Ector County Independent School District

District Improvement Plan

2015-2016 Performance Objectives with Needs Assessment

Mission Statement

The mission of the ECISD Community, a passionate, unified, world class leader in education, is to develop world ready, life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive community support and participation that fosters a standard of excellence: serving as advocate and steward for all students; ensuring relevant teaching, engaged learning, and dynamic innovation; and maximizing all available resources.

Vision

Strategies

Strategy #1

We will ensure learning experiences are engaging, challenging, and meaningful.

Strategy #2

We will provide infrastructure to maximize the success of all students.

Strategy #3

We will identify, engage and equip our world class team to accomplish our mission.

Strategy #4

We will establish and sustain an interdependent partnership with parents.

Strategy #5

We will communicate effectively to serve our mission.

Strategy #6

We will model and market our new culture throughout our community to ensure support and participation.

Core Beliefs

We believe that...

- Each person has inherent worth and unique strengths.
- Curiosity and learning are natural and grow without limit given stimulation and nurturing.
- People are interdependent.
- Each individual has a responsibility to add value to self and community.
- Individuals are accountable for their choices and actions.
- Education creates opportunity and opportunity creates a better world.
- Progress improves and adds value to human life.
- Fear limits life's potential; courage inspires living.
- There is a difference between right and wrong.
- Values learned at home affect a lifetime.
- Leadership is influence; everyone is a leader.

Performance Objectives

Goal 1: We will ensure learning experiences that are engaging, challenging, and meaningful.

Performance Objective 1: All of IR campuses will meet accountability standards as required by TEA by 2016. All other campuses will show increase in campus growth measures of at least 5% in Index 2. (Supports Federal; State Priority Goals SP 1.1, SP 1.2, SP 1.8, SP 1.9, SP 2.1, SP 2.2, SP 2.5)

Summative Evaluation: Current year accountability data (10 IR campuses), PSP Data, CSP Process, SBA Data, TEA Recommendations, Progress monitoring (how and what instrument)

Performance Objective 2: 100% of classrooms will implement the ECISD managed curriculum with fidelity.

Summative Evaluation: Plan for Comprehensive School Support (including budget), PLC agendas and notes. Classroom observations and walkthroughs.

Performance Objective 3: 100% of middle school campuses will utilize interdisciplinary teaming to ensure learning experiences that are engaging, challenging, and meaningful. (Supports Federal; State Priority Goals SP 1.1, SP 1.2, SP 2.3)

Summative Evaluation: PLC agendas and notes. STAAR test scores and EOCs. Formative assessments. Classroom observations and walkthroughs.

Performance Objective 4: By the Spring of 2018, 95% of advanced placement students will score above the national mean on college entrance exams. There will be a 10% increase over prior year, of advanced placement students who score (3) or better on AP exams given. By Spring of 2016, IB diplomas granted will increase by 50%. Gifted & Talented students will maintain at least 2% of GT identified students. All Gifted/Talented students will be afforded opportunities to engage in meaningful learning experiences.(Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4)

Summative Evaluation: AP exam scores (including benchmark year), SAT/ACT data (including state and national mean scores), IB diplomas granted for years 2011-Present. Each campus will identify at least 2% of their student population as gifted and mirror their campus demographics.

Performance Objective 5: ECISD will implement two Early College High School by 2016. (Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4, SP 1.8)

Performance Objective 6: 100% of campuses will implement CHAMPS - PBIS with fidelity and reduce expulsions by 20%, Increasing graduation rate by xx% and...(Supports Federal & State Priority Goals SP 1.8, SP 2.2.)

Summative Evaluation: Student Code of Conduct, State Accountability Data, Historic ECISD dropout/leaver/graduation rate data

Performance Objective 7: AVID Smartgoal (Supports Federal & State Priority Goals SP 1.1, SP 1.2, SP 1.4, SP 1.8, SP 2.2)

Summative Evaluation: AVID Center Data, AVID Certification Self Study, Senior Data,

Performance Objective 8: All students engaged in the state physical education assessment will show improvement. (Supports Federal & State Priority Goal SP 1.3)

Summative Evaluation: Fitness gram data will be evaluated for all students participating.

Performance Objective 9: On state mandated testing days all campuses will meet the 95% federal particpation standards. (Supports Federal & State Priority Goal SP 1.5, SP 1.7)

Summative Evaluation: State Accountability data, PEIMS submissions and attendance records

Goal 2: We will provide infrastructure to maximize the success of all students

Performance Objective 1: Boundaries - ECISD will review in even numbered years and make recommendations to maintain efficient utilization of the facilities.

Summative Evaluation: Existing Boundary Plan, existing transportation routes and travel times, Post Unitary Plan, Demographic study.

Performance Objective 2: Update technology plan to further address 21st century learning (Supports Federal & State Priority Goals SP 3.3, SP 3.6)

Summative Evaluation: Development of plan steps

Performance Objective 3: The District will continue to support; pursue best practice and solutions in all aspects that ensure schools provide safe, drug free learning environments for our students and faculty. (Supports Federal & State Priority Goals SP 2.6, SP 2.7, SP 2.8, SP 2.9)

Summative Evaluation: School safety audits, discipline reports; PEIMS reports

Goal 3: We will identify, engage and equip our world class team to accomplish our mission.

Performance Objective 1: We will staff all central administrative level positions.

Summative Evaluation: All central administrative positions and job descriptions are complete and vetted. All cabinet positions are identified. All cabinet positions are filled

Performance Objective 2: Teaching staffing positions will be filled at 100% for the District for by highly qualified teachers. (Supports Federal State Priority Goal SP 3.4)

Summative Evaluation: Evaluation of current recruitment methods, including targeted sites and programs. Evaluation of existing ECISD marketing materials. Development of comprehensive recruitment strategy, including targeted programs and areas, materials and methods.

Performance Objective 3: 100% of teacher professional development will align with District goals, District Improvement Plan and Board Goals (Supports Federal; State Priority Goals SP 3.1, SP 3.2, SP 3.3, SP 2.6, SP 3.5)

Summative Evaluation: Teacher feedback and post training evaluation through campus documentation, campus walk throughs....others

Performance Objective 4: 100% of administrator professional development will align with District goals, District Improvement Plan and Board Goals. (Supports Federal & State Strategic Goal SP 3.1)

Summative Evaluation: Post training evaluation.

Performance Objective 5: Teacher Housing: ECISD will continue to seek affordable housing for all staff. (Supports Federal; State Strategic Goal SP 3.5)

Performance Objective 6: Teacher retention: Continued support of employee retention incentive. (Supports Federal; State Strategic Goal SP 3.5)

Performance Objective 7: Teacher recruitment: Expanding efforts by working with service centers, expanding participation in job fairs, expanding relationships with alternative certification organizations and expanding international teacher network.

Goal 4: We will establish and sustain an inter-dependent partnership with key stakeholders.

Performance Objective 1: Strategic Plan years 6-10 is developed by Spring 2016

Summative Evaluation: Strategic Planning meeting held with community focus groups and Board

Performance Objective 2: Parent involvement percentages (including PTAs and PTO's) will increase by 10% by the December 2016. (Supports Federal; State Strategic Goal SP 4.1)

Summative Evaluation: Campus and District data as compared to 2015 benchmark

Performance Objective 3: Employee morale: ECISD will do a survey by fall 2015.

Summative Evaluation: Survey results??, Performance measures, staff retention data, vacancies data

Performance Objective 4: Parental engagement: (Supports Federal; State Strategic Goal SP 4.1)

Performance Objective 5: Establish and maintain relationships with community organizations

Goal 5: We will communicate effectively to serve our mission.

Performance Objective 1: Update comprehensive communication plan developed for the Ector County community (Supports Federal; State Priority Goal SP 2.4)

Summative Evaluation: Communication plan in place

Goal 6: We will model and market our new culture throughout our community to ensure support and participation.

Performance Objective 1: Develop or procure instrument to be used to communicate ECISD's long range plan, mission and vision

Summative Evaluation: Instrument or procedures implemented

Performance Objective 2: Develop or procure instrument to be used to gather data and gauge community understanding, confidence and overall culture

Summative Evaluation: Instrument or procedures implemented

Comprehensive Needs Assessment

Needs Assessment Overview

Ector County ISD is committed to fulfilling our mission of providing a world class education that develops our student body into life-long learners who discover their unique gifts, achieve personal success, and fuel their community by building unified, comprehensive coummunity suport and participation that fosters a standard of excellence.

As our district strives to meet the educational needs of every student, we are cognizant of our mission and dedicated to each strategy we implement being purposeful to that end.

In order to accomplish our mission, the following needs exist and will be addressed in planning for the 15-16 school year:

1. Provide support and early interventions for students who are at risk for failure to include

- Supplemental academic remediation teachers
- Tutoring
- Supplemental Dyslexia Intervention teachers
- Supplemental bilingual/ ESL support teachers and instructional aides
- Credit Recovery opportunities utilizing technology
- Class size reduction teachers
- Specialized teachers in reaading, math & science
- Summer Program Services
- SSI
- AVID
- DAEP services
- Supplemental intructional materials in reading & language arts, math, science and social studies
- Ensure that our curriculum is effective, aligned and based on effective, research based instructional methods.
- Service delivery models which to ensure students receive instruction in the least restrictive enrrivonment.

2. Addresss the social/emotional needs of targeted poplulations through staff support and programs

- Social workers
- Supplemental student assistance counselors

- Communities in Schools
- Coca Cola Valued Youth Programs
- Drop out prevention counselors
- TRAC
- Community Outreach Center
- Title One Homeless Liasion
- Behavior Specialists

3. Address hiring and retaining a highly effective teacher/ administrator work force:

- Recruit the best teachers & administrators possible by attending multiple education job fairs- to include in state, out of state, out of country recruiting
- Provide job embedded profesisonal development to current workforce to support best practice
- Offer competitive pay, including additives for high need areas
- Address housing shortage
- Provide campuses with Campus Curriculum Facilitators, Reading Interventionist (where targeted) to model best practice instruction and support campus teachers and administrators.
- Train & support long term subs on best practice solutions to assist campuses with open positions.
- Provide In-Home Trainer, which models best practice and instructional support for teachers and parents.

4. Equip each campus with standardized instructional technology tools, support and training on how to utilize these solutions on campus.

5. Partner with our parents and community often to build an interdependent partnership with them.

Demographics

Demographics Summary

In 2014, ECISD enrollment had increased by 4,165 students since 2011. This accounts for a 14.9% student enrollment increase since 2011. Specifically, the Hispanic population (+5.2% to 73.7%) and ELL population (+4.2% to 16.8%) have seen the majority of the increase. Fall 2014 enrollment was at 31,971 students. Our economically disadvantaged population decreased to 48% from 61.8% in 2011.

Student attendance through 2013 remained just below the state average of 95.8 at 94.2% students. Special Education students had the lowest attendance of 92.9%, followed by 2 or more races with 93.6% (13.8% decrease).

Index 1: Student Achievement

ECISD received a score of 63 in the overall student performance measure of student achievement in 2014 school year. The state's target score in this area was 55. Furthermore, ECISD met 59 of 80 system safeguards, accounting for 74% of safeguards being met. Scores results are still pending for 2015.

Index 2: Student Progress

ECISD met the state standard for this performance measure, scoring 36, where state target was 16.

Index 3: Closing the Performance Gaps

ECISD earned a score of 30 in 2014, which is above the state standard of 28. Index 3 focuses on Economically Disadvantaged and the lowest two performing subgroups on all tests within Index 1. The identified groups in 2014 accountability were Economically Disadvantaged, African American, and Hispanic.

Index 4 Post-Secondary Readiness:

ECISD exceeded the state target score of 57 in 2014- with its score of 61.

CTE Enrollment & Demographics by PEIMS Codes 1s and 2s (No 3s, as Tech Prep lost its funding) 2014-15

CTE	M	F	A	B	H	W	I	M	P	ECO	LEP	AR	SPED
1	926	1052	23	60	1409	452	3	29	2	636	129	1978	134
2	1782	1466	42	103	2386	675	20	21	1	980	166	2435	275

GT STUDENT COUNTS BY CAMPUS Fall 2014

CMP #	CAMPUS	TOTAL STU	GT		GT ECO DIS		GT LEP		GT AMER INDIAN		GT ASIAN		GT BLACK	
002	002-ODESSA HIGH SCHOOL	2893	256	8.85%	55	21.48%	0	%	0	%	19	7.42%	2	.78%
003	003-PERMIAN HIGH SCHOOL	2625	237	9.03%	31	13.08%	1	.42%	2	.84%	6	2.53%	9	3.8%
004	004-ALTERNATIVE EDUC CENTER	47	1	2.13%	1	100%	0	%	0	%	0	%	0	%
005	005-YOUTH CENTER	38	0	%	0	NaN%	0	NaN%	0	NaN%	0	NaN%	0	NaN
011	011-NEW TECH ODESSA	330	42	12.73%	13	30.95%	0	%	0	%	1	2.38%	0	%
042	042-BONHAM JR HIGH SCHOOL	1285	160	12.45%	22	13.75%	4	2.5%	3	1.88%	6	3.75%	1	.63%
043	043-BOWIE JUNIOR HIGH SCHOOL	1014	105	10.36%	44	41.9%	7	6.67%	1	.95%	4	3.81%	3	2.86%
044	044-CROCKETT JR HIGH SCHOOL	930	54	5.81%	24	44.44%	2	3.7%	0	%	1	1.85%	1	1.85%
045	045-HOOD JR HIGH SCHOOL	825	60	7.27%	25	41.67%	1	1.67%	0	%	1	1.67%	1	1.67%
046	046-NIMITZ JR HIGH SCHOOL	1107	107	9.67%	19	17.76%	5	4.67%	0	%	6	5.61%	4	3.74%
047	047-ECTOR JUNIOR HIGH SCHOOL	1721	120	6.97%	62	51.67%	14	11.67%	0	%	0	%	2	1.67%
101	101-ALAMO/POND ELEM SCHOOL	546	47	8.61%	27	57.45%	12	25.53%	0	%	0	%	2	4.26%
102	102-AUSTIN ELEMENTARY SCHOOL	495	63	12.73%	16	25.4%	9	14.29%	0	%	1	1.59%	0	%
103	103-BURLESON ELEM SCHOOL	754	41	5.44%	31	75.61%	9	21.95%	0	%	0	%	0	%
104	104-BURNET ELEMENTARY SCHOOL	761	57	7.49%	19	33.33%	0	%	0	%	1	1.75%	2	3.51%
105	105-CAMERON ELEM SCHOOL	846	69	8.16%	42	60.87%	37	53.62%	0	%	1	1.45%	2	2.9%
106	106-CARVER EARLY EDUC CENTER	528	0	%	0	NaN%	0	NaN%	0	NaN%	0	NaN%	0	NaN
107	107-DOWLING ELEM SCHOOL	814	34	4.18%	25	73.53%	8	23.53%	0	%	0	%	2	5.88%
110	110-GOLIAD ELEMENTARY SCHOOL	481	18	3.74%	11	61.11%	1	5.56%	1	5.56%	0	%	3	16.6
111	111-GONZALES ELEM SCHOOL	645	34	5.27%	6	17.65%	1	2.94%	0	%	0	%	0	%
112	112-HAYS ELEMENTARY SCHOOL	483	93	19.25%	32	34.41%	16	17.2%	0	%	2	2.15%	5	5.38
113	113-SAM HOUSTON ELEM SCHOOL	636	32	5.03%	18	56.25%	0	%	0	%	0	%	0	%
114	114-IRELAND ELEM SCHOOL	575	46	8%	12	26.09%	0	%	0	%	1	2.17%	1	2.17

		Total											
115	115-LAMAR EARLY EDUC CENTER	590	0	%	0	NaN%	0	NaN%	0	NaN%	0	NaN%	0	NaN
116	116-MILAM ELEMENTARY SCHOOL	663	66	9.95%	25	37.88%	10	15.15%	0	%	1	1.52%	0	%
117	117-PEASE ELEMENTARY SCHOOL	853	44	5.16%	23	52.27%	4	9.09%	0	%	0	%	1	2.27%
118	118-REAGAN MAGNET SCHOOL	709	260	36.67%	35	13.46%	40	15.38%	3	1.15%	18	6.92%	3	1.15%
119	119-ROSS ELEMENTARY SCHOOL	791	45	5.69%	17	37.78%	1	2.22%	0	%	0	%	1	2.22%
121	121-SAN JACINTO ELEM SCHOOL	752	35	4.65%	25	71.43%	5	14.29%	0	%	0	%	1	2.86%
122	122-TRAVIS ELEMENTARY SCHOOL	719	22	3.06%	11	50%	4	18.18%	0	%	0	%	0	%
123	123-ZAVALA ELEMENTARY SCHOOL	662	35	5.29%	23	65.71%	14	40%	0	%	0	%	5	14.29%
124	124-NOEL ELEMENTARY SCHOOL	844	55	6.52%	28	50.91%	10	18.18%	0	%	0	%	1	1.82%
125	125-BLANTON ELEM SCHOOL	668	32	4.79%	10	31.25%	1	3.13%	0	%	1	3.13%	3	9.38%
126	126-FLY ELEMENTARY SCHOOL	861	76	8.83%	41	53.95%	36	47.37%	0	%	0	%	0	%
127	127-BLACKSHEAR ELEM SCHOOL	936	77	8.23%	40	51.95%	21	27.27%	0	%	1	1.3%	1	1.3%
128	128-JOHNSON ELEM SCHOOL	863	75	8.69%	13	17.33%	1	1.33%	0	%	2	2.67%	6	8%
129	129-JORDAN ELEMENTARY SCHOOL	929	113	12.16%	33	29.2%	22	19.47%	1	.88%	1	.88%	1	.88%
130	130-CAVAZOS ELEM SCHOOL	843	56	6.64%	29	51.79%	26	46.43%	0	%	0	%	0	%
	Total	32062	2667	8.32%	888	33.3%	322	12.07%	11	.41%	74	2.77%	63	2.36%

The Advanced Academic Services Department serves students in grades 1-12 in the area of gifted and talented as well as students in Advanced Placement, International Baccalaureate, and Dual Credit. In secondary, Pre-AP and Advanced Placement are open enrollment.

AVID:

AVID serves all students in grades 4th - 5th at every elementary campus. Two elementary schools, LBJ and Hays, have AVID K-5th. Currently in elementary there are 7,777 students being impacted by AVID strategies. At the secondary level, AVID serves students who are in the academic middle, typically B/C students who meet one or more of the following criteria:

- First generation college student
- Historically underrepresented in college
- Free/reduced lunch

- Special circumstances

Currently there are 1,395 secondary students served in the AVID Elective Class in grades 7th-12th where they apply and go through a selection process.

We had 537 6th grade students apply to be in the AVID elective class.

Secondary AVID Demographics (mirrors the overall demographics of the district):

•Hispanic –75%

•Anglo – 16%

•African American – 7%

•Asian– <1%

•Other – <1%

Demographics Strengths

ECISD has a growing student population with a decrease in economically disadvantaged students. An increase in our Hispanic populations and ELL populations provide the district with a rich and diverse culture of students with whom to work.

Index 1: Student Achievement:

District met this target in 2014.

Index 2: Student Progress

District met this accountability measure in 2014.

Index 3: Closing the Performance Gaps

The district met this standard in 2014.

Index 4: Post Secondary Readiness

CTE 2s enrollment increased by 104% from the previous year; CTE LEP 2s enrollment has increased by 77% from the previous year, and CTE SPED 2s enrollment has increased by 135% from the previous year.

AVID:

22% of ECISD's total enrollment are AVID students.

There are 9,172 students impacted by AVID districtwide.

AVID demographics match closely with the districts'.

AP, IB, Dual Credit District Enrollment

Based on 2014-2015 enrollment is up in all indicators. AP and IB Exam data will not be released till later in the summer of 2015. The student population mirrors the district demographics, and enrollment is increasing in all areas.

2014-2015

AP Enrollment

1,599

AP Test Taken

1700 exams were ordered for the May 2015 administration

IB Enrollment

74 (-7%)

IB Test Taken: TBD

IB Diplomas Earned: TBD

Dual Credit Enrollment

1,294 (+23%)

Completed Course

1203(Fall) (+15%)

Elementary Gifted and Talented: despite losing 5th & 6th grade students to Middle School configuration, the elementary GT population for 2015-2016 is 1,376.

The student population mirrors the district demographics, and enrollment is increasing.

Demographics Needs

Index 1: Student Achievement

All students in ECISD benefit from an aligned curriculum in all core subject areas, training for teachers and administrators in best practice instructional methods, aligned discipline practices, and recruiting and retaining highly effective teachers and administrators. The district's efforts to ensure an aligned curriculum & discipline methods need to be continued as well as ensuring that teachers and administrators are trained in best practices. Students lack academic vocabulary and struggle in higher order thinking skills necessary to become succesful in all content areas. Educators are still struggling to provide students with lessons that are meaningful and relevant but also appeal to the modern student. As the district continues its efforts to aligning it curriculum in all core subjects, these areas must be addressed. Special Education department will provide professional development and support that model best practices in meeting the needs of students with disabilities.

Index 2: Student Progress

The district needs to continue efforts to train teachers & administrators on how to best address student progress. Continuation of utilizing data systems such as Eduphoria & INOVA, training teachers & adminstrators through PLC's, CCF's, and providing job embedded professional development on data disaggregation and establishing learning plans to address student performance gaps need to be continued. Furthemore, Response to Intervention needs to be timely, and inclusive of the emotional needs of struggling students.

With a growing ELL population, a concerted effort needs to focus on meeting the needs of ELL students as measured by the Index 2 Progress Measure. We must move to a value added approach to add value to every student every year as measured by Index 2 to meet or exceed the progress measure.

Index 3: Closing the Performance Gaps

In 2015-2016, ECISD will continue to identify and support programs which provide intervention and accelerated instruction to students within the identified subgroups. Such programs and initiatives will include Credit Recovery, Student Success Initiatives (SSI), summer school programs, alternative education programs, Tutoring, Community Outreach Center services, supplemental counseling support (Student Assistance Services), Advancement Via Individual Determination (AVID), Teen Reach Advocacy Counselors (TRAC), Parent Involvement, Student Transition services, Attendance monitoring, Balanced Literacy Initiatives in reading and math, Sheltered Instruction Observation Protocol (SIOP), and Language Acquisition. Recent immigrants will be offered an opportunity to participate in the Close-Up Program to enhance leadership and civic responsibility while improving language acquisition and communication skills. Campus Support offered will include Campus Curriculum Facilitators, Reading Specialist, Reading Interventionist, Dyslexia Interventionist, bilingual/ESL specialists, and professional development for improved practice with subgroups as needed. Campuses will receive ongoing training/support in service delivery for students with disabilities.

Index 4 Post-Secondary Readiness

A continued focus on increasing CTE 2s enrollment is critical.

Increase the level of support for our Gifted and Talented program teachers as well as our PreAP and AP teachers in the district. Funding is in place for continuous training for PreAP/AP teachers to attend AP Summer Institutes each summer. A Coop is in place with Region 18 for gifted and talented services for ECISD teachers. Additionally, the district is utilizing TAGT Learning On Demand to offer online GT training for teachers, administrators, and counselors; 30 hour initial hours, 6 hour update and administrator/counselor 6 hour update.

Should elementary GT numbers increase, there may be a need for a West Side Cluster Campus as well as the North Side.

AVID:

AVID's impact continues to grow, and so does its enrollment. Continuous support and training needed to ensure fidelity of implementation. Hays Elementary will be adding K-3 AVID and the district is adding 3 new elementary schools requiring additional support for year 1 of implementation. Also, due to the transition of 6th grade to the middles school, support for Schoolwide AVID will be needed at all middle schools.

Student Achievement

Student Achievement Summary

Index 1: Student Achievement

This cumulative measure is determined by measuring all students and all tests to determine one total score of satisfactory performance. The target score for 2014-15 was 55 for all campuses, with the exception of alternative education campuses where a score of 30 was considered acceptable. ECISD scored 63 in 2014 on this measure. Additionally, ECISD met 74% of system safeguards- with graduation rates being the greatest area of need to improve.

Index 2: Student Progress

ECISD met Index 2 standard with scoring 36; state standard was 16. STAAR scores are as follows:

- In reading, 56% of all students met or exceeded progress- a 1% increase from previous year.
- In math, 55% of all students met or exceeded progress- a 5% increase from previous year.
- In science, 67% of all students met or exceed progress- a 5% decrease from previous year.
- In social studies 62% of our students met or exceeded progress- same as previous year.

EOC results are as follows:

- English 1-Reading- 56% same as previous year
- English II-Reading- 60%, 8% decrease from previous year
- Algebra 1- 71%, 3% increase from previous year
- Biology- 82%, 5% increase from previous year
- US History- 81%, 8% increase from previous year

Index 3

THis accountability measure is determined by the performance of three student subgroups on all tests within Index 1 to include:

•Economically Disadvantaged
•African American
•Hispanic
 ECISD students exceeded the state standard for Index 3, scoring 58- where 50 was required. The required score will increase to 55 this year.

Index 4 Post-Secondary Readiness

493 students were served in CTE dual credit courses during the 2014-15 school year, with an estimation of over 150 certifications/licensures earned in dual

and non-dual CTE courses. Exact data on certifications/licensures will be provided in June; testing season is currently under way.

1,488 juniors tested during SAT School Day, February 25, 2015.

1,834 sophomores took the PSAT in October, 2014.

1,472 juniors took the PSAT in October, 2014.

AP enrollment has increased from 871 to 1599 students.

Dual Credit enrollment has seen a 23% increase (1294) with a 15% increase (1203) in completion rate.

AVID:

7,777 students impacted by AVID strategies in Elementary Schools

539 6th grade students have applied to be in the AVID elective class next year

 450 have been accepted into AVID at the Middle School Level

1,395 students are enrolled in AVID Secondary

1,062 students in Secondary AVID are enrolled in Pre-AP, AP or IB

 90 students in secondary AVID are enrolled in Dual Credit (paid for by the Education Foundation)

100% of secondary AVID students take ReadiStep, PSAT, SAT/ACT

100% of AVID Seniors apply to colleges and complete the FAFSA

Student Achievement Strengths

Index 1: Student Achievement/ Index 3: Closing Performance Gaps

ECISD met the state standard for Index 1 & 3. District strengths for these areas include the following:

- training faculty on the use of data to target instruction and support
- early interventions such as small group instruction, specialized methods of instruction
- restructuring master schedules to allow for more instructional time
- aligning the curriculum
- providing on site support for job embedded professional development
- dedicating supplmental staff and instructional resources that support student's gaps in learning

Index 2: Student Progress

District met target score for this area- scoring 20 points higher than the required score of 16 in 2014. 23 of 25 elementary campuses met the target in 2014, while all 6 jr. high campuses met the target. This rating was suspended in 2014 for our highs schools. A decrease from 4 campuses to 1 campus went to improvement required under Index 2.

Index 4: Post-Secondary Readiness

Dual credit enrollment is at all-time high, with a 65% increase over the previous year's enrollment. The addition of the OCTECHS (CTE based early college

high school at OC) for the 15-16 school year will provide an additional opportunity for students to enroll in CTE Dual Credit programs and another increase

will be seen.

Fall 2014 1,294 students enrolled in dual credit with 1,203 having sucessful completion.

AVID:

Secondary AVID students' percent passing scores on STAAR/EOC in 2014 exceeded the percent passing scores for non-AVID students in Reading, Writing/ELA, 8th Math, Algebra I, Science, Biology, Social Studies and US History.

2015 saw the largest AVID senior class. 134 seniors graduated from ECISD and 100% received college acceptance letters. 128 will be 1st generation college students and 100% of seniors completed the FAFSA. Total number of scholarships offered exceed $2,000,000.

Student Achievement Needs

Index 1: Student Achievement/ Index 3: Closing Performance Gaps

ECISD needs include the following:

- Professional development that builds professional's learning capacity to address gaps & close gaps in student learning quickly and effectively such as CCF's, Reading Specialists, bilingual/ESL specialists, data dissaggregation, academic vocabulary, higher order thinking, math and reading literacy, sheltered instruction, ELPS, and linguistic sequence.
- Support programs for struggling students psycho/social needs that negatively impact their learning to include homeless services, TRAC, SAS counselors, drop out prevention counselors, CCVYP programs, and Communities in Schools (committee requested additional PreK counselors and reading coaches/specialist at each campus)
- Support instruction through targeted interventions such as supplemental specialized support teachers in reading, math and science, class size reduction teachers, tutoring, credit recovery, guided reading, guided math, literacy libraries and Writer's Workshop.
- Professional Development and technical assistance related to improving student achievement for students with disabilities receiving instruction at their home attendance campus. Training will address the systems, instructional collaboration and staffing practices based on level of need at each campus (Stetson and Associates).

Index 2: Student Progress

Although the district met the overall target score within student progress, our students have not met the state average score in any of our subgroups. Needs for this area include the following:

- Continue using data analysis software (Eduphoria Aware and INOVAPlus) to focus on adding value to all students and to monitor individual student progress
- Increase the number of students meeting or exceeding progress for all students and all student groups by five points
- Continue educating all faculty and staff on the accountability system and ongoing changes
- Continue providing professional development and support for teachers in content areas where data has indicated a need for improvement
- On-going training for campus leaders and central office support staff in understanding and implementing co-teach instructional models.

Index 4 Post-Secondary Readiness

TSIA remediation for those unsuccessful on the assessment and entering the two Early College High School campuses.

Summer boot camp for students scoring 170 and above on PSAT.

AVID:

The percent passing score in 2014 for AVID students who took 7th grade Math STAAR was less than the non-AVID students.

Secondary campuses have not met the certification indicator for having 50% or more of their AVID students complete Algebra I by the end of their 8th grade year.

Tutorials are 40% of the AVID elective class. Keeping a math focus during tutorial days is imperative, as well as hiring substantial tutors to meet the 7:1 ratio.

Practical and engaging curriculum opportunities such as Lemonade Day are to be utilized to improve motivation and performance in Math, particularly with the new financial literacy math TEKS.

District Culture and Climate

District Culture and Climate Summary

<u>**Index 1: Student Achievement**</u>

The district's mission is to adopt best practice instructional methods that develop world ready, life-long learners who discover their unique gifts, and achieve personal success. ECISD is committed to ensuring all students learn regardless of obstacles faced. As the district teams up with campus level personnel to ensure open communication and alignment of efforts, the culture and climate will continue to become more positive for ECISD students.

<u>**Index 2: Student Progress**</u>

ECISD has seen an increase in the number of AVID sections offered in high school and middle school and introduction of AVID ESL in high school.

<u>**Index 3: Closing the Performance Gaps**</u>

ECISD is working diligently to close the performance gaps of our student body. In accordance with the Board adopted strategic plan, the district has committed resources to ensuring that reseach-based best practices are in place. These include pursuing an aligned curriculum throughout the district, updating classroom technology, training teachers in best practice solutions for struggling learners, best discipline practices, improved communications, providing early interventions, supporting professional learning communities and recruiting a quality teacher workforce. The culture and climate of ECISD is focused on building world class leaders in education who empower all students to learn.

<u>**Index 4 Post-Secondary Readiness**</u>

Culture and climate is positive and supportive of CTE programs. Transition planning for freshman to the high school, while challenging due to limited space, has shown positive collaboration with campuses and administration. Plans for portables, start-up needs for materials, curriculum, and technology has been underway.

District CFO and COO have been integral pieces to the transition, providing support and assisting in the planning.

Culture and climate are positive and supportive of Advanced Academic Services programs. Pre-AP and AP teachers are on a three year teacher rotation where they will receive training at AP Summer Institute. The Elementary GT Program Teachers will work in conjuction with grade level cluster teachers to build stronger relationships to meet the needs of gifted students and potential students.

AVID:

AVID students are taught to work collaboratively, and they receive training in etiquette, in the development of group processes, setting ground rules, and the purposes of working together.

Through tutorials in secondary elective classrooms, students learn to quickly and efficiently organize themselves into tutorial groups, to interact effectively and respectfully, and to take questions from their notes to focus discussion.

Schoolwide AVID impacts the expectations and attitudes of everyone on campus.

Campuses develop a shared mission, vision and goals to support a college going culture throughout the school.

Keeping expectations high creates a school where college readiness is the focus and ALL students will graduate ready to attend college.

District Culture and Climate Strengths

Indexes 1-3:

The district has recognized and strategically sought best practice solutions to ensure all students learn and progress toward accomplishing our mission of making our student body world class leaders and life long learners. These include working toward an aligned curriculum, improved use of data to target early interventions for students, teacher support in job embedded professional development, building the academic vocabulary of our student body, strategies to improve all student's higher order thinking skills, instructional support programs for struggling students, and identification and support for the psycho-social needs of our students.

Strengths include a supportive School Board, Superintendent Leadership Team, and administration focused toward school improvement and teamwork. Additionally, our faculty and staff are working toward best practice solutions to closing performance gaps.

Index 4 Post-Secondary Readiness

Between the Permian Basin Workforce & Development Board, ECISD's strong parternship with Odessa College's CTWE program and faculty, and the implementation of House Bill 5, CTE has become more embraced by the community. With the implementation of House Bill 5, it is clear that the legislators see value in CTE and students will be honored for their accomplishments in these areas. The contributions made by the PBWDB towards dual credit tuition scholarships has been integral to our ability to increase programs and enrollment in existing programs. Additionally, the implementation of one of four CTE-based Early College High Schools in the nation for the 2015-16 school year, will provide students the opportunity to graduate high school with an Associate's Degree in one of five specific programs: Welding, Machining, Energy Technology, Business Leadership, and Occupational Safety and Environmental Technology.

Pre-AP and AP teachers are on a three year teacher rotation where they will receive training at AP Summer Institute. The elementary GT program teachers are available to conduct staff development for their campus and assist classroom teachers with differentiation strategies.

AVID:

ECISD continues to promote Schoolwide AVID.

All elementary students in 4-5 are impacted by embedding AVID strategies throughout their school day.

6th grade teachers in middle schools will implement AVID strategies and support student success skills throughout their core classes.

Schoolwide AVID impacts the expectations and attitudes of everyone on campus.

Campuses develop a shared mission, vision and goals to support a college going culture throughout the school.

Keeping expectations high creates a school where college readiness is the focus and ALL students will graduate ready to attend college.

District Culture and Climate Needs

<u>**Index 1-3:**</u>

The district's culture and climate continues to move toward accomplishing our mission as a unified world class leader in education. The district culture and climate will continue to support our mission as best practice solutions are based on developing professional learning communities where input is respected and sought by our educational community at every level.

The district needs include working toward data driven decision making, teamwork, an aligned curriculum with early interventions, and recruiting and developing teachers with a maintained focus of student learning.

<u>**Index 4 Post-Secondary Readiness**</u>

Growth in enrollment at ATC-G has proved an issue in that students are now more than ever, choosing to continue on to an Advanced or Practicum course of a pathway. These concentrators must be accommodated when scheduling, but this reduces the number of sections available to students in an intro course. The general discussion is always that CTE needs an additional industrialized tech center such as ATC-G. The addition of another tech center or some metal

buildings would greatly improve the climate at ATC-G.

More opportunities for Pre-AP and AP teachers to travel to trainings specifically in their field. A GT representative on the non cluster campus will improve communication between campuses and GT cluster campuses and AAS office.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Index 1 through Index 3

The number of teachers ECISD employed increased in 2014- exceeding the 2011 teacher levels for the first time with 90 more teachers hired. ECISD employed 1816 teachers in 2014 as compared to 1726 teachers in 2011. This is a 5.2% growth in teaching staff since 2011. Our student population growth has increased by 14.9% since 2011. Within the district, 12.6% of teachers were beginning to 0 years of experience in 2014. In comparison to the state's beginning teacher rate (8.3%), we exceeded the state average by 4.3% in 2014. 29.5% of our teaching faculty had 1-5 years experinece; 18.3% had 6-10 years of experience. Teachers with 11-20 years made up 24.7% of our faculty in 2014, and 14.8% of teachers had 20+ years of experience. In spite of the increase in teachers employed, 84 long term subs for open positions were employed in May of 2015.

ECISD utilizes a variety of recruiting strategies to grow staff; including, international recruiting, increased recruiting participation by bilingual/ESL staff, alternative certification programs, college fairs, district and intrastate teacher fairs. Additionally, the district posts available positions on a variety of websites. ECISD undergoes a hiring process which ensures that candidates are credentialed for the positions they are seeking. Professional development provides staff with the tools needed to intervene and enrich the learning of all subgroups which includes supplemental support staff that provides job embedded training and resources for teachers on our campuses. Retention strategies include longevity pay, stipends for special program areas, and stipends for education beyond position requirement. Finally, the district uses staff recognition programs in conjunction with other retention strategies.

Index 4 Post-Secondary Readiness

All CTE faculty are currently HQ.

All elementary GT staff are GT certified. We began the year with 20 elementary GT program teachers. One teacher was new to their position as GT numbers have increased in the district.

AVID:

Each elementary teacher in grades 4th - 5th, and LBJ & Hays teachers in grades k-5th must be trained in AVID methodologies. Each year, the AVID Dept. has trained over 100 teachers in these grades levels due to having new teachers in these grade levels/positions.

At the AVID Secondary level, each school has one AVID Coordinator. Within the district we have a total of 9 AVID Coordinators. Out of the nine, 3 are new to the position this year. Three of the nine have been in this position since we implemented AVID in 2007. At the secondary level, there are a total of 21 AVID elective teachers.

We currently have one AVID Director/EDL serving 34 campuses.

Staff Quality, Recruitment, and Retention Strengths

Index 1 through Index 3

Professional development is offered to all teachers and is ongoing throughout the school year through different learning modalities. These include best practice methodologies such as professional developers to model instruction on campus targeting reading, writing and math, data systems and depth and complexity of data, classroom management, professional learning communities, language acquisition and closing the achievement gap for underperforming populations. Reimbursement of ESL supplemental testing fees and fees to attach supplemental to certificate is offered to increase number of ESL-certified teachers in the district.

Index 4 Post-Secondary Readiness

CTE faculty are recruited from local business and industry, and sometimes out of the area with postings listed on helpful sites such as VATAT (Vocational Ag Teachers of America). CTE has been fortunate to be able to fill all positions with HQ staff. Additionally, we have been able to train staff with alternative certification programs such as TexasTeachers.org, Region 18, and iTeach TX.

The elementary GT program teachers have attained the SBEC GT certification. PreAP and AP teachers have been afforded the opportunity to attend College Board training by attending AP Summer Institute at UTPB.

AVID:

AVID offers summer institute trainings and local path trainings for our teachers to attend for professional learning.

The district is capable of training teachers new to AVID in 4th and 5th grade with Foundations training.

A new rotation schedule has been implemented to send elementary site teams to Summer Institute.

Staff Quality, Recruitment, and Retention Needs

Index 1 through Index 3

Continue evaluating the instructional setting and curriculum to maximize student success through the summer testing administration. Establish a strategic comprehensive professional development plan throughout the year focused on planning and delivering rigorous instruction to align with state standards.

Retention is an area of growth needed in our district. Many obstacles are faced that are out of our control; including, the extremely high cost of living,

availablity of housing, increased student enrollment and competition with other districts and the oil industry. Our school board is addressing these issues in an ongoing manner.

Through recruitment efforts such as, alternative certification programs and international recruitment, highly qualified teachers are hired. All candidates are screened using a Ventures screening prior to hire.

Furthermore, the utilization of non-highly qualified long term substitute teachers for unfilled positions in the district is an area of concern. Although the teacher shortage is an area that is improving with the district's recruitment and retention strategies, training long term substitutes is an area of need.

Index 4 Post-Secondary Readiness

CTE would be better served if we could provide higher salaries based on years of experience in the field. Often it is difficult to locate very experienced individuals to leave lucrative careers in business and industry in which they are making higher wages, in order to make less as an instructor.

GT could be better served if all GT program teachers attended the annual GT training through TAGT State and Regional trainings.

AVID:

Elementary administrators need to attend AVID summer institute every 2 years to meet Certification Standards in Essential 3 indicator 1.

Each elementary teacher in grades 4th - 5th, and LBJ & Hays teachers in grades k-5th must be trained in AVID methodologies.

Each year, the AVID Dept. has trained over 100 teachers in these grades levels due to having new teachers in these grade levels/positions.

AVID Secondary elective classes need to have trained tutors at a ratio of 1:7. Tutors are current college students and need to attend 16 hours of training. Hiring and recruiting tutors has been a challenge due to availability of better paying jobs in the area. Some tutors leave to become substitutes because they can work more hours. Continued partnership with UTPB and OC is needed for tutor recruitment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

<u>**Index 1 through Index 3**</u>

Research based best practiced curriculum, instruction and assessment are integral components to meeting the educational needs of our student body. Providing an aligned curriculum for all students in all core subject areas is vital and must be reinforced within credit recovery, tutoring, dyslexia services, balanced literacy, guided math, Writer's Workshop, Classworks, Istation, Brainchild and reading services to close the achievement gap. Additionally, resource allocations in the form of textbooks, supplemental materials and classroom technology use contribute to student performance by providing tools to utilize when educating students. Teachers, Campus Curriculum Facilitators (CCFs), reading coaches, reading specialists, bilingual/ESL specialists, bilingual/ESL faculty, dyslexia teachers, tutors, special education personnel, and credit recovery staff support the programs and intervention services which allow for the opportunity to close the achievement gap. COGAT, Nagliari, STAAR, SBAs, DBAs, unit assessments, IStation, Classworks and TELPAS assessments allow for early identification of need and potential targets for intervention.

<u>**Index 4: Post Secondary Readiness**</u>
AVID:

AVID incorporates WICOR as the basis for instruction across the curriculum to improve learning and access for all students.

W - Writing to learn

I - Inquiry

C - Collaboration

O - Organization

R - Reading to learn

AVID Secondary uses weeks at a glance (WAGS) lessons aligned to standards and domains. The WAGS are found online at AVID.org. Both Elementary and Secondary AVID use AVID curriculum guides which incorporate WICORized lessons and activities.

AVID Elementary Weekly (for Elementary) and AVID Weekly (for Secondary) is another supplementary online resource which provides the following:

- Can be used by AVID and content-area teachers to teach critical reading

- Enhances AVID Schoolwide and Districtwide implementation
- Uses current newspaper articles from the Washington Post/Bloomberg News and McClatchy-Tribune news services
- Sample lessons use critical reading strategies in conjunction with articles
- New articles, cross-referenced with critical reading strategies, available each month during the school year

AVID Center provides additional online resources accessible to any AVID school. Resources consist of AVID Webex, AVID On Demand Videos with handouts, file sharing for teachers/administrators, family workshop power points, and other additional resources. To access these resources, go to AVID.org and enter your AVID log-in and password.

Students in elementary AVID are assessed three times per year by the classroom teacher in the areas of: organization, binders, note taking, and levels of thinking. Secondary AVID students are assessed weekly within the AVID elective class in all areas of instruction (Tutorials, Writing, Reading, Organization, Levels of Thinking, Socratic Seminars, Philosophical Chairs, and Note taking).

Most curriculum related to CTE is certification-based or licensure-based. CTE follows state and/or national guidelines to ensure what is offered is equivalent to the examinations and that there is alignment to the TEKS.

Advanced Academic Services focused efforts in preparing ECISD students for College and Career Readiness:

All 8th grade students are administered the College Readiness assessment, ReadiStep. This assessment measures a progression of skills and it helps schools target interventions at critical points in a student's career. It also measures the skills students need to be on track for success in college and careers. All sophomores and juniors are given the PSAT (The Preliminary SAT). The feedback received gives students their strengths and weaknesses on skills necessary for college study. As juniors they enter the competition for scholarships from NMSC. The district offers a college prep course to assist students to be successful on the PSAT/SAT. This class covers content that appears on the SAT and techniques needed to achieve high scores. Students are also given the opportunity to do college research and arrange to have college admissions recruiters come in and speak to them throughout the semester. Parents receive periodic data to measure student progress. The district is transitioning to a district-managed curriculum for Pre-AP.

Curriculum, Instruction, and Assessment Strengths

Index 1 through Index 3

Curriculum has worked diligently to allocate sufficient resources in the form of staff and programs directed at the diverse learning needs of our students while protecting the integrity of an aligned curriculum.

Index 4 Post-Secondary Readiness

An estimation of over 200 students will earn licensures/certifications in CTE for 2014-15. Testing is currently underway; exact data to be included in June. CTE is covering the cost of all assessments this year.

Collaborative subject teams are writing curriculum for PreAP core content areas to support the work in AP courses. Scope and Sequence is placed in Eduphoria for ease of access to teachers.

AVID:

AVID's best practices through WICOR strategies have proven to be successful. Each year, AVID students have outperformed the Non-AVID students in STAAR/EOC scores. Students in AVID are expected to use their organizational tools, take Cornell Notes (Secondary) and 2 and 3 column notes (Elementary) in all classes and participate in Socratic tutorials, at the secondary level, twice a week. AVID secondary students are also required to take rigorous courses to help prepare them for the rigors of college. AVID secondary teachers follow the Weeks at a Glance (WAGS), which are found on AVID.org Supplemental online resources are also available, such as AVID Weekly, On Demand Modules (videos with lessons), file sharing and blogs and more. AVID has proven time and time again that, when given a system of rigorous curriculum and strategic support, students can be [academically successful](#)

Curriculum, Instruction, and Assessment Needs

<u>**Index 1 through Index 3**</u>

2014 & 2015 test scores support the need for an aligned curriculum. Where curriculum has been aligned, student performance is showing positive benefits. Curriculum, instruction and assessment needs should continue to focus on alignment and strategically target areas of identified need: reading literacy, writing literacy and math literacy. Remediation and spiraling should be targeted from the beginning of the year to close learning gaps. Additionally, teachers need ongoing training and support in the utilization of data to target student deficiencies. Monthly meetings with stakeholders serving students with disabilities are needed to address instructional strategies and differentiation of instruction specific to the meeting the needs of the students.

<u>**Index 4 Post-Secondary Readiness**</u>

CTE at NTO was previously a testing site for CTE for areas such as Autodesk, Microsoft, etc. Now that many of these programs are located at the high school campuses, it is difficult to get students to the testing site at NTO. Plans are underway to create testing sites at PHS and OHS.

Increase collaboration and communication between core content areas and special programs (Bilingual/ESL, Special Education, Advanced Academics, and AVID). Increase collaboration and input from teachers through collaborative curriculum teams by subject. Continue to support the implementation of the district-managed curriculum, and improve results on state assessments.

A GT(Enrichment Specialist) to assist all 6 Middle School teachers to meet the needs of differentiation for advanced learners.

AVID:

Continuous AVID training is needed across the district (elementary through secondary) in order to maintain the fidelity of the AVID implementation. With high teacher turnover each year, this can be a continuous challenge to provide in district support and training with only two AVID Dept central office staff.

Family and Community Involvement

Family and Community Involvement Summary

<u>Index 1 through Index 3</u>

ECISD promotes family and community involvement through the Community Outreach Center, press releases, district and school websites, school newsletters, parent conferences, VIPS, and Parent Link. Within ECISD campuses, family and community members are encouraged to participate in numerous activities outside and within the classrooms including open house events, family reading nights, fine arts events, sporting activities, family science nights, Science Fairs, Engineering Fairs, PTAs, PTOs, and organizational booster clubs to name a few.

Special program parents are encouraged to learn more about the unique learning needs of the programs serving their child and serve as advocates for their children. District In-Home trainer, who has a speciality in addressing the needs of students with autism, provides resources and parent training.

<u>Index 4 Post-Secondary Readiness</u>

CTE participates annually in the PHS Showcase, OHS Prime Time, and an ATC-G Showcase. Parent turn-out at these events is fairly high. CTE also participates in the spring and in the fall in Career Fairs at each of the six junior high schools. Parent involvement in the career fairs is minimal. Annual Post-Secondary fairs are held in the spring at both OHS and PHS in which business and industry, Workforce Solutions, colleges and universities set up to share opportunities with students. Partnerships with business and industry in the community are strong. Advisory Boards are held with each CTE pathway, in addition to collaboration with business and industry individuals for Practicum and other work-based learning opportunities for students. Business and industry donate items often to the tech centers and visit students for presentations regarding workforce and career opportunies. Partnership with Odessa College CTWE and with the Permian Basin Workforce & Development Board are strong; scholarships are provided for dual credit tuition, opportunities to address district needs are provided, and dual credit opportunities have expended due to these great partnerships. OCTECHS (CTE-based Early College High School with OC) has implemented an OCTECHS Early College Council which consists of members from ECISD, OC, Board of Trustees from OC, Board of Trustees from ECISD, and business and industry representatives.

Advanced Academic Services department supports district wide events for both elementary and secondary. Partnership with UTPB and OC to host AAS events (Decthlon, Octathlon, Elementary Chess Tournament, showcases, etc.)

AVID:

AVID requires parental involvement within the Certification Self Study (CSS). Each Elementary School is required two parental workshops focusing on AVID awareness per year. Secondary requires at least two parent workshops and also requires parent participation within the AVID site team at level 2 on the CSS.

Community partnerships are strong with AVID.

The Education Foundation has been a supporter of AVID and was instrumental in bringing AVID to ECISD. They support many funding projects and provide incentives during the end of year AVID celebrations.

Complex Community Federal Credit Union has also been a vital part of AVID at the secondary level. They provide financial literacy planning presentations each year to students and also provide scholarships for our AVID Seniors. This year we will be organizing a Lemonade Day which incorporates entrepreneurship curriculum and several community sponsorships and involvement.

AVID has been selected to participate in the One Book Odessa events sponsored by the Odessa Council of Arts and Humanities. HEB donated 500 books in 2015 to all 7th grade AVID students.

UTPB and OC are also great partners, since they are a part of the AVID College Readiness System. We often work together during math summer bridge projects, AVID celebrations, and teacher prep initiatives.

Family and Community Involvement Strengths

Index 1 through Index 3

ECISD continues to close the performance gaps with increased family and community involvement through Volunteers in Public Schools and committee involvement at the campus and district level.

Index 4 Post-Secondary Readiness

Partnerships with business and industry, with the local workforce board and Odessa College are strong.

Family and community members are invited to participate in student in district wide showcases, chess tournaments, Octathlon, Decathlon and campus events.

AVID:

Community and parent support is vital to the success of AVID. Through strong partnerships with CCFCU, the Education Foundation, and more, AVID students benefit   by learning financial literacy skills and also by getting a jump start in their college career by taking free dual credit courses, paid for by the Education Foundation. These community members are a part of our "AVID family" and continue to support both students and teachers. Parents are encouraged and invited to attend at least two AVID parent meetings per year at each campus, in order to learn more about AVID and how to support their

children with academic success. Parents can also be invited to be a part of the AVID site team.

Family and Community Involvement Needs

<u>**Index 1 through Index 3**</u>

Ongoing educational awareness is needed throughout the district in order to address areas of concern. Increased participation of family and community members of our subgroup populations would assist with closing the performance gaps.

Monthly meetings with stakeholders serving students with disabilities are needed to address instructional strategies and differentiation of instruction specific to the meeting the needs of the students. Parent meetings to address various topics (academic support, social skills, and behavior) to build a collaboration between all stakeholders serving students with disabilities.

<u>**Index 4 Post-Secondary Readiness**</u>

Existing CTE Advisory Boards need more attention from local business and industry.

Identify areas to support parents and community through well-developed and user-friendly content area websites. Reinstate the Ector County Association of Gifted and Talented parent organization.

AVID:

Campuses need to intentionally schedule and plan at least two annual AVID parent meetings/workshops, to provide further AVID awareness as well as to support parents with student success skills. AVID family workshop power points are found on AVID.org in English and Spanish to support schools.

Technology

Technology Summary

<u>**Index 1 through Index 3**</u>

ECISD utilizes numerous technological programs throughout the district in order to promote student learning and close the achievement gaps. The district has ensured that every classroom is equiped with best practice STaR Chart Advanced equipment recommended by TEA. Odysseyware, Brainchild, Think Through Math, IStation, Classworks, and English/Spanish reading intervention programs assist with tutorials, intervention, and credit recovery. Renaissance Learning provides online books available to students at school and home. ECISD incorporates computer labs on each campus along with SmartBoards and document cameras in each classroom. Teachers are provided with laptops and are trained on how to use them to enhance instruction. Targeted campuses utilize supplemental technology to target intervention and support through tablets, and additional laptop devices. Bilingual/ESL Dept. provides targeted campuses with dedicated technology and software programs to support instructionand rememediation for served ELLs.

<u>**Index 4 Post-Secondary Readiness**</u>

CTE has a great deal of technology, some of which needs upgrading. A compilation of district computers has been created, including location and funding source. CTE upgrades at least two computer labs each year, but this is a large strain on the CTE budget. CTE is working with district CTO in order to possibly add CTE computer labs to the district re-fresh list. Additional labs are being added to the high school campuses for 2015-16 due to transition.

ECISD has an outstanding Technology and Infomation Systems department that supports the needs of Advanced Academic Services.

Elementary GT teachers have no less than 3 student computers available in their classroom.

AVID:

AVID encourages the use of more technology within the classroom. It is now a part of Essential 7 for AVID secondary certification- which requires that students have the opportunity to use technology as a tool in the AVID elective classroom. Students will often do college research online and present power point presentations over colleges.

Teachers are also encouraged to use more technology in the classroom, such as incorporating videos, digital binders, power points, and online WebEx trainings provided by AVID Center.

AVID Summer Institutes now incorporates a Blended Learning style in which participants complete online Launches prior to attending and Boosts during the school year after AVID summer institute attendance.

Technology Strengths

Index 1 through Index 3

ECISD continues to move forward with technological changes as they arise- having improved our infrastructure to be technology friendly. ECISD replaces classroom and computer lab computer systems on a scheduled basis and increases access to new technology programs as they are developed. ECISD employs instructional technologists to provide training and support for best instructional practices.

Index 4 Post-Secondary Readiness

CTE labs are being added to the high school campuses for 2015-16 due to transition and growth in Project Lead the Way (Engineering), 3D Animation, and Business Information Management (BIM). CTO and CFO have been integral in this planning, making it a priority with the district to ensure students are equipped with the technology needed for specific career pathways.

Technology is essential for running our district and the support is outstanding. Reports and data support the needs of our department and district.

AVID:

AVID is encouraging and supporting the use of more technology in the classroom, by offering various On Demand video lessons, by using virtual college fairs in the classroom, online launches and boosts after AVID summer institute and more. Some schools are even collecting their CSS evidence electronically by using One Note. AVID recognizes that our students of today are driven by social media and technology and we must embrace this in order to meet their learning needs.

Technology Needs

Index 1 through Index 3

ECISD must continue to ensure equity among instructional technology at each campus and for special programs, including bilingual/ESL classrooms, while actively seeking to revise current minimum structures offered at each campus. Teachers' professional learning need to continually grow to enhance instruction through the use of technology. Furthermore, as technology advances are made, supplemental, student friendly devices such as computer tablets and other hand held devices and laptops, etc. need to be utilized as much as possible.

Index 4 Post-Secondary Readiness

CTE computer lab re-freshes are costly and put a great strain on the CTE budget. CTE computer labs not purchased with 244 (Perkins) funds should be added to the district refresh list for upgrades as needed. Computers in most need of re-fresh are those at the technical centers (CTE @ NTO and ATC-G).

Incorporate instructional technology into content specific professional development to support teachers in their implementation of its use in the classroom to impact student learning. Each Elementary GT cluster campuses would greatly benefit from having their own C.O.W. since so much research is conducted in these classes. Each Elementary GT cluster campus would greatly benefit from having their own C.O.W. since so much research is conducted in these classes.

AVID:

Although AVID encourages and requires the use of technology in the classroom, not many AVID classrooms have computers in the classroom. Unfortunately many classrooms must try to book the computer lab, but it becomes a challenge with the high demands of testing and other things. Our AVID senior students must also all apply for college and the FAFSA online, as well as complete online AVID Senior data which requires substantial computer time. Some of the AVID students do not have their own laptops or internet access at home which requires them to do this at school. The district needs to look at supporting all AVID secondary classrooms with a set of computers in order to meet the needs and demands of our students.