Ector County Independent School District

District Improvement Plan

2019-2020

Accountability Rating: D

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.

Pillars

Developed by Team of 8 – March 2019

Teaching and Learning

Human Resources

Funding and Finance

Facilities and Infrastructure

Climate and Culture

Communications and Community Partnerships

Vision

Ector County ISD

OUR Students. . . THE Future

Developed by Team of 8 – March 2019

Core Beliefs

We Believe:

* A quality education is a fundamental right for every student

* In preparing our graduates for success after high school

* Engagement in teaching and learning is a shared responsibility among students, staff, and parents

* In valuing the students, our staff, parents and the community

* There is a pathway for success for every student to become a leader

* In providing a consistent and viable education for every student

* In recruiting, retaining, and developing the best staff

* Student needs drive decisions

* In setting each other up for success

* In civic engagement and upholding community traditions

* In embracing diversity

* A safe, healthy climate is conducive to learning

Developed by Team of 8 – March 2019

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Comprehensive Needs Assessment

Revised/Approved: January 09, 2019

Demographics

Demographics Summary

Historical Data Student & Teacher Information

Table 1 Enrollment

Year	PreK	K-12	# of Students on Intra-& Inter District Transfers E/M/H
2020			
2019	1635	31570	5188
2018	1523	30624	4608
2017	1513	29850	5622
2016	1365	30046	5142
2015	1405	30467	6422
2014	1468	29281	6069

There is a three year growth trend in PK-12. The number of transfers for the district is high. 1 in 6 students are moving campuses. Tracking of the in-district and out-of-district transfers should be expanded to include clearly defined transfer rationale.

Table 2 Ethnic Distribution

Year	H	State	W	State	AA	State	2 or More	State	EcoDis	State
2020										
2019	76.2		17.3		3.9		1.1		56.2	
2018	75.5	52.4	18.1	27.8	3.9	12.6	1.0	2.3	50.9	58.8
2017	75.1	52.4	18.6	28.1	3.9	12.6	1	2.4	55.3	59
2016	74.9	52.2	18.9	28.5	3.9	12.6	.9	2.1	51.7	59
2015	73.7	52	20.1	28.9	3.8	12.6	1	2	48.1	58.8
2014	72.1	51.8	21.5	29.4	4.0	12.7	1	1.9	50.8	60.2

The majority of the ECISD student population is Hispanic which has grown from 72% to 76% in 5 years and is above the state average. The white student poopulation is decreasing and falling at a comparable ratio to the Hispanic growth. The economically disadvantaged student population is growing, and could increase as economic changes occur. The percentage of identified economically disadvantaged students impacts State Accountability measures, specifically Domain 2B. The African American student population is below state average and stagnant in growth.

Table 3 Gender

Year	Male %	Female %
2020		
2019	51	49
2018	51.1	48.9
2017	51.2	48.8
2016	51.1	48.9
2015	51	49
2014	51.3	48.7

Table 4 Special Programs

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State
2020										
2019	8.7		18.5		57.4		8.9		24.7	
2018	8.4	9.1	17.1	18.8	57.4	50.8	9.9	7.9	21.4	25.8
2017	7.9	8.8	16.9	18.8	57.8	50.3	9.4	7.8	21.7	25.0
2016	7.4	8.6	16.4	18.3	58.2	50.1	8.4	7.7	19.4	24.3
2015	7.1	8.5	15.9	17.8	61.9	51.2	8.3	7.6	16.1	23.2
2014	7.1	8.5	15.2	17.1	62.5	49.9	7.5	7.6	15.0	22.2

Student enrollment in Career and Technology Education programs is increasing. CTE facility expansion is needed due to increased program enrollment. Special education student enrollment has increased but continues to be below the state average. Our English Learner identified student population has increased while the number of identified at-risk students has decreased.

Table 5 Attendance Rates

Year	State	District	H	W	AA	EcoDis	Special Ed	ELL
2019								
2018								
2017	95.7	94.6	94.6	94.7	94.1	94.2	93.5	95.4
2016	95.8	94.7	94.7	94.9	94.2	94.5	93.6	95.5
2015	95.7	94.3	94.2	94.7	94.0	93.9	93.2	95.3
2014	95.9	94.7	94.7	94.6	94.6	94.4	93.5	95.7
2013	95.8	94.4	94.3	94.6	94.0	94.0	92.8	95.4

Attendance rate is below the state level in all areas. English Learner students attend at the highest rate; while Special Education students' attendance is the lowest for the district. ECISD's loss in ADA funding per percentage point decrease is $1,000,000.

Table 6 Retention Rates

Year	K		1		2		3		4		5		6		7		8	
	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State
2019																		
2018	.6	1.8	2.4	3.4	2.0	2.1	1.6	1.3	1.2	0.6	1.3	0.7	1.0	0.5	1.7	0.7	1.1	0.6
2017	.8	1.8	2.2	3.8	1.6	2.4	.9	1.6	1.0	.8	.5	.4	1.5	.6	2.4	.7	.6	.5
2016	.7	1.9	2.3	4.1	2.0	2.7	1.5	2.0	.8	1.0	1.1	.9	.5	.6	2.4	.8	.7	.8
2015	.7	2.0	2.8	4.3	2.1	2.9	2.2	2.2	1	1.2	2.7	1.3	.5	.7	5.8	1	3.6	1
2014	.7	2.0	3.4	4.4	1.7	2.9	1.4	2.2	.5	1.3	3.2	1.5	.3	.8	2.7	1	2.4	1.1

ECISD K-2 is below the state retention rate. Grades 3-5 retention rates are increasing. While we fall below the state average in most areas, Grade 7 is above the state average.

Table 7 Number and Percent of Teacher in ECISD

Year	PreK-12	District % of Teachers	State % of Teachers
2020			
2019			
2018	1984.8	52.0	50.1
2017	2020.6	51.9	50.0
2016	1994.9	52.6	50.5
2015	1796.1	52.1	50.8
2014	1761.7	52.3	51.0

Table 8 Number of Employees (FTEs) / Enrollment

Year	Employees	Enrollment PK-12 *as of snapshot
2020		
2019		
2018	3837.60	32,267
2017	3916.70	31,481
2016	3819.90	31,791

Employee numbers are decreasing, while the number of students is increasing. This is due to unfilled vacancies. What factors are involved in staff leaving?

Table 9 Payroll Costs

Year	All Employees
2020	
2019	
2018	163,722,864
2017	166,718,060
2016	160,559,722

Payroll has decreased due to open positions.

Table 10 Teachers by Years of Experience

Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Over 20 Years
2019					
2018	10.6	34.9	16.3	21.9	16.3
2017	14.0	33.5	16.0	20.8	15.7
2016	17.6	29.0	16.6	21.7	15.1
2015	12.6	29.5	18.3	24.7	14.8
2014	11.0	29.6	18.2	26.4	14.8

Half of the teaching staff has 5 years or less of teaching experience. Teachers with between 1-5 & 6-10 year of teaching experience has a significant decrease. What are we doing to keep the teachers who've been here beyond 11 years? What incentives are in place for teachers with more than 20 years of experience? With the passage of the TRE, we pay above our comparison group starting at year 2019.

Table 11 Average Years of Experience of Teachers with the District

Year	District	State
2019		
2018	8.1	7.1
2017	7.8	7.2
2016	7.9	7.3
2015	8.3	7.5
2014	8.3	7.6

People stay longer than the state average.

Table 12 Turnover Rate for Teachers

Year	District	State
2019		
2018	18.6	16.6
2017	17.0	16.4
2016	18.0	16.5
2015	20.7	16.6

The turnover rate is slightly higher than the state.

Table 13 DAEP Placements (secondary)

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2019								
2018	659	32	425	34	58	467	7	121
2017	521	25	324	30	45	353	5	114

2016	505	27	304	39	43	377	3	82
2015	498	19	281	33	27	390	4	68
2014	407	13	245	27	31	302	5	68

Table 14 DAEP Placements (elementary)

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2019								
2018	24	5	23	1	4	18	0	2
2017	34	4	28	6	5	20	1	7
2016	26	1	24	9	7	15	1	3
2015	70	10	54	7	7	44	1	18
2014	62	4	48	6	3	39	1	19

Table 15 Alternative Education Center Recidivism Rates

Year	Count	Percentage
2019		
2018	110	16.7%
2017	81	15.5%
2016	69	13.7%
2015	68	13.6%
2014	69	17%

Averaged 72 from 2014 - 2017. In 2018, there was a 38 point increase.

Table 16 DAEP % Attendance Rates

Year	Attendance Rate
2019	
2018	80.7 %
2017	84.4 %
2016	84.2 %
2015	87.3 %
2014	84.4 %

There was a significant increase from 2017 to 2018.

Table 18 Grade 9, 4-Year, 5-Year, and 6-Year Longitudinal Graduation and Dropout Rates (federal)

Class of	Class Number	District % Graduated (4 year, 5 year, 6 year)	State % Graduated (4 year, 5 year, 6 year)	District % Dropped out (4 year, 5 year, 6 year)*	State % Dropped out (4 year, 5 year, 6 year)*
2013	1,549	77.2%, 80.7%, 81.2%	88%, 90.4%, 90.9%	14.4%, 15.5%, 15.9%	6.6%, 7.2%, 7.2%
2014	1,476	80.9%, 83.3%, 84%	88.3%, 90.4%, 90.9%	12.3%, 13.8%, 13.7%	6.6%, 7.2%, 7.2%
2015	1,653	82.9%, 86.8%, 87.2%	89%, 91.3%, 91.8%	10.5%, 10.6%, 10.7%	6.3%, 6.7%, 6.7%
2016	1,715	84%, 87.1%,	89.1%, 91.6%,	9.7%, 10.9%,	6.2%, 6.6%,
2017	1,524	81.6%,	89.7%	11.2%	5.9%
2018					
2019					

*Continuers not included in percent, this is why we see an increase in dropout and graduates.

2.4% decline in 4 year graduates from 2016 to 2017 when there has been an increase yearly. Gradation rates are lower than state and dropout rates are higher than the state.

Table 19 - CURRENT YEAR DUAL CREDIT ENROLLMENT BY COURSE BY GRADE

COURSE TITLE	09	10	11	12	Grand Total
Grand Total	460	416	1352	1106	3334

Table 20 - AVID Schoolwide *Students enrolled in multiple dual credit courses.*

Year	# of Elem Schools	# of Middle Schools	# of High Schools
2019			
2018	3	0	1
2017	No Data Available	No Data Available	No Data Available
2016	No Data Available	No Data Available	No Data Available

Table 21 - AVID Elective number of students by grade level

Year	7th	8th	9th	10th	11th	12th
2019						
2018	484	484	430	329	238	233
2017	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available
2016	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available	No Data Available

Table 22 - Graduates Enrolled in TX Institution of Higher Education (IHE) *Source: Higher Education Coordinating Board Report*

Year	State	District
2018		
2017		
2016		
2015	56.1	53.6

2014	57.5	56.4
2013	56.9	56.6

Table 23 - Summer School Attendance

Year	K-5	6-8	9-12
2019			
2018	1010	1104	1215
2017	1038	878	1166
2016	927	1130	953
2015	921	673	1183

Table 24 - FAFSA Completion Rates

Year	
2019	
2018	40% - 44%
2017	70% - 74%
2016	No data
2015	No data
2014	No data

Table 25 - IB Data

	2014	2015	2016	2017	2018	2019
Students registered	52	71	86	67	56	60
Diploma	11	16	18	28	20	23

Candidates	8	10	9	20	4	Published in July 2019
Diplomas Awarded						
Anticipated Candidates (Juniors)	13	12	23	13	20	23
Course Students	8	16	26	45	43	28

Table 26 - IB Enrollment by grade level

	2014	2015	2016	2017	2018	2019
12th Grade	11	16	18	28	20	23
11th Grade	20	28	32	38	36	29
10th Grade	48	49	50	33	31	32
9th Grade	n/a	n/a	36	37	43	31

Table 27 - IB Exam registration fee summary.

	2018	2017	2016	2015	2014
Registration fee	42 @ $172 = $7224	43 @ $168 = $7, 224	75 @ $164 = $12,300	60 @ $160 = $9600	47 @ $157= $7379
Exam fee	151 @ $119 = $17,969	178 @ $116 = 20,648	180 @ $$113 = $20,340	149 @ $110 = $16,390	107 @ $108=$18. 938
Late fee	$1761 (refund $688)	$37.	$143	$389.	
Total	**$26,316**	**$28,133**	**$32,783**	**$26,379**	**$18, 035**

Table 28 - Fine Arts Participation by Grade Level

Year	7th	8th	9th	10th	11th	12th	Total
2019	1959	1834	1662	1149	778	600	7,982
2018	1770	1862	1707	1184	783	541	7,847
2017	1813	1767	1608	1110	772	700	7,770
2016	1996	1866	1630	1096	917	700	8,205
2015	2360	1988	1591	1309	951	628	8,827

Table 29 - Athletics Participation Rates by Grade Level

Year	7th	8th	9th	10th	11th	12th	Total
2019	1169	1025	618	438	305	245	3,800
2018	1224	1185	606	387	322	187	3,911
2017	1342	116	550	466	285	225	2,984
2016	1327	1045	622	421	293	218	3,926
2015	1353	1066	580	422	309	208	3,938

Table 30 Expulsions without Services (Does not include students expelled to DAEP)

	2014	2015	2016	2017	2018
Total Expulsions	19	33	42	31	54

Table 31

7-8 Dropout Rate	State	ECISD
2018		
2017	0.3%	0.8%
2016	0.4%	0.6%
2015	0.3%	0.%
2014	0.5%	0.4%

Table 32

9-12 Dropout Rate	State	ECISD
2018		
2017	1.9%	2.8%
2016	2.0%	2.4%
2015	2.1%	2.7%
2014	2.2%	1.9%

Table 33

4 year completion rates	State	ECISD
2018		
2017	89.7%	84.3%
2016	89.1%	87.6%
2015	89.0%	86.1%
2014	88.3%	86.2%

Table 34

5 year completion rates	State	ECISD
2017		
2016	91.6%	90.4%
2015	91.3%	89.6%
2014	90.4%	88.1%
2013	90.4%	85.5%

Demographics Strengths

ECISD is diverse. Enrollment is growing.

Table 1 Enrollment

Year	PreK	K-12	# of Students on Intra-& Inter District Transfers E/M/H
2020			
2019	1635	31570	5188
2018	1523	30624	4608
2017	1513	29850	5622
2016	1365	30046	5142
2015	1405	30467	6422
2014	1468	29281	6069

Table 4 Special Programs

Year	Special Ed	State	ELL	State	At-Risk	State	GT	State	CTE	State

Year										
2020										
2019	8.7		18.5		57.4		8.9		24.7	
2018	8.4	9.1	17.1	18.8	57.4	50.8	9.9	7.9	21.4	25.8
2017	7.9	8.8	16.9	18.8	57.8	50.3	9.4	7.8	21.7	25.0
2016	7.4	8.6	16.4	18.3	58.2	50.1	8.4	7.7	19.4	24.3
2015	7.1	8.5	15.9	17.8	61.9	51.2	8.3	7.6	16.1	23.2
2014	7.1	8.5	15.2	17.1	62.5	49.9	7.5	7.6	15.0	22.2

Students indentified as GT are above the state average. Special Education, ESSA, and CTE participation are below the state average.

Table 6 Retention Rates

Year	K		1		2		3		4		5		6		7		8	
	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State	Dist	State
2019																		
2018	.6	1.8	2.4	3.4	2.0	2.1	1.6	1.3	1.2	0.6	1.3	0.7	1.0	0.5	1.7	0.7	1.1	0.6
2017	.8	1.8	2.2	3.8	1.6	2.4	.9	1.6	1.0	.8	.5	.4	1.5	.6	2.4	.7	.6	.5
2016	.7	1.9	2.3	4.1	2.0	2.7	1.5	2.0	.8	1.0	1.1	.9	.5	.6	2.4	.8	.7	.8
2015	.7	2.0	2.8	4.3	2.1	2.9	2.2	2.2	1	1.2	2.7	1.3	.5	.7	5.8	1	3.6	1
2014	.7	2.0	3.4	4.4	1.7	2.9	1.4	2.2	.5	1.3	3.2	1.5	.3	.8	2.7	1	2.4	1.1

Retention rates in grades Kindergarten through 2nd grade are below the state average.

Table 11 Average Years of Experience of Teachers with the District is above the state average.

Year	District	State
2019		
2018	8.1	7.1
2017	7.8	7.2
2016	7.9	7.3
2015	8.3	7.5
2014	8.3	7.6

ECISD Teachers by ethnicity are: African America 5.1% , Hispanic 39.7%; White 53.1%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The turnover rate for teachers is 2 points above the state average 18.6 compared to 16.6 percent. (Goal 2) **Root Cause**: Staff retention & PLC process and support

Problem Statement 2: 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR **Root Cause**: Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support

Problem Statement 3: Coding is an ongoing challenge with students who are transferred. (Goal 6) **Root Cause**: Training processes might need to revisited.

Problem Statement 4: Student retention rates are above state average in grades 3-8. Student in grades k-2 are significantly low. (Goal 1) **Root Cause**: Process for retention needs to be re-examined.;

Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause**: Lack of consistent and ongoing training and expectations; Office turnover

Problem Statement 6: District attendance rate was 94.6% v. 95.7% at the state level. (Goal 1-Goal 4) **Root Cause**: Immediate contact with parents, campus level incentives for absences.

Student Academic Achievement

Student Academic Achievement Summary

1) 6th Grade and 7th grade all content areas are in need of improvement.

2) The performance gap between ECISD and State averages show double digit gaps.

3) 5th Grade reading and math and 8th Grade reading and math 1st administration passing rates are lower than the state passing rate

4) 8th Grade social studies show the Hispanic, economically disadvantaged and African American subgroups are the lowest performing.

5) Students performing at the Meets standard is below the state average in all content areas and all grades.

6) 3rd Grade students performing at the Meets standard in Reading is 32%.

7) 58% of 3rd grade students are in Tier 1 as measured by Istation.

8) Pre-K-2 literacy instructional initiatives are being implemented Spring 2019.

9) Student growth across reading and math are below state averages.

State Assessment Results

Passing standard increased in 2016

* student numbers too small to include in the data table

Table 1 - 3rd Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	77	69	69	78	52	88	71	62	41	70
2017	73	63	61	71	54	75	75	56	35	60
2016	73	56	54	64	45	75	71	47	25	55
2015	77	59	57	70	53	71	64	52	27	57
2014	76	61	59	70	48	94	73	53	49	61

Table 2 - 3rd Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	78	69	69	74	45	94	83	63	35	74
2017	78	66	65	74	51	94	67	60	37	69
2016	75	55	55	60	32	83	68	48	29	60
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	52	51	59	31	82	60	45	47	56

2015 – new Math TEKS / Bridge Study

Table 3 - 4th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	73	60	58	71	43	81	*	52	34	55
2017	70	55	53	63	51	79	57	48	27	50
2016	75	58	56	66	50	79	57	48	27	50
2015	74	56	53	65	44	94	56	48	26	55
2014	74	56	54	64	43	63	55	50	40	53

Table 4 - 4th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	78	68	67	76	49	75	71	63	35	68
2017	76	61	60	65	48	89	64	56	29	60
2016	73	53	52	60	33	69	78	45	27	55
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	71	49	48	56	26	63	45	43	38	50

2015 – new Math TEKS / bridge study

Table 5 - 4th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	63	53	51	61	*	81	*	46	24	53
2017	65	50	49	55	37	74	54	44	20	53
2016	69	57	55	65	54	75	78	51	24	56
2015	70	51	50	54	48	89	47	42	15	59
2014	73	58	57	65	41	81	45	52	34	57

Table 6 - 5th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	84	70	68	60	79	100	*	63	35	63
2017	82	59	66	77	63	82	84	63	28	61
2016	81	68	67	73	48	94	83	62	30	65
2015	87	76	74	84	67	94	82	70	30	68
2014	86	77	75	85	70	88	84	70	66	67

Table 7 - 5th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	91	82	82	84	66	100	80	78	56	82
2017	87	77	77	86	68	94	74	74	40	75
2016	86	74	73	77	67	94	72	69	41	73
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	88	75	73	83	61	100	84	70	59	70

2015 – New Math TEKS / Bridge Study

Table 8 - 5th Grade STAAR Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	76	66	64	78	*	*	73	60	37	61
2017	74	61	59	74	43	82	67	54	28	50
2016	74	60	57	70	48	89	67	54	25	54
2015	72	49	46	62	38	65	50	41	17	38
2014	74	59	56	70	51	88	63	52	44	46

Table 9 - 6th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	69	48	46	56	37	*	*	39	16	41
2017	69	48	45	57	47	83	55	42	18	23
2016	69	45	42	58	31	72	50	38	18	21
2015	77	65	62	76	61	87	53	57	24	43
2014	78	67	65	75	57	93	73	60	51	48

Table 10 - 6th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	77	61	60	68	41	75	67	55	27	58
2017	76	54	52	63	47	91	50	48	26	37
2016	72	44	43	50	28	72	30	39	19	33

| 2015 | NA | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 2014 | 79 | 69 | 68 | 74 | 62 | 100 | 59 | 63 | 50 | 60 |

2015 – New Math TEKS / Bridge Study

Table 11 - 7th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	74	54	52	62	52	85	58	48	21	49
2017	73	53	51	63	36	100	55	47	19	27
2016	71	52	48	65	35	88	42	43	13	20
2015	76	59	56	71	45	88	63	48	12	17
2014	76	58	54	72	51	75	59	49	37	25

Table 12 - 7th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	72	54	52	59	*	88	47	48	22	56
2017	70	47	46	56	34	93	48	42	22	29
2016	69	34	32	43	22	*	36	31	16	25
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	68	34	33	40	27	*	*	31	34	23

Table 13 - 7th Grade STAAR Writing Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	69	51	49	57	48	81	40	44	17	44
2017	70	51	50	58	35	93	59	45	19	25
2016	69	51	48	64	40	71	61	42	12	21
2015	73	54	51	65	42	88	79	44	5	14
2014	72	53	50	62	52	79	70	44	33	24

Table 14 - 8th Grade STAAR Reading Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	86	73	70	83	52	92	76	65	36	61
2017	86	75	73	85	63	89	67	68	29	46
2016	87	75	72	86	69	90	85	67	22	39
2015	88	75	72	85	65	76	89	64	21	39
2014	90	81	78	89	74	100	86	74	54	46

Table 15 - 8th Grade STAAR Math Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	86	62	61	68	41	83	59	58	33	61
2017	85	65	64	71	49	100	45	59	31	51
2016	82	62	60	72	48	95	80	57	16	42
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	86	72	70	79	62	95	78	67	50	44

2015 – New Math TEKS / Bridge Study

Table 16 - 8th Grade Science Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	76	62	60	73	44	100	71	55	31	57
2017	76	62	59	76	51	95	67	54	25	34
2016	75	58	55	70	45	100	92	50	21	33
2015	71	50	46	62	38	45	74	40	13	25
2014	72	56	52	71	44	81	52	48	32	27

Table 17 - 8th Grade Social Studies Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	65	36	32	51	24	77	57	28	18	10
2017	63	40	36	58	28	68	47	31	17	14
2016	63	35	31	45	33	85	62	27	17	12
2015	65	41	36	53	44	67	58	30	10	12
2014	63	43	39	58	26	81	23	33	32	14

Table 18 - English I EOC Approaches Grade Level (2014 1st yr. for combine English I test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	65	53	50	68	34	75	60	46	8	42
2017	64	48	46	63	41	72	64	42	11	16
2016	65	53	51	65	39	84	71	46	18	23
2015	71	57	54	67	48	97	44	50	22	29
2014	67	56	53	65	54	90	72	50	24	16

Table 19 - English II EOC Approaches Grade Level (2014 1st yr. for combine English II test)

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	67	58	56	71	45	77	94	53	17	14
2017	66	54	51	63	47	69	74	47	13	18
2016	67	58	54	73	52	97	75	53	20	18
2015	72	62	58	75	55	91	81	55	22	25
2014	69	60	56	74	54	100	88	54	22	17

Table 20 - Algebra I EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	83	68	68	75	49	100	91	64	26	63
2017	83	71	70	78	64	96	80	68	35	49

2016	78	61	59	72	52	78	63	57	26	39
2015	81	64	60	75	54	100	83	59	23	33
2014	80	71	69	78	68	100	83	67	38	41

Table 21 - Biology EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	87	83	81	92	78	100	92	79	49	72
2017	86	83	81	92	70	93	95	79	45	59
2016	87	82	79	90	76	95	90	76	42	51
2015	91	83	81	89	84	100	87	80	51	60
2014	89	82	80	88	76	100	95	78	56	56

Table 22 - U.S. History EOC Approaches Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	92	88	86	95	82	94	100	83	55	68
2017	91	86	84	96	81	94	100	82	54	52
2016	91	88	86	94	78	97	85	84	53	56
2015	91	82	78	90	73	100	100	74	43	50
2014	92	81	78	89	77	100	100	75	57	50

Table 23 - Grade 3 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	43	32	30	42	17	69	50	25	18	33
2017	45	34	32	43	23	56	*	26	17	34

Table 24 - Grade 4 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	46	33	31	45	25	63	*	25	22	27
2017	44	30	28	40	18	58	*	25	*	25

Table 25 - Grade 5 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	54	38	36	47	21	67	*	30	18	32
2017	48	32	31	38	31	41	63	26	11	27

Table 26 - Grade 6 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	39	20	18	17	28	*	*	16	10	15
2017	37	20	17	29	20	43	32	*	14	13

Table 27 - Grade 7 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	48	27	24	35	24	58	42	21	13	20
2017	42	21	19	32	*	67	*	16	13	18

Table 28 - Grade 8 Reading Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	49	28	27	38	*	*	*	22	16	22
2017	50	30	26	44	23	*	*	21	*	18

Table 29 - Eng I EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	44	30	26	46	57	*	*	*	*	16
2017	43	27	24	40	*	*	*	*	7	1

Table 30 - Eng II EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	48	36	32	50	30	69	*	28	8	*
2017	45	34	30	49	*	59	*	28	*	*

Table 31 - Grade 4 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	39	29	27	37	*	69	*	23	16	27
2017	34	23	22	28	*	63	*	19	*	28

Table 32 - Grade 7 Writing Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	43	25	23	34	*	54	*	19	13	18
2017	39	20	18	29	*	*	*	15	13	17

Table 33 - Grade 3 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	47	36	35	43	23	81	63	30	18	37
2017	49	37	36	44	24	69	*	30	21	42

Table 34 - Grade 4 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	49	36	35	43	18	69	54	30	19	36
2017	47	32	30	40	17	63	43	28	17	32

Table 35 - Grade 5 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	58	42	41	47	29	78	50	37	19	44
2017	50	35	34	41	22	65	*	31	14	34

Table 36 - Grade 6 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	44	25	25	27	*	*	*	20	12	24

| 2017 | 43 | 20 | 18 | 25 | * | 57 | 36 | 15 | 12 | 18 |

Table 37 - Grade 7 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	40	22	20	26	*	52	42	17	13	22
2017	40	20	20	25	*	67	*	17	13	20

Table 38 - Grade 8 Math Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	51	18	17	24	*	*	*	16	14	16
2017	45	13	11	17	*	*	*	12	*	9

Table 39 - Alg 1 EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	55	28	26	36	16	70	*	23	*	22
2017	48	28	25	39	22	69	50	23	8	20

Table 40 - Grade 5 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	41	28	26	39	*	*	37	23	17	23
2017	42	29	27	39	14	65	*	25	13	23

Table 41 - Grade 8 Science Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	52	33	31	46	20	69	*	27	18	28
2017	48	27	24	41	*	63	*	20	9	18

Table 42 - Biology EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	59	45	41	63	35	81	*	38	17	27
2017	57	46	41	62	39	75	*	39	*	29

Table 43 - Grade 8 Social Studies Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	36	10	8	21	*	54	*	7	14	*
2017	33	11	9	19	*	42	*	7	9	6

Table 44 - US History EOC Meets Grade Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	70	58	54	72	47	68	89	49	20	49
2017	66	50	45	69	35	84	*	41	22	41

STAAR Percent at Masters (previously advanced level III)

Table 45 - All Subjects

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	22	11	9	15	6	34	22	8	4	8
2017	20	10	9	15	6	34	15	7	3	8
2016	18	7	6	11	3	28	13	5	2	5
2015	16	7	6	11	3	28	15	4	0	4
2014	15	6	5	10	3	33	10	4	2	5

Table 46 - 3-EOC Reading Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	19	10	9	15	7	29	20	7	3	7
2017	19	10	8	15	6	29	16	7	2	7
2016	17	8	7	12	4	29	16	5	1	5
2015	17	8	6	12	3	26	18	5	1	6
2014	15	7	6	11	4	31	11	5	1	6

Table 47 - 3-EOC Math Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	24	11	11	15	6	36	25	9	5	11
2017	23	11	10	15	5	38	15	9	4	12
2016	19	6	6	8	3	24	8	4	2	5
2015	20	6	8	8	0	37	*	4	*	*
2014	17	7	6	9	3	32	10	5	2	6

2015 – Algebra I only

Table 48 - 4&7 Writing Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	13	6	5	8	3	31	17	3	3	4
2017	12	5	5	8	*	21	10	4	4	6
2016	15	7	6	8		24	19	5	3	8
2015	9	4	3	6	*	18	*	2	*	3
2014	8	3	3	3	*	23	12	2	*	5

Table 49 - 5-EOC Science Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	23	11	9	19	5	35	17	8	5	7
2017	19	10	8	16	7	30	18	6	2	3
2016	16	7	6	12	*	32	12	4	2	2
2015	14	6	4	10	2	30	14	3	*	2
2014	14	6	4	10	2	32	10	4	2	2

Table 50 - 8-EOC Social Studies Masters Level

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018	31	15	13	25	7	45	31	9	5	4
2017	27	12	9	18	8	53	17	7	6	1
2016	22	10	7	16	5	43	*	5	2	*
2015	19	9	6	17	14	38	*	4	*	*

2014	15	6	3	12	*	50	*	3	2	*

School Progress Academic Growth 2018 and beyond

Table 51 - Percent Met or Exceeded Progress years 2013-2017 Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2017	61	57	56	60	60	69	56	56	53	52
2016	62	53	52	55	50	64	58	52	49	49
2015	59	55	54	57	51	61	63	53	49	52
2014	61	56	56	57	55	71	56	55	58	55

Table 52- Percent Met or Exceeded Progress years 2013-2017 Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2017	59	56	54	60	60	62	51	54	54	48
2016	60	54	54	57	52	63	62	33	51	47
2015	47	24	22	29		67		20		21
2014	60	55	55	55	51	69	58	55	54	59

2015 – 8th to Algebra I only

Student Success Initiative – Percent Passing on First Administration

Table 53 - 5th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017	72	57	55	66	45	71	84	51	17	51
2016	73	59	57	64	49	84	72	51	15	54
2015	75	59	58	69	49	78	59	53	13	55
2014	77	64	61	53	75	87	74	55	33	54

Table 54 - 5th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017	81	70	69	76	60	82	74	66	27	64
2016	77	61	60	66	50	79	61	55	25	62
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	79	63	60	70	53	100	68	56	25	57

2015 – New Math TEKS / Bridge Study

Student Success Initiative – Percent Passing on First Administration

Table 55- 8th Reading

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										

2017	76	62	59	74	54	63	60	52	14	25
2016	80	65	62	76	55	89	85	57	10	28
2015	76	61	58	76	52	68	74	50	12	25
2014	83	72	69	82	57	100	82	63	31	30

Table 56 - 8th Math

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017	75	44	43	54	36	67	*	39	11	30
2016	71	47	45	57	35	89	67	42	5	26
2015	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2014	80	65	64	71	54	95	71	60	25	37

2015 – New Math TEKS / Bridge Study

Postsecondary Readiness Standard

Table 57 - Two or More Subjects Postsecondary Readiness Standard

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										
2016	45	25	23	35	16	61	41	17	4	13
2015	41	24	21	33	16	63	33	15	3	11
2014	41	23	20	34	14	64	32	15	9	11

Table 58 - Reading Postsecondary Readiness Standard

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										
2016	46	29	26	39	20	66	43	20	3	16
2015	46	28	25	39	18	63	41	19	3	15
2014	45	29	26	41	20	65	38	21	13	15

Table 59 - Math Postsecondary Readiness Standard

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										
2016	43	20	19	25	9	52	29	15	4	16
2015	48	23	21	29	20	61	25	18	*	*
2014	39	21	19	27	10	58	25	16	11	15

Table 60 - Writing Postsecondary Readiness Standard

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										

2016	41	24	23	29	16	41	39	18	3	24
2015	34	19	17	25	12	73	22	13	*	16
2014	35	19	17	26	13	46	29	13	10	17

Table 61 - Science Postsecondary Readiness Standard

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										
2016	47	30	26	42	20	72	49	20	3	14
2015	44	24	21	35	13	58	31	17	5	8
2014	43	27	23	38	19	80	36	20	10	8

Table 62 - Social Studies Postsecondary Readiness Standard

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL

Year										
2019										
2018										
2017										
2016	47	29	26	38	20	67	42	18	9	4
2015	44	25	20	38	19	64	45	14	7	*
2014	39	20	16	34	16	69	31	12	7	2

Table 63 3rdGrade Reading (% Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	72%/33%/17%	66%/29%/14%
2017	67%/36%/22%	59%/31%/19%
2016	60%/28%/15%	52%/26%/12%

Table 64 4th Grade Reading (% Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	61%/33%/16%	56%/30%/14%
2017	58%/32%/17%	52%/27%/12%
2016	64%/31%/13%	52%/20%/9%

Table 65 5th Grade Reading (% Approaches/Meets/Masters) by Gender

Year	Female	Male

Year		
2019		
2018	66%/39%/15%	61%/33%/11%
2017	63%/34%/17%	51%/26%/12%
2016	62%/35%/16%	57%/29%/12%

Table 66 6th Grade Reading (% Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	53%/25%/9%	40%/14%/5%
2017	51%/20%/7%	44%/18%/7%
2016	47%/20%/8%	44%/16%/5%

Table 67 7th Grade Reading (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	58%/28%/15%	47%/22%/10%
2017	55%/23%/11%	48%/18%/8%
2016	58%/27%/10%	48%/21%/7%

Table 68 8th Grade Reading (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	65%/30%/14%	53%/22%/9%
2017	67%/30%/11%	56%/26%/10%
2016	70%/30%/10%	64%/26%/7%

Table 69 English I EOC (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	53%/36%/3%	41%/25%/2%
2017	53%/35%/3%	37%/21%/1%
2016	58%/38%/4%	40%/21%/1%

Table 70 English II EOC (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	64%/44%/4%	50%/33%/2%
2017	58%/40%/4%	45%/30%/1%
2016	61%/40%/4%	50%/25%/1%

Table 71 3rd Grade Math (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	69%/34%/13%	67%/35%/17%
2017	65%/35%/16%	66%/38%/19%
2016	57%/25%/9%	53%/26%/10%

Table 72 4th Grade Math (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	68%/33%/15%	66%/36%/16%
2017	60%/30%/15%	60%/31%/16%
2016	55%/19%/8%	51%/19%/8%

Table 73 5th Grade Math (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	76%/42%/16%	71%/38%/17%
2017	72%/36%/14%	67%/33%/15%
2016	64%/27%/8%	60%/28%/10%

Table 74 6th Grade Math (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	61%/23%/6%	58%/24%/6%
2017	52%/19%/5%	54%/19%/4%
2016	45%/14%/3%	46%/14%/3%

Table 75 7th Grade Math (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	54%/21%/7%	51%/20%/8%
2017	47%/20%/7%	46%/19%/6%
2016	35%/5%/1%	36%/8%/1%

Table 76 8th Grade Math (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	53%/19%/2%	48%/14%/2%
2017	46%/13%/1%	42%/9%/1%
2016	49%/18%/2%	50%/17%/3%

Table 77 Algebra I EOC (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	76%/34%/12%	63%/27%/10%
2017	76%/34%/14%	66%/29%/12%
2016	67%/24%/8%	57%/20%/6%

Table 78 4th Grade Writing (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	57%/31%/8%	45%/24%/4%
2017	55%/26%/8%	44%/18%/5%
2016	65%/34%/12%	49%/21%/7%

Table 79 5th Grade Science (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	64%/25%/7%	65%/28%/10%
2017	59%/26%/9%	61%/30%/10%
2016	58%/20%/4%	62%/24%/6%

Table 80 7th Grade Writing (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	56%/29%/7%	41%/18%/3%
2017	58%/25%/4%	43%/14%/2%
2016	58%/26%/5%	45%/16%/2%

Table 81 8th Grade Science (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	60%/31%/10%	61%/34%/13%
2017	60%/25%/5%	63%/28%/7%
2016	60%/23%/5%	59%/26%/7%

Table 82 8th Grade Social Studies (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	32%/9%/3%	37%/10%/4%

2017	37%/8%/4%	42%/13%/6%
2016	33%/9%/3%	38%/14%/5%

Table 83 EOC Biology (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	84%/46%/10%	83%/50%/13%
2017	86%/48%/12%	81%/47%/13%
2016	88%/57%/15%	81%/50%/17%

Table 84 EOC US History (Approaches/Meets/Masters) by Gender

Year	Female	Male
2019		
2018	88%/56%/25%	88%/63%/34%
2017	86%/48%/17%	87%/56%/23%
2016	88%/57%/15%	81%/50%/17%

Table 85 - HSP/DAP Graduates

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										
2016	85.6	89.6	89.7	89.6	80.4	100	92.9	85.9	32.6	81.3
2015	94.3	90.1	89.7	91.9	83.0	88.9	95.0	84.5	31.0	75.4
2014	83.8	86.9	87.9	86.0	73.2	94.7	93.8	82.4	17.9	71.4

Table 86 - Advanced Course / Dual Enrollment Completion 9-12

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										
2016	35.9	37.2	34.4	45.4	30.3	72.8	43.5	26.9	11.2	20.9
2015	34.6	35.2	32.3	42.9	29.9	68	41.3	25.3	9.7	25.1
2014	33.1	28.0	24.2	37.6	24.2	52.2	34.1	19.8	7.1	16.4

Table 87- College-Ready Graduates ELA

Year	State	District	H	W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019										
2018										
2017										
2016	16.2	14.8	11.5	23.7	14.4	45.0	16.4	7.7	1.9	7.2
2015	15.7	14.6	11.1	23.4	13.3	40.2	17.6	8.5	1.1	11.6
2014	15.4	14.4	11.1	22.9	12.9	37.8	17.7	8.7	3.2	10.2

Table 88 = College-Ready Math

Year	State	District	H		W	AA	Asian	2 or More	EcoDis	Special Ed	EL
2019											
2018											
2017											
2016	19.3	18.2	16.7	*	22.1	15.9	40.7	26.7	11.0	3.9	7.3
2015	19.4	19.9	18.6	*	23.1	17.9	36.0	25.4	13.1	6.0	11.6
2014	18.8	14.0	11.9	*	19.9	9.4	32.5	16.4	8.5	1.5	4.7

Table 89 - Post-Secondary Ready Graduates

Year	
Class of 2019	
Class of 2018	
Class of 2017	46%

Table 90 - Graduates on a Coherent Sequence in CTE

Year	
Class of 2019	
Class of 2018	
Class of 2017	153

Table 91 - SAT/ACT Results Tested

Year	State	District	H	W	AA	EcoDis
2018						
2017						
2016	71.6	97.8	96.9	99.7	94.3	96.0
2015	68.3	45.2	39.7	56.3	54.9	35.0
2014	66.3	41.2	35.5	53.1	45.5	33.3
2013	63.8	41.5	34.8	51.7	54.5	30.9

Table 92 – SAT/ACT At/Above Criterion

Year	State	District	H	W	AA	EcoDis
2018						
2017						
2016	22.5	6.4	3.1	14.4	6.0	2.6
2015	24.3	14.5	7.8	27.6	0	6.2
2014	25.1	16.0	10.7	25.1	5.0	8.9
2013	25.4	18.4	12.3	26.0	0	12.6

Table 93 – Average SAT Score

Year	State	District	H	W	AA	EcoDis
2018						
2017	1375	1190	1141	1307	1137	1115
2016	1394	1340	1280	1452	1179	1228
2015	1417	1365	1316	1440	1298	1294
2014	1412	1392	1347	1466	1184	1334

Table 94 - Average ACT Score

Year	State	District	H	W	AA	EcoDis
2018						
2017	20.3	21.2	21.3	21.6	16.5	19.5
2016	20.3	18.8	17.0	21.4	16.7	17.0
2015	20.6	19.6	18.2	21.1	15.6	16.5
2014	20.6	20.3	17.0	21.9	16.0	18.0
2013	20.6	20.7	19.6	21.4	*	20.3

Table 95 - PSAT Scores – Mean Score Above 800

Year	11th Graders	10th Graders	9th Graders	8th Graders
2019				
2018	865	816		722
2017	870	830		734
2016	NA	840		No Data
2015	40	36	No data	3
2014	40	37		No Data
2013	37	40		No Data

Table 96 - PSAT Scores – National Merit Selection Index Above 180 for Juniors, 160 for Sophomores, and 150 for 9th and 8th

Year	11th Graders	10th Graders	9th Graders	8th Graders
2019				
2018	13	14		
2017	16	14		
2016	16	19		
2015	15	13		
2014	14	3	No data	No data
2013	9	7		

Table 97 - Dual Credit Hours Earned by Grade level

Year	9th Graders	10th Graders	11th Graders	12th Graders
2019				
2018	1623	1563	5094	3858
2017	1623	1671	3984	3783
2016	1566	726	3555	3891
2015	219	38	3150	3021

Table 98 - Graduates in TX IHE Completing One Year without Remediation *Source: Higher Education Coordinating Board Report*

Year	State	District
2018		
2017		
2016		
2015	55.6	51.1
2014	70.5	60.9
2013	70.8	73.1

Table 99 - IB Passing rate by discipline – Diploma students complete three Higher Level courses and three Standard Level courses.

	2018 - 44%	2017 – 67%	2016 – 59%	2015 – 63%	2014 - 65%
HL English	100%	100%	100%	100%	100%
HL History of the Americas	40%	89%	67%	75%	81%
HL Biology	18%	48%	30%	31%	11%
SL Biology	none tested	67%	0%	0%	none tested
SL Physics	8%	57%	36%	33%	35%
SL Mathematics	27%	48%	50%	55%	85%
SL Math Studies	40%	63%	10%	17%	67%
SL Spanish	100%	94%	100%	96%	100%
Spanish Ab initio	0%	100%	100%		
SL French	80%	50%	85%	57%	78%
French Ab initio	50%		0%	100%	0%
SL Latin	none tested	0%	none tested	33%	none tested
SL German	0% 1st year to test	No Data Available	No Data Available	No Data Available	No Data Available
German Ab initio	0% 1st year to test	No Data Available	No Data Available	No Data Available	No Data Available
HL Visual Art	50%	33%	67%	50%	100%
SL Visual Art	0%	60%	67%	66%	
SL Theatre	100%	100%	100%	100%	100%
SL Music	53%	67%	100%	75%	

Table 100 - Percent of 3rd Graders Reading on Grade Level at End of Year

Year	
2019	
2018	60%
2017	59%
2016	59%
2015	No data
2014	No data

*measured by Istation

Table 101

TSIA / College Ready ELAR	State	ECISD
2019		
2018		
2017	53.2%	45.9%
2016	22.6%	17.5%
2015	74.5%	74%

Table 102

TSIA / College Ready Math	State	ECISD
2019		
2018		
2017	42.0%	25.9%
2016	18.1%	14.8%
2015	7.1%	4.6%

SSI 5th and 8th grades passing percentages on the first administration are significantly below state av

We need to increase the CCMR score

ELAR/Math course completion is below state average

SAT scores are 17 points below state

Student Academic Achievement Strengths

1. ECISD student performance at the Approaches standard is at or above state average in several areas.
2. English Learner performance reading and math demonstrated steady gains from 2017 to 2018.
3. 5th grade Reading and Math student growth improved from 2017 to 2018.
4. Asian population out-scoring in all areas.
5. ECISD is closing the gap with the state average in Biology EOC. (approaches standard)
6. English Learner English EOC improved from 16 to 42.
7. English Learner Alg 1 EOC improved from 49 to 63.
8. English Learner Bio EOC improved from 59 to 72.
9. English Learner student performance in US Hist EOC improved from 52 to 68.
10. PBMAS 3-8 Math EL, Reading EL, Sci EL, Writing EL showed improvement from 2017 to 2018.
11. CTE Science and SS EOC PBMAS indicators showed improvement from 2017 to 2018.
12. CTE Drop-Out/Grad Rate indicators improved from 2017 to 2018.
13. CTE Economic Disadvantaged Science and SS indicators improved from 2017 to 2018.
    ESSA Science and SS EOC improved from 2017 to 2018.

14.
15. Migrant Science/Reading improved from 2017 to 2018.
16. SPED year after exit Math/Science improved from 2017 to 2018.
17. SPED in Gen Ed 80% of time improved from 2017 to 2018.
18. ECISD ACT scores were above state average, 21.2 compared to 20.3.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause**: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to

focus primarily on student performance and assessment data creating diluted accountability for student growth.

Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause**:
The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals
and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student
performance and assessment data creating diluted accountability for student growth.

Perceptions

Perceptions Summary

The community perceives that we do business in a top heavy manner. There is a lack of transparency and communication. The district has been reactive rather than proactive. There has not been consistent practices district-wide. We have not used innovation and technology to our advantage. Training has not been consistent and ongoing. Morale has been low. Overcrowding and behavior problems are on the rise. There is a rise in teacher apathy. There is a lack of trust. There is a lack of professional dress. The role of the administrator in relationship to the staff on the campus is not consistent with all staff. The buildings' entryways are not maintained in a positive manner. Our middle schools are underperforming.

Perceptions Strengths

The community and staff are willing to do what it takes to be successful. The media coverage has been positive. The community supported our needs for the TRE. The bond advisory community has been supportive. The partnerships with Odessa College, UTPB and other taxing entities are very positive.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community engagement in ECISD projects has not been fostered. **Root Cause**: Miscommunication, lack of transparency of a master plan and lack of trust

Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause**: We were reactive rather than proactive. We have been complacent, and segmented.

Problem Statement 3: The middle schools are under performing. **Root Cause**: The middle school concept has not been consistently implemented.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Enlist in U. S. Armed Services, Earn an Industry Based Certification, Earn an Associates Degree, Graduate with Completed IEP and Workforce Readiness
- CTE Coherent Sequence Coursework Aligned with the industry-Based Certifications
- Complete College Prep Courses
- Dual-Credit Course Completion
- Enrollment trends

Goals

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: Students achieving the Meets Standard on state assessments will increase from 31% to 36% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 1: State Accountability 2019, 2020

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
PBMAS **TEA Priorities** Improve low-performing schools 1) The district will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Specialists, Curriculum and Instruction, Leadership	Data will reflect assessment data and data driven lessons/instruction. Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: March 2019 released test 2% May 2019 STAAR test 2% 2019-2020 short cycle assessments 3% March 2020 released test 4% May 2020 STAAR test 5%				
Problem Statements: Perceptions 2, 3							

PBMAS **TEA Priorities** Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 2) The district will weave technology integration into the fabric of academics through hands-on, real-world technology application and use.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Specialists, Curriculum and Instruction, Instructional Technology Specialists, Leadership	Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: March 2019 released test 2% May 2019 STAAR test 2% 2019-2020 short cycle assessments 3% March 2020 released test 4% May 2020 STAAR test 5%			
Problem Statements: Perceptions 2						
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) The district will highlight lesson planning resources and provide lesson plan creation training to teachers.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Specialists, Curriculum and Instruction, Leadership	Improved lesson plans and data driven instruction Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: March 2019 released test 2% May 2019 STAAR test 2% 2019-2020 short cycle assessments 3% March 2020 released test 4% May 2020 STAAR test 5%			
Problem Statements: Perceptions 2, 3						
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 4) The district will ensure expectations and professional development are in place to provide training and support for teachers.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Specialists,Curriculum and Instruction, Leadership	Improved classroom instruction Students for all tested grades and content areas will achieve the Meets Standard on short cycle assessments, released test and STAAR test: March 2019 released test 2% May 2019 STAAR test 2% 2019-2020 short cycle assessments 3% March 2020 released test 4% May 2020 STAAR test 5%			
Problem Statements: Perceptions 2, 3						

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

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.

Problem Statement 3: The middle schools are under performing. **Root Cause 3**: The middle school concept has not been consistently implemented.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Students achieving the Masters Standard on state assessments will increase from 11% to 21% across all tested grade levels and content areas by May 2020.

Evaluation Data Source(s) 2: State Accountability 2019, 2020

Summative Evaluation 2:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools. 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
PBMAS **TEA Priorities** Improve low-performing schools 1) The district will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities(PLCs).	2.4, 2.5, 2.6	Persons Responsible: Teachers, Principals, Assistant Principals, Instructional Specialists,Curriculum and Instruction, Leadership	Data walls will reflect assessment data and data driven lessons/instruction. Students for all tested grades and content areas will achieve the Masters Standard on short cycle assessments, released test and STAAR test: March 2019 released test 3% May 2019 STAAR test 5% 2019-2020 short cycle assessments 7% March 2020 released test 8% May 2020 STAAR test 10%				
Problem Statements: Perceptions 2, 3							
PBMAS **TEA Priorities** Build a foundation of reading and math Improve low-performing schools Recruit, support, retain teachers and principals Connect high school to career and college 2) The district will weave technology integration into the fabric of academics through hands-on, real-world technology application and use.	2.4, 2.5, 2.6	Persons Responsible: Teachers, Principals, Assistant Principals, Instructional Specialists, Curriculum and Instruction, Instructional Technology Specialists, Leadership	Students for all tested grades and content areas will achieve the Masters Standard on short cycle assessments, released test and STAAR test: March 2019 released test 3% May 2019 STAAR test 5% 2019-2020 short cycle assessments 7% March 2020 released test 8% May 2020 STAAR test 10%				
Problem Statements: Perceptions 2, 3							

PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 3) The district will highlight lesson planning resources and provide lesson plan creation training to teachers.	2.4, 2.5, 2.6	Persons Responsible: Teachers, Principals, Assistant Principals, Instructional Specialists,Curriculum and Instruction, Leadership	Improved lesson plans and data driven instruction. Students for all tested grades and content areas will achieve the Masters Standard on short cycle assessments, released test and STAAR test: March 2019 released test 3% May 2019 STAAR test 5% 2019-2020 short cycle assessments 7% March 2020 released test 8% May 2020 STAAR test 10%				
Problem Statements: Perceptions 2, 3							
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 4) The district will ensure expectations and professional development are in place to provide training and support for teachers.	2.4, 2.5, 2.6	Persons Responsible: Teachers, Principals, Assistant Principals, Instructional Specialists,Curriculum and Instruction, Leadership	Improved classroom instruction Students for all tested grades and content areas will achieve the Masters Standard on short cycle assessments, released test and STAAR test: March 2019 released test 3% May 2019 STAAR test 5% 2019-2020 short cycle assessments 7% March 2020 released test 8% May 2020 STAAR test 10%				
Problem Statements: Perceptions 2, 3							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.
Problem Statement 3: The middle schools are under performing. **Root Cause 3**: The middle school concept has not been consistently implemented.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: Students achieving the Meets Standard on the state assessments in Reading and Writing will increase by 10% by May 2020.
3rd Grade Reading from 32% to 42%
4th Grade Reading from 33% to 43%
5th Grade Reading from 38% to 48%
6th Grade Reading from 20% to 30%
7th Grade Reading from 27% to 37%
8th Grade Reading from 28% to 38%
Eng I EOC from 30% to 40%
Eng II EOC from 36% to 46%

4th Grade Writing from 29% to 39%.
7th Grade Writing from 25% to 35%.

Evaluation Data Source(s) 3: State Accountability 2019, 2020

Summative Evaluation 3:

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

| PBMAS **TEA Priorities** Build a foundation of reading and math Improve low-performing schools

1) (Foundational Language Skills) The district will develop, consistently implement, and monitor the implementation of (Pre-K - 5th grade) well-developed and explicitly taught word structures. | 2.4, 2.5, 2.6 | Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Curriculum and Instruction, Leadership

Evaluation Data Source: quarterly review of lesson plans (artifacts) for Pre-K 5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS, T-PESS | Istation letter knowledge and phonemic awareness levels will increase by:

Kindergarten: 3% by March 2019 3% by May 2019 3% by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020

2nd - 5th grade: % meets standard on unit assessments will increase by: 3% by March 2019 3% by May 2019 3% by Oct 2019 3% by Dec 2019 3% by March 2020 3% by May 2020 | | | | |
| **Problem Statements**: Student Academic Achievement 1, 4, 7 | | | | | | | |

PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) (Comprehension Skills) The district will ensure students at all grade levels will use metacognitive skills to develop and deepen comprehension of increasingly complex text.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Curriculum and Instruction, Leadership Assessment and Accountability Evaluation Data Source: quarterly review of lesson plans (artifacts) for Pre-K 5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS, T-PESS	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.				
Problem Statements: Student Academic Achievement 1, 4, 7							

PBMAS **TEA Priorities** Improve low-performing schools Build a foundation of reading and math 3) (Response Skills) The district will ensure the mastery of listening, speaking, reading, writing, and thinking skills.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Curriculum and Instruction, Leadership Evaluation Data Source: quarterly review of lesson plans (artifacts) for Pre-K-5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS, T-PESS	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.				
Problem Statements: Student Academic Achievement 1, 4, 7							

PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) (Multiple Genres) The district will ensure that students are able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Curriculum and Instruction, Leadership Evaluation Data Source: quarterly review of lesson plans (artifacts) for Pre-K 5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS, T-PESS	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.				
	Problem Statements: Student Academic Achievement 1, 4, 7						

PBMAS **TEA Priorities** Improve low-performing schools Build a foundation of reading and math Connect high school to career and college 5) (Author's Purpose and Craft) The district will ensure students use critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. Additionally, students will be able to analyze and apply author's craft purposefully in order to develop his or her own products and performances.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Curriculum and Instruction, Leadership Evaluation Data Source: quarterly review of lesson plans (artifacts) for Pre-K 5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS, T-PESS	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.				
	Problem Statements: Student Academic Achievement 1, 4, 7						

PBMAS **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 6) (Composition) The district will ensure students use the writing process recursively to compose multiple texts that are legible and use appropriate conventions.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Curriculum and Instruction, Leadership Evaluation Data Source: quarterly review of lesson plans (artifacts) for Pre-K 5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS, T-PESS	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.
	Problem Statements: Student Academic Achievement 1, 4, 7		

PBMAS **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 7) (Inquiry and Research) The district will ensure students engage in both a short-term and sustained recursive inquiry processes for a variety of purposes.	2.4, 2.5, 2.6	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Curriculum and Instruction, Leadership Evaluation Data Source: quarterly review of lesson plans (artifacts) for Pre-K 5th, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Brainchild monitoring, monthly Professional Learning Communities (PLCs), Individual Education Plan (IEP) review each grading period, LPAC as needed, Summative evaluation STAAR, TELPAS, T-TESS, T-PESS	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.

Problem Statements: Student Academic Achievement 1, 4, 7

TEA Priorities Build a foundation of reading and math 8) Dyslexia support and interventions will be offered to identified students in order to prevent barriers for success on state assessments.	2.4, 2.6	DyslexiaTherapists, Teachers, 504 Coordinators, and Campus Administration	Increase in student Lexile levels, vocabulary skills, comprehension, and state assessment scores.

Problem Statements: Student Academic Achievement 1

Funding Sources: State Comp Ed - 2600000.00

TEA Priorities Improve low-performing schools 9) Abydos Writing Institute training will be targeted to writing teachers for summer professional learning. We will have a camp for teacher's children and a stipend to entice teachers with children to attend. Trainer-of-trainers training will be sought for 10 ECISD professionals for ongoing implementation.	2.4	C&I	Improve writing scores by 10%.				
			Problem Statements: Student Academic Achievement 1 **Funding Sources**: Title One School-wide - 186500.00, Title Two Professional Development - 30000.00				
TEA Priorities Build a foundation of reading and math 10) Pre-K through second grade literacy training will be provided through Dr. Gentry.	2.4, 2.6	Persons Responsible: C&I	Increase in comprehension and Lexile levels due to an increase in writing strategies.				
			Problem Statements: Student Academic Achievement 7 **Funding Sources**: Title One School-wide - 49999.00				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause 1**: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause 4**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause 7**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: Students achieving the Meets Standard on state assessments in Math will increase by 10% in each tested grade level by May 2020.
3rd Grade Math from 36% to 46%
4th Grade Math from 36% to 46%
5th Grade Math from 38% to 48%
6th Grade Math from 25% to 35%
7th Grade Math from 22% to 32%
8th Grade Math from 18% to 28%
Alg 1 EOC from 28% to38 %

Evaluation Data Source(s) 4: 2020 State Accountability

Summative Evaluation 4:

TEA Priorities: 4. Improve low-performing schools. 2. Build a foundation of reading and math. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 1) The students in K-12 will increase their ability to demonstrate conceptual understanding.	2.4, 2.5, 2.6	C & I Team, Campus Leadership	Improved lesson plans; Walk-through data; PLCs; unit assessments, T-TESS data; State assessments Students achieving the Meets Standard on unit assessments, released test and STAAR test: 3-Alg1 EOC March 2019 released test +10% May 2019 STAAR test +10% 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
Problem Statements: Student Academic Achievement 2, 4							

PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 2) The Curriculum Department will train lesson plan facilitation and conceptual understanding to embed AVID strategies and other best practices to empower students to access increasingly rigorous content.	2.4, 2.6	C&I Team, Campus Leadership	Improved lesson plans, walk-through data, unit assessments, Istation Math data, updated IEPs, STAAR data Students achieving the Meets Standard on unit assessments, released test and STAAR test: 3-Alg1 EOC March 2019 released test +10% May 2019 STAAR test +10% 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
Problem Statements: Student Academic Achievement 2, 4							
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 3) Classroom teachers will design ways to illicit and assess student's abilities to use representations meaningfully to solve problems.	2.4, 2.5, 2.6	C&I Team, Campus Administrators	Improved lesson plans, walk-through data, unit assessments, Istation Math data, updated IEPs, STAAR data Students achieving the Meets Standard on unit assessments, released test and STAAR test: 3-Alg1 EOC March 2019 released test +10% May 2019 STAAR test +10% 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
Problem Statements: Student Academic Achievement 2, 4							
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 4) Students will mathematically reason and estimate (when appropriate) in real-world situations.	2.4, 2.5, 2.6	C&I Team, Campus Administration	Improved lesson plans, walk-through data, unit assessments, Istation Math data, updated IEPs, STAAR data Students achieving the Meets Standard on unit assessments, released test and STAAR test: 3-Alg1 EOC March 2019 released test +10% May 2019 STAAR test +10% 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
Problem Statements: Student Academic Achievement 2, 4							

PBMAS **TEA Priorities** Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 5) Students will be empowered to select, use, and evaluate a variety of techniques to approach and work on problems.	2.4, 2.5, 2.6	C&I Team, Campus Teachers, Instructional Technology Department, Campus Administrators	Walk-through data, unit assessments, Istation Math data, updated IEPs, STAAR data Students achieving the Meets Standard on unit assessments, released test and STAAR test: 3-Alg1 EOC March 2019 released test +10% May 2019 STAAR test +10% 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
Problem Statements: Student Academic Achievement 2, 4							
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools Connect high school to career and college Build a foundation of reading and math 6) Teachers will use the district data process protocol on all district assessments to adjust lessons and AVID strategies appropriately.	2.4, 2.5, 2.6	C&I Team, Campus Administrators	Data walls reflecting assessment data, walk-through data, unit assessments, Istation Math data, updated IEPs, STAAR data Students achieving the Meets Standard on unit assessments, released test and STAAR test: 3-Alg1 EOC March 2019 released test +10% May 2019 STAAR test +10% 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
Problem Statements: Student Academic Achievement 2, 4							
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools Connect high school to career and college 7) Teachers will use the information gathered from the data protocol to reteach, elevate, and differentiate instruction with best practice strategies.	2.4, 2.5, 2.6	C&I Team, Campus Administrators	Reteach lesson plans, walk-through data, unit assessments, Istation Math data, updated IEPs, STAAR data Students achieving the Meets Standard on short cycle assessments, released test and STAAR test: 3-Alg1 EOC March 2019 released test +10% May 2019 STAAR test +10% 2019-2020 unit assessments +10% March 2020 released test +10% May 2020 STAAR test +10%				
Problem Statements: Student Academic Achievement 2, 4							

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause 2**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause 4**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.
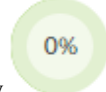
Performance Objective 5: Students achieving the Meets Standard on Social Studies STAAR state assessment will increase by 10% in each grade level.

8th Grade Social Studies from 10% to 20%.
US History from 58% to 68%.

Evaluation Data Source(s) 5: 2020 State Accountability

Summative Evaluation 5: Met Performance Objective

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools Connect high school to career and college 1) Social Studies Team (C&I) will guide a Backward Design of STAAR-tested 8th grade TEKS for K-7th grade teachers. Teachers, in turn, will identify their own specific TEKS correlation and the importance of their own grade level content.	2.4, 2.5	C&I Team, Campus Administration, Lead Teachers, Instructional Coaches, Department Heads	Students achieving the Meets Standard on unit assessments, released test and STAAR test: 8th grade Social Studies March 2019 released test 10% May 2019 STAAR test 15% 2019-2020 unit assessments 20% March 2020 released test 20% May 2020 STAAR test 20% US History 2019 released test 75% May 2019 STAAR test 75% 2019-2020 unit assessments 20% March 2020 released test 20% May 2020 STAAR test 20%				
	Problem Statements: Student Academic Achievement 5						

PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools Connect high school to career and college 2) ELAR, Social Studies, and Special Education coordinators and coaches will model professional development to integrate social studies and literacy TEKS for embedded and engaged lessons.	2.4, 2.5	ELAR, Social Studies, and Special Education Coordinators, Campus Administrators, Department Heads, Lead Teachers, Campus Curriculum Facilitators/Instructional Coaches	Students achieving the Meets Standard on unit assessments, released test and STAAR test: 8th grade Social Studies March 2019 released test 10% May 2019 STAAR test 15% 2019-2020 unit assessments 20% March 2020 released test 20% May 2020 STAAR test 20% US History 2019 released test 75% May 2019 STAAR test 75% 2019-2020 unit assessments 20% March 2020 released test 20% May 2020 STAAR test 20%				
Problem Statements: Student Academic Achievement 5							
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools Connect high school to career and college 3) Curriculum Department (ELAR, Social Studies, Bilingual/ESL, Special Education, AVID) will coordinate and collaborate to identify best strategies for all students.	2.4, 2.5	ELAR, Social Studies, Bilingual/ESL, Special Education, AAS, and AVID Coordinators Campus Curriculum Facilitators, Instructional Coaches Campus Administrators	Students achieving the Meets Standard on unit assessments, released test and STAAR test: 8th grade Social Studies March 2019 released test 10% May 2019 STAAR test 15% 2019-2020 unit assessments 20% March 2020 released test 20% May 2020 STAAR test 20% US History 2019 released test 75% May 2019 STAAR test 75% 2019-2020 unit assessments 20% March 2020 released test 20% May 2020 STAAR test 20%				
Problem Statements: Student Academic Achievement 5							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause 5**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 6: Students achieving the Meets Standard on state assessments in Science will increase by 5% by May 2020.
5th Science from 28% to 33%.
8th Science from 33% to 38%.
Biology EOC from 45% to 50%.

Evaluation Data Source(s) 6: 2020 State Accountability

Summative Evaluation 6:

TEA Priorities: 4. Improve low-performing schools. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
PBMAS **TEA Priorities** Improve low-performing schools Connect high school to career and college 1) Curriculum & Instruction team will provide district resources and train teachers in effective lesson planning utilizing the District resources for college readiness skill development.	2.4	C&I Department, Campus Administration, Department Chairs, Lead Teachers	Improved lesson planning, delivery, and District & State Assessments. Students achieving the Meets Standard on unit assessments, released test and STAAR test: Biology EOC March 2019 released test +5% May 2019 STAAR test +5% 2019-2020 unit assessments +5% March 2020 released test +5% May 2020 STAAR test +5%				
Problem Statements: Student Academic Achievement 6							

PBMAS **TEA Priorities** Improve low-performing schools Connect high school to career and college 2) C&I team will provide authentic, real-world professional development that models the integration of best practices, AVID strategies and instructional technologies.	2.4	C&I Department, Campus Administration, Department Chairs, Lead Teachers	Authentic, real world connections will be embedded in lesson plans, which will lead to increased student engagement and assessment results Students achieving the Meets Standard on unit assessments, released test and STAAR test: Biology EOC March 2019 released test +5% May 2019 STAAR test +5% 2019-2020 unit assessments +5% March 2020 released test +5% May 2020 STAAR test +5%
Problem Statements: Student Academic Achievement 6				
PBMAS **TEA Priorities** Improve low-performing schools Connect high school to career and college 3) C&I team will provide professional development on how to connect hands-on learning to assessment, modeling a variety of processing opportunities.	2.4	C&I Department, Campus Administration, Department Chairs, Lead Teachers	Instruction includes opportunities for transfer yielding increased assessment results. Students achieving the Meets Standard on unit assessments, released test and STAAR test: Biology EOC March 2019 released test +5% May 2019 STAAR test +5% 2019-2020 unit assessments +5% March 2020 released test +5% May 2020 STAAR test +5%
Problem Statements: Student Academic Achievement 6				
PBMAS **TEA Priorities** Improve low-performing schools Connect high school to career and college 4) Teachers will plan and implement standards based lessons that include authentic, real-world connections and opportunities for transfer, while providing a variety of processing opportunities.	2.4	C&I Department, Campus Administration, Classroom Teachers	Improved teacher performance on T-TESS. A 5% increase in percentage of students that Meets Standard on District and State Assessments. Students achieving the Meets Standard on unit assessments, released test and STAAR test: Biology EOC March 2019 released test +5% May 2019 STAAR test +5% 2019-2020 unit assessments +5% March 2020 released test +5% May 2020 STAAR test +5%
Problem Statements: Student Academic Achievement 6				

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 6 Problem Statements:

Student Academic Achievement
Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause 6**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 7: Students meeting one or more College, Career, and Military Readiness indicators will increase from 46% to 60% by May 2020. State Average is 54%.

Evaluation Data Source(s) 7: 2020 State Accountability.

Summative Evaluation 7:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) Students not meeting Texas Success Initiative readiness will be enrolled in the College Prep English Language Arts and/or College Prep Math courses after a campus-wide Texas Success Initiative testing day that will occur annually.	2.4, 2.5	Campus Administration, AVID Coordinators, AVID Teachers, Counselors, Executive Director of Guidance & Counseling, Director of AAS, Executive Directors	2019 graduates meeting the Texas Success Initiative criteria indicator in ELA/Reading and Math will increase from 24% to 28% by May, 2020.				
	Problem Statements: Student Academic Achievement 3						
TEA Priorities Connect high school to career and college 2) Middle school through high school students, parents, counselors and teachers will be provided information about higher education admissions, financial aid, TEXAS grant, TEACH for TEXAS grant annually to guide their decisions on course selections.	2.4	Secondary Principals and Executive Director of Secondary	Increased awareness about higher education resulting in greater post-secondary opportunities.				
	Problem Statements: Student Academic Achievement 3						
TEA Priorities Connect high school to career and college 3) Additional student certification opportunities will be provided to students in the Health Science and Business career pathways. Senior option eligibility criterion will be analyzed in an effort to retain more CTE students during the senior year/capstone course.	2.4, 2.5	Executive Director of CTE, CTE Counselors, CTE Dual Credit Counselor	2019 graduates earning industry recognized certifications will increase from 5% to 10% by June 2020.				
	Problem Statements: Student Academic Achievement 3						

TEA Priorities Connect high school to career and college	2.4, 2.5	Campus Principals	Students meeting military readiness via ASVAB intent or an intent to enlist form will increase from 2.3% to 5%.			
4) A form to assess student intent to enter into the military will be completed annually during district-wide registration. ASVAB intent and military placement data will be utilized as well. All students will be assessed with ASVAB at least once between grades 10-12.		**Problem Statements**: Student Academic Achievement 3

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause 3**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 8: Students achieving the AP/IB passing standard will increase from 12% to 14% by May 2020.

Evaluation Data Source(s) 8: 2020 State Accountability

Summative Evaluation 8:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) The Advanced Academic Services Department will support AP Teachers in accessing New Webinars from College Board regarding AP resources in the fall of 2019-2020.	2.5	Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration	Increase AP exam results.				
Problem Statements: Student Academic Achievement 3							
TEA Priorities Build a foundation of reading and math Connect high school to career and college 2) Advanced Academic Services Department will collaborate with the Professional Development Department to differentiate professional development for PreAP teachers with research-based training in ELA, Math, Science, and Social Studies.	2.5	Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration	Increase professional development training specifically for PreAP teachers.				
Problem Statements: Student Academic Achievement 3							

TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Advanced Academic Services Department will collaborate with the Curriculum Department to develop a differentiated Scope and Sequence for PreAP Core and Foreign Language courses.	2.5	Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration	An aligned Scope and Sequence for PreAP Core and Foreign Language courses will yield an increase in threes, fours, and fives on AP exams.				
	Problem Statements: Student Academic Achievement 3						
TEA Priorities Connect high school to career and college 4) District will support the International Baccalaureate campus coordinator by providing information regarding opportunities for professional development.	2.5	Advanced Academic Department, Professional Development, Content Coordinators, Curriculum Department, Campus Administration	Increased International Baccalaureate exam results.				
	Problem Statements: Student Academic Achievement 3						

100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue

Performance Objective 8 Problem Statements:

Student Academic Achievement
Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause 3**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 9: 11th Grade students achieving the PSAT/NMSQT benchmark will increase from 13% to 15% by May 2020.

Evaluation Data Source(s) 9: 2020 College Board Report

Summative Evaluation 9:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) Advanced Academic Services Department will offer a PSAT Bootcamp in the summer of 2019 for top 80 incoming juniors based on their 10th grade PSAT scores.	2.5	AAS Dept, Campus Administrators, College Advisors/Counselors, Communications Dept.	PSAT Bootcamp scheduled, July 8 - 11, 2019.				
Problem Statements: Student Academic Achievement 3							
TEA Priorities Connect high school to career and college 2) Middle School Campus administrators will identify 8th graders who met PSAT 8/9 benchmarks and the High School administrators will provide vertical academic coaching for those students.	2.5	AAS Dept, Campus Administrators, College Advisors/Counselors, Communications Dept.	Increased PSAT/NMSQT scores and qualifying National Merit Scholars.				
Problem Statements: Student Academic Achievement 3							
TEA Priorities Connect high school to career and college 3) District/Campus will facilitate an increase of PSAT awareness and value.	2.5	AAS Dept, Campus Administrators, College Advisors/Counselors, Communications Dept.	Awareness of PSAT through the classroom, social media blasts and parent meetings will begin spring 2019 and continue through the 2019-2020 school year.				
Problem Statements: Student Academic Achievement 3							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Performance Objective 9 Problem Statements:

Student Academic Achievement

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause 3**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 10: ECISD retention rates will be 0.1% below state average in all grade levels K-8 by 2020.

Evaluation Data Source(s) 10: District PEIMS Retention Report

Summative Evaluation 10:

TEA Priorities: 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools	2.4, 2.6	Campus administrators	Early targeted intervention will increase student learning which will minimize or eliminate the need for retention.				
1) At minimum, all K-8 students reading one full grade level below expectations (as measured by the December Istation assessment) will be supported with an RtI intervention plan.	**Problem Statements**: Demographics 4 **Funding Sources**: Title One School-wide - 615000.00, State Comp Ed - 515000.00						
TEA Priorities Build a foundation of reading and math	2.6	Campus Principals, C&I Department	K-2 summer school will be used to increase academic proficiencies and decrease summer regression.				
2) The district will offer K-2 summer school for ten students at each D and F campus. The ten students will be chosen by the campus principal based on May Istation results.	**Problem Statements**: Demographics 4 **Funding Sources**: Title One School-wide - 300000.00						
TEA Priorities Improve low-performing schools 3) Before a student is retained in grades K-8, the teacher and campus administrator will work collaboratively to complete the Light's Retention Scale. This scale will serve as another data point in the decision-making	2.4, 2.6	Campus Principals and Executive Directors of Elementary and Secondary Operations	Teacher and administrator will collaboratively evaluate multiple data points to make a decision that is in the best interest of each individual student.				
process. (Other data points will include: attendance records, student work samples, current RtI documentation, instructional services, parent communication logs, and report card grades.)	**Problem Statements**: Demographics 4						
	100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Performance Objective 10 Problem Statements:

Demographics
Problem Statement 4: Student retention rates are above state average in grades 3-8. Student in grades k-2 are significantly low. (Goal 1) **Root Cause 4**: Process for retention needs to be re-examined.;

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 11: ECISD student attendance rate will increase from 94.6% to 95.7% by May 2020 (State average was 95.7% in 2017).

Evaluation Data Source(s) 11: District attendance reports

Summative Evaluation 11:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Meet with campus principals each semester to discuss and share best practices, ideas, and resources.	2.4, 2.5, 2.6	Community Outreach Center, Campus Administration, and Executive Directors of Elementary & Secondary Education	Expand administrator awareness of best practices to increase weekly campus attendance rates.				
Problem Statements: Demographics 6							
TEA Priorities Improve low-performing schools 2) Send bi-monthly communication to parents reporting the number of absences their child has accrued to date.	2.4, 2.6	Community Outreach Center	Increase parental awareness of absence accrual to help improve attendance at the student level.				
Problem Statements: Demographics 6							
TEA Priorities Improve low-performing schools 3) Create a matrix of roles and responsibilities for elementary and secondary staff.	2.4, 2.5, 2.6	Community Outreach Center, Campus Administration, and Executive Directors of Elementary & Secondary Education	Clarification of specific responsibilities at each level (i.e. community outreach, teachers, APs, principals) to promote consistency across the district.				
Problem Statements: Demographics 6							

TEA Priorities	2.4, 2.5, 2.6	Community Outreach Center, Campus Administration, and Executive Directors of Elementary & Secondary Education	Increase the collective community knowledge-base about the importance of daily attendance which will increase the ECISD attendance rate 1.1%.			
Improve low-performing schools 4) Launch an attendance campaign across our community to bring awareness of the value of consistent attendance.						
	Problem Statements: Demographics 6					
TEA Priorities	2.4, 2.6	Head Coaches, Campus Athletic Coordinators, and Fine Arts Teachers/Directors	Increase instructional time for students involved in extra-curricular activities.			
Improve low-performing schools Build a foundation of reading and math 5) Coaches and secondary fine arts teachers will monitor the number of classes their students miss for athletic/program purposes to maximize instructional time.						
	Problem Statements: Demographics 6					

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 11 Problem Statements:

Demographics
Problem Statement 6: District attendance rate was 94.6% v. 95.7% at the state level. (Goal 1-Goal 4) **Root Cause 6**: Immediate contact with parents, campus level incentives for absences.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 12: The percentage of At Risk students that will graduate high school will increase from 81.82% to 87% by May 2020. Accelerated instructional materials & remedial programs will be offered to all At Risk students to help close the achievement gap.

    Evaluation Data Source(s) 12: Graduation rates, drop out rates, course credits received

    Summative Evaluation 12:

    TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) Credit recovery courses will be offered online for students targeted at risk of dropping out of school.	2.4, 2.5, 2.6	Campus Administrators, Counselors, and Executive Director of Secondary Education	Increase the amount of students receiving credit for courses which will, in turn, increase the graduation rate to 87%				
Problem Statements: Student Academic Achievement 3							
Funding Sources: State Comp Ed - 0.00							
TEA Priorities Build a foundation of reading and math 2) Tutoring support will be offered to identified At Risk students.	2.4, 2.5, 2.6	Federal and State Programs and Campus Administration	100% of all At Risk learners will meet or exceed growth expectations on STAAR and Istation.				
Problem Statements: Student Academic Achievement 1, 2, 4, 5, 6, 7							
Funding Sources: Title One School-wide - 170000.00, State Comp Ed - 0.00							
TEA Priorities Build a foundation of reading and math 3) Supplemental math literacy instructional materials will be provided to close the achievement gaps of identified At Risk math students.	2.6	C&I	A minimum of 30% of all students will meet the Meets standard in math.				
Problem Statements: Student Academic Achievement 2							
Funding Sources: State Comp Ed - 0.00, Title One School-wide - 450000.00							
TEA Priorities Build a foundation of reading and math 4) Create master schedules at the campus level that maximize instructional time and increase collaboration opportunities for teachers.	2.5	Campus Administrators and Executive Directors of Elementary and Secondary Education	Decrease transition time across each campus. Increase time for teachers to build their knowledge in curriculum and instruction with aligned assessments and data analysis processes.				
Problem Statements: Demographics 2 - Perceptions 3							

TEA Priorities Build a foundation of reading and math	2.6	Athletic Administration	Improved compliance of district policies and UIL rules				
5) Athletic Department will provide coaches orientation and/or staff development to review district policies and UIL rules.	**Problem Statements**: Student Academic Achievement 3						

100%					
= Accomplished		= Continue/Modify		= No Progress	✗ = Discontinue

Performance Objective 12 Problem Statements:

Demographics
Problem Statement 2: 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR **Root Cause 2**: Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support
Student Academic Achievement
Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause 3**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 1: 31% of all students are achieving at the meets grade level standard in Reading 3-Eng in 2018. **Root Cause 1**: The District has not had structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause 2**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 4: The following subgroups did not meet Domain 3 targets for student growth in both reading and math in 2018: All, African American, Hispanic, White, Asian, Economic Disadvantaged, Special Education, continuously enrolled & non-continuously enrolled. **Root Cause 4**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 5: 33% of all students are achieving at the meets grade level standard in 8th Grade Social Studies and US History EOC tests combined in 2018. **Root Cause 5**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 6: 36% of all students are achieving at the meets grade level standard in 5th Grade Science, 8th Grade Science and Biology EOC tests combined in 2018. **Root Cause 6**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 7: STAAR 2018 3rd Grade Reading 32% at meets 58% of 3rd grade students on Tier 1 IStation End of Year May 2018. **Root Cause 7**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Perceptions

Problem Statement 3: The middle schools are under performing. **Root Cause 3**: The middle school concept has not been consistently implemented.

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 13: Coordinated School Health requirements in fitness assessment and physical activity levels will be met by 2020-21 in all district physical education classes.

Evaluation Data Source(s) 13: FitnessGram Annual Report

Summative Evaluation 13:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) Percentage of students receiving all 6 FitnessGram assessments (fully tested) will be: Elementary 95%, Middle School 90% and High School 85%.	2.4	Department Heads PE/Hlth Coordinator Executive Athletic Diretor	Improved fitness assessment scores, increased physical activity and healthier students.	0%	0%		
TEA Priorities Connect high school to career and college Improve low-performing schools 2) All district Physical Education classes will meet the state required 50%moderate to vigorous physical activity in each class period.	2.4, 2.5	Department Head PE/Hlth Coordinator Executive Athletic Director	Improved fitness assessment scores, increased physical activity and healthier students.	0%	0%		
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 1: Ector County ISD will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 14: English Learners achieving Advanced and Advanced High Composite Level scores will increase by 5 percentage points for the academic year 2019-2020.

TELPAS Advanced Level from 37.86% to 42.86%
TELPAS Advanced High Level from 9.9% to 14.9%

Evaluation Data Source(s) 14: TELPAS ratings 2020

Summative Evaluation 14:

TEA Priorities: 2. Build a foundation of reading and math. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative			Summative
				Oct	Dec	Mar	May
PBMAS 1) The district will reinforce and monitor the consistent implementation of the Late Exit Transitional Bilingual linguistic sequence across grades K-5. The language framework sets the necessary instructional minutes in each language for the bilingual classroom. Teachers will also allocate in their schedule and teach the 45 minutes of ESL instruction in their classroom.	2.4	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, Bilingual & ESL department, Leadership	EL students will display a 5% increase in Advanced and Advanced High composite ratings as measured by the 2020 TELPAS assessment. The following data sources will be used as progress monitoring: bilingual classroom schedules, quarterly review of lesson plans (artifacts) for Pre-K through 5th grade, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), monthly Professional Learning Communities, LPAC identification decision process.				
Problem Statements: Perceptions 2							
2) Bilingual & ESL teachers will have opportunities for professional development to reinforce instruction and promote language acquisition in the areas of Balanced Literacy, Teaching for Biliteracy, Dual Language, Writing Strategies, and Sheltered Instruction. ESL certification training will also be provided by the BE & ESL Department to ensure that students are served by an ESL certified ELAR teacher in secondary.	2.4	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, BE & ESL Department, Curriculum and Instruction, Leadership	EL students will display a 5% increase in Advanced and Advanced High composite ratings as measured by the 2020 TELPAS assessment. The following data sources will be used as progress monitoring: quarterly review of lesson plans (artifacts) for Pre-K through 5th grade, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation Lexile levels (K-8th), and LPAC Decision Making Process.				
Problem Statements: Demographics 2 - Perceptions 3							

TEA Priorities Improve low-performing schools 3) The district will ensure the mastery of listening, speaking, reading, writing, and thinking skills by ensuring students have access to increasingly challenging variety of sources that are read, heard, or viewed in both Spanish and English.	2.4	Teachers, Principals, Assistant Principals, Instructional Coaches, Reading Coaches, BE & ESL Department, Curriculum and Instruction, Leadership	EL students will display a 5% increase in Advanced and Advanced High composite ratings as measured by the 2020 TELPAS assessment. The following data sources will be used as progress monitoring: quarterly review of lesson plans (artifacts) for Pre-K through 5th grade, quarterly reviews of unit assessments, benchmarks, weekly walkthroughs, monthly IStation lexile levels (K-8th), monthly Professional Learning Communities, Individual Education Plan (IEP) review each grading period, and LPAC.				
Problem Statements: Perceptions 2							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 14 Problem Statements:

Demographics
Problem Statement 2: 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR **Root Cause 2**: Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support

Perceptions
Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.
Problem Statement 3: The middle schools are under performing. **Root Cause 3**: The middle school concept has not been consistently implemented.

Goal 2: Ector County ISD will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: By May 2021, the ECISD teacher turnover rate will decrease from 18.6% to 16% (state turnover rate is 16.6%).

Evaluation Data Source(s) 1: TAPR
System Data
Exit Survey Data

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Establish a system in which Human Resources shares new hire information with the Professional Development Department weekly.	2.4	Human Resources; Professional Development Department	Teacher retention rates will increase by 1.3% each year.				
	Problem Statements: Demographics 2						
TEA Priorities Recruit, support, retain teachers and principals 2) Develop a Mentor Teacher System/Protocol that will be used with teacher mentors and new hires. Utilize a similar program/process to Lead4ward concepts.	2.4	Professional Development Department	New teacher retention rates will increase by 1.3% each year.				
	Problem Statements: Demographics 1, 2						
TEA Priorities Recruit, support, retain teachers and principals 3) Implement a year-long support program for teachers with less than 1 year of experience.	2.4	Professional Development Department	Teacher retention rates will increase by 1.3% each year.				
	Problem Statements: Demographics 1, 2						

	2.4	Human Resources; Professional Development	Data collected will provide insight for development of future intervention supports. The district retention rate will improve and the percentage of teachers with five years or less experience will decrease from 45.5% to 43% by 2020 and to 40% by 2021 on TAPR.			
TEA Priorities Recruit, support, retain teachers and principals 4) Develop and implement an effective Entry and Exit Survey.						
Problem Statements: Demographics 1, 2, 5						
TEA Priorities Recruit, support, retain teachers and principals 5) Implement a system to provide candidates and current employees assistance in passing required teacher certification exams. Utilize a similar program/process as the Texas Tech 2+1 Program.	2.4	Human Resources; Professional Development	Candidates selected for positions will pass required certification exams and transition to classroom teacher positions 100% of the time.			
Problem Statements: Demographics 1, 2, 5						
TEA Priorities Recruit, support, retain teachers and principals 6) Instructional Support Specialist and Curriculum Facilitators will work with teachers and campus leaders to provide job embedded training on instructional best practices.	2.5, 2.6	Executive Director of C&I	5% increase in students' passing rates on STAAR/ EOC exams. 2% decrease in teachers leaving the district.			
Funding Sources: State Comp Ed - 0.00, Title One School-wide - 0.00, Title Two Professional Development - 0.00						
PBMAS **TEA Priorities** Recruit, support, retain teachers and principals 7) Athletic and Fine Arts Administrators will attend job fairs to distribute information and recruit coaches/fine arts staff.	2.5	Executive Director of Athletics; Executive Director of Fine Arts; Human Resources	Increase athletic and fine art candidates available to fill positions by 20% by July 1, 2019 and by 40% by July 1, 2020.			
Problem Statements: Demographics 2, 5						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR **Root Cause 2**: Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support
Problem Statement 1: The turnover rate for teachers is 2 points above the state average 18.6 compared to 16.6 percent. (Goal 2) **Root Cause 1**: Staff retention & PLC process and support
Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause 5**: Lack of consistent and ongoing training and expectations; Office turnover

Goal 2: Ector County ISD will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 2: ECISD will reduce teacher vacancies from an average of 220 in 2018-19 to less than 100 by the start of the 2020-21 school year. ECISD will also reduce vacancies in all other areas from an average of 150 in 2018-19 to less than 50 by the start of the 2020-21 school year.

> **Evaluation Data Source(s) 2:** Entry Survey Data
> Exit Survey Data
> TAPR Report - Retention
>
> **Summative Evaluation 2:**
>
> **TEA Priorities:** 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Continue and expand our work with external Alternative Certification Programs including but not limited to: Education Service Centers, iTeach, Texas Teachers, universities, Texas Tech's 2+1, TNTP Odessa Pathway to Teaching, etc., in order to develop partnerships which will assist with employing qualified and certified professionals.	2.4	Human Resources	Increase the number of candidates available to fill all positions, including but not limited to certified teachers and administrators by 20% by July 1, 2019 and by 40% by July 1, 2020.				
	Problem Statements: Demographics 2, 5						
TEA Priorities Recruit, support, retain teachers and principals 2) Work with internal and external partners to improve the availability of affordable housing options. Partners may include but are not limited to: Permian Strategic Partnership (PSP), University of Texas of the Permian Basin (UTPB), and the Odessa Development Corporation (ODC).	2.4	Human Resources; Superintendent Leadership Team	Increase the number of affordable housing options available to new and existing employees each year.				
	Problem Statements: Demographics 1, 2						
TEA Priorities Recruit, support, retain teachers and principals 3) Utilize the Title II website and other resources to narrow the sites we plan to visit for recruiting and focus recruitment efforts on sites with the highest number of available candidates.	2.4	Human Resources	Increase the number of candidates available to fill all positions, including but not limited to certified teachers and administrators by 20% by July 1, 2019 and by 40% by July 1, 2020.				
	Problem Statements: Demographics 1, 2						

TEA Priorities	2.4	Human Resources, Communication Department.	Increase the number of candidates available to fill all positions, including but not limited to certified teachers and administrators by 20% by July 1, 2019 and by 40% by July 1, 2020.				
Recruit, support, retain teachers and principals 4) Increase district exposure by effectively utilizing a targeted marketing plan including but not limited to commercials, testimonial videos, and social media.							
Problem Statements: Demographics 1, 5							
TEA Priorities	2.4	Human Resources; Communications; Professional Development Department; Education Foundation.	Increase the number of candidates available to fill all positions, including but not limited to certified teachers and administrators by 20% by July 1, 2019 and by 40% by July 1, 2020.				
Recruit, support, retain teachers and principals 5) Work with internal and external partners to improve recruitment efforts including partnering for job fairs, mentoring programs, etc.							
Problem Statements: Perceptions 1							
TEA Priorities		Communications Department, department directors, campus principals, Volunteers & Partners office, Education Foundation.	Create positive climate, increase sense of "Team" and job satisfaction leading to higher retention rates. Review annually in June/July	0%	0%		
Recruit, support, retain teachers and principals Improve low-performing schools 6) Regularly recognize and reward employees who live out the characteristics espoused in the District's Mission. a. Create regular recognition vehicles for campus and department staffs. b. Create a monthly award announced at school board meetings c. Refine annual Outstanding Teacher and Employee of the Year programs.							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: 45.5% of our teachers have 5 years or less experience. (Goal 1)- C&I HR **Root Cause 2**: Lack of structure for what needs to happen to support inexperienced teachers (Ginger Tucker), PLC process and ongoing support
Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause 5**: Lack of consistent and ongoing training and expectations; Office turnover
Problem Statement 1: The turnover rate for teachers is 2 points above the state average 18.6 compared to 16.6 percent. (Goal 2) **Root Cause 1**: Staff retention & PLC process and support
Perceptions
Problem Statement 1: Community engagement in ECISD projects has not been fostered. **Root Cause 1**: Miscommunication, lack of transparency of a master plan and lack of trust

Goal 3: Ector County ISD will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.
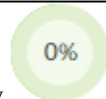
Performance Objective 1: Improve customer service and community perceptions of ECISD from XX to an 80% as measured by a district created Customer Service Survey by 2024.

Evaluation Data Source(s) 1: Pre and Post Surveys
District/Campus Customer Satisfaction Feedback

Summative Evaluation 1:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) Develop a survey for parents and community members to rate the current perception of district customer service practices.	2.5	District Customer Service Committee and Public Information Office.	To have a collection of data so that improvement can be measured.				
Problem Statements: Demographics 5 - Perceptions 1							
TEA Priorities Build a foundation of reading and math 2) Develop and implement a consistent script for answering the telephone within each campus and department within ECISD.	2.5	District Customer Service Committee	A consistent and friendly greeting to promote a welcoming environment.				
Problem Statements: Perceptions 1							
TEA Priorities Build a foundation of reading and math 3) C&I will build positive community relationships by communicating district aligned program updates utilizing the communications department, press releases, parent links and social media. The community will be invited to participate in academic councils.	2.5	C & I	Increased community awareness about teaching and learning within ECISD.				
Problem Statements: Perceptions 1, 2							

TEA Priorities	2.5	Director of Professional Development Department, District Administrators, Executive Directors for Elementary and Secondary Education	End of year survey results will improve from the baseline.				
Build a foundation of reading and math 4) District will provide customer service and job specific training for all administrators and administrative assistants during Leadership University.							
	Problem Statements: Demographics 5 - Perceptions 1						

TEA Priorities	2.5	Student Admissions	Consistent and efficient registration process.				
Recruit, support, retain teachers and principals 5) Train campus administrators and office staff on the admission process when lacking required registration documents.							
	Problem Statements: Demographics 5						

TEA Priorities	3.1	District Executive Directors and Campus Administrators	Increasing parent and community voice in campus decision making				
Recruit, support, retain teachers and principals 6) Leverage Campus Improvement Teams by ensuring proper membership and consistent meeting times to improve community engagement.							
	Problem Statements: Demographics 5 - Perceptions 1						

TEA Priorities	2.5	Communications Officer, Communications Specialist.	Promote regular, strategic communication while highlighting expectations and priorities.				
Improve low-performing schools Connect high school to career and college Build a foundation of reading and math Recruit, support, retain teachers and principals 7) 4) Improve and increase training on how to use the District's communication platform - phone calls, emails and texts - more regularly and effectively.							
	Problem Statements: Demographics 5						

TEA Priorities	2.5	Chief Technology Officer, Instructional Technology Director, Information Systems Director, Communication Webmaster	Increase parent involvement and communication with campus.				
Build a foundation of reading and math 8) Communicate technology resources available in a convenient and concise manner. Goal is to make it easier for parents to find social media, parent portal and other communication technology tools.							
	Problem Statements: Demographics 5						

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause 5**: Lack of consistent and ongoing training and expectations; Office turnover

Perceptions
Problem Statement 1: Community engagement in ECISD projects has not been fostered. **Root Cause 1**: Miscommunication, lack of transparency of a master plan and lack of trust
Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.

Goal 3: Ector County ISD will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 2: Streamline the flow of communication so that customers are efficiently directed to the proper department in order to have their questions answered in a timely manner.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools 1) The Communications Department will update the Administrative Directory of the district calendar book to include additional information regarding where to direct questions.	2.5	Members of the District Leadership Team	Customers will experience fewer phone transfers when seeking an answer to a their questions.				
	Problem Statements: Demographics 5						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause 5**: Lack of consistent and ongoing training and expectations; Office turnover

Goal 3: Ector County ISD will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 3: Encourage partnerships with community health-based agencies and individuals as educational resources to improve the wellness of ECISD students, faculty, staff, and their families.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) The Faculty Fitness Health Program will increase student, employee and community participation by expanding healthy activity opportunities in family centered events.	2.5	Board of Trustees SHAC Liaison Executive Athletic Director	Increased physical activity results in improved student fitness, improved family health and improved community wellness.				
2) Update and improve a web page that outlines campus and/or department needs and gives individuals or businesses the chance to sign up to help in those specific areas.		Communications Department, Partners in Education	This will give our community an easy way to know what needs exist and simple way to sign up to help.				
TEA Priorities Connect high school to career and college Improve low-performing schools 3) Expand coaching, mentoring, and apprenticeship opportunities through partnerships with the Education Partnership, Big Brothers/Big Sisters, ACCESS, and the Odessa Chamber of Commerce.		Communications Department, Education Foundation	Provide support and positive examples to students; give students opportunities to see the results of success in school and success in the work place.				
100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✖ = Discontinue				

Goal 4: Ector County ISD will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Special programs will be offered to support the unique needs of students at various social/ emotional levels of functioning in order to promote a safe climate that is conducive to learning.

Evaluation Data Source(s) 1: Program rosters, attendance data, completion and graduation rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Connect high school to career and college 1) Suicide prevention education and support will be offered through School Guidance and SAS counseling services. Counselors will collaborate with ECISD police as needed. Parent/guardian notification procedures will be reviewed and updated. All school and Student Assistance Services counselors will be trained yearly in ECISD crisis response procedures . All campus staff will be trained yearly during campus Professional Development concerning ECISD suicide prevention response procedures.	2.4	Campus Administrators, Executive Director of Guidance and Counseling, Chief of Police	100% of campus students and staff will be trained in suicide prevention. **Problem Statements**: Perceptions 2 **Funding Sources**: State Comp Ed - 780000.00, Local - 0.00				
TEA Priorities Connect high school to career and college 2) Conflict resolution and violence prevention programs will be offered. ECISD police officers will be trained in conflict resolution and de-escalation techniques and will address violence through municipal court and teen court programs. All school counselors and Student Assistance Services counselors will be trained yearly in conflict resolution methods.	2.5, 2.6	Chief of Police, Administrators and Executive Director of Guidance and Counseling.	The strategy is to reduce violence on campuses that will be measured through statistical data. Counseling training rosters. **Problem Statements**: Perceptions 2 **Funding Sources**: Local - 0.00				

TEA Priorities Connect high school to career and college	2.4	Teen Parent Related Services Coordinator	100% of students will be on track to graduate with cohort.				
3) Pregnancy/Parenting services will be provided to ensure that barriers due to parenthood are removed and 100% of the students in the program are on track to graduate with their cohort. Services include counseling, home-bound services and other services needed to ensure students' graduation. Tutoring will be increased to ensure that students are on track to graduate with their cohorts.	**Problem Statements**: Student Academic Achievement 3 **Funding Sources**: State Comp Ed - 0.00, Local - 0.00						
TEA Priorities Connect high school to career and college	2.4, 2.6	Principals, Communities in Schools Executive Director	Students will remain on track for graduation with their cohort.				
4) Communities in Schools social services will be provided at all secondary campuses. Case workers will serve identified at risk students at both high schools to remove barriers that might lead a student to drop out from school.	**Funding Sources**: State Comp Ed - 0.00						
TEA Priorities Connect high school to career and college	2.4, 2.6	Supervisor, Lead Social Worker	Students identified as homeless and at risk EL will complete graduation requirements.				
5) Commmunity Outreach Center will provide social worker services and instructional support to homeless and at risk EL recovered drop outs. Social workers and specialists will provide interventions to help remove barriers to school attendance and success. COC staff will provide direct interventions to 70% of parents of students with 10 or more unexcused absences and those students on the drop out list. Interventions will be documented in Eduphoria.	**Problem Statements**: Student Academic Achievement 3 **Funding Sources**: Title One Homeless - 0.00, State Comp Ed - 0.00						

TEA Priorities Connect high school to career and college 6) Programs that address harassment and dating violence will be offered. ECISD Police Officers are trained in the current laws and investigational tactics in areas such as social media. and current laws concerning dating violence.	2.4	Police Chief, Administrators, Executive Director of Guidance and Counseling, Principals	Training records will be monitored to ensure that all officers are educated to recognize the signs of dating violence and related laws. All middle school and high school campuses will maintain records showing dating violence information has been provided to all staff and students.				
School counselors and administrators will ensure dating violence information is provided to staff and students at all high school and middle school campuses.	**Problem Statements**: Perceptions 2 **Funding Sources**: Local - 0.00						
7) The Athletic Department will encourage character development and support the Coaching for Men program at the middle school.		Assistant Athletic Director for each sport Executive Director of Athletics	Improve campus and classroom discipline				
8) The district has a student/parent handbook addressing proper discipline and expectations for student athletes. Each team also has team rules.		Athletic Administrators Head Coaches	Improve Campus and Classroom discipline				
TEA Priorities Improve low-performing schools 9) The ECISD comprehensive Guidance and Counseling Curriculum will be aligned from grades K-12 to implement lessons that will include dating violence, child abuse, bullying, conflict resolution, substance abuse, self efficacy, decision making, behavior and other social-emotional topics.	2.4	Guidance and Counseling Department Monthly Reports	Increased students' knowledge and social-emotional skills, reduced behavior problems and increased academic achievement.				
	Problem Statements: Perceptions 2, 3 **Funding Sources**: Local - 0.00						
TEA Priorities Connect high school to career and college 10) Student Assistance Services Counselors will provided counseling services to address the social-emotional needs of at-risk students. Student Assistance Services Counselors will identify at risk students at secondary schools to remove barriers that might lead a student to drop out of school.	2.4, 2.6	Principals, Executive director of Guidance and Counseling. Youth Truth Survey	Increase in student's ability to attend school and remain on track with the student's graduating cohort. Information systems records will be reviewed to determine number of students on track to graduate with their cohort. Students seriously considering dropping out of school will be reduced from 31% to 25%.				
	Problem Statements: Student Academic Achievement 3 **Funding Sources**: State Comp Ed - 0.00						

TEA Priorities Connect high school to career and college 11) Our current decrease in teen birth rates will continue as a result of "medically based - evidence informed" and "character based - integrity focused" HGD curriculum.	2.4, 2.6	Board of Trustees Liaison Executive Athletic Director	Lower teen birth rates Increased attendance through drop-out recovery and graduation rates.				

Problem Statements: Student Academic Achievement 3

Funding Sources: State Comp Ed - 0.00

TEA Priorities Build a foundation of reading and math 12) Carver and Lamar Early Education Centers will host informational parent meetings to help with transition to kindergarten	2.4, 3.1, 3.2	Executive Directors of Elementary Pre-K Administrators	Clear expectations for transition from Pre-K to K				

Problem Statements: Demographics 5

TEA Priorities Build a foundation of reading and math 13) Satellite Pre-K campuses will include orientations for their incoming kindergarten as part of their regular back to school orientations.	2.4, 3.1, 3.2	Executive Directors of Elementary Pre-K Administrators	Streamlined transition from Pre-K to kindergarten				

Problem Statements: Perceptions 1

TEA Priorities Build a foundation of reading and math 14) Second grade students at Pease and Zavala will participate in a transition celebration at their sister campus.	2.4	Campus Administrators and Executive Directors of Elementary Education	Second grade students will have a smooth transition to their third grade sister campus.				

Problem Statements: Perceptions 1

TEA Priorities Build a foundation of reading and math 15) Teachers will communicate with all students the expectations and encouragement to motivate students to do their best. Connections between everyday life and lessons learned in class will be increased.	2.4, 2.5	Principals, Youth Truth Survey	Student engagement will increase from 3.51 to 3.6 in high schools and from 3.30 to 3.40 in middle schools.				

Problem Statements: Student Academic Achievement 2, 3

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause 5**: Lack of consistent and ongoing training and expectations; Office turnover
Student Academic Achievement

Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause 3**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.
Problem Statement 2: 30% of all students are achieving at the meets grade level standard in Math 3-Alg 1 in 2018. **Root Cause 2**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Perceptions

Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.
Problem Statement 3: The middle schools are under performing. **Root Cause 3**: The middle school concept has not been consistently implemented.
Problem Statement 1: Community engagement in ECISD projects has not been fostered. **Root Cause 1**: Miscommunication, lack of transparency of a master plan and lack of trust
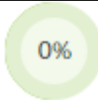
Goal 4: Ector County ISD will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: ECISD will ensure training for 100% of the staff will occur annually to promote the safety of all students.

    Evaluation Data Source(s) 2: Staff sign-in, archived training documents

    Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) Teacher discipline management programs will be focused to CHAMPS, PBIS, and Conscious Discipline practices. Teachers and administrators will be trained annually.	2.5, 2.6	Director of Professional Learning Campus Administrators	A decrease in office referrals which will increase the amount of instructional time for students.				
	Problem Statements: Demographics 6						
TEA Priorities Recruit, support, retain teachers and principals 2) Awareness training for staff, students, and parents will be provided in the areas of identifying sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light/Stewards of Children prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.	2.4	Principals, Human Resources	Awareness training will increase the ability of staff and students to recognize and report signs of abuse. ECISD police will investigate areas of abuse and coordinate efforts with prosecuting attorneys to maximize punishment. 100% of staff will receive training. 100% of campuses will display required child abuse awareness posters.				
	Problem Statements: Perceptions 2						
TEA Priorities Recruit, support, retain teachers and principals 3) Training on Texas Behavior Support Initiative will be offered annually.	2.4, 2.5	Executive Directors for Elementary, Secondary and Campus Administrators					

4) ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. The police department has modified its records management system to properly report criminal incidents of bullying and to facilitate information with administrators. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.	2.5, 2.6	Administrators	Officers are trained in awareness, recognition and response regarding Bullying and will properly identify and report criminal incidents of bullying to the proper courts for prosecution.				
	Problem Statements: Perceptions 2						
5) SAS and Professional School Counselors will train all ECISD staff on Trauma-Informed Schools before the beginning of the school year. New staff will be trained as they are hired.	2.4, 2.6	Principals, Executive, Director of Guidance and Counseling	100% of all ECISD staff will receive training.	0%	0%	0%	
	Problem Statements: Demographics 5, 6 **Funding Sources**: State Comp Ed - 0.00						
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 6: District attendance rate was 94.6% v. 95.7% at the state level. (Goal 1-Goal 4) **Root Cause 6**: Immediate contact with parents, campus level incentives for absences.
Problem Statement 5: Systemic positive customer service communication practices and solutions focused approaches need to improve. (Goal 2, 3 & 4) **Root Cause 5**: Lack of consistent and ongoing training and expectations; Office turnover
Perceptions
Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.

Goal 5: Ector County ISD will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Equitable and data driven budgeting will be utilized to determine priority for "options" submitted by departments and approved by the Board no later than June 18, 2019. (Options are funding above department allotments for additional identified needs.)

    Evaluation Data Source(s) 1: Budgets, 5 year trends, Needs as requested by options list provided by departments, and district approved staff ratios

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Maintain trend data for departmental budgets to ensure efficiency and priority for allocating funds based on district needs and goals.	2.4, 2.5, 2.6	Chief Financial Officer, Finance Director, Deputy Superintendent, Superintendent	Equitable allocations and data driven budgeting				
	Problem Statements: Perceptions 1						
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							
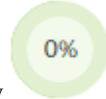
Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Community engagement in ECISD projects has not been fostered. **Root Cause 1**: Miscommunication, lack of transparency of a master plan and lack of trust

Goal 5: Ector County ISD will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 2: The 2018 TRE funds will be efficiently utilized in the 19-20 school year in accordance with the plan communicated with the community and approved by the Board.

Evaluation Data Source(s) 2: Budget & project completions

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Collaborate with and inform the Budget Advisory Committee and the Board of the progress towards the completion of TRE projects.	2.4, 2.5, 2.6	Superintendent Deputy Superintendent CFO COO CTO Communications Department	Complete projects on time and within budget. Establish credibility and trust.				
	Problem Statements: Perceptions 1						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Community engagement in ECISD projects has not been fostered. **Root Cause 1**: Miscommunication, lack of transparency of a master plan and lack of trust

Goal 5: Ector County ISD will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 3: Identified departments will be required to create and maintain a long-range capital improvement plan for preventative maintenance and anticipated expenditures by March 18, 2019.

Evaluation Data Source(s) 3: Long-Range Plans

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals 1) District administration will establish long-range capital improvement plans for their divisions/departments with replacement cycles and routine maintenance.	2.4	Superintendent Deputy Superintendent SLT Members	Budget allocations to support ongoing maintenance, routine repairs, and capital projects				
	Problem Statements: Perceptions 2						
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.

Goal 5: Ector County ISD will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 4: All 2019-2020 requests for professional development will include an implementation plan that reflects the financial impact from the initial training to follow up training for years 2 and 3 and include planning for new employees.

Evaluation Data Source(s) 4: Professional Development Plans

Summative Evaluation 4:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 1) Director of Professional Development will work with all departments on plans for professional development to ensure they align with district goals, priorities, and have an implementation plan beyond initial training.	2.4, 2.5	SLT Director of Professional Development	Systemic implementation of professional development				
		Problem Statements: Perceptions 2					
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Performance Objective 4 Problem Statements:

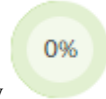| Perceptions |
|---|
| **Problem Statement 2**: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented. |

Goal 5: Ector County ISD will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 5: 100% of migrant funds will be used to meet the identified needs of migratory children, that result from their migratory lifestyle and permit these children to participate effectively in school through entering into a share services arrangement with Region 18 Educational Service Center in the 2019-2020 school year.

    Evaluation Data Source(s) 5:

    Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May

TEA Priorities	2.4, 2.5, 2.6, 3.2	ECISD will coordinate according to grade periods communication and necessary meetings with Region 18 service center people to ensure services are happening.	Migrant students will be identified and supported in a timely manner.				
Connect high school to career and college							

1) ECISD in collaboration and through our shared services arrangement with Region 18, Educational Service Center, shall ensure the following services occur:

1. High quality & comprehensive educational programs for migratory children to help reduce the educational disruptions and other problems that result from repeated moves such as:
SMART summer school, Parent Meetings, Classroom and student meetings to address grades and learning gaps.

2. Migrant children moving between states and districts will not be penalized in any manner due to disparities among the states/districts in curriculum, graduation requirements and state academic content and student academic achievement standards. This will be monitored through NGS reporting for grades, grade conferences, guidance service advising, and community outreach center services.

3. Migrant children will be provided with appropriate educational services that address their special needs in a coordinated and efficient manner; i.e., tutoring, SMART summer school, RTI services and credit recovery services as well as program participation in enrichment areas such as AVID, and GT.

4. Migrant students will receive support services from Region 18 that address how to overcome educational disruptions, cultural and language barriers, social isolation, various health related problems and other factors that inhibit the ability of such children to do well in school and help them transition to post-secondary education and or employment as well as coordinate parent advisory committees.

Problem Statements: Demographics 3, 4 - Student Academic Achievement 3

Funding Sources: Title - 70000.00

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 3: Coding is an ongoing challenge with students who are transferred. (Goal 6) **Root Cause 3**: Training processes might need to revisited.
Problem Statement 4: Student retention rates are above state average in grades 3-8. Student in grades k-2 are significantly low. (Goal 1) **Root Cause 4**: Process for retention needs to be re-examined.;

Student Academic Achievement
Problem Statement 3: 46% of 2017 graduates met one College, Career and Military Readiness indicator. 2017 District Graduation rate of 90.4%. **Root Cause 3**: The District did not have structures in place to allow for a seamless coordination of responsibilities and accountability for district personnel so that principals and teachers can ensure academic growth for students. District and campus personnel did not meet regularly as a team to focus primarily on student performance and assessment data creating diluted accountability for student growth.

Goal 6: Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Reduce the number of student transfer code errors from 30% to 15% in ITCCS by May 2020.

Evaluation Data Source(s) 1: ITCCS reports

Summative Evaluation 1:

TEA Priorities: 4. Improve low-performing schools. 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Improve low-performing schools Connect high school to career and college	2.4, 2.5, 2.6	Student Admissions and Information Systems	Reduce the number of student coding errors and use data for trend analysis.				
1) Information Systems and Student Admissions and Transfers will implement an additional data tracking method that is centralized and maintained.		**Problem Statements**: Demographics 3					
TEA Priorities Improve low-performing schools Connect high school to career and college	2.4, 2.6	Student Admissions and Information Systems	Reduce the number of student coding errors.				
2) Provide spring, summer and early fall training to campuses regarding the appropriate use of coding.		**Problem Statements**: Demographics 3					
TEA Priorities Recruit, support, retain teachers and principals	2.6	Student Admissions and Information Systems	Ensure accuracy of student data.				
3) Student admissions and transfer office will verify monthly coding reports and communicate required changes to the campus.		**Problem Statements**: Demographics 3					
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Coding is an ongoing challenge with students who are transferred. (Goal 6) **Root Cause 3**: Training processes might need to revisited.

Goal 6: Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 2: 100% of campus improvement plans will be aligned to the district improvement plan by August 2019.

Evaluation Data Source(s) 2: 2019-2020 Campus improvement Plans

Summative Evaluation 2:

TEA Priorities: 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Train campus leaders on how to write an aligned and collaborative CIP by May 2019.	2.4	Executive Directors of Elementary and Secondary Education	Campus leaders will have a complete and aligned Campus Improvement Plan by August 2019.				
	Problem Statements: Perceptions 2						
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There has not been a clear direction or shared vision. The district did not have a strategic plan. **Root Cause 2**: We were reactive rather than proactive. We have been complacent, and segmented.

Goal 6: Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 3: Increase student computer (wireless device) ratio to a minimum of one computer per four students. Moving towards a long term goal of one computer per student at each campus by 2024 pending approval.

Evaluation Data Source(s) 3: Campus inventory and student enrollment.

Summative Evaluation 3:

TEA Priorities: 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Maintain district inventory of student computers and laptops.		Technology Campus	Ability to utilize network connected devices for classroom instruction and assessment.				
2) Create a refresh document to ensure each campus monitors computer/student ratio.		Technology	Purchase of computers every year and remove end of life computers.				
3) Curriculum and technology create a one to one device implementation and refresh plan.		Technology Curriculum & Instruction	Organized effort to move the district towards a one to one environment.				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 6: Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 4: Increase wireless network connectivity to support additional wireless devices by 2024 pending approval.

Evaluation Data Source(s) 4: District wireless network survey.

Summative Evaluation 4:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) 1) Monitor district network traffic to determine when additional equipment is needed.		Technology	Classroom and administrative connectivity maintained to accomplish daily business and classroom instruction.				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 6: Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 5: Increase network bandwidth from 5gb to 10gb to 20gb to support additional wireless and network devices by the year 2024 pending approval.

    Evaluation Data Source(s) 5: Network inventory.

    Summative Evaluation 5:

    TEA Priorities: 4. Improve low-performing schools. 3. Connect high school to career and college.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Monitor network bandwidth by district facility and budget for increased cost as necessary.		Technology	Maintain adquate network capacity to keep up with campus demand.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 6: Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 6: Increase the use of digital tools and strategies using cloud-based applications by 2020.

Evaluation Data Source(s) 6: Usage reports

Summative Evaluation 6:

TEA Priorities: 3. Connect high school to career and college. 4. Improve low-performing schools.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Offer ongoing district professional learning and support for cloud based applications such as Microsoft Office 365 and Google Apps for Education.		Review professional development enrollment documentation through Eduphoria.	Staff use of cloud-based applications increase.				

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 6: Ector County ISD will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 7: Increase the use of parent portal activity from 37% to 60% by 2020.

Evaluation Data Source(s) 7: txConnect administrator reports.

Summative Evaluation 7:

TEA Priorities: 1. Recruit, support, retain teachers and principals.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) Explore options to create efficient processes within the portal.		txConnect	Move towards a more paperless environment.				

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

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	The district will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities (PLCs).
1	1	2	The district will weave technology integration into the fabric of academics through hands-on, real-world technology application and use.
1	1	3	The district will highlight lesson planning resources and provide lesson plan creation training to teachers.
1	1	4	The district will ensure expectations and professional development are in place to provide training and support for teachers.
1	2	1	The district will implement a consistent process to disaggregate data and monitor data through Professional Learning Communities(PLCs).
1	2	2	The district will weave technology integration into the fabric of academics through hands-on, real-world technology application and use.
1	2	3	The district will highlight lesson planning resources and provide lesson plan creation training to teachers.
1	2	4	The district will ensure expectations and professional development are in place to provide training and support for teachers.
1	3	1	(Foundational Language Skills) The district will develop, consistently implement, and monitor the implementation of (Pre-K - 5th grade) well-developed and explicitly taught word structures.
1	3	2	(Comprehension Skills) The district will ensure students at all grade levels will use metacognitive skills to develop and deepen comprehension of increasingly complex text.
1	3	3	(Response Skills) The district will ensure the mastery of listening, speaking, reading, writing, and thinking skills.
1	3	4	(Multiple Genres) The district will ensure that students are able to recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
1	3	5	(Author's Purpose and Craft) The district will ensure students use critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. Additionally, students will be able to analyze and apply author's craft purposefully in order to develop his or her own products and performances.
1	3	6	(Composition) The district will ensure students use the writing process recursively to compose multiple texts that are legible and use appropriate conventions.
1	3	7	(Inquiry and Research) The district will ensure students engage in both a short-term and sustained recursive inquiry processes for a variety of purposes.
1	4	1	The students in K-12 will increase their ability to demonstrate conceptual understanding.

Goal	Objective	Strategy	Description
1	4	2	The Curriculum Department will train lesson plan facilitation and conceptual understanding to embed AVID strategies and other best practices to empower students to access increasingly rigorous content.
1	4	3	Classroom teachers will design ways to illicit and assess student's abilities to use representations meaningfully to solve problems.
1	4	4	Students will mathematically reason and estimate (when appropriate) in real-world situations.
1	4	5	Students will be empowered to select, use, and evaluate a variety of techniques to approach and work on problems.
1	4	6	Teachers will use the district data process protocol on all district assessments to adjust lessons and AVID strategies appropriately.
1	4	7	Teachers will use the information gathered from the data protocol to reteach, elevate, and differentiate instruction with best practice strategies.
1	5	1	Social Studies Team (C&I) will guide a Backward Design of STAAR-tested 8th grade TEKS for K-7th grade teachers. Teachers, in turn, will identify their own specific TEKS correlation and the importance of their own grade level content.
1	5	2	ELAR, Social Studies, and Special Education coordinators and coaches will model professional development to integrate social studies and literacy TEKS for embedded and engaged lessons.
1	5	3	Curriculum Department (ELAR, Social Studies, Bilingual/ESL, Special Education, AVID) will coordinate and collaborate to identify best strategies for all students.
1	6	1	Curriculum & Instruction team will provide district resources and train teachers in effective lesson planning utilizing the District resources for college readiness skill development.
1	6	2	C&I team will provide authentic, real-world professional development that models the integration of best practices, AVID strategies and instructional technologies.
1	6	3	C&I team will provide professional development on how to connect hands-on learning to assessment, modeling a variety of processing opportunities.
1	6	4	Teachers will plan and implement standards based lessons that include authentic, real-world connections and opportunities for transfer, while providing a variety of processing opportunities.
1	14	1	The district will reinforce and monitor the consistent implementation of the Late Exit Transitional Bilingual linguistic sequence across grades K-5. The language framework sets the necessary instructional minutes in each language for the bilingual classroom. Teachers will also allocate in their schedule and teach the 45 minutes of ESL instruction in their classroom.
2	1	7	Athletic and Fine Arts Administrators will attend job fairs to distribute information and recruit coaches/fine arts staff.

District Funding Summary

Local

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	School Counselors		$0.00
4	1	2	School counselors		$0.00
4	1	3	Program personnel		$0.00
4	1	6	School Counselors and Police Officers		$0.00
4	1	9	School Counselors		$0.00
				Sub-Total	$0.00

State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	8	Dyslexia Specialist		$2,600,000.00
1	10	1			$515,000.00
1	12	1	OWR software, teachers, counselors, and administrators		$0.00
1	12	2	Tutors, online software		$0.00
1	12	3	Graphing calculators for 9th/10th grade at risk math students		$0.00
2	1	6	Instructional Specialist & CCFs		$0.00
4	1	1	SAS Counselors		$780,000.00
4	1	3	Teachers, social workers, and other program personnel		$0.00
4	1	4	CIS,		$0.00
4	1	5	Social workers, teachers. and support staff		$0.00
4	1	10	SAS Counselors		$0.00
4	1	11	TRAC Specialist, counselor		$0.00
4	2	5	SAS Counselors		$0.00
				Sub-Total	$3,895,000.00

Title One Homeless

Goal	Objective	Strategy	Resources Needed	Account Code	Amount

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	teachers, tutoring, and instructional support materials		$0.00
				Sub-Total	$0.00

Title One School-wide

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	9	Abydos training and materials, kid camp for teachers' children to attend & extra duty pay		$186,500.00
1	3	10	Training needs		$49,999.00
1	10	1			$615,000.00
1	10	2	K-2 Summer School		$300,000.00
1	12	2	Tutors, online software		$170,000.00
1	12	3	Intervention math kits for 3-8th grade at risk math students		$450,000.00
2	1	6	Instructional Specialist & CCFs		$0.00
				Sub-Total	$1,771,499.00

Title Two Professional Development

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	9	Abydos TOT training registration and travel fees		$30,000.00
2	1	6	Instructional Specialist & CCFs		$0.00
				Sub-Total	$30,000.00

Title

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	5	1	SSA Contract with Region 18		$70,000.00
				Sub-Total	$70,000.00
				Grand Total	$5,766,499.00