Era Independent School District

District Improvement Plan

2021-2022

Accountability Rating: Not Rated: Declared State of Disaster

Public Presentation Date: November 16, 2021

Mission Statement

A Community Dedicated to Equipping and Empowering Students for a Lifetime of Success

Vision

Together, We Empower Students

Value Statement

In Era ISD We Believe…

- ***Students*** **are at the center of our work and will be instructed in a way that maintains the flexibility to engage in a variety of programs, and with that freedom, the student shall accept the responsibility of maintaining the integrity of Era ISD.**
- ***Parents and Families*** **should be the greatest of advocates for their children, flexible, involved, encouraging, and seek to partner with, and support our teachers as an investment in the future success of our students.**
- ***Faculty and Staff*****are respected role models in our community who challenge themselves and our students to be continual learners in a way that supports them in and out of the classroom to equip our children for success in life.**
- ***Campus Leaders*** **are trustworthy, committed and invested in our students and community, and hold themselves and others accountable in a way that inspires and empowers.**
- ***The Superintendent and Central Office Staff*** **are servant leaders who demonstrate integrity, transparency, and open communication in a way that values diversity and directs resources towards the overall mission while maintaining accountability to all stakeholders.**
- ***The School Board*** **members are trusted leaders with integrity who are actively involved in the community while providing checks and balances, adherence to the chain of command, strong financial stewardship and always acting in the best interest of Era ISD students.**

Table of Contents

Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 4
- District Processes & Programs 5
- Perceptions 6

Priority Problem Statements 7

Goals 8
- Goal 1: Pillar I: Student Success 9
- Goal 2: Pillar II: Faculty and Staff Recruitment, Retention, and Capacity-Building 13
- Goal 3: Pillar III: Stakeholder Engagement and Satisfaction 16
- Goal 4: Pillar IV: Effective and Efficient Operations 19

District Funding Summary 22

Addendums 23

Comprehensive Needs Assessment

Demographics

Demographics Summary

Era is a rural agricultural community about 11 miles southwest of Gainesville, Texas, and approximately 30 miles north and west of Denton, Texas. Era ISD encompasses approximately 155 square miles and serves several other small communities, including Leo, Myra, Prairie Point, and Rosston. We are a single campus school district serving grades K-12, and currently have about 490 students in total.

Era ISD's enrollment is made up of approximately 40% transfers in 2021-2022. The majority (160/200) of the transfer students come to Era from Gainesville ISD. The remaining transfer students come to us from various surrounding school districts.

There is a strong sense of family in Era ISD. The school is the hub of the Era community and is strongly supported by parents and community members.

Our enrollment is made up of approximately 84% White, 12% Hispanic, and 4% Two or More Races. 36% of Era's students qualify as Economically Disadvantaged, 1.5% are English Learners, and 12% are students receiving special education services.

Demographics Strengths

- Small numbers per grade level and small class sizes in most areas
- Percent of students who transfer into our school district reflects the quality of our district.
- Representation of students receiving special education services is reflective of student enrollment

Problem Statements Identifying Demographics Needs

Problem Statement 1: With an increase of 125% over last year, our population of students identified with dyslexia is rising, which brings a higher number of students with higher needs. **Root Cause:** Dyslexia now falls under special education, which is increasing the number of referrals and impacting where and how services must be provided.

Problem Statement 2 (Prioritized): Ensure participation in Gifted and Talented (GT) is reflective of the student population. **Root Cause:** The process for testing needs a wider net to ensure students are not missed in the identification process.

Problem Statement 3 (Prioritized): Era ISD does not provide a Pre-Kindergarten program. **Root Cause:** The district has been on an allowable waiver for three years.

Student Learning

Student Learning Summary

*See Addendum for complete STAAR data report that contains comparison data.

2019 State data is used due to the 2021 data not being used for accountability due to COVID-19.

*See Addendum for current HB3 Board-adopted goals.

Student Learning Strengths

- STAAR Reading Data from 2019 shows 6- and 7-point gains in 7th and 5th grades respectively.
- EOC Biology and US History were at 100% and 98% respectively in 2019
- Era ISD ACT scores exceed the state average in all areas

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Review of 2021 CCMR shows a need to focus more on this area with specific strategies to increase number of graduating Seniors who are CCMR. **Root Cause:** An impact from COVID was felt in regards to the opportunities students had to take tests like ACT, SAT, TSIA, and IBCs. This, in combination with a lack of focus on the area of CCMR has caused a decline in this area.

District Processes & Programs

District Processes & Programs Summary

In the spring of 2021, the Era ISD teachers, staff, students, parents, and community engaged in a Strategic Planning process that resulted in the creation of a new Vision, Mission, and Belief Statements. A Balanced Scorecard (BSC) was then created based on the target areas identified in a SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats). This BSC is now the foundation for all of the work we are doing in Era ISD. It is helping to establish and/or tighten district processes and programs by holding district leadership accountable to the work outlined in the BSC.

**Please see the BSC for more detail in the Addendums.

District Processes & Programs Strengths

The strengths in this area fall under the establishment of the Strategic Plan: Balanced Scorecard. By bringing stakeholders together that represent all groups, we were able to establish what is important to the community and set our goals accordingly. Once our goals were identified, we were able to begin the work of establishing Performance Objectives, Key Strategic Actions (Inputs) and Progress Measures (Outputs). We then set Long-Term Desired Outcomes and annual targets.

Through this work, the District Leadership Team (DLT) has been able to identify areas where we have processes in place that may need to be revisited for consistent implementation. The DLT has also identified areas where we need to establish processes. This is a work in progress that is monitored by monthly reporting to the School Board and posted publicly on the District website.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): There is a lack of consistency with the implementation of processes in various areas of the district. These include finance, human resources, and academics. **Root Cause:** There are definitely pockets where processes are being followed but there has not been a method of memorializing those processes across the district.

Perceptions

Perceptions Summary

Era ISD is working to establish a culture of shared beliefs by continuing to focus on the Balanced Scorecard (BSC), which contains our Vision, Mission, and Belief Statements formulated by our stakeholder group in the spring of 2021. District leaders are consistently encouraged to use the BSC as the foundation by which decisions are made from programming to finance. With a shared set of values and beliefs, the work is aligned and students benefit.

The community of Era strongly supports the school district and holds the teachers and staff in high regard. There is pride in the fact that the staff operates as family and has high moral standards, which are conveyed to students.

Perceptions Strengths

- Sunshine Committee was expanded in 2021-2022 to encompass both the elementary and secondary campuses. This is helping to bring staff together as everyone is shown appreciation across the campus.
- Sense of community
- Shared core beliefs

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need for a district-wide character education program. **Root Cause:** The elementary campus has been implementing character education lessons but there is not a district-wide component that involves all students.

Priority Problem Statements

Problem Statement 3: Review of 2021 CCMR shows a need to focus more on this area with specific strategies to increase number of graduating Seniors who are CCMR.

Root Cause 3: An impact from COVID was felt in regards to the opportunities students had to take tests like ACT, SAT, TSIA, and IBCs. This, in combination with a lack of focus on the area of CCMR has caused a decline in this area.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a lack of consistency with the implementation of processes in various areas of the district. These include finance, human resources, and academics.

Root Cause 4: There are definitely pockets where processes are being followed but there has not been a method of memorializing those processes across the district.

Problem Statement 4 Areas: District Processes & Programs

Problem Statement 5: There is a need for a district-wide character education program.

Root Cause 5: The elementary campus has been implementing character education lessons but there is not a district-wide component that involves all students.

Problem Statement 5 Areas: Perceptions

Problem Statement 1: Ensure participation in Gifted and Talented (GT) is reflective of the student population.

Root Cause 1: The process for testing needs a wider net to ensure students are not missed in the identification process.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Era ISD does not provide a Pre-Kindergarten program.

Root Cause 2: The district has been on an allowable waiver for three years.

Problem Statement 2 Areas: Demographics

Goals

Goal 1: Pillar I: Student Success

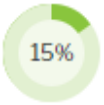
Performance Objective 1: 1.1 Every student grows every year

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.1.A. Alignment of the written, taught and assessed curriculum: Curriculum-Based Unit Assessments **Strategy's Expected Result/Impact:** Increased STAAR Progress Measure **Staff Responsible for Monitoring:** Principals **Title I Schoolwide Elements:** 2.4 **Funding Sources:** TEKS Bank - ESSER II: Fund 281 - $3,270	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 1.1.B. Systematic progress monitoring: IStation (K-8), mClass (K-2), Study Island (K-12) **Strategy's Expected Result/Impact:** Increased STAAR Progress Measure **Staff Responsible for Monitoring:** Principals **Title I Schoolwide Elements:** 2.4	40%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Implementation of Accelerated Instruction Plans for all students who did not meet standard on previous year STAAR/EOC. **Strategy's Expected Result/Impact:** Students with AIPs will meet standard on subsequent year STAAR/EOC. **Staff Responsible for Monitoring:** Principals **Title I Schoolwide Elements:** 2.4, 2.5, 2.6	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Implementation of consistent Guided Reading instruction at the elementary campus through use of leveled library. **Strategy's Expected Result/Impact:** Increase number of students reading on or above grade level by the end of each academic year. **Staff Responsible for Monitoring:** Elementary Principal **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 **Funding Sources:** Leveled Library for Elementary Campus - ESSER III: Fund 282 - $13,400				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Pillar I: Student Success

Performance Objective 2: 1.2 Annually increase the percentage of students who are college and/or career and/or military ready

HB3 Goal

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.2.A. Annually increase the percentage of students who are College Ready: Master Schedule and CCMR Tracker alignment **Strategy's Expected Result/Impact:** Increase in College, Career and Military Readiness Indicator- Texas Accountability System **Staff Responsible for Monitoring:** Superintendent and Secondary Principal **Title I Schoolwide Elements:** 2.4, 2.6	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: 1.2.B. Annually increase the percentage of students who are Career Ready: Master Schedule and CCMR Tracker alignment **Strategy's Expected Result/Impact:** Increase in College, Career and Military Readiness Indicator- Texas Accountability System **Staff Responsible for Monitoring:** Superintendent and Secondary Principal **Title I Schoolwide Elements:** 2.4, 2.6	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: 1.2.C. Annually increase the percentage of students who are Military Ready: Increased opportunity for military engagement **Strategy's Expected Result/Impact:** Increase in College, Career and Military Readiness Indicator- Texas Accountability System **Staff Responsible for Monitoring:** Superintendent and Secondary Principal **Title I Schoolwide Elements:** 2.4, 2.6	50%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Provide targeted preparation for students taking the TSIA, including remediation plan for students who need to retake the exam during the year. **Strategy's Expected Result/Impact:** Increased number of students meeting the college-ready indicator on				

TSIA. **Staff Responsible for Monitoring:** Principal and Secondary Counselor **Title I Schoolwide Elements:** 2.5, 2.6 **Funding Sources:** TSIA Preparation Materials - ESSER III: Fund 282 - $5,125				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: Pillar I: Student Success

Performance Objective 3: 1.3 Increase student engagement and performance in extracurricular and co-curricular

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: 1.3.A. Creation of the "Hornet Cup" point structure: District-created rubric **Strategy's Expected Result/Impact:** Increased rubric score annually **Staff Responsible for Monitoring:** District Leadership Team **Title I Schoolwide Elements:** 2.6	0%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Pillar II: Faculty and Staff Recruitment, Retention, and Capacity-Building

Performance Objective 1: 2.1 Annually increase faculty and staff satisfaction

Strategy 1 Details	Reviews			
	Formative			Summative
Strategy 1: Staff satisfaction survey administered in fall and spring **Strategy's Expected Result/Impact:** Increased results from pre- to post-survey **Staff Responsible for Monitoring:** Superintendent and Principals	Nov	Jan	Mar	June
	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Conduct Focus Groups to gain further insight into survey results. **Strategy's Expected Result/Impact:** Gain further insight into survey results and build trust with staff. **Staff Responsible for Monitoring:** Superintendent	Nov	Jan	Mar	June
	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Identify and take action to address survey results **Strategy's Expected Result/Impact:** Build trust with staff and address items of need from survey. **Staff Responsible for Monitoring:** Superintendent and Principals	Nov	Jan	Mar	June
	45%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Pillar II: Faculty and Staff Recruitment, Retention, and Capacity-Building

Performance Objective 2: 2.2 Annually increase faculty and staff engagement

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff engagement survey administered in fall and spring **Strategy's Expected Result/Impact:** Increased results from pre- to post-survey **Staff Responsible for Monitoring:** Superintendent and Principals	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct Focus Groups to gain further insight into survey results. **Strategy's Expected Result/Impact:** Gain further insight into survey results and build trust with staff. **Staff Responsible for Monitoring:** Superintendent	50%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify and take action to address survey results **Strategy's Expected Result/Impact:** Build trust with staff and address items of need from survey. **Staff Responsible for Monitoring:** Superintendent and Principals	45%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Pillar II: Faculty and Staff Recruitment, Retention, and Capacity-Building

Performance Objective 3: 2.3 Professional development plans are developed and required for all categories of employees

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: All employees have goal-setting conference with their supervisor in the fall **Strategy's Expected Result/Impact:** All employees have set goals specific to their work to build capacity in all staff. **Staff Responsible for Monitoring:** Superintendent and Principals	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Professional Development Plans are developed for all employees based on goal-setting conferences **Strategy's Expected Result/Impact:** Employees have increased capacity due to completion of Professional Development Plans **Staff Responsible for Monitoring:** Superintendent and Principals	45%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 1: 3.1 Annually increase student engagement and satisfaction

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Student engagement and satisfaction survey administered in fall and spring **Strategy's Expected Result/Impact:** Increased results from pre- to post-survey **Staff Responsible for Monitoring:** Superintendent and Principals	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct Focus Groups to gain further insight into survey results. **Strategy's Expected Result/Impact:** Gain further insight into survey results and build trust with students. **Staff Responsible for Monitoring:** Superintendent	45%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify and take action to address survey results **Strategy's Expected Result/Impact:** Build trust with students and address items of need from survey. **Staff Responsible for Monitoring:** Superintendent and Principals	40%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Era ISD does not tolerate dating violence and ensures procedures are in place for reporting and notifying a parent if a report identifies a student as an alleged victim or perpetrator. Guidelines are provided for students who are victims. Reference Policy FFH(LOCAL) for further information. **Strategy's Expected Result/Impact:** Provide safe learning environment for students. **Staff Responsible for Monitoring:** Principals **Title I Schoolwide Elements:** 2.6	100%	100%	100%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 2: 3.2 Annually increase parent engagement and satisfaction

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Parent engagement and satisfaction survey administered in fall and spring **Strategy's Expected Result/Impact:** Increased results from pre- to post-survey **Staff Responsible for Monitoring:** Superintendent and Principals	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct Focus Groups to gain further insight into survey results. **Strategy's Expected Result/Impact:** Gain further insight into survey results and build trust with parents. **Staff Responsible for Monitoring:** Superintendent	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify and take action to address survey results **Strategy's Expected Result/Impact:** Build trust with parents and address items of need from survey. **Staff Responsible for Monitoring:** Superintendent and Principals	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: Pillar III: Stakeholder Engagement and Satisfaction

Performance Objective 3: 3.3 Annually increase community engagement and satisfaction

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Community engagement and satisfaction survey administered in fall and spring **Strategy's Expected Result/Impact:** Increased results from pre- to post-survey **Staff Responsible for Monitoring:** Superintendent and Principals	50%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct Focus Groups to gain further insight into survey results. **Strategy's Expected Result/Impact:** Gain further insight into survey results and build trust with community. **Staff Responsible for Monitoring:** Superintendent	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify and take action to address survey results **Strategy's Expected Result/Impact:** Build trust with community and address items of need from survey. **Staff Responsible for Monitoring:** Superintendent and Principals	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Pillar IV: Effective and Efficient Operations

Performance Objective 1: 4.1 Ensure strong financial stewardship and clear communication with all stakeholders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Monitor adopted to actual monthly comparison **Strategy's Expected Result/Impact:** Strategic monitoring leads to balanced annual spending. **Staff Responsible for Monitoring:** Executive Director of Business Services	40%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Utilize revenue projection process that aligns with recommendations from TASBO (Texas Association of School Business Officials) **Strategy's Expected Result/Impact:** Accurate projections on which to build the annual budget. **Staff Responsible for Monitoring:** Executive Director of Business Services and Superintendent	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Develop and deploy annual budget development calendar **Strategy's Expected Result/Impact:** Timely steps are taken in reviewing current year's budget and planning for next year's budget **Staff Responsible for Monitoring:** Executive Director of Business Services	10%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4: Maintain and promote Comptroller Transparency Stars **Strategy's Expected Result/Impact:** Ensures the highest possible standard for our Business and Finance Department **Staff Responsible for Monitoring:** Executive Director of Business Services and Superintendent	20%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Pillar IV: Effective and Efficient Operations

Performance Objective 2: 4.2 Development, deployment, and clear communication of coherent facility management process(es)

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Initiate district-wide facility assessment **Strategy's Expected Result/Impact:** Provide accurate assessment of district facility needs **Staff Responsible for Monitoring:** Superintendent and Director of Operations **Title I Schoolwide Elements:** 2.4, 2.6	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Prioritize and create long-term facility plan **Strategy's Expected Result/Impact:** Provide means to more strategically update and maintain facilities over time. **Staff Responsible for Monitoring:** Superintendent and Director of Operations **Title I Schoolwide Elements:** 2.4, 2.6	35%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Execute long-term facility plan **Strategy's Expected Result/Impact:** Strategically update and maintain facilities over time. **Staff Responsible for Monitoring:** Superintendent and Director of Operations **Title I Schoolwide Elements:** 2.4, 2.6	0%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 4: Pillar IV: Effective and Efficient Operations

Performance Objective 3: 4.3 Ensure operational effectiveness and efficiency and clear communication with all stakeholders

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Develop key work processes **Strategy's Expected Result/Impact:** Provide means of strategically and consistently addressing operational work in the district. **Staff Responsible for Monitoring:** Superintendent **Title I Schoolwide Elements:** 2.4, 2.6	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Coherent Risk Management processes **Strategy's Expected Result/Impact:** Mitigate risk for the district **Staff Responsible for Monitoring:** Superintendent	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Establish and monitor work order and purchase order timelines **Strategy's Expected Result/Impact:** Provide consistent and strategic monitoring of processes in the district. **Staff Responsible for Monitoring:** Superintendent, Director of Operations, and Director of Technology **Title I Schoolwide Elements:** 2.4, 2.6	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

District Funding Summary

ESSER II: Fund 281					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	TEKS Bank		$3,270.00
				Sub-Total	$3,270.00

ESSER III: Fund 282					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Leveled Library for Elementary Campus		$13,400.00
1	2	4	TSIA Preparation Materials		$5,125.00
				Sub-Total	$18,525.00
				Grand Total	$21,795.00

Addendums

Student Performance

STAAR Results - Cumulative Summary -2017 to 2019(as of June) ** % at "Approaches"

*cumulative % through March & May test adminis **1st = first-time testers only; all = includ

	Reading			Math			Writing			Science			Social Studies		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
3	86%	87%	79%	91%	82%	79%									
4	75%	91%	78%	64%	89%	73%	89%	83%	71%						
5	*89%	*90%	*97%	*86%	*98%	*97%				86%	70%	75%			
6	89%	90%	81%	77%	93%	91%									
7	78%	84%	90%	71%	84%	88%	76%	84%	88%						
8	*87%	*93%	*88%	*80%	*89%	*84%				80%	78%	79%	53%	50%	76%
	English 1			Algebra 1			English 2			Biology			US History		
9-12	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
all	77%	73%	77%	93%	76%	79%	84%	94%	76%	93%	94%	100%	97%	94%	98%
**1st	83%	75%	83%	96%	78%	86%	86%	96%	80%	95%	97%	100%	97%	94%	98%

2019 STAAR Results - Comparison: State vs. Era (as of June) ** % at "Approaches"

*cumulative % through March & May test administrations

	Reading		Math		Writing		Science		Social Studies	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
3	76%	79%	78%	79%						
4	74%	78%	74%	73%	65%	71%				
5	77%	*97%	83%	*97%			74%	75%		
6	66%	81%	79%	91%						
7	74%	90%	73%	88%	69%	88%				
8	77%	*88%	81%	*84%			79%	79%	67%	76%
	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
9-12	63%	77%	84%	79%	67%	76%	88%	100%	93%	98%

STAAR Results - Cumulative Summary -2017 to 2019(as of June) ** % at "Meets"

	Reading			Math			Writing			Science			Social Studies		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
3	51%	55%	42%	51%	34%	36%									
4	53%	63%	44%	31%	54%	37%	69%	63%	46%						
5	61%	65%	56%	39%	48%	47%				27%	23%	38%			
6	63%	63%	44%	46%	58%	49%									
7	39%	75%	71%	41%	56%	64%	46%	66%	62%						
8	58%	50%	55%	36%	33%	52%				50%	38%	52%	13%	13%	24%
	English 1			Algebra 1			English 2			Biology			US History		
9-12	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
all	66%	55%	59%	59%	39%	53%	76%	73%	70%	79%	58%	79%	72%	75%	80%
**1st	71%	56%	65%	61%	40%	57%	81%	74%	77%	80%	60%	79%	72%	77%	80%

2019 STAAR Results - Comparison: State vs. Era ** % at "Meets"

	Reading		Math		Writing		Science		Social Studies	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
3	44%	42%	47%	36%						
4	43%	44%	46%	37%	33%	46%				
5	51%	56%	56%	47%			48%	38%		
6	35%	44%	45%	49%						
7	47%	71%	41%	64%	40%	62%				
8	53%	55%	55%	52%			49%	52%	35%	24%
	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
9-12	49%	59%	62%	53%	51%	70%	63%	79%	75%	80%

STAAR Results - Cumulative Summary -2017 to 2019(as of June) ** % at "Masters"

	Reading			Math			Writing			Science			Social Studies		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
3	31%	21%	18%	17%	16%	18%									
4	31%	29%	20%	11%	20%	20%	25%	14%	5%						
5	39%	33%	34%	11%	15%	16%				11%	13%	6%			
6	29%	38%	21%	23%	13%	19%									
7	24%	53%	43%	15%	25%	19%	10%	31%	31%						
8	29%	23%	30%	4%	0%	4%				17%	18%	15%	3%	3%	9%
	English 1			Algebra 1			English 2			Biology			US History		
9-12	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
all	11%	12%	7%	21%	15%	39%	11%	8%	9%	17%	23%	21%	33%	28%	36%
**1st	12%	13%	8%	21%	15%	43%	11%	9%	10%	17%	23%	21%	33%	29%	36%

2019 STAAR Results - Comparison: State vs. Era ** % at "Masters"

	Reading		Math		Writing		Science		Social Studies	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
3	28%	18%	24%	18%						
4	22%	20%	28%	20%	10%	5%				
5	29%	34%	36%	16%			23%	6%		
6	17%	21%	20%	19%						
7	28%	43%	16%	19%	17%	31%				
8	27%	30%	16%	4%			24%	15%	20%	9%
	English 1		Algebra 1		English 2		Biology		US History	
	State	EISD	State	EISD	State	EISD	State	EISD	State	EISD
9-12	12%	7%	39%	39%	8%	9%	26%	21%	47%	36%

Student Performance ACT Data

Longitudinal Trends - Average ACT Scores

	Total Tested		English		Mathematics		Reading		Science		Composite	
Grad Year	District	State	District	State	District	State	District	State	District	State	District	State
2005	5	72,294	20.4	19.3	20.4	20.3	24.6	20.3	21.0	20.2	21.6	20.2
2006	6	73,524	24.5	19.4	23.8	20.6	27.2	20.5	24.3	20.3	25.2	20.3
2007	14	76,542	23.8	19.5	24.2	20.8	22.5	20.6	23.0	20.4	23.5	20.5
2008	7	79,050	22.9	19.8	22.7	21.2	23.7	20.9	22.4	20.5	23.0	20.7
2009	6	82,640	19.3	19.9	21.3	21.3	22.2	20.9	20.5	20.6	21.0	20.8
2010	12	92,615	18.3	19.7	20.0	21.4	18.0	20.8	18.3	20.9	18.8	20.8
2011	28	101,569	20.7	19.6	21.9	21.5	20.9	20.7	21.6	20.8	21.5	20.8
2012	8	110,180	16.4	19.6	17.9	21.4	17.8	20.8	16.6	20.8	17.4	20.8
2013	22	109,841	22.5	19.8	22.6	21.5	24.0	21.0	23.1	20.9	23.1	20.9
2014	14	116,547	16.9	19.8	19.4	21.4	19.3	21.1	20.3	21.0	19.0	20.9
2015	32	124,764	20.8	19.8	20.1	21.1	20.3	21.1	21.3	21.0	20.7	20.9
2016	22	142,877	22.4	19.4	21.1	20.7	21.4	21.0	21.4	20.7	21.7	20.6
2017	19	146,608	18.6	19.5	19.4	20.7	21.3	21.1	20.7	20.9	20.2	20.7
2018	22	141,253	20.5	19.6	22.1	20.6	23.1	21.1	22.1	20.8	22.1	20.6
2019	25	136,061	20.6	19.5	21.0	20.4	21.9	21.1	21.0	20.6	21.2	20.5

Percent of ACT-Tested Students Ready for College-Level Coursework

ACT has established the following as college readiness benchmark scores for designated college courses.
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher, or about a 75% chance of obtaining a C or higher in the corresponding college courses.

* English Composition: 18 on ACT English Test
* College Algebra: 22 on ACT Mathematics Test
* Social Science: 22 on ACT Reading Test
* Biology: 23 on ACT Science Test

	Total Tested		College English Composition		College Algebra		College Social Science		College Biology		Meeting All 4	
Grad Ye	istric	State	District	State	District	State	District	State	District	State	District	State
2009	6	82,640	67%	63%	33%	44%	67%	49%	33%	26%	33%	22%
2010	12	92,615	--	--	--	--	--	--	--	--	--	--
2011	28	101,569	75%	60%	61%	48%	46%	48%	39%	28%	32%	24%
2012	8	110,180	38%	61%	25%	48%	38%	48%	0%	29%	0%	24%
2013	22	109,841	86%	61%	55%	48%	59%	43%	59%	36%	41%	26%
2014	14	116,547	--	--	--	--	--	--	--	--	--	--
2015	32	124,764	72%	59%	38%	44%	28%	44%	22%	38%	16%	27%
2016	22	142,877	91%	57%	45%	42%	32%	43%	36%	35%	9%	26%
2017	19	146,608	68%	57%	21%	40%	47%	45%	26%	35%	11%	26%
2018	22	141,253	73%	56%	50%	39%	55%	44%	45%	35%	32%	25%
2019	25	136,061	76%	55%	44%	38%	44%	44%	32%	35%	16%	25%

Accountability Summary

School Year 2018-19
ERA ISD

Student Enrollment Details 483 Students Enrolled **Address** 108 HARGROVE ST, ERA, TX 76238

DISTRICT OVERVIEW 2018-19

HOW WELL DID THIS DISTRICT PERFORM OVERALL?

B

88 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

2017-18	2018-19
Met Standard	**B**
80 out of 100	**88** out of 100

This section showcases annually the overall grade of this district to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

B

89 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS

B

81 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS

B

85 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

School Year 2018-19

ERA ISD

Student Enrollment Details 483 Students Enrolled **Address** 108 HARGROVE ST, ERA, TX 76238

HOW ARE SCORES CALCULATED?

STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	80	40%
College, Career, and Military Readiness	92	40%
Graduation Rate	100	20%
Total	89	100%

SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	76	
Relative Performance	81	100%
Total	81	100%

CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	71	55.6%
Academic Growth/Graduation Rate	100	11.1%
Student Achievement	100	33.3%
Total	85	100%

FINANCE SUMMARY 2017-18

HOW MUCH DID THIS DISTRICT RECEIVE COMPARED TO OTHERS?

$11,355
per student

Fiscal Peer Minimum: $6,067

Fiscal Peer Maximum: $48,949

Fiscal Peer Average: $14,362

FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) FOR 2018-19

A

96 out of 100

ERA ISD STRATEGIC PLAN 2021-2026

VISION:
Together, We Empower Students

MISSION:
A Community Dedicated to Equipping and Empowering Students for a Lifetime of Success

In Era ISD We Believe…

- ***Students*** are at the center of our work and will be instructed in a way that maintains the flexibility to engage in a variety of programs, and with that freedom, the student shall accept the responsibility of maintaining the integrity of Era ISD.
- ***Parents and Families*** should be the greatest of advocates for their children, flexible, involved, encouraging, and seek to partner with, and support our teachers as an investment in the future success of our students.
- ***Faculty and Staff*** are respected role models in our community who challenge themselves and our students to be continual learners in a way that supports them in and out of the classroom to equip our children for success in life.
- ***Campus Leaders*** are trustworthy, committed and invested in our students and community, and hold themselves and others accountable in a way that inspires and empowers.
- ***The Superintendent and Central Office Staff*** are servant leaders who demonstrate integrity, transparency, and open communication in a way that values diversity and directs resources towards the overall mission while maintaining accountability to all stakeholders.
- ***The School Board*** members are trusted leaders with integrity who are actively involved in the community while providing checks and balances, adherence to the chain of command, strong financial stewardship and always acting in the best interest of Era ISD students.

Pillar I: Student Success	**1.1** Every Student Grows Every Year **1.2** Annually Increase the Percentage of Students Who Are College and/or Career and/or Military Ready **1.3** Increase Student Engagement and Performance in Extracurricular and Co-Curricular
Pillar II: Faculty and Staff Recruitment, Retention and Capacity-Building	**2.1** Annually increase faculty and staff satisfaction **2.2** Annually increase faculty and staff engagement **2.3** Professional development plans are developed and required for all categories of employees
Pillar III: Stakeholder Engagement and Satisfaction	**3.1** Annually increase student engagement and satisfaction **3.2** Annually increase parent engagement and satisfaction **3.3** Annually increase community engagement and satisfaction
Pillar IV: Effective and Efficient Operations	**4.1** Ensure strong financial stewardship and clear communication with all stakeholders **4.2** Development, deployment, and clear communication of coherent facility management process(es) **4.3** Ensure operational effectiveness and efficiency and clear communication with all stakeholders

Early Childhood Literacy Board Outcome Goal					Early Childhood Math Board Outcome Goal					CCMR Board Outcome Goal				
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 60% by June 2024.					The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 55% by June 2024.					The percentage of graduates that meet the criteria for CCMR will increase from 90% to 95% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
47%	50%	53%	56%	60%	43%	46%	50%	52%	55%	91%	92%	93%	94%	95%
Early Childhood Literacy Progress Measure 1					**Early Childhood Math Progress Measure 1**					**CCMR Progress Measure 1**				
The percent of K students that score on grade level or above in EOY Reading ISIP will increase from 86% to 95% by June 2024.					The percent of K students that score on grade level or above in EOY math ISIP will increase from 76% to 85% by June 2024.					The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from 68% to 75% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
87%	89%	91%	93%	95%	77%	79%	81%	83%	95%	69%	70%	71%	73%	75%
Early Childhood Literacy Progress Measure 2					**Early Childhood Math Progress Measure 2**					**CCMR Progress Measure 2**				
The percent of 1 students that score on grade level or above in EOY Reading ISIP will increase from 74% to 83% by June 2024.					The percent of 1st grade students that score on grade level or above in EOY math ISIP will increase from 71% to 82% by June 2024.					The percent of CCMR students that achieve Advanced dual-credit course completion will increase from 37% to 45% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
75%	77%	79%	81%	83%	72%	75%	77%	79%	82%	38%	39%	41%	43%	45%
Early Childhood Literacy Progress Measure 3					**Early Childhood Math Progress Measure 3**					**CCMR Progress Measure 3**				
The average percent of 2nd and 3rd grade students that score on grade level or above in EOY Reading ISIP will increase from 80% to 90% by June 2024.					The average percent of 2nd and 3rd grade students that score on grade level or above in EOY math ISIP will increase from 92% to 95% by June 2024.					The percent of CCMR students that meet criteria for CCMR Outcomes Bonus for TSIA (both subjects) will increase from 38% to 45% by August 2024.				
Yearly Target Goals					Yearly Target Goals					Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**	**2020**	**2021**	**2022**	**2023**	**2024**
82%	84%	86%	88%	90%	93%	93%	94%	94%	95%	39%	40%	41%	43%	45%