough data</p> <p>4)</p>	<p>1) EOC Results</p> <p>2) Collaborative Team Minutes</p> <p>3) Walkthrough data</p> <p>4)</p>

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Needs Assessment Summary and Improvement Plan			
End of Quarter Reporting			
Q1 Report <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		Q2 Report	
Q3 Report		Q4 Report	
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	Yes
Describe the data or evidence used to determine if the goal will or won't be met.	Sign in sheets for professional development, student invitations for motivational speakers, lesson plans, and sign out sheets for field guides were used to determine the goal was met.	Describe the data or evidence used to determine if the goal will or won't be met.	We met our goal of having 8% of our students score advanced in reading. On the English semester exam, 13.96% of our students scored advanced.
What, if any, adjustments must be made in order to meet the annual goal?	Campus administration will reflect with the faculty on the progress toward this goal and make adjustments on the best way to monitor effectiveness and progress of interventions being used.	What, if any, adjustments must be made in order to meet the annual goal?	We will continue our work on Writing Across the Curriculum, using artifacts and professional learning to monitor participation and student progress.
Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	
End of Year Reporting			
Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals <input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training
			<If there are other factors or additional explanation needed, please explain here>

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<b>Root Cause 2:</b>	Lack of understanding using process standards in combination with other student expectations in math.		
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		
<b>Annual Goal:</b>	Ten percent of students will score Level III on the Algebra I EOC; 70% of all students will score at Phase-in Satisfactory Standard on the Algebra I EOC.		
<b>Strategy:</b>	Conduct professional development to identify and better use process standards to enhance student learning in math.		
<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	By providing professional development for teachers to better understand the process standards and how to adjust instruction in the classroom, scores will increase and Index 1, 2, 3, and 4 scores will be positively impacted.		
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<b>Q1 Goal:</b> One hundred percent of teachers will receive initial instruction on data analysis and identifying power process standards.	<b>Q2 Goal:</b> Eight percent of students will score advanced (Level III) on the math SBA and semester exam as well as at least sixty-five percent of all students will score satisfactory meeting Level II in math.	<b>Q3 Goal:</b> Ten percent of students will score advanced (Level III) on the campus based assessment as well as at least 70% of all students will score satisfactory (Level II) in math.	<b>Q4 Goal:</b> Ten percent of students will score Level III on the Algebra I EOC, and 70% will meet Level II standard.
<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>	<b>Interventions:</b>
<p>Teachers will analyze process standards.</p> <p>Leadership team will present professional development on the identification of power process standards and adjusting classroom instruction accordingly.</p>	<p>Teachers will use data from the November standards-based assessment to determine when the identified power process standards will be taught and/or retaught.</p> <p>Teachers will create a common assessment to address and spiral in previously taught power standards.</p> <p>Teachers will identify the strengths and areas of concern for student groups and use strategies necessary to work with those students including tutoring programs, incentive programs, and mentoring programs. Study Island will be utilized in the Algebra I classrooms as well as for students who have not passed the EOC. (Focus: Hispanic, White, and Economically Disadvantaged)</p> <p>Teachers will determine students who were close to scoring Level II through the use of INOVAPlus data and determine a plan of action for individual students.</p>	<p>Teachers will determine identified power process standards and utilize them to guide instruction.</p> <p>Teachers will create and administer common assessments to address the identified power standards.</p> <p>Teachers will evaluate data and students' performance on identified process standards to determine a plan of action for continuously low performing students (focus on economically disadvantaged students, special education students, and ELL students).</p> <p>Teachers will determine students who were close to scoring Level III and create an action plan for individual students.</p>	<p>Teachers will determine the power standards where data indicates areas of need.</p> <p>Teachers will create and administer activities that address those identified power standards.</p> <p>Teachers will evaluate data and performance on identified process standards to determine a final plan of action for continuously low performance (with a focus on economically disadvantaged students, special education students, and ELL students).</p>
<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>	<b>What data will be collected to monitor interventions?</b>
<p>1) Collaborative Team Minutes</p> <p>2) Lead4ward data collection sheets</p> <p>3)</p> <p>4)</p>	<p>1) CT Minutes</p> <p>2) SBA and Semester Exam data</p> <p>3) Walkthrough data</p> <p>4)</p>	<p>1) CT Minutes</p> <p>2) CBA data</p> <p>3) Walkthrough data</p> <p>4)</p>	<p>1) CT Minutes</p> <p>2) EOC math results</p> <p>3) Walkthrough data</p> <p>4)</p>

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**Needs Assessment Summary and Improvement Plan**

**End of Quarter Reporting**

Q1 Report		Q2 Report		Q3 Report		Q4 Report	
<b>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</b>							
Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	Collaborative team meeting minutes were used to verify analysis of the process standards.	Describe the data or evidence used to determine if the goal will or won't be met.	The data shows that although our goal was for 8% of students to score Level III on the math semester exam and 65% of all students to meet standard at phase-in satisfactory, 36% of students met standard at phase-in satisfactory at 55% threshold and 15% scored advanced.	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	None at this time.	What, if any, adjustments must be made in order to meet the annual goal?	We are utilizing after school tutorials Monday through Thursday. Algebra I students are double-blocked with Geometry. The OHS collaborative teams have identified students who did not meet this goal, and they have determined instructional plans for them.	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

**End of Year Reporting**

Did you meet your annual goal?	Select	If <b>YES</b> , to what do you attribute your success? If <b>NO</b> , to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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<b>Root Cause 3:</b>	Lack of common understanding of best practices and instructional strategies to improve classroom instruction for special education students.				
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		<b>Annual Goal:</b> ?	Fifty-five percent of special education students will score at Phase-in Satisfactory in all content areas.	
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input checked="" type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		<b>Strategy:</b> ?	Targeted professional development for effective implementation of instructional strategies and best practices for meeting the needs of special education students.	
			<b>How will addressing this Root Cause impact the index/indicator/CSF?</b> ?	Providing teachers with useable and practical instructional strategies to better serve the special education population will increase the performance in all tested areas, impacting all indices.	



LEA Name: <i>Ector County ISD</i>			
Campus Name: <i>Odessa High School</i>			
Needs Assessment Summary and Improvement Plan			
Interventions by Quarter			
Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<p>1) One hundred percent of teachers will receive professional development that focuses on best practices.</p> <p><b>Q1 Goal:</b></p>	<p>1) Forty-five percent of special education students will score Phase-in Satisfactory Standard in all content areas on the SBA and semester exam.</p> <p><b>Q2 Goal:</b></p>	<p>1) Forty-five percent of special education students will score Phase-in Satisfactory Standard in all content area campus based assessments.</p> <p><b>Q3 Goal:</b></p>	<p>1) Fifty-five percent of special education students will score Level II in all areas on the EOC.</p> <p><b>Q4 Goal:</b></p>
Interventions:	Interventions:	Interventions:	Interventions:
<p>Leadership team will present World Café of Instructional Strategies to all teachers.</p> <p>Teachers will use World Café strategies in the classroom.</p> <p>AVID coordinator will present instructional strategies and post examples on website.</p>	<p>1) Special Education case managers will monitor student progress in all content areas. General education and special education teachers will work together to provide enrichment for all learners.</p> <p>2) Inclusion and resource teachers will be involved in and actively participate in the CT meetings to identify areas of concern where special education students are scoring significantly below the campus scores.</p> <p>3) General education teachers, inclusion teachers, and para-professionals will utilize one-on-one intervention in the classroom.</p> <p>4) Administrators will schedule repeating and overaged freshmen into double blocked math classes. Algebra I students will utilize Study Island during designated lab time.</p>	<p>1) Special Education case managers will monitor student progress in all content areas. General education and special education teachers will work together to provide enrichment and necessary interventions.</p> <p>2) Teachers will continue using targeted interventions in all content areas.</p> <p>3) Inclusion and resource teachers will continue working with collaborative teams to identify areas of concern where gaps still exist.</p> <p>4) Teachers will use specific and targeted tutoring slips to identify the point of confusion for the student.</p>	<p>1) Teachers and administrators will identify special education students who will retest in July and provide targeted instruction.</p> <p>2) The campus leadership team will use EOC results to plan for 2015-2016.</p>
<p>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</p>	<p><b>What data will be collected to monitor interventions?</b></p> <p>1) Lesson Plans</p> <p>2) CT Meetings/Minutes</p> <p>3) Walkthroughs</p> <p>4) INOVAPlus data i</p>	<p><b>What data will be collected to monitor interventions?</b></p> <p>1) Lesson Plans</p> <p>2) CT Meetings/Minutes</p> <p>3) Walkthroughs</p> <p>4) SBA and semester exam data</p>	<p><b>What data will be collected to monitor interventions?</b></p> <p>1) Documentation of meetings with Assistant Principals and team.</p> <p>2) CT Meetings/Minutes/Walkthrough</p> <p>3) Study Island data</p> <p>4) CBA data</p>
	<p>2015 EOC results</p>		
	<p>Summer school enrollment</p>		
	<p>July retest numbers</p>		
	<p>4) CBA data</p>		
End of Quarter Reporting			
Q1 Report	Q2 Report	Q3 Report	Q4 Report
<p>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</p>			
<p>Are you on track to meet the annual goal?</p> <p>Yes</p>	<p>Are you on track to meet the annual goal?</p> <p>No</p>	<p>Are you on track to meet the annual goal?</p> <p>Select</p>	<p>Are you on track to meet the annual goal?</p> <p>Select</p>
<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>Walkthrough data, lesson plans and collaborative team meeting minutes were used to determine progress toward annual goals.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>Our goal was forty-five percent of special education students to score at phase-in satisfactory standard. Using 55% as the standard, which aligns closest to passing at Phase-in I, the scores were: English - 15%, science - 1%, math - 13%, and social studies 23 %.</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>What, if any, adjustments must be made in order to meet the annual goal?</p>	<p>Describe the data or evidence used to determine if the goal will or won't be met.</p> <p>What, if any, adjustments must be made in order to meet the annual goal?</p>
<p>What, if any, adjustments must be made in order to meet the annual goal?</p> <p>Teachers will turn in data to administrators weekly.</p>	<p>What, if any, adjustments must be made in order to meet the annual goal?</p> <p>We have required each teacher to identify special education students and respond to their needs in the classroom. Our district has begun Stetson training to assist teachers in effectively using co-teach models and best practices to help students succeed in the general education classroom. Collaborative teams will plan interventions for meeting the</p>		
End of Year Reporting			
<p>Did you meet your annual goal?</p> <p>Select</p>	<p>If YES, to what do you attribute your success?</p> <p>If NO, to what do you attribute your lack of success?</p>	<p><input type="checkbox"/> Data Analysis Process</p> <p><input type="checkbox"/> Data Quality</p> <p><input type="checkbox"/> Appropriate Strategy</p> <p><input type="checkbox"/> Identification of Need/Root Cause Chosen</p> <p><input type="checkbox"/> Annual Goals</p>	<p><input type="checkbox"/> Quarterly Planning Process</p> <p><input type="checkbox"/> (Specific) Interventions</p> <p><input type="checkbox"/> Ongoing Monitoring of Interventions</p> <p><input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning</p> <p><input type="checkbox"/> Training</p> <p>&lt;If there are other factors or additional explanation needed, please explain here&gt;</p>

LEA Name:	Ector County ISD
Campus Name:	Odessa High School

**Needs Assessment Summary and Improvement Plan**

<b>Root Cause 4:</b>	Lack of a common understanding of SIOP strategies and best practice instructional strategies to meet the needs of English language learners.		
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input checked="" type="checkbox"/> Index 1: Student Achievement <input checked="" type="checkbox"/> Index 2: Student Progress <input checked="" type="checkbox"/> Index 3: Closing Achievement Gaps <input checked="" type="checkbox"/> Index 4: Postsecondary Readiness		<b>Annual Goal:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all subject areas in 2015.
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input checked="" type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input checked="" type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input checked="" type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input checked="" type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input checked="" type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input checked="" type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers		<b>Strategy:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Targeted professional development will be provided for teachers that promotes the use of effective SIOP strategies for ELL students.
			<b>How will addressing this Root Cause impact the index/indicator/CSF?</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> By providing professional development for teachers, SIOP strategies will foster better performance of ELLs in all content areas which will impact all indices.

**Interventions by Quarter**

Q1 (Aug, Sept, Oct)		Q2 (Nov, Dec, Jan)		Q3 (Feb, Mar, Apr)		Q4 (May, June, July)	
<b>Q1 Goal:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> One hundred percent of teachers will receive initial SIOP and ELPS training.		<b>Q2 Goal:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Forty-five percent of ELL students will score at the Phase-in Satisfactory Standard in all content areas on SBAs and semester exams.		<b>Q3 Goal:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all content areas on benchmarks.		<b>Q4 Goal:</b> <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">?</span> Fifty-five percent of ELL students will score at Phase-in Satisfactory Standard in all content areas on the 2015 EOC.	
<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>		<b>Interventions:</b>	
<i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) goal section is not required to be completed.</i>	All teachers will be trained in SIOP strategies to better serve the ELL population.	1) ELL students will be placed into Practical Writing or Creative Writing which enables more instructional time for reading/writing and implementation of strategies that work.  2) Collaborative teams will discuss and implement strategies for use in the classroom with ELL students. Data will be used to identify areas of concern and common assessments will be created to address those areas.  3) Teachers will identify power standards and student expectations that need to be addressed. Teachers will identify areas of concern and strength as a whole and individually through collaborative team meetings, and they will develop plans for enrichment.  4) Teachers will use checks for understanding in different forms to assess the students' knowledge and intervene when necessary. (SIOP, Fundamental 5, etc.)	1) ELL students' progress will be monitored by their Practical Writing or Creative Writing teachers.  2) CT teams will discuss and implement strategies for using in the classroom with ELL students. Data will be used to identify areas of concern and common assessments will be created to address those areas.  3) Teachers will identify power standards and student expectations that need to be addressed with the students. Teachers will identify areas of student weakness/strength as a whole and individually through collaborative team meetings and will develop plans for enrichment.  4) Teachers will use checks for understanding in different forms to assess the students' knowledge and intervene when necessary. (SIOP, Fundamental 5, etc.)	1) ELL students will be placed into Practical Writing or Creative Writing which enables more instructional time for reading/writing and implementation of strategies that work.  2) CT teams will discuss and implement strategies for using in the classroom with ELL students. Data will be used to identify areas of concern and common assessments will be created to address those areas.  3) Teachers will identify power standards and student expectations that need to be addressed with the students. Teachers will identify areas of student weakness/strength as a whole and individually through collaborative team meetings and will develop plans for enrichment.  4) Teachers will use checks for understanding in different forms to assess the students' knowledge and intervene when necessary. (SIOP, Fundamental 5, etc.)			
	Leadership team will deliver initial instruction on SIOP and ELPS.						
	ELL students will be identified and a designation on their schedules will facilitate monitoring this group.						
<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>		<b>What data will be collected to monitor interventions?</b>	
1) Lesson Plans		1) Lesson Plans/Walkthrough data		1) Lesson Plans		1) Lesson Plans	
2) Walkthrough data		2) SBA data		2) Walkthrough data		2) Walkthrough data	
3) CT Minutes		3) PD- SIOP training		3) PD- SIOP/morning PD		3) PD- SIOP/Morning PD	
4) SIOP training certificates		4) CT Meeting/Minutes		4) CT Meeting/Minutes		4) CT Meeting/Minutes	
<b>End of Quarter Reporting</b>							
<b>Q1 Report</b> <i>If this is your first submission (October 31st) of the 2014-2015 targeted improvement plan, the quarter 1 (Q1) report section is not required to be completed.</i>		<b>Q2 Report</b>		<b>Q3 Report</b>		<b>Q4 Report</b>	

LEA Name:	Ector County ISD
Campus Name:	Odessa High School

**Needs Assessment Summary and Improvement Plan**

Are you on track to meet the annual goal?	Yes	Are you on track to meet the annual goal?	No	Are you on track to meet the annual goal?	Select	Are you on track to meet the annual goal?	Select
Describe the data or evidence used to determine if the goal will or won't be met.	SIOP training sign-in sheets, lesson plans, walkthrough data, and collaborative team meeting minutes were used to determine if the quarter one goal was met.	Describe the data or evidence used to determine if the goal will or won't be met.	Our goal was forty-five percent of ELL students at the phase-in satisfactory standard. Using 55% as the standard, which aligns closest to passing at Phase-in I, the scores were: English- 12%, science- 3.38%, math- 27%, and social studies - 18%.	Describe the data or evidence used to determine if the goal will or won't be met.		Describe the data or evidence used to determine if the goal will or won't be met.	
What, if any, adjustments must be made in order to meet the annual goal?	Adjustments are being made for verification of teacher monitoring of student progress.	What, if any, adjustments must be made in order to meet the annual goal?	We have used SIOP training in professional learning and scheduled the students in classes with specific curriculum to address issues.	What, if any, adjustments must be made in order to meet the annual goal?		What, if any, adjustments must be made in order to meet the annual goal?	

**End of Year Reporting**

Did you meet your annual goal?	Select	If YES, to what do you attribute your success? If NO, to what do you attribute your lack of success?	<input type="checkbox"/> Data Analysis Process <input type="checkbox"/> Data Quality <input type="checkbox"/> Appropriate Strategy <input type="checkbox"/> Identification of Need/Root Cause Chosen <input type="checkbox"/> Annual Goals	<input type="checkbox"/> Quarterly Planning Process <input type="checkbox"/> (Specific) Interventions <input type="checkbox"/> Ongoing Monitoring of Interventions <input type="checkbox"/> CSFs and/or ESEA Turnaround Principles Planning <input type="checkbox"/> Training	<If there are other factors or additional explanation needed, please explain here>
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<b>Root Cause 5:</b>	
<b>Index Number:</b>	<input type="checkbox"/> Not Applicable <input type="checkbox"/> Index 1: Student Achievement <input type="checkbox"/> Index 2: Student Progress <input type="checkbox"/> Index 3: Closing Achievement Gaps <input type="checkbox"/> Index 4: Postsecondary Readiness
<b>Critical Success Factors (CSFs)/ ESEA Turnaround Principles (TPs)/ Major Systems</b>	<input type="checkbox"/> CSF 1-Improve Academic Performance/ESEA TP: Strengthen the School's Instruction <input type="checkbox"/> CSF 2-Quality Data to Drive Instruction/ESEA TP: Use of Data to Inform Instruction <input type="checkbox"/> CSF 3-Leadership Effectiveness/ESEA TP: Provide Strong Leadership <input type="checkbox"/> CSF 4-Increased Learning Time/ESEA TP: Redesigned School Calendar <input type="checkbox"/> CSF 5-Family/Community Engagement/ESEA TP: Ongoing Family and Community Engagement <input type="checkbox"/> CSF 6-School Climate/ESEA TP: Improve School Environment <input type="checkbox"/> CSF 7-Teacher Quality/ESEA TP: Ensure Effective Teachers
<b>Annual Goal:</b>	? <enter text>
<b>Strategy:</b>	? <enter text>
<b>How will addressing this Root Cause impact the index/indicator/CSF?</b>	? <enter text>

**Interventions by Quarter**

	Q1 (Aug, Sept, Oct)	Q2 (Nov, Dec, Jan)	Q3 (Feb, Mar, Apr)	Q4 (May, June, July)
<b>Q1 Goal:</b>	?	?	?	?
<b>Interventions:</b>				
If this is your first submission (October 31st) of the 2014-2015 targeted		1)	1)	1)
		2)	2)	2)