

Ector County Independent School District

Odessa Collegiate Academy

2025-2026 Board Goals/Performance Objectives/Strategies



Mission Statement

Believing OUR students are THE future, the mission of Ector County ISD is to **inspire** and **challenge** every student to be **prepared for success** and to be **adaptable** in an ever-changing society.

As the OCA Family, we foster innovative leaders driven to forge the future.

#BlueWolfFamily #ForgeTheFuture #teamECISD #Leadership Matters

#IMPACT

Follow us on our school Facebook or Twitter page @OCAwolves

Vision

OUR students...THE future.

ALL Odessa Collegiate Academy students will graduate with an OCA High School Diploma and an Associate Degree from Odessa College with the expectation that our students will transfer to a college university and graduate with a bachelor degree in a field / major of their choosing.

Value Statement

We Value and Believe:

- We are driven by **equity** for every child. Every child in ECISD deserves a high quality rigorous academic experience.
 - We are a **district of leaders** and will be on the forefront of this movement to improve education for children.
 - We believe that our **most fragile** students should be **taught by our best educators**.
 - We **believe in meeting students where they are** academically and socially/emotionally.
 - We believe students deserve a **learning experience that is personalized**.
 - We believe in **acceleration** over remediation and the **scaffolding** that supports acceleration.
 - We believe that **assessment using multiple measures** drives learning.
 - We believe that our **use of resources** to support learning, both fiscal and human, **must be effective and efficient**.
 - We believe the **parents/guardians of our students** as well as our **community** are **integral to success**.

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Board Goals

Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 1: OCA will increase the percent of students end of year Reading RIT score (Growth in MAP scores of met or exceeded individual growth projections) based on end of year MAP testing from 65% to 70%.

HB3 Board Goal

Indicators of Success:

Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. Strategy's Expected Result/Impact: Improve Student Achievement, Improve Student MAP growth and scores Staff Responsible for Monitoring: Campus Instructional Leadership, Teachers, Students (students track their own data, too) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. Strategy's Expected Result/Impact: Increase student MAP achievement and growth Staff Responsible for Monitoring: Teachers, Instructional Coach, and Campus Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 2: OCA will increase the percent of students end of year Math RIT score (Growth in MAP scores of met or exceeded individual growth) based on end of year MAP testing from 60% to 65%.

HB3 Board Goal

Indicators of Success:
Growth (MAP) - % student end of year RIT score met or exceeded individual growth projections based upon MAP - 2026 Goal: 52%

Evaluation Data Sources: MAP Beginning, End of Year Assessment

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated MAP data, monitor the progress of all MAP tested students, and provide feedback to students and teachers. Strategy's Expected Result/Impact: Improve Student Achievement, Improve Student MAP growth and scores Staff Responsible for Monitoring: Campus Instructional Leadership, Teachers, Students (students track their own data, too) TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use MAP data to meet with students using their individual growth chart (provided by MAP) to chart their progress and create goals for their next MAP assessment. Strategy's Expected Result/Impact: Increase student MAP achievement and growth. Staff Responsible for Monitoring: Teachers, Instructional Coach, and Campus Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 3: The percentage of English I EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 36% to 40%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%, English I - % of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC - 2026 Goal: 38%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-assess. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 4: The percentage of English II EOC testers achieving Meets will remain at 90% or higher and will improve for Masters from 16% to 20%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 5: The percentage of Algebra I EOC testers achieving Meets will increase from 74% to 80% and for Masters from 38% to 40%.

Strategy 1 Details		Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Strategy 2 Details		Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 6: The percentage of Biology EOC testers achieving Meets will increase from 88% to 90% and will improve for Masters from 25% to 30%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Teachers will use their own individual planning process in preparation for PLCs to analyze data, identify student misconceptions and weaknesses, prepare their own data notebooks, use Lead4Ward strategies, and develop plans to reteach and re-asses. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 1: The percentage of students achieving or exceeding the meets standard on state assessments will increase from 35% to 48% by May 2029 across all tested content areas.

Performance Objective 7: The percentage of U.S. History EOC testers achieving Meets at 90% or higher and will improve for Masters from 44% to 50%.

HB3 Board Goal

Indicators of Success:
Growth (STAAR) - % of students who meet or exceed the STAAR academic annual growth - 2026 Goal: 62%

Evaluation Data Sources: STAAR EOC May 2026 Results

Strategy 1 Details	Reviews			
Strategy 1: Campus Instructional Leadership will review disaggregated data and track/monitor the progress of all tested students and provide evidence based (data) feedback to teachers. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Being that U.S. History is taught by various Odessa College Professors, OCA Social Studies teachers will review and re-enforce US History concepts with students during the 2nd Semester during Lunch Advisories and during AVID classes. Strategy's Expected Result/Impact: Increased student performance on STAAR EOC Staff Responsible for Monitoring: Campus Instructional Leadership, Social Studies Teachers ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 2: The percentage of 3rd grade students reading at or above grade level will increase from 34% to 48% by May 2029.

Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.





Performance Objective 1: OCA will maintain a 100% CCMR rate for 2026.

HB3 Board Goal

Indicators of Success:

College, Career, and Military Readiness - % of current seniors meeting at least one CCMR accountability indicator by the completion of their junior year - 2026 Goal: 37%

Evaluation Data Sources: CCMR reports from the district

Strategy 1 Details	Reviews			
Strategy 1: Counselor and Principal will review reports and student transcripts to ensure students will meet CCMR Accountability criteria by the end of their 10th Grade year (9 or more college hours earned by the end of 10th Grade). Strategy's Expected Result/Impact: Maintain a 100% rate for CCMR Staff Responsible for Monitoring: Principal, Counselor, OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: To earn CCMR bonus points and to continue students taking college classes, students will pass the TSI Reading/Writing and Math Assessments. Strategy's Expected Result/Impact: All OCA students will be TSI compliant Staff Responsible for Monitoring: Principal, Counselor, OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 2: The percentage of OCA student attendance will increase from 96.6% (May 2025) to 96.8% by the end of May 2026.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%

Evaluation Data Sources: Weekly attendance reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain multi-tiered systems of reports and supports to track and monitor student attendance. Strategy's Expected Result/Impact: Increase Student Attendance Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Track student attendance weekly and for some at-risk students and those students on attendance contracts / probation, track it daily. Strategy's Expected Result/Impact: Increase Student Attendance Rate Staff Responsible for Monitoring: Attendance Clerk, Principal, Teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Board Goal 3: The percentage of high school graduates considered College, Career or Military Ready will increase from 88% to 93% by May 2029.

Performance Objective 3: OCA will maintain low student discipline infractions / discipline referrals (10 or less) for the 2025-26 school year.

Indicators of Success:

Attendance - % of student daily attendance - 2026 Goal: 92.5%, School Connectedness - The belief held by students that adults and peers in the school care about their learning as well as about them as individuals - 2026 Goal: 52%





Evaluation Data Sources: Discipline Reports from the District / PEIMS Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Maintain high expectations for student discipline and positive behavior, and communicate those expectations to all OCA students and parents. Strategy's Expected Result/Impact: Positive School Learning Environment with very few discipline referrals Staff Responsible for Monitoring: Principal, Counselor ESF Levers: Lever 3: Positive School Culture	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Utilize the SAS Counselor on campus to assist with student conflict-resolution situations as needed. Strategy's Expected Result/Impact: Positive School Culture that promotes a way to resolve student conflict-resolution situations in a timely manner. Staff Responsible for Monitoring: Principal, Counselor, SAS ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 1: OCA's 9th grade At-Risk student Percentage Rate will be within 25 points of the District's At-Risk Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.





Evaluation Data Sources: PEIMS Data, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as At Risk for the next 9th grade class Strategy's Expected Result/Impact: Be in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Identify, Recruit, and Accept ESL 8th Grade Students and Identify, Recruit and Accept 8th Grade Students under the Community Outreach Center umbrella Strategy's Expected Result/Impact: Increase number of At-Risk Students into the next 9th Grade class Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 2: OCA's Economically Disadvantage Percentage Rate as a campus will be within 10 points of the District's Economically Disadvantage Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.





Evaluation Data Sources: PEIMS Reports, Data from Information Systems, Enrollment Data

Strategy 1 Details	Reviews			
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Economically Disadvantaged for the next 9th grade class Strategy's Expected Result/Impact: Be in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Strategy 2 Details	Reviews			
Strategy 2: Ensure ALL OCA Students / Families complete the Income Survey during the Online Registration process. Strategy's Expected Result/Impact: Increase the number of Economic Disadvantaged Students at OCA. Staff Responsible for Monitoring: Principal, EDL, Choice Schools Office, Counselor TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Board Goal 4: Classroom Excellence

Performance Objective 3: OCA's Emergent Bilingual Students/English Learners (Grades 9-12) will be within 10 points of the District's Emergent Bilingual Students/English Learners (Grades 9-12) Percentage Rate for the annual TEA CCRSM OMB Report for Early College High Schools.





Evaluation Data Sources: PEIMS Reports, Reports from Information Systems

Strategy 1 Details	Reviews			
Strategy 1: Identify, Recruit, and Accept 8th Grade Students into OCA who are identified as Emergent Bilingual for the next 9th grade class Strategy's Expected Result/Impact: Be in compliance for the TEA CCRSM OMB Report Staff Responsible for Monitoring: Principal, EDL, Choice School Office TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Develop all reading / recruiting materials in Spanish. Have all parent meetings / recruiting meetings in Spanish. Strategy's Expected Result/Impact: Increase the number of Emergent Bilingual Students at OCA Staff Responsible for Monitoring: Principal, EDL, Choice School Office TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 1: OCA will increase School Connectedness from 56% (Spring 2025) to 60% (Spring 2026).





Evaluation Data Sources: Panorama Survey Results

Strategy 1 Details	Reviews			
Strategy 1: Embed SEL strategies from the iLead curriculum, and AVID strategies & activities, grades 9-12. Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs Staff Responsible for Monitoring: ALL OCA Teachers, AVID teachers, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: With the addition of a SAS Crisis Counselor on campus on Fridays, Implement a proactive and responsive student support system for students to improve a positive learning environment. Strategy's Expected Result/Impact: All students feel comfortable to reach out to an adult on campus with their concerns and/or needs. Staff Responsible for Monitoring: Principal, Academic Counselor, SAS Counselor, all Teachers, Campus Nurse, OC Liaison ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 2: OCA will increase School Climate from 61% (Spring 2025) to 65% (Spring 2026).

Evaluation Data Sources: Panorama Survey

Strategy 1 Details	Reviews			
Strategy 1: Embed SEL strategies from the iLead curriculum, and AVID strategies & activities, grades 9-12. Strategy's Expected Result/Impact: Improved students' social, emotional, and academic needs Staff Responsible for Monitoring: All teachers - grades 9-12, AVID teachers, Counselor ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Work with teachers to ensure all lessons are engaging so that all students contribute in every class. Strategy's Expected Result/Impact: Students feel comfortable participating and engaged in their classroom lessons. Staff Responsible for Monitoring: Principal, Counselor, All Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
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Board Goal 5: Culture of Excellence

Performance Objective 3: 100% of OCA students will be enrolled in an AVID course to prepare them for their post secondary plans and attend a university of their choosing.

Evaluation Data Sources: Master schedule to show ALL students are enrolled in OCA AVID, and OCA AVID reports

Strategy 1 Details	Reviews			
Strategy 1: Complete FAFSA, scholarship applications, college applications, and research college and careers through OCA AVID classes. Also, through all AVID classes, teach organizational skills, efficient individual study skills, efficient small groups study skills, develop small and large goal making skills, and develop social skills needed in a university, career environment, and as a global citizen. Strategy's Expected Result/Impact: Prepare our students to be college and career ready after graduation and transfer to a university of their choosing after graduation. Also, give ALL our students the necessary skills they will need as they transfer to an university of their choosing and on to a career of their choosing. Staff Responsible for Monitoring: AVID Teachers, AVID Coordinator, AVID District officials, AVID Site Team, Principal, Counselor, Teachers, and OC Liaison TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: As stated in the OCA/OC MOU, maintain appropriate AVID staffing and class size at OCA, so that ALL students have the AVID elective each year while attending OCA. Strategy's Expected Result/Impact: Keep AVID as an integral part of OCA each year as staffing is reviewed annually in the Spring semester. Maintain the AVID culture and instructional skills taught for each grade level at OCA. Staff Responsible for Monitoring: Principal, Counselor, AVID Campus Coordinator, AVID Teachers, AVID Site Team TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Mar	May



No Progress



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