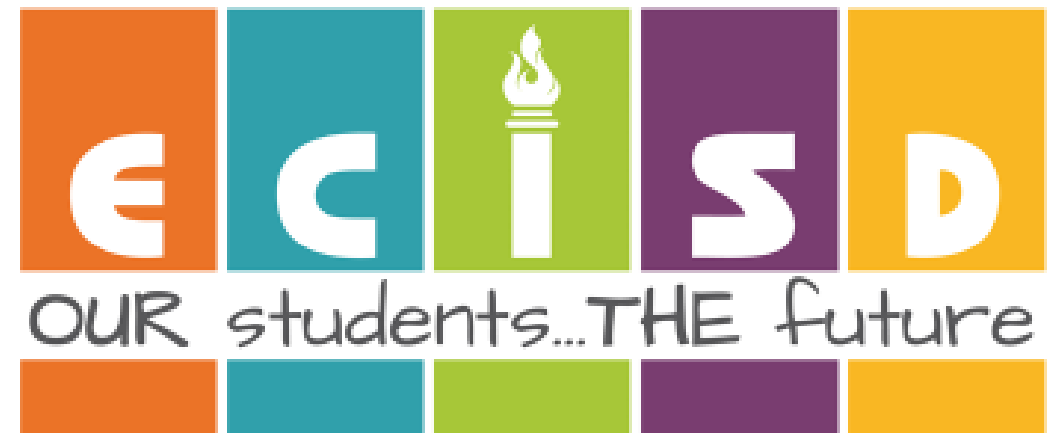


Ector County ISD 2021-2022

Results Driven Accountability (RDA) Board Update



Overview of the Results Driven Accountability (RDA) Framework

- The RDA framework is utilized to assign required intervention activities to a local education agency (LEA) based on annual performance on individual indicators or patterns across indicators.
- Three student groups are monitored by RDA:
 - **Bilingual/ESL/Emergent Bilingual**
 - **Other Special Populations (Homeless, Foster-care & Military Connected)**
 - **Special Education**
- There are 12 indicators used across 3 Domains:
 - **Domain I – Academic Achievement**
 - **Domain II – Post-Secondary Readiness**
 - **Domain III – Disproportionate Analysis**

Intervention Requirements

Determination Level 4 (OSP):

- Develop a strategic support plan with key stakeholders
- Implement and monitor the support plan
- Complete a self-assessment
- Meet monthly with TEA & provide supporting documentation that plan is being implemented

Determination Level 3 (BE/ESL/EB)

- Develop a strategic support plan with key stakeholders
- Implement and monitor the support plan
- Complete a self-assessment
- Meet bi-monthly with TEA & provide supporting documentation that plan is being implemented

Determination Level 3 (SPED)

- Develop a strategic support plan with key stakeholders
- Implement and monitor the support plan
- Complete a self-assessment
- Complete TEA Desk Review

Strategic Support Plan Team Members were invited to develop the Strategic Support Plan

- Mauricio Marquez, EDL
- Maribel Aranda, MS Principal
- Julie Marshall, El Principal
- Cristabel Gonzales, El Principal
- Gerardo Ramirez, HS Principal
- Betsabe Salcido, Ex. Director BL/ESL
- Jaime Miller, Ex. Director C&I
- Scott Randloph, Director of Attendance/ COC

- Lisa Wills, Ex. Director C&I
- Leslie Wilson, Ex. Director SpEd
- Valerie Stiles, ELAR Coordinator
- Dawanna Talley, MCL Permian
- Martha Burrola, ESL Dept Head OHS
- Annie Arrendondo, ESL Coordinator
- Chelsea Reyes, Ex. Director Guidance & Counseling

- Lyndsey Duncan, MCL Nimitz
- Ronnie Neal, Dept Head, Social Studies W&Y
- Nora Arzate, Dept Head, Social Studies Nimitz
- James Lewallen
- James Norton, Dept Head, Social Studies Crockett
- Milton Hunt, Dept Head Social Studies Bowie
- Misty Hiner, Supervisor Special Education
- Melissa Valenzuela, Supervisor Special Education



Understanding
our performance
levels Other Special
Populations

(Determination
Level 4)

Results Driven Accountability (RDA)

Other Special Populations (OSP)

(Homeless, Military Connected, & Foster Care)

Domain 1 Academic Achievement	Indicator #1: OSP STAAR 3-8 Passing Rate Indicator #2: OSP Dyslexia STAAR 3-8 Passing Rate Indicator #3: OSP STAAR EOC Passing Rate
Domain 2 Post Secondary Readiness	Indicator #4: OSP Graduation Rate Indicator #5: OSP Annual Dropout Rate (Grades 7-12)
Domain 3 Disproportionality	Indicator #6: OSP Dyslexia Representation (Ages 6-21)

Year 2021 Results Driven Accountability

Determination Level 4

Other Special Populations (OSP) Domain II

2021 OSP Graduation Rate

	PLO Cut Points	Rate	Graduates	Total	P. Level
2022	80%-100%	66.4	148	223	2
2021	80%-100%	59.2	141	238	2
2020	80%-100%	53.3	57	107	3

2021 OSP Annual Dropout Rate (Grades 7-12)

	PLO Cut Points	Rate	Dropouts	Class	P. Level
2022	0-1.8	8.2	57	699	3
2021	0-1.8	7.0	72	1026	3
2020	0-1.8	10.2	80	786	3

Year 2022 Other Special Populations (OSP) Determination Level 4 Domain 1 STAAR 3-8 Passing Rate Social Studies

PLO Cut Points	District Rate	State Rate	Passers	Total	Performance Level
65%-100%	22.4 (Overall)	66.4 (Overall)	19	85	3
		43.3 (Foster care)			
		39.6 (Homeless)			
		74.5 (Military)			



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Year 2022 Other Special Populations (OSP) Determination Level 4 Domain 2 (Year 2022) Drop Out Rate (Grades 7-12)

PLO Cut Points	District Rate	State Rate	Drop-Outs	Total	Performance Level
0-1.8%	8.2 (Overall)	2.7 (Overall)	57	699	3
		5.8 (Foster care)			
		5.8 (Homeless)			
		.8 (Military)			



Results Driven Accountability Strategic Support Plan

PROBLEM STATEMENT:

OSP students' passing rate on the STAAR Grades 3-8 Social Studies was 22.4%- which did not meet the state's rate of 65%; OSP students dropped out at a rate of 8.2% which did not meet the state's expectation of 1.8%- thus earning a performance level of 3 in both areas.

Root Cause:

- OSP students have learning gaps that require interventions to improve fundamental skills in social studies, such as targeting social studies academic vocabulary at all grade levels.
- OSP students have missed credit opportunities and attendance issues that require thorough review and targeted support to keep them on target for graduation.

Annual Goal for Other Special Populations (OSP)

OSP student performance on STAAR 3-8 Social Studies will improve to 44.7% so that the state's expectation of 65% is met by the Spring 2024 STAAR test administration; while the drop-out rate for OSP students will decrease to 4.9% to meet the state's expectation of 1.8% by May of 2024.

- **Prioritized Lever 1:**

Essential Action 1.1: Develop District and Campus Instructional Leaders with Clear Roles and Responsibilities.

Strategies for Other Special Population Success

Monitor students' transcripts

Leverage district remediation software, Brainchild

Homeless case management

PLCs will be held to update and assess OSP student progress

Provide drop out prevention and intervention



RDA Strategic Support Plan Emergent Bilinguals

Bilingual & ESL Education

(Determination Level 3)

2022 Results Driven Accountability District Report

Bilingual Education/English as a Second Language & English Learner

Domain I – Academic Achievement (Indicators 1-8)

Domain II - Post-Secondary Readiness (Indicators 9-10)

Domain III - Disproportionate Analysis (Indicator 11)



Results Driven Accountability (RDA 2022)

BE/ESL/EB Overview	
Domain 1	Indicator #1 BE STAAR 3-8 Passing Rate Indicator #2 ESL STAAR 3-8 Passing Rate Indicator #3 ALP STAAR 3-8 Passing Rate Indicator #4 EB (Not Served in BE/ESL) STAAR 3-8 Passing Rate Indicator #5 EB Dyslexia STAAR 3-8 Reading Passing Rate Indicator #6 EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate Indicator #7 EB STAAR EOC Passing Rate Indicator #8 TELPAS Reading Beginning Proficiency Level Rate Indicator #9 TELPAS Composite Rating Levels for Students in U.S. School Multi Years
Domain 2	Indicator #10 EB Graduation Rate Indicator #11 EB Annual Dropout Rate (Grades 7-12)
Domain 3	Indicator #12 EB Dyslexia Representation (Ages 6-12)

Results Driven Accountability (RDA 2022)

- *Performance Level Summary by Each Program Area*

2022 Performance Level Counts					
BE/ESL/EB	0.	1.	2.	3.	4.
2022	4	4	2	2	
2021	4	2	4	3	

2022 Results Driven Accountability BE & ESL Domain II

2021 Emergent Bilingual (EB) Graduation Rate

	PLO Cut Points	Rate	Graduates	Class	P. Level
2022	80-100	72.9	175	240	1
2021	80-100	70.8	170	240	1
2020	80-100	65.3	160	245	2

2021 Emergent Bilingual (EB) Annual Dropout Rate (Grades 7-12)

	PLO Cut Points	Rate	Graduates	Class	P. Level
2022	0-1.8	2.2	56	2590	0
2021	0-1.8	3.3	78	2390	1
2020	0-1.8	3.6	71	1965	2

2022 Results Driven Accountability BE & ESL Domain I

<i>Indicator</i>						<i>Level</i>
6. EB Years-After Reclassification (YsAR) STAAR 3-8 Passing Rate						
			Rate	Passed	Tested	
2022	<i>Social Studies</i>	65.0 - 100	21.9	7	32	3
2021	<i>Social Studies</i>	65.0 - 100	51.9	40	77	2

<i>Indicator</i>						<i>Level</i>
7. EB STAAR EOC Passing Rate						
			Rate	Passed	Tested	
2022	<i>English I and II</i>	65.0 - 100	28.9	370	1281	3
2021	<i>English I and II</i>	65.0 - 100	26.3	189	718	3

NEXT STEPS - Results Driven Accountability

Strategic Support Plan (SSP)

PROBLEM STATEMENT:

The number of Emergent Bilinguals who passed the English EOC I & II is 28.9%. Also, Emergent Bilinguals who passed the Social Studies STAAR 3-8 is 21.9%. These numbers are below the state cut point.

ROOT CAUSE:

- Instruction must improve to include culturally responsive and inclusive practices that promote authentic grade level academic achievement for diverse student populations.
- Emergent Bilinguals must have access to social studies grade level curriculum and the English language at lower grade levels rather than waiting until secondary.

Annual Goal & Prioritized Lever 1

ANNUAL GOAL:

Student Outcome Goal: Emergent Bilinguals will increase the passing rate from to 28.9% to 38.9% for EOC English I & II and increase the Emergent Bilingual STAAR 3-8 passing rate for Social Studies from 21.9% to 31.9% percent by May 2023.

STRATEGY FOR IMPLEMENTATION:

Prioritized Lever 1

- Essential Action 1.1 Develop District and Campus Instructional Leaders with Clear Roles and Responsibilities.
- District and campus leaders will consistently monitor English learners at risk of not graduating or dropping out. PLCs will be held to update and assess student progress on pass/fail rate every grading period. Campus Principals will develop a process to include guidance counselors to provide student support on social emotional needs and academic intervention with alternative program opportunities for timely credit recovery. The campuses will also use the dropout list from the ECISD Community Outreach Center to monitor students dropping out and intervene in a timely manner by assisting in efforts to enroll students in the optional flexible school day program.

Student Support Plan (SSP) Activities for Emergent Bilinguals (EB)

Provide relevant professional development for ELAR EOC I & II teachers and social studies teachers serving EBs.

PLCs will be held to update and assess Emergent Bilingual students' progress

Continue to monitor EBs progress for graduation and to lower the dropout rate for EBs.

RDA Strategic
Support Plan
Special Services



**RESULTS DRIVEN
ACCOUNTABILITY
2022
(Determination
Level 3)**

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

Domain II – Post-Secondary Readiness (Indicators 6-7)

Domain III – Disproportionate Analysis (Indicators 8-18)

Determination Level
Meets Requirements (DL1)
Needs Assistance (DL2)
Needs Intervention (DL3)
Needs Substantial Intervention (DL4)

Results Driven Accountability (RDA)

SPECIAL EDUCATION ACADEMIC DATA (AGES 3-8)

YEAR	CUT POINT RANGE (PERFORMANCE)	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL (ECISD)
2021-2022	70-100%				
	Reading	42.8%	678	1,583	2
	Math	39.0%	598	1,532	3
	Science	46.8%	245	524	0
2020-2021	70-100%				
	Reading	27.3%	381	1392	3
	Math	28.9%	402	1391	3
	Science	25.2%	109	433	3
2019-2020	70-100%				No Data
	Reading				
	Math				
	Science				
	Social Studies				

Results Driven Accountability (RDA)

SPECIAL EDUCATION STAAR EOC PASSING RATE - Domain I

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	PASSED	TOTAL SPECIAL ED STUDENTS TESTED	PERFORMANCE LEVEL (ECISD)	
2021-2022	65% -100%	Algebra	40.1%	143 Students	357 Students	2
	75%-100%	Biology	51.3%	118 Students	230 Students	3
	70%-100%	U.S. History	45.5%	87 Students	191 Students	3
	60%-100%	English I and II	18.4%	107 Students	581 Students	4
2020-2021	65%-100%	Algebra	30.9%	58 Students	188 Students	3
	75%-100%	Biology	35.7%	56 Students	157 Students	3
	70%-100%	U.S. History	52.0%	66 Students	127 Students	2
	60%-100%	English I and II	19.6%	68 Students	347 Students	3

Results Driven Accountability (RDA)

SPECIAL EDUCATION GRADUATION RATE - Domain II

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	GRADUATES	TOTAL SPECIAL EDUCATION STUDENTS	PERFORMANCE LEVEL (ECISD)
2021-2022	80% to 100%	77.30%	109 Students	141 Total Students	0
2020-2021	80% to 100%	67.50%	110 Students	163 Total Students	2
2019-2020	80% to 100%	64.80%	92 Students	143 Total Students	2

Results Driven Accountability (RDA)

SPECIAL EDUCATION ANNUAL DROPOUT RATE - Domain II

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	DROP OUTS	TOTAL SPECIAL EDUCATION STUDENTS	PERFORMANCE LEVEL (ECISD)
2021-2022	0-1.8%	3.00%	37 students	1,227 enrolled in Special Education	1
2020-2021	0-1.8%	3.7%	44 Students	1,179 enrolled in Special Education	2
2019-2020	0 - 1.8%	3.4%	39 Students	1,139 enrolled in Special Education	2

Results Driven Accountability (RDA)

SPECIAL EDUCATION ANNUAL DISCIPLINARY REMOVALS RATE (AGES 3-21) - Domain III

YEAR	CUT POINT RANGE (PERFORMANCE LEVEL =0)	DISTRICT RATE	STATE RATE	PERFORMANCE LEVEL (ECISD)
2021-2022	0-19%	16.90%	*	0
2020-2021	0-19%	33.40%	*	2
2019-2020	0 - 19%	45.7%	*	2

Results Driven Accountability Strategic Support Plan

- **Problem Statement:** Special education students in STAAR 3-8 Social Studies are performing at 36.0% while state expectation is 65%. On STAAR EOC English I and II we are at 18.4% while the state expectation is 60%.
- **Root Cause Statement:** Strengthen Tier One and Two instruction to build academic vocabulary and fundamental skills.

Results Driven Accountability Strategic Support Plan

- **Student Outcomes Goal:** Increase Passing Rate of STAAR 3-8 Social Studies from 36% to 56% and End of Course US History from 45% to 65% by May 2023. Increase the passing rate of STAAR EOC English I and II from the current rate of 18.4% to 40%.
- **Prioritized Lever 1: Essential Action 1.1:** Develop District and Campus Instructional Leaders with Clear Roles and Responsibilities.
- **Prioritized Lever 5: Effective Instruction Essential Action 5.1** Objective-driven daily lesson plans with formative assessments.

ACTIVITIES

Special Education teachers will attend PLC's to learn instructional practices

Training in behavior strategies and classroom management

Work closely with Curriculum and Instruction

Monitor disciplinary removals of students

Special Education supervisors provide support and guidance to campuses

*2022 Results
Driven
Accountability
(RDA)*

