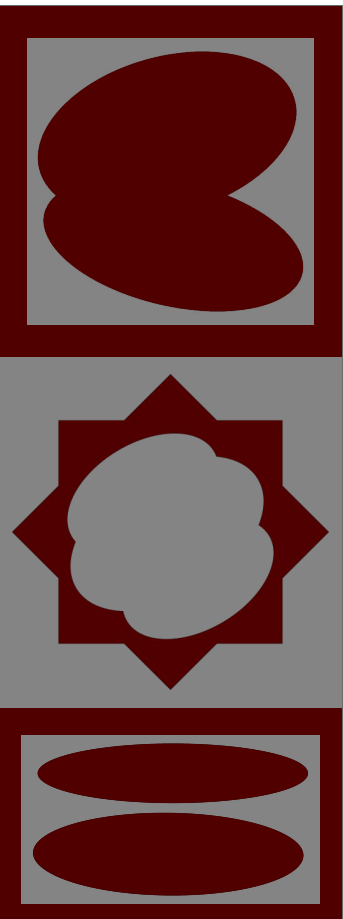




Advanced Academics & Enrichment

An Overview of UCISD Opportunities

Gifted and Talented Foundations

The Texas State Plan outlines five main components that guide our work:

- Fidelity of Services
 - Ensuring program is implemented as designed
- Student Identification
 - Equitable identification across all student groups
- Service Design
 - Structures and strategies to meet G/T needs
- Curriculum & Instruction
 - Appropriately advanced and differentiated learning
- Professional Learning
 - G/T trained teachers
- Family & Community Involvement
 - Engaging families and community in student learning.



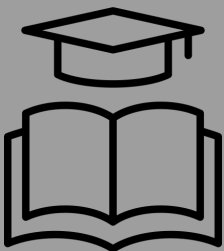
Our Program in Action

Component	What We Do	How We Evaluate
Fidelity of Services	• Monitor G/T program implementation across campuses *New	• Campus program reviews/status updates; site visits
Student Identification	• Screeners for Kindergarten and 2nd • K-12 referral process • Monitor students not recommended for one year	• Annual review of identification processes and data to ensure fair and inclusive identification practices.
Service Design	• Depth and complexity, choice boards, projects • Digital portfolio reviews by campus committees * New	• Committee feedback on curriculum alignment and student growth.
Curriculum & Instruction	• Advanced content, differentiated lessons, scaffolded challenges	• Classroom observation, portfolio reviews, teacher feedback.



Our Program in Action

Component	What We Do	How We Evaluate
Professional Learning	• Track teacher 30 hours/6 hour updates • Provide professional learning with ESC 20	• Professional learning audits
Family Engagement	• G/T Showcase events to connect families and highlight student learning.	• Parent and community feedback after events
Program Evaluation	• Campus program reviews & status updates * New • Annual district level review	• Use findings to set measurable goals



Gifted and Talented Program Goals

Student Identification & Assessment

- Increase Identification while maintaining equity.

Service Design, Curriculum & Instruction, Professional Learning

- Provide appropriately advanced instruction by ensuring GT-Trained Teachers

Fidelity of Services

- Strengthen services through ongoing evaluation.

Grade Level	G/T GL Representation Percent
PK	-
K	1.42%
1	1.24%
2	11.31%
3	5.97%
4	3.45%
5	5.93%
6	6.98%
7	11.67%
8	9.83%
9	9.90%
10	10.46%
11	7.23%
12	9.43%
District Total	6.73%
W/O PK	7.35%



STEM Learning Across the District

Students are engaging in meaningful STEM learning that builds creativity, critical thinking, and collaboration—preparing them to thrive in future-ready careers.

- **Enrichment Rotations-** Hands-on design challenges and Project Lead the Way (PLTW) Launch Modules.
- **Year-Long Classes-** Standards-focused projects that connect STEM skills to TEKS.
- **Instructional Frameworks-** classrooms implementing the 5E model, STEM fluency skills and the Gold Standards of Project Based

Mrs. Searcy's 2nd Grade STEM: Featuring Ms. Wallers students.
Sorting items based on their properties.

ACADEMIC UIL

- **Participation:** 120 students, 2-12th grade, across various events and One Act Play.
- **Achievements:** 25 students placed or received the best alternate in their events at district competitions.
- **Impact:** Participation in Academic UIL builds confidence, teamwork and academic pride.



Goal: Grow UIL participation across grade levels.

Mrs. Bustamante's MJH UIL Science students practicing for competition.

Dual Credit Opportunities

- Earn college credits while in high school
- Affordable education options for students

Currently Offer:

Associates Degree ~ General Studies

Welding Level 1 Certificate

Automotive Level 1 Certificate

Business Level 1 Certificate

Future:

Educational Pathway to becoming a Certified



PTECH Initiative

Preparing Students for Tomorrow's Workforce through Innovative Partnerships

Launch

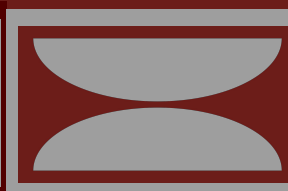
PTECH Planning Year
2025/2026

Partnerships

Collaborations with local
businesses established by
Spring 2026

First Cohort

Students to enroll in Fall
2026



Advanced Placement Program



RIGOROUS CURRICULUM

The AP program offers a **challenging curriculum** that prepares students for college-level work.

COLLEGE CREDITS

Students can earn **college credits** while still in high school through AP exams.

SKILL DEVELOPMENT

AP courses help students develop **critical thinking skills** essential for academic success.



Student Enrollment

ECHS/ AP

ECHS ~ 267

GRADE STUDENT	# OF
9TH GRADE	53
10TH GRADE	62
11TH GRADE	75

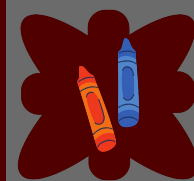
AP ~ 295

GRADE STUDENT	# OF
9TH GRADE	60
10TH GRADE	98
11TH GRADE	84

CCMR K-12 Alignment

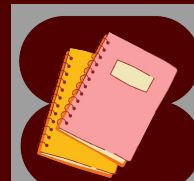
Elementary

- CCMR presentations/fairs/guest speakers
- UIL
- NEHS



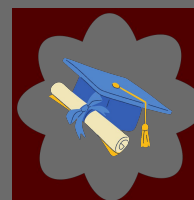
Middle School

- Career Explorations ~ 7th grade
- Courses for HS credit ~ 8th grade (Art, Principles...)
- NJHS
- Honors / Advanced courses



High School

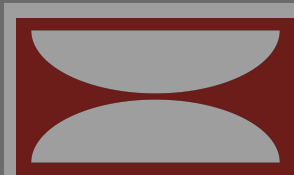
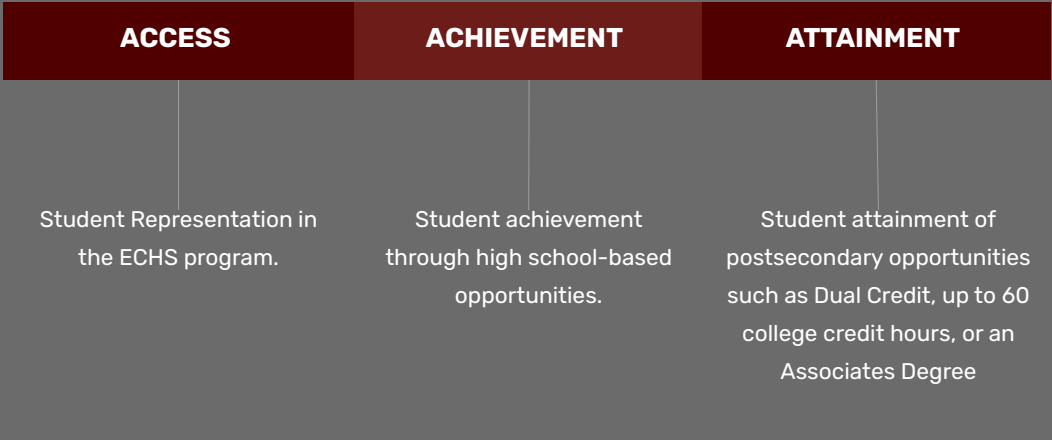
- ECHS
- PTECH
- AP/DC
- JROTC
- CTE





ECBS NEEDS IMPROVEMENT

OUTCOMES-BASED MEASURES



Access

Must meet targets on “At-Risk Students”
and EcoDis designated data indicators

Did not Meet

Measure	Campus Rate	District Rate	OBM Criteria for Designation	Met Designation Criteria
At Risk (Grade 9)	35.5%	69.8%	No more than 25% points under district grade 9-12 rate	NO
Economically Disadvantaged (9-12)	66.0%	77.5%	No more than 10% points under district grade 9-12 rate	NO
Emergent Bilingual Students (9-12)	6.7%	6.4%	For distinction purposes only	N/A
Students with Disabilities/ 504 (9-12)	7.8%	20.3%	For distinction purposes only	N/A

Achievement

Must meet targets on
at least **3**
achievement
designated data
indicators.

Met

Measure	Campus Rate	District Rate	OBM Criteria for Designation	Met Designation Criteria
Alg I EOC Approaches Level or Above by end of 9th grade	94.3%	N/A	70% of students	YES
Eng II EOC Approaches Level or Above by end of 11th grade	97.0%	N/A	70% of students	YES
TSIA Math College Readiness Standard or First College-Level Course in Math by end of 11th grade	37.9%	N/A	60% of students	NO
TSIA ELAR College Readiness Standard or First College-Level Course in Rdg/Wtg by end of 11th grade	56.1%	N/A	70% of students	NO
Class of 2024 Four-Year ECHS Program - Level Longitudinal Graduation Rate	100.0%	N/A	Within 5% of statewide 4-yr graduation rate for the class of 2024 (90.7%)	YES
College Readiness Benchmarks in Math and ELAR by Graduation	47.8%	N/A	40% of students	YES

Attainment

Must meet targets on
at least **3** attainment
designated data
indicators.

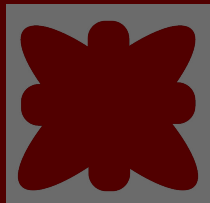
Did not
Meet

Measure	Campus Rate	District Rate	OBM Criteria for Designation	Met Designation Criteria
College Credit 9+ hrs (any) by end of 9th grade	12.7%	N/A	30% of students	NO
College Credit 3+ hrs in ELA or Math by end of 11th grade	56.1%	N/A	40% of students	YES
College credit 15+ hrs (any) by graduation	29.9%	N/A	50% of students	NO
Completing Core 42 by graduation	28.4%	N/A	50% of students	NO
Postsecondary Degree by Graduation	37.3%	N/A	50% of students	NO
Persistence	83.3%	N/A	75% of students	YES

ECHS Improvement Needed Process

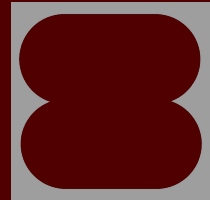
Up to 3 years to meet OBM standards

If meets OBM after 2 years (due to lag data), a campus can be exited from Improvement Needed



Targeted, Individualized, OBM driven coaching

Fall and Spring coaching visits



OBM Action Plan

Develop and submit OBM Action Plan

- ID target OBMs, outline strategies
- Submission 1 (January), Submission 2 (May)

Submit EOY progress update in Spring

