




Advanced Academics & Enrichment

An Overview of UCISD Opportunities

Gifted and Talented

Gifted students are served in the classroom every day through differentiated instruction, ensuring they are engaged at the right level while remaining part of the school community.

G/T services help students build creativity, critical thinking and leadership skills.



Grade Level	G/T GL Representation Percent
PK	-
K	1.42%
1	1.24%
2	11.31%
3	5.97%
4	3.45%
5	5.93%
6	6.98%
7	11.67%
8	9.83%
9	9.90%
10	10.46%
11	7.23%
12	9.43%
District Total	6.73%
W/O PK	7.35%



Gifted and Talented Program Goals

Aligned to the Texas State Plan for the Education of Gifted / Talented Students

- Ensure equitable identification and access across all student groups.
- Provide appropriately advanced instruction by ensuring GT-Trained Teachers
- Continuously improve services through program evaluation



STEM Learning Across the District

Students are engaging in meaningful STEM learning that builds creativity, critical thinking, and collaboration—preparing them to thrive in future-ready careers.

- **Enrichment Rotations-** Hands-on design challenges and Project Lead the Way (PLTW) Launch Modules.
- **Year-Long Classes-** Standards-focused projects that connect STEM skills to TEKS.
- **Instructional Frameworks-** classrooms implementing the 5E model, STEM fluency skills and the Gold Standards of Project Based

Mrs. Searcy's 2nd Grade STEM: Featuring Ms. Wallers students. Sorting items based on their properties.

ACADEMIC UIL

- **Participation:** 120 students, 2-12th grade, across various events and One Act Play.
- **Achievements:** 25 students placed or received the best alternate in their events at district competitions.
- **Impact:** Participation in Academic UIL builds confidence, teamwork and academic pride.



Goal: Grow UIL participation across grade levels.

Mrs. Bustamante's MJH UIL Science students practicing for competition.

Dual Credit Opportunities

- Earn college credits while in high school
- Affordable education options for students

Currently Offer:

Associates Degree ~ General Studies

Welding Level 1 Certificate

Automotive Level 1 Certificate

Business Level 1 Certificate

Future:

Educational Pathway to becoming a Certified Teacher



PTECH Initiative

Preparing Students for Tomorrow's Workforce through Innovative Partnerships

Launch

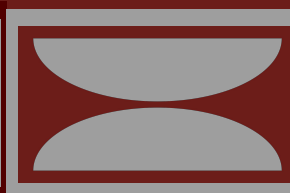
PTECH Planning Year
2025/2026

Partnerships

Collaborations with local
businesses established by
Spring 2026

First Cohort

Students to enroll in Fall
2026



Advanced Placement Program



RIGOROUS CURRICULUM

The AP program offers a **challenging curriculum** that prepares students for college-level work.

COLLEGE CREDITS

Students can earn **college credits** while still in high school through AP exams.

SKILL DEVELOPMENT

AP courses help students develop **critical thinking skills** essential for academic success.



Student Enrollment

ECHS/ AP

ECHS ~ 267

GRADE	# OF STUDENT
9TH GRADE	53
10TH GRADE	62
11TH GRADE	75
12TH GRADE	77

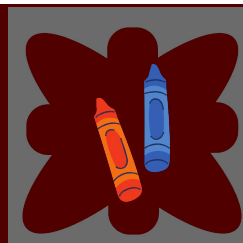
AP ~ 295

GRADE	# OF STUDENT
9TH GRADE	60
10TH GRADE	98
11TH GRADE	84
12TH GRADE	53

CCMR K-12 Alignment

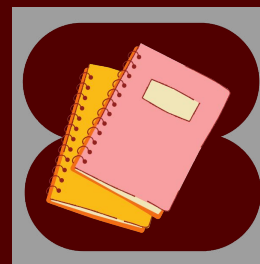
Elementary

- CCMR presentations/fairs/guest speakers
- UIL
- NEHS



Middle School

- Career Explorations ~ 7th grade
- Courses for HS credit ~ 8th grade (Art, Principles...)
- NJHS
- Honors / Advanced courses



High School

- ECHS
- PTECH
- AP/DC
- JROTC
- CTE



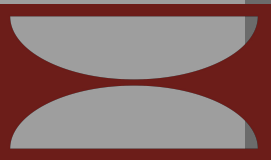


ECHS NEEDS IMPROVEMENT 24-25 SY

OUTCOMES-BASED MEASURES

ACCESS

Student Representation in the ECHS program.



ACHIEVEMENT

Student achievement through high school-based opportunities.

ATTAINMENT

Student attainment of postsecondary opportunities such as Dual Credit, up to 60 college credit hours, or an Associates Degree

Access

Campus: UVALDE H S (232903001)											
Program	Years of Operation	OBM Domain	Measure	Campus Num	Campus Den	Campus Rate	District Rate	OBM Criteria for Designation	Met Designation Criteria	OBM Criteria for Distinction	Met Distinction Criteria
ECHS Outcomes-Based Measures In Access											
ECHS	9	Access	At-Risk (Grade 9)	22	62	35.5%	69.8%	No more than 25% points under district grade 9-12 rate	NO	No more than 20% points under district grade 9-12 rate	NO
			Economically Disadvantaged (Grades 9-12)	186	282	66.0%	77.5%	No more than 10% points under district grade 9-12 rate	NO	No more than 5% points under district grade 9-12 rate	NO
		Access for Distinction	Emergent Bilingual Students (Grades 9-12)	19	282	6.7%	6.4%	For distinction purposes only	N/A	No more than 10% points under district grade 9-12 rate	YES
			Students with Disabilities/504 (Grades 9-12)	22	282	7.8%	20.3%	For distinction purposes only	N/A	No more than 10% points under district grade 9-12 rate	NO

Must meet targets on "At-Risk Students" and EcoDis designated data indicators

Achievement

ECHS Outcomes-Based Measures In Achievement											
		Achievement	Algebra I EOC Approaches Grade Level or Above by End of Grade 9	83	88	94.3%	N/A	70% of students	YES	80% of students	YES
			English II EOC Approaches Grade Level or Above by End of Grade 11	64	66	97.0%	N/A	70% of students	YES	80% of students	YES
			TSIA Mathematics College Readiness Standards or First College-Level Course in Mathematics by End of Grade 11**	25	66	37.9%	N/A	60% of students	NO	70% of students	NO
			TSIA ELAR College Readiness Standards or First College-Level Course in Reading/Writing by End of Grade 11**	37	66	56.1%	N/A	70% of students	NO	80% of students	NO
			Class of 2024 Four-Year ECHS Program-Level Longitudinal Graduation Rate*	66	66	100.0%	N/A	Within 5% of statewide 4-year graduation rate for the class of 2024 (90.7%)	YES	Exceeds statewide 4-year graduation rate for the class of 2024 (90.7%)	YES
			College Readiness Benchmarks in Mathematics and ELA/Reading by Graduation**	32	67	47.8%	N/A	40% of students	YES	50% of students	NO

Must meet targets on at least 3 achievement designated data indicators.

Attainment

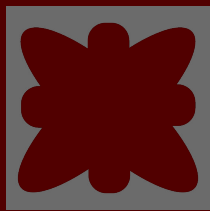
ECHS Outcomes-Based Measures In Attainment											
		Attainment	College Credit 9+ Hours (any) by End of Grade 10	10	79	12.7%	N/A	30% of students	NO	40% of students	NO
			College Credit 3+ Hours in ELA or Mathematics by End of Grade 11	37	66	56.1%	N/A	40% of students	YES	50% of students	YES
			College Credit 15+ Hours (any) by Graduation	20	67	29.9%	N/A	50% of students	NO	60% of students	NO
			Completing Core 42 by Graduation	19	67	28.4%	N/A	50% of students	NO	60% of students	NO
			Postsecondary Degree by Graduation	25	67	37.3%	N/A	50% of students	NO	60% of students	NO
			Persistence	65	78	83.3%	N/A	75% of students	YES	85% of students	NO

Must meet targets on at least 3 attainment designated data indicators.

ECHS Improvement Needed Process

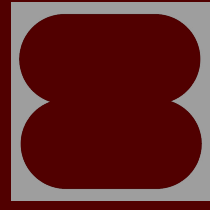
Up to 3 years to meet OBM standards

If meets OBM after 2 years (due to lag data), a campus can be exited from Improvement Needed



Targeted, Individualized, OBM driven coaching

Fall and Spring coaching visits



OBM Action Plan

Develop and submit OBM Action Plan

- ID target OBMs, outline strategies
- Submission 1 (January), Submission 2 (May)

Submit EOY progress update in Spring

