THE FUTURE IS NOW

Foundations • Talent • Learning

Strategic Plan Quarterly Update

Strategic Plan Board Updates

Today:

1. Strategic Staffing and Compensation

2. Professional Learning Communities (PLCs)

3. High-Impact Tutoring

Aug. 2024

Nov. 2024

Feb. 2024

Vision:

OUR students... THE future...

Mission:

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

THE FUTURE IS NOW

Foundations · Talent · Learning

ECISD Board Goals

THE FUTURE IS NOW
Foundations · Talent · Learning

Board Goal

1
The percentage of students achieving or exceeding the meets standard on state assessments will increase from 32%[1] to 60% by May 2024 across all tested content areas.

2
The percentage of 3rd grade students reading at, or above grade level will increase from 35%[1] to 45% by May 2024.

3
The percentage of high school graduates considered College, Career or Military Ready will increase from 56%[1] to 65% by May 2024.

14 Indicators of Success

Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,2,3	Attendance	% student daily attendance	93.5%[1]	94% / 92.6%	94.5% / 90.7%	94.7% / 91.67%	95%
1,2,3	Growth (STAAR)	% of students who meet or exceed the STAAR progress measure	61%[1]	63% / NR	66% / **70%**	69%	75%
1,2,3	Growth (MAP)	% student end of year RIT score met or exceeded individual growth projections based upon MAP	50%	52% / 50%	54% / 53%	56% / 52.40%	58%
2	Kindergarten Readiness	% of students meeting kindergarten readiness benchmark	35.2%[1]	40% / 33.2%	45% / **47%**	60% / 57%	65% / 54%
1,2,3	3rd Grade Composite (reading and math)	% of 3rd grade students achieving the meets or exceeds standard in both reading and math on STAAR	24%[3]	26% / 15%	28% / 23%	31%	35%
1,3	6th grade reading or math on grade level	% of 6th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 20%[1] M - 26%[1]	R – 22% M – 28% / R-18% M-20%	R – 25% M – 33% / R-**29%** M-32%	R – 30% M – 39%	R-37% M-47%
1,3	8th grade reading or math on grade level	% of 8th grade students achieving the meets or exceeds standard in reading or math on STAAR	R - 34%[1] M - 24%[1]	R – 36% M – 26% / R-27% M-16%	R – 41% M – 35% / R-**42%** M-14%	R – 47% M – 45%	R-55% M-57%

1. 2018-2019 Texas Education Agency TAPR
2. NWEA MAP Score District Report ECISD Department of Accountability
3. 2018-2019 Texas Education Agency HTML TAPR https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perfrept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain1c.sas&namenum=068901
4. National Clearinghouse District Report ECISD Department of Accountability
5. Txschools.gov https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_debug=0&batch=N&app=PUBLIC&_program=perfrept.perfmast.sas&level=district&search=distnum&prgopt=2019/acct/domain3.sas&namenum=068901
6. Panorama District Report ECISD Department of Accountability
7. https://1gyhoa479ufd3ynq29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/2014/11/Recovery2020.FR_.Web_.pdf
8. 2020 CCMR Tracker TEA TEAL report

Board Goals 59%	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
1,3	English I and Algebra I college ready	% of English I and Algebra I testers achieving the meets or exceeds standard on STAAR EOC	Eng I - 36%[1] Alg I - 42%[1]	Eng I – 38% Alg 1 – 44%	Eng I –41% Alg 1 – 49%	Eng I – 45% Alg 1 – 55%	Eng I – 50% Alg I – 61%
				Eng I - 28% Alg 1- 22%	Eng I - 28% Alg 1- 29%		
1,3	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6%[8]	21%	23%	25%	27%
				21.5%	**23.4%**	**38.1%** Class of 2022	
3	4 Year Graduate Rate	% of students in grades 9-12 who graduate within four years of entering high school (longitudinal rate)	83.7%[1]	84%	86%	88%	90%
				84.7%	**85.5%**		
3	Postsecondary enrollment	% of graduates enrolled in technical, two-year, four-year college, or enlists in the military one year after graduation	51%[4] Class of 2019	51% Class of 2020	53% Class of 2021	60% Class of 2022	65% Class of 2023
				51%	**47%**		
3	Postsecondary completion	% of graduates who complete a technical, two-year, four-year certificate or degree program or four years of service in the military within six years of their high school graduation date	6.5%[4] Class of 2012	31% Class of 2014	33% Class of 2015	35% Class of 2016	65%[7] Class of 2017
				31%	29%	28%	28%
1,2,3	Academic Gaps	The performance of ECISD student subgroups compared to their peers across the state of Texas (Domain 3)	11 out of 47 (23%)[5]	13 out of 47 (28%)	16 out of 47 (34%)	20 out of 47 (43%)	24 out of 47 (51%)
				33%	**40%**		
1,2,3	School Connectedness	The belief held by students that adults and peers in the school care about their learning as well as about them as individuals.	59%[6]	60%	61%	62%	63%
				57%	59%		

STRATEGIC PLAN PROJECTS

FOUNDATIONAL EXCELLENCE

Systematize Social Emotional Learning

Systematize Equity Based Funding

Smart Badging

Develop Long Range Facilities Master Plan

Develop Efficient Systems to Increase Productivity in Operations

Attain Data Interoperability

Earn Trusted Learning Environment Seal

Establish District Technology Standardization

Provide Home Internet Connectivity

TALENT DEVELOPMENT

Strengthen Professional Learning Communities

Implement Personalized Professional Learning

Cultivate Talent Pipelines

Incorporate Strategic Staffing and Compensation

Develop a System of Support for National Board Certification

LEARNING JOURNEY

Establish "To and Through" Efforts

Develop Choice Schools

Systematize Blended Learning

Redesign the Student Summer Experience

Implement a Learning Management System

Expand PreK

High Impact Tutoring

Ector County ISD
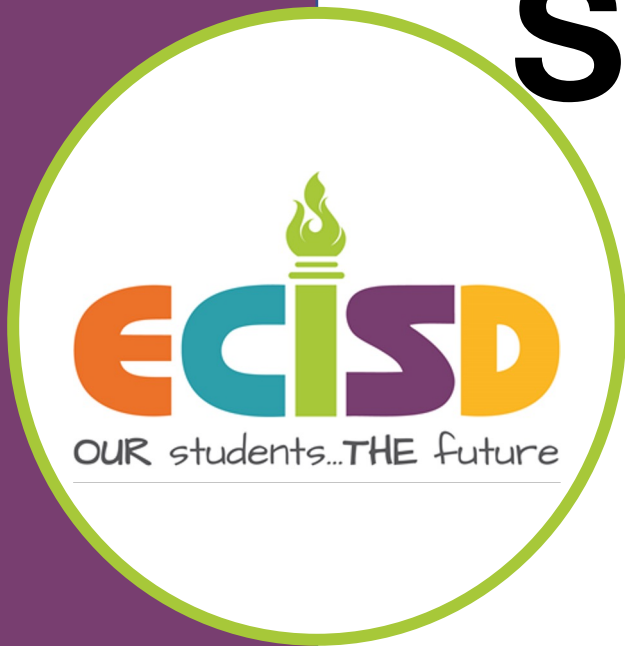
Strategic Staffing and Compensation

Board Update May 21, 2024

Dr. Matthew Spivy
ECISD Human Resources Department

What is Strategic Staffing and Compensation?

Effectively utilizing the finite number of <u>HUMAN</u>s and <u>RESOURCES</u> in our district to best serve all

ECISD STUDENTS.

ECISD Human Resources Strategic Staffing

ECISD Historical TEACHER Vacancies as of September 1st			
	Secondary	Elementary	ECISD TOTAL
2023-2024	23	13	36
2022-2023	20	29	49
2021-2022	50	41	91
2020-2021	55	35	57
2019-2020	48	68	116
2018-2019	101	120	221*

*Total Vacancy numbers from 2018-2019 were at over 350 during the hiring season

- Opportunity Culture
- Teacher Residents
- Instructional Facilitators (IFs)
- International Teachers
- District of Innovation Teachers (DOIs)
- Virtual Special Education Professional positions

All initiatives to strategically address vacancies

Investing in our greatest capital –
Human Capital

- OC2UTPB3,
- Odessa Pathway to Teaching
  - (1 of 3 Districts in the State of Texas with our own Educator Preparation Program)
- Para-to-Teacher; Temp-to-Teacher,
- Aspiring Leaders,
- Principal Fellows,
- Counselor & Diagnostician Pipeline,
- Instructional Facilitators (IFs),
- District of Innovation (DOI)
- United States Department of Labor (USDOL)
  Registered Apprenticeship Program (RAP) for
Teachers **AND** Principals (first in Texas)

Meeting staff where they are, and helping them get to where they want to be.

Home of the Hundred Thousand Dollar Teacher

- Teachers are able to earn over **$100,000** in compensation.
- Principals up to almost **$200,000** in compensation
- Teacher Incentive Allotment (TIA) – **Over $3.2 Million Dollars** in Performance Based Compensation (PBC)
- Leadership for Ector's Accelerated Performance (LEAP) Teacher School Leader grant (TSL)
  - **Multi-Million Dollar, Multi-year federal grant** to provide training and additional PBC
  - Most Effective Teachers on LEAP campuses can earn up to **$15,000** and Principals up to **$30,000** in PBC
- Opportunity Culture
- Principal Incentive Allotment (PIA) - **First in Texas**
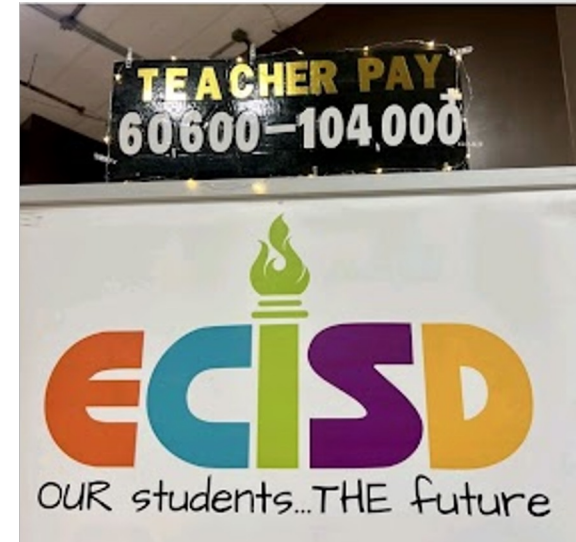
What is Strategic Staffing and Compensation in ECISD?

Putting our resources where our priorities are.

Professional Learning Communities (PLCs)

Dr. Lilia Náñez
Associate Superintendent of Curriculum and Instruction

Strategic Plan Update

Your Professional Development is only as powerful as what you practice.

Paul Bambrick-Santoyo

- ✓ PLCs facilitate teachers' discussion on what needs to be taught and understood
- ✓ Allow teachers to learn strategy that can be used immediately
- ✓ Allow educators to practice what they are going to teach
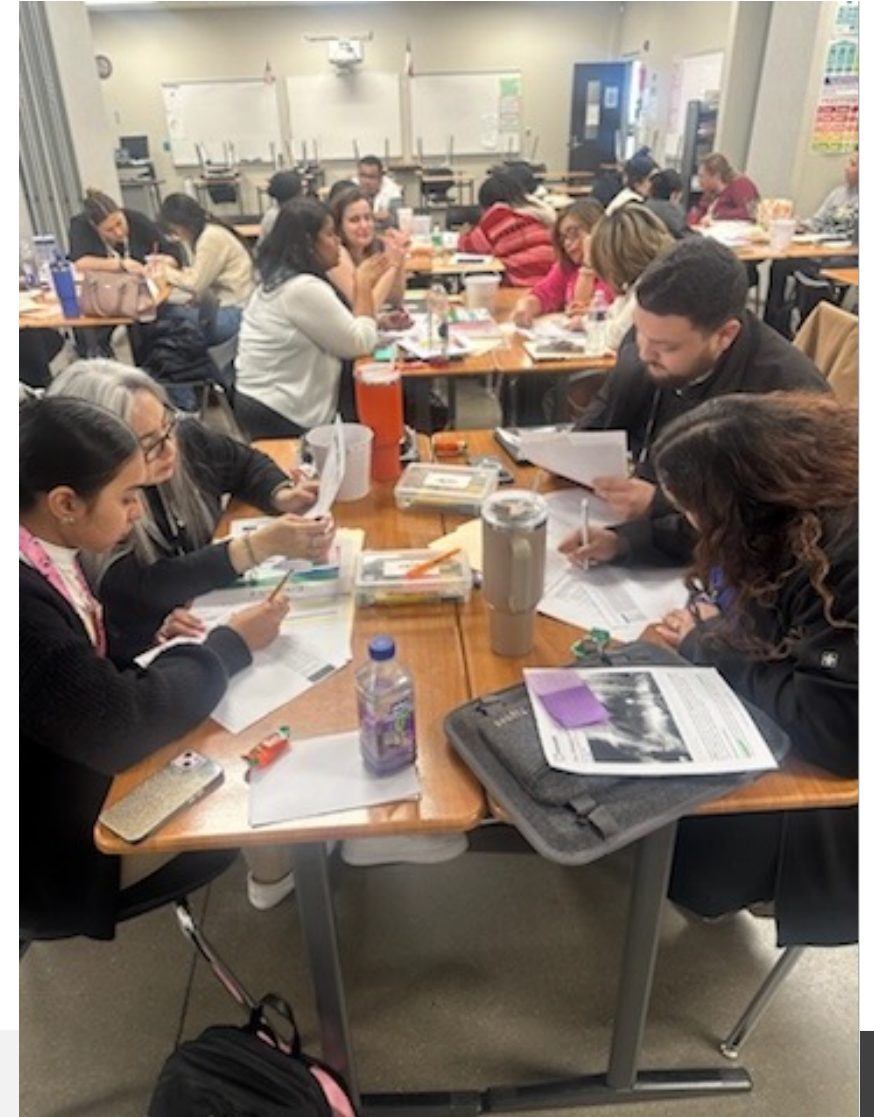- ✓ Create collaboration between campus and district groups
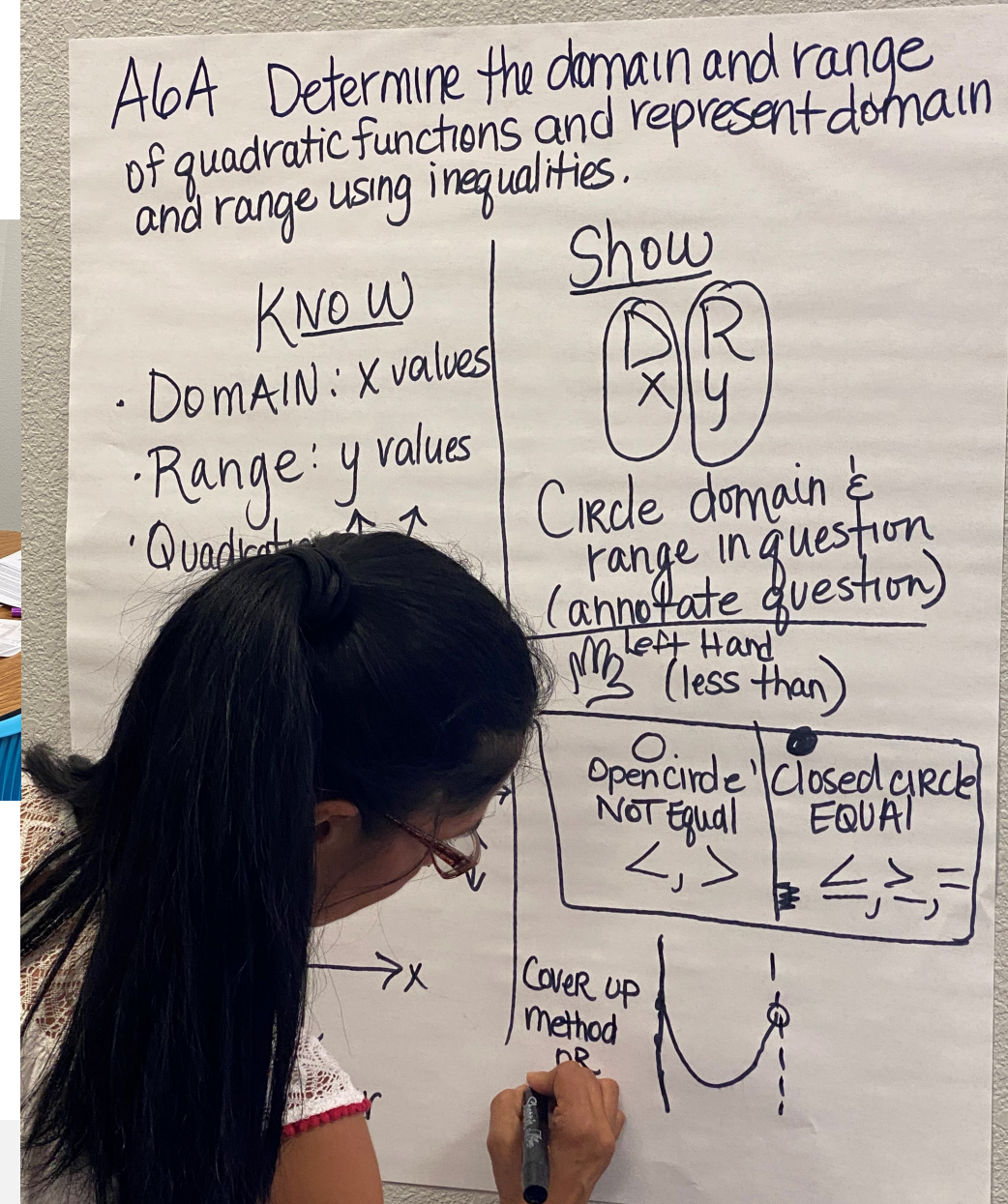
PLC Support for Multi-Classroom Leaders

"I live in a neighboring city and the reason I stay in ECISD is because of the PLC support we have with C&I. They make me a stronger coach." Secondary Teacher of the Year 23/24 and MCL

MCL training on backward planning.

Who are the teachers? Which are the C&I Team members?

High School Support 187 Sessions

183	04/02/24	Avery Hernandez and Valerie Stiles	English IV PLC - Ruiz, Sellars, Madanu, Kalenak	TEA Update on ECR	We both attended English IV's PLC so that Valerie could provide an update on ECISD students and how they wrote their extended constructed responses. We reviewed Valerie's findings from her TEA visit last
184	04/02/24	Avery Hernandez and Valerie Stiles	English III PLC- Hall, Rodriguez-Pinzon, DeMoss, Thaggard (Mrs. Norman and Mrs. Poor and Mrs. Abila joined as well)	TEA Update on ECR	We both attended English III's PLC so that Valerie could provide an update on ECISD students and how they wrote their extended constructed responses. We reviewed Valerie's findings from her TEA visit last week. Team is working on the English II of Rockin' Review with all of their students.
185	4/2	Shelli Emiliano (Science)	IPC (De Leon, Manalastas, Syed, Pettis, Fernandez)	Science Support	Brought copies of side-by-sides from lead4ward for IPC. We looked at the waves SE as an example. Next year, characteristics will be covered in MS; IPC will lean more to real-life applications. Teachers had a few questions regarding activities from speicificy doc. We found the student handouts/keys that teachers needed. Helped a teacher with her Gizmos access. Team has remaining unit speicificity documents at their disposal. (Emailed yesterday.) They may email/text at any time for additional assistance.
186	4/4	Victoria Noreña - Math	Fain-Pre Cal	PLC	Discussed realistic length for the subjective and objective finals. Discussed how to incorporate more HMH next year.
187	4/8	Avery Hernandez & Brittany Crowley	English II	RLA Support	Assisted English II teachers with the STAAR final review.

Middle School Support 161 Sessions

158	4-2-24	S. Emiliano (Science)	7th Science (Almager, Baluyut)	Science Support	Ms. Davis was absent. Brought planning docs for the last unit. Team is currently in Unit 8. We also skimmed through Major Shifts in MS doc from lead4ward--SEs changes for next year. Reminded team about updated/refreshed Schoology folders. Updated the team regarding YT Ranch; get with DC for details. Also, updated team in Science teacher pull for 3-D learning support. Team also inquired about next year's platform. We discussed draft YAG & Savvas Digital Demo account.
159		Victoria Noreña - Math	6th grade math	PLC	Looked aat TEA slide show about text entry Got input about pacing calendar for next year. SCA data dig with Honors teacher.
160	4/15/2024	Victoria Noreña - Math	6th grade math Honors	PLC	Answering questions about students and grading.
161	4-22-24	Victoria Noreña - Math	6th grade math	PLC	Checked in with teachers. Helped with Math Fact Lab issue and questions regarding opportunity culture. Answered questions about Staar review activities.

Elementary Support 72 Sessions

70					centers by the following. ECR practice with TEA practice test (2 groups), Revise & Edit using TEA Practice Test, Istation (ISIP), Sirius (revise & edit assigned lesson), and iready. Students worked in their groups with their peers while Ms. Castillo monitored, walked around to provide
	3/7/24	Jacqueline Franco - RLA	Castillo & Martinez (4th grade teachers)	RLA Support	
71	3/21/24	Jennifer Wimberley-Science	3rd-5th grade teams	science PLCs	Discussed upcoming units and cleared any misconceptions, discussed resources for STAAR prep with 5th grade for bilingual sub to use. Made sure they all had accessto STEMscopes.
72	3/27/24	Jacqueline Franco - RLA	Martinez (4th Grade)	RLA Support	Discussed the plans for the remainder of the year. I will not be on campus but will be available, if needed. Teachers are placing students in groups to work on STAAR strategies using passages. Students were able to discuss text evidence and identify whether or not their answer related to the prompt.

SchoolMint

Filter table by text

Date ↑	Name	Meeting Type
04/16/24	Quick Meeting	Quick Meeting
04/16/24	PLC Agenda	PLC Agenda
04/16/24	4th grade PLC Agenda, April 16, 20224	PLC Agenda
04/16/24	PLC Agenda	PLC Agenda
04/16/24	Team Planning	PLC Agenda

Facilitators
Daisy Zamarippa

Time Keeper
Sharon Sparks

Recorder
Gaby Mauricio

Meeting Note

Purpose of Meeting
Istation Data
Bil Data 17, 8 Yellow
Eng Data (Bil) 25-->32
Mono: (Sept/Apr) red
Slide 37 BOY EOY cor

What to Bring
computers

Next Meeting
Wednesday Lesson P
Thursday Grading Wr

4th Grade	ELAR	MATH	Science
Week 33

April 15-April 19 | Essential Question: Objective:4.6F The student is expected to make an inference and use text evidence to support understanding Exit Ticket- In paragraph 18, what is the most likely reason Sherry shares a quotation with Josh | Essential Question: can students find the rule in a chart. Objective: 4.5B Exit Ticket Star like question with input output. | Essential Question: What is the difference between inherited traits and learned behavior? Objective: 4.10B The student is expected to know the difference between inherited traits and learned behavior. ELPS: 3A- practice producing sounds of newly acquired vocabulary to pronounce English words in a manner that is increasingly comprehensible Exit Ticket: Students will make a T chart over what they have inherited from their parents and what are some things they had to learn. |
| **MONDAY** E Enter and Welcome Students | Greet students physically present. | Greet students physically present | Greet students physically present. |
| **C** Connect/ Framing the Learning Objective TEKS: | Do Now/ Hook ▶ 1st Grade Student Eng... Students will stand up and chant TRRAP reading strategy as whole group. They will then turn and teach, a partner and chant the TRRAP reading strategy and then their partner will have a chance to teach and chant TRRAP strategy. Rule #1 Circle the title the title. RUle #2 Read read the passage Rule #3 Read Read the questions. Rule #4 Answer the Question Rule #5 Prove your answer | Do Now (10 mins) Lonestar Math students will come in and work on their daily lone star

Cube chant *

Number Talks (5-10 min | Do Now (10 mins) Students will do a think write. They will think for about thirty seconds on the differences between inherited traits and learned behavior. Then give them two minutes to write down their thoughts. Afterwards they will share with their shoulder partner what they have written. Call for a couple students to share their thoughts. |

Professional Learning Communities (PLCs)

It's how we do teaching and learning in ECISD!

TREY
research
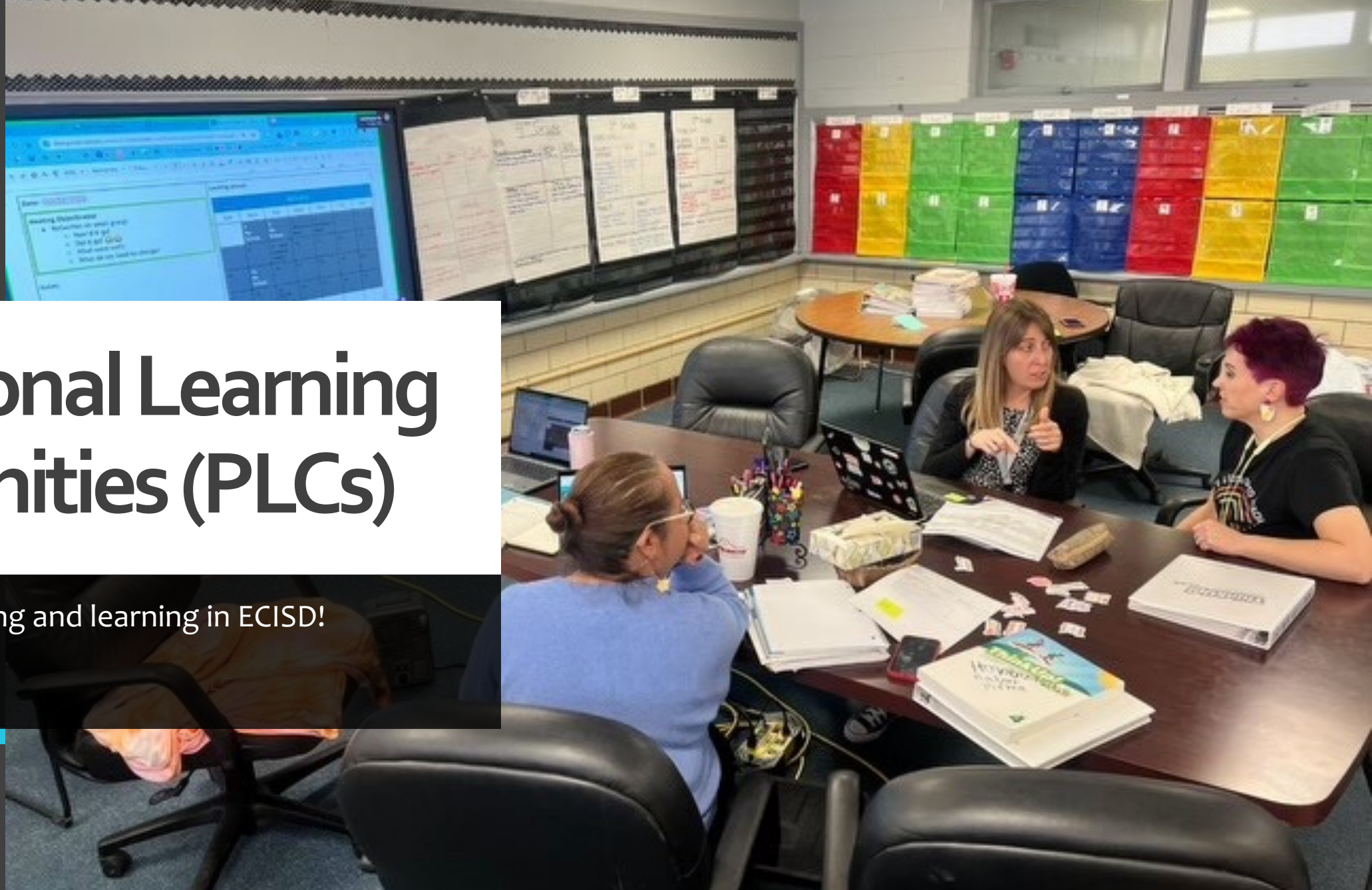
ECISD's High-Impact Tutoring Partnership

AirTutors

Amplify.

fev tutor

District

Teacher

Principal

Student

Vendor

Carina Escajeda
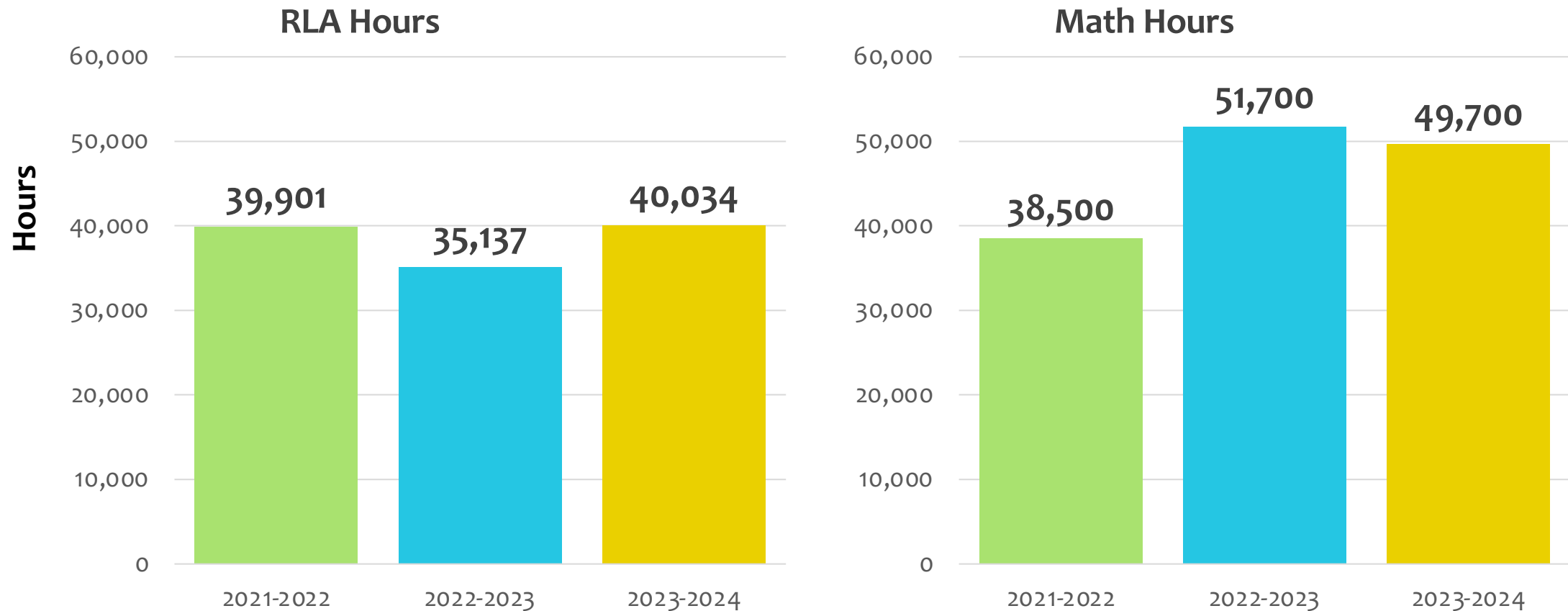Director of Federal and State Programs

Outcome-Based Contract

Mutual accountability

- Contingent payment based upon student growth-expenditure directly linked to student outcomes.

- Addresses equity gaps by ensuring all students groups have targeted intervention.
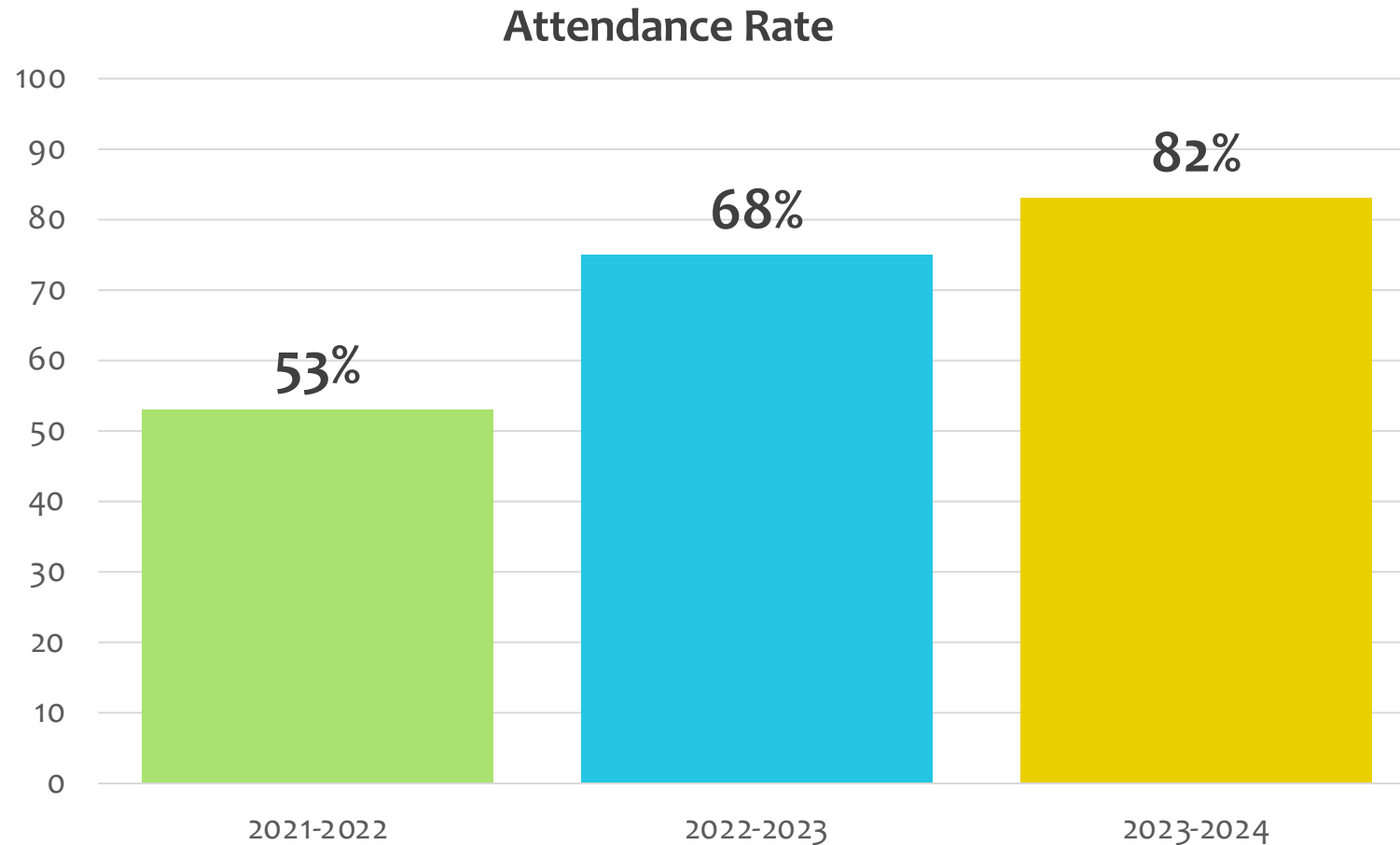
High-Impact Tutoring Hours

3 yr. total- -250,000 hours

RLA Hours

39,901 (2021-2022)
35,137 (2022-2023)
40,034 (2023-2024)

Hours

Math Hours

38,500 (2021-2022)
51,700 (2022-2023)
49,700 (2023-2024)

TREY
research

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High-Impact Tutoring Attendance

ECISD is Amongst the Highest in the Nation

Attendance Rate

| Year	Attendance Rate
2021-2022	53%
2022-2023	68%
2023-2024	82%

TREY
research

Demographics and Growth

Special Education, Dyslexia, Emergent Bilingual, Eco-Disadvantaged

Student Groups	# Eligible Students in subgroup participating
a. Students with one or more disabilities	634
b. Low-income students	3129
c. English learners	1139
d. Students in foster care	13
e. Migratory students	0
f. Students experiencing homelessness	228
g. American Indian or Alaska Native	4
h. Asian	26
i. Black or African American	185
j. Hispanic/Latino	3473
k. Native Hawaiian or Other Pacific Islander	15
l. White	490
m. Two or more races	16

NWEA MAP -> 60th Conditional Growth Percentile

43% — 2021-2022
46% — 2022-2023
52% — 2023-2024
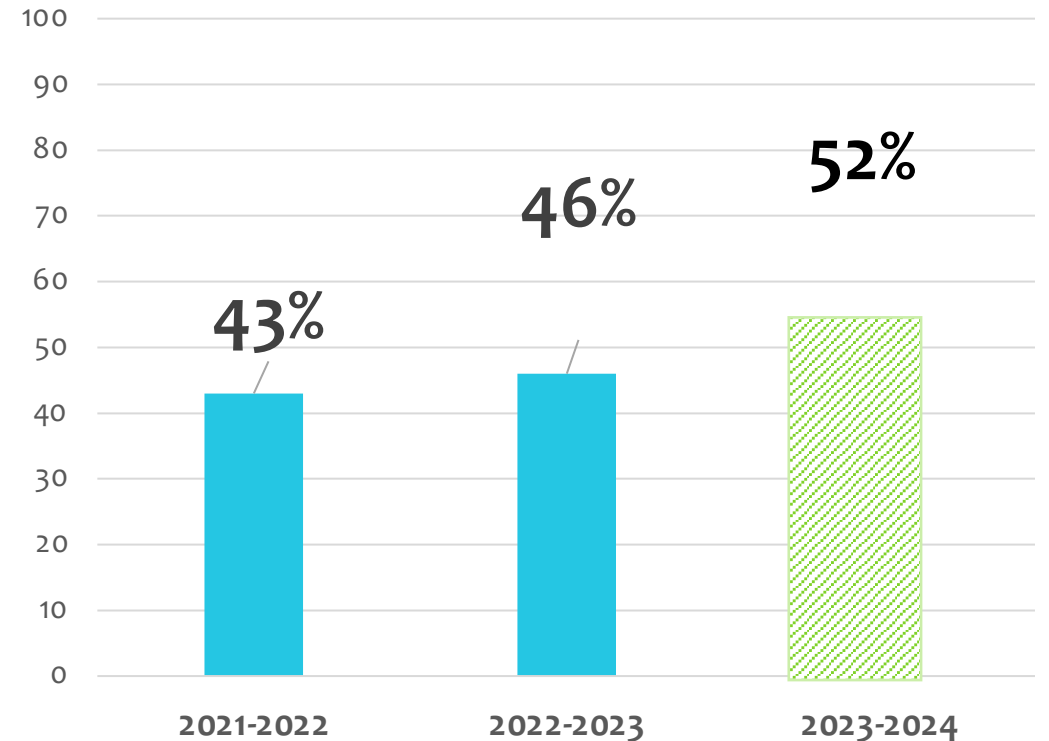
Expected based on MOY

TREY research

High-Impact Tutoring-EOC

IN 2022-2023 15 OF 18 STUDENTS PASSED AND GRADUATED				IN 2023-2024 6 OF 9 PASSED IN DEC AND 9 TOOK EOC IN MAY				

Campus	EOC tutoring	hours tutored	previou	Campus	EOC tutoring	hours tutored	result	y previous
PHS	Algebra	12	7	PHS	Alg	7	Passed	5
PHS	Biology	8	4	PHS	Bio	8	DNM	4
PHS	Biology	4	4	PHS	Bio	14	Passed	4
PHS	Biology	8	4	PHS	Alg	10	Passed	6
PHS	US Hist	9	2	PHS	Alg	8	DNM	6
PHS	US Hist	7	5	PHS	US Hist	5	Passed	2
OHS	Biology	7	6	PHS	Eng	6	Passed	5
OHS	Biology	11	4	PHS	Bio	12	Passed	2
OHS	Biology	10	5	PHS	Bio	8	DNM	3
OHS	Algebra	18.5	0					
OHS	Algebra	10	4	OHS	Bio		in tutoring	6
OHS	US Hist	7	3	OHS	US Hist		in tutoring	2
OHS	Biology	11.25	4	PHS	Alg		in tutoring	7
OHS	Biology	9	4	PHS	Bio		in tutoring	5
OHS	Biology	7	5	OHS	US Hist		in tutoring	2
OHS	Biology	6	5	PHS	Bio		in tutoring	6
OHS	Biology	7	6	PHS	US Hist		in tutoring	0
OHS	Biology	13	2	OHS	Bio		in tutoring	4
				PHS	Bio		in tutoring	4

AASA
THE SCHOOL SUPERINTENDENTS ASSOCIATION

FutureEd

EducationWeek®

TEA
Texas Education Agency

HIGH IMPACT TUTORING: INNOVATIVE MODEL

DR. SCOTT R. MURI

THE CENTER FOR EDUCATION MARKET DYNAMICS

Harvard University

SEF SOUTHERN EDUCATION FOUNDATION

THIRD SECTOR
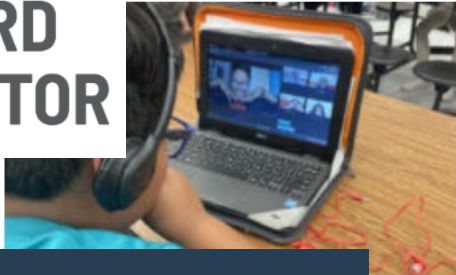
NEWS

Tutoring's New Game: Better Academic Results Yield Bigger Payoffs for Providers

LINDA JACOBSON | SEPTEMBER 27, 20

The74

NATIONAL STUDENT SUPPORT ACCELERATOR

Stanford University

The Effects of Virtual Tutoring on Young Readers: Results from a Randomized Controlled Trial

research

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