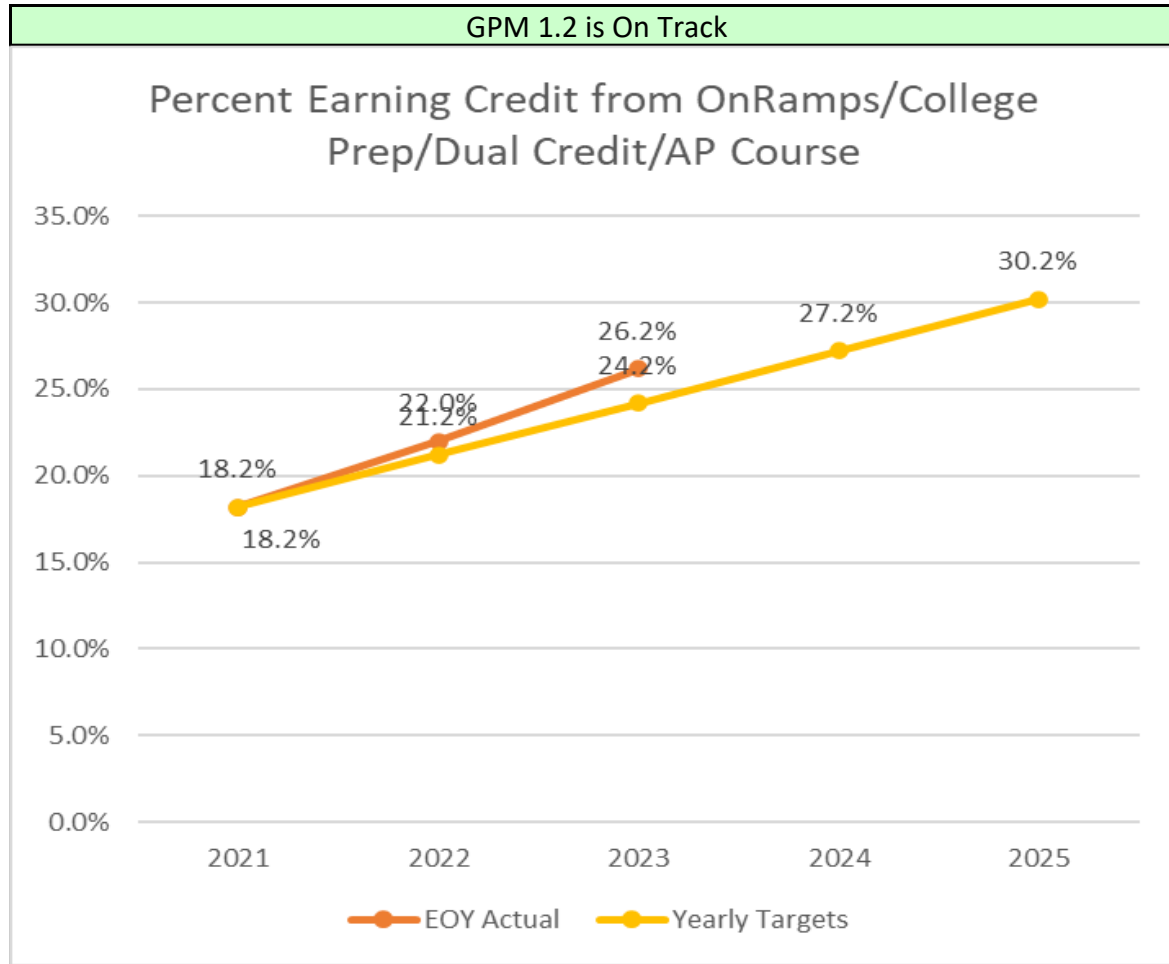


Goal 1: Percentage of HS students who graduate college, career, and/or military ready will increase from 36.0% in May 2019 to 62.0% by May 2025.

GPM 1.2: The percentage of high school students who earn college credit by successfully completing an OnRamps/College Prep/Dual Credit/AP course will increase from 18.2% in May 2021 to 30.2% in May 2025.



Student Group Targets						
	22-23 EOY Total # of Students	2023 EOY Actual	2022 EOY Actual	Diff (EOY 23 to 22)	2023 EOY Target	Distance to Target
All	1487	26.2%	22.0%	4.2%	24.2%	2.0%
AA	1144	24.6%	21.3%	3.3%	23.7%	0.9%
Hisp	286	32.9%	25.4%	7.5%	26.8%	6.1%
Two or More	32	25.0%	17.5%	7.5%	24.1%	0.9%
Amer. Ind.	*	*	*	*	*	*
Asian	*	*	*	*	*	*
White	14	28.6%	17.1%	11.5%	18.7%	9.9%
SPED	95	8.4%	6.5%	1.9%	12.9%	-4.5%
EcoDis	817	21.3%	18.5%	2.8%	22.7%	-1.4%
EB	85	29.4%	32.0%	-2.6%	32.2%	-2.8%

Course Breakdown			
	2023 EOY Actual	2022 EOY Actual	Diff (EOY 22 to 23)
College Prep	1.6%	5.2%	-3.6%
Dual Credit	20.7%	15.8%	4.9%
AP	4.2%	3.4%	0.8%
More than One	1.0%	not reported	not reported

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

Goal 1: Percentage of HS students who graduate college, career, and/or military ready will increase from 36.0% in May 2019 to 62.0% by May 2025.

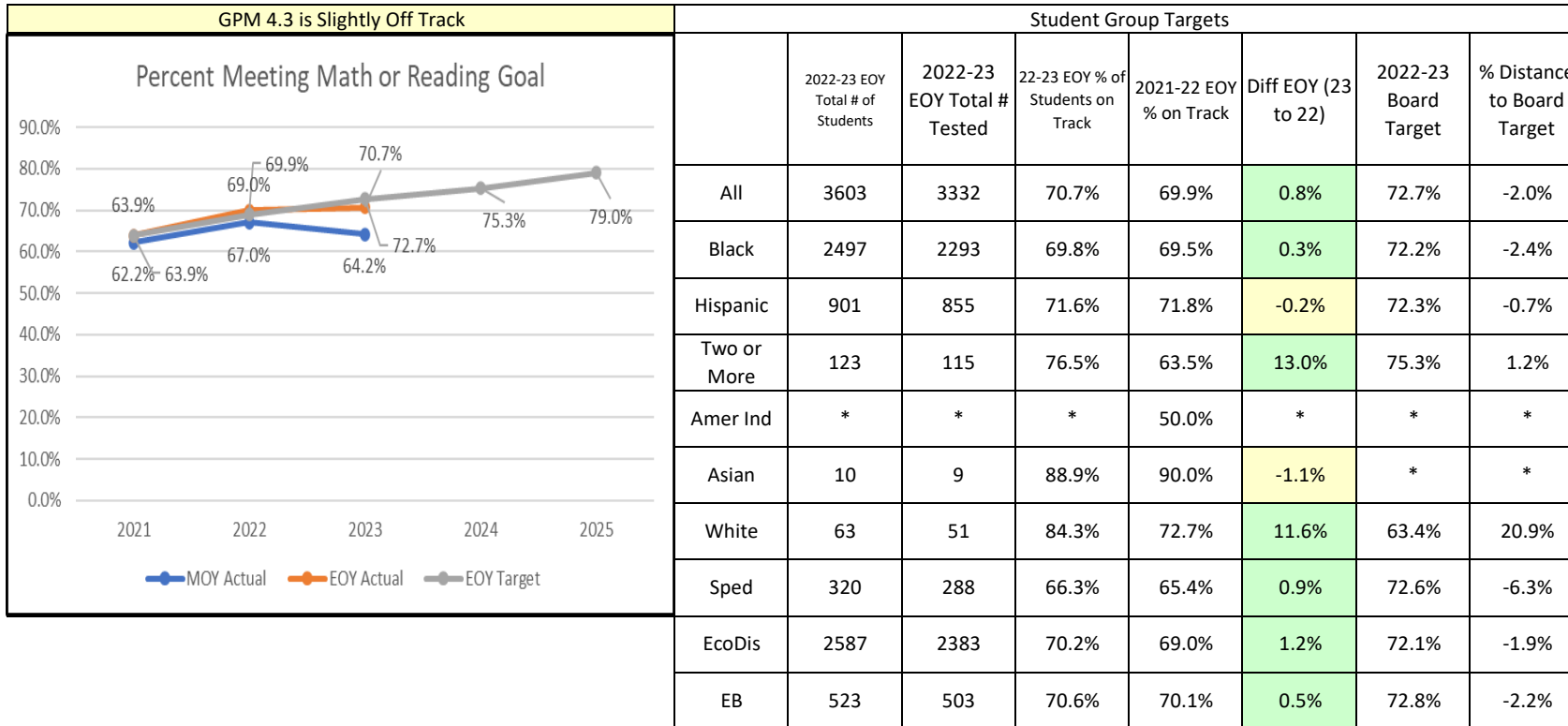
Who	What	Response
GPM 1.2 Overall Data	<p>The TCB was implemented in spring 2023 to all seniors. TCB was administered in the 12th grade math and ELA courses – English IV and math pre-calculus, calculus, AQR, financial math, and ECHS senior who were not TSIA math and/or English met.</p> <p>All Group 2023 EOY Actual increased 4.2%</p> <p>2023 EOY Actual 26.2%</p> <p>2023 EOY Target 24.2%</p> <p>2022 EOY Actual 22.0%</p> <p>Distance to target 2.0%</p> <p>College Prep Course less than -5% below EOY Target (-3.6%)</p> <p>2023 EOY Actual 1.6%</p> <p>2022 EOY Actual 5.2%</p>	<p>All subgroups are on at or above EOY target except EB students.</p> <p>The Hispanic, white, and two or more had gains of more than 5%. African Americans, SPED, and EconDis had gains less than 5%.</p> <p>EB Data reflects a -2.6% decline from 2022 to 2023 but 5% below the EOY. The EB student's data displays a -2.8% from the overall target.</p> <p>Recommendations</p> <ul style="list-style-type: none"> --Collaborate with the bilingual department to determine instructional supports, resources, professional development for teachers. --Campus PLCs will focus on EB data and individualize instruction for students. --Identify teachers with ESL teacher certifications to support students and other non-ESL teachers.
College Prep (Texas College Bridge)	<p>College Prep Course less than -5% below EOY Target (-3.6%)</p> <p>2023 EOY Actual 1.6%</p> <p>2022 EOY Actual 5.2%</p>	<p>The data reflects:-</p> <ul style="list-style-type: none"> --Lower number of students completing the TCB --Increase number of students completing TSIA in reading and math therefore students met the CCMR accountability for college ready with the TSIA. And, no longer qualified for the Texas College Bridge for readiness. --Testing 12th grade only in spring 2023 compared to spring 2022 testing 11th and 12th grades. <p>Recommendations</p> <ul style="list-style-type: none"> --TCB will be administrated in grades 11th and 12th starting fall 2023 --TCB professional development is September 2023 for HS administrators, 12th and 11th math and English teachers --TCB will be assigned to the 11th and 12th grade math and English courses --Teachers will aggressively monitor weekly and adhere to TCB benchmark dates --PLC data deep dive, instruction effectiveness, focus areas of opportunity for low achieving students. --TCB target goal for student completion is December 2023.

Goal 1: Percentage of HS students who graduate college, career, and/or military ready will increase from 36.0% in May 2019 to 62.0% by May 2025.

Who	What	Response
Dual Credit	<p>The ECHS and traditional dual credit programs are implemented at the grades 9th – 12th. The ECHS dual credit students comprise of the majority of the dual credit program enrollment. The traditional dual credit program was reinstated during the fall 2020 (COVID-19). At this time, the TSIA met standard was waived to students earning a “B” in a high school course class that corresponded with the college course allowed students to be TSIA met.</p> <p>Dual Credit data is at or above EOY Target 4.9% Growth 2023 EOY Actual 20.7% 2022 EOY Actual 15.8%</p>	<p>Data reflects an increase in students earning college dual credit from EOY 2022 to EOY 2023</p> <p>--TSIA course requirement were reinstated in Fall 2022 however some student continued to qualify with the TSIA waiver.</p> <p>--ECHS provide TSIA testing on selected Fridays to increase dual credit enrollment.</p> <p>Recommendations</p> <p>--TSIA testing opportunities will be provided in the spring and fall semester for dual credit enrollment.</p> <p>--High school will host a fall and spring dual credit recruitment night to increase enrollment</p> <p>--11th graders that are TSIA will be highly encourage to enroll into dual credit course for spring 2024 and fall 2024.</p> <p>--Creating more opportunities for dual credit courses on master schedule – for English and math courses.</p> <p>--Increasing the number of teachers with dual credit credentials and serving as classroom facilitators</p>
College Board Advanced Placement	<p>The AP program have a decrease in enrollment for the 2022-2023 school year. The AP scores decrease 1.5% for 2023. There was less courses offered due to teacher available and student enrollment. Student enrollment in 2022 was 506 and 2023 it was 366 students. There was a decrease in 16 scores of 3 or better this year and 215 less AP exams were administered in spring 2023.</p> <p>AP data is at or above EOY Target 0.8% Growth 2023 EOY Actual 4.2% 2022 EOY Actual 3.4%</p>	<p>Recommendations</p> <p>--Increase student enrollment before the end of August 2023</p> <p>--Continue to partner with NMSI for teacher training and student online supports</p> <p>--AP PLC include data drive and AP culture building</p> <p>--District fall and spring PD focus on data and instruction</p> <p>--AP mock exams scheduled February 2023</p> <p>--NMSI mock exams training March 2023</p> <p>--AP informational night focus – college preparation, college access, and increasing passing scores.</p> <p>--NMSI spring Saturday student study session for exam preparation</p>

Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

GPM 4.3: The percentage of students in elementary and middle schools who meet their individual growth goals in either math or reading on the NWEA MAP assessment will increase from 63.9% in May 2021 to 79.0% by May 2025.



	CHE	WRE	FME	TME	KJ TMA	RY PSTEAM	MMS	WMS	DeSoto ISD
2023 EOY Actual	57.4%	61.2%	75.2%	77.5%	69.5%	80.4%	73.5%	77.6%	70.7%
2023 EOY Target	72.7%	72.7%	72.7%	72.7%	72.7%	72.7%	72.7%	72.7%	72.7%
Distance to Target	-15.3%	-11.5%	2.5%	4.8%	-3.2%	7.7%	0.8%	4.9%	-2.0%

Key
At or Above EOY Target
Less than or equal to 5% below EOY Target
More than 5% below EOY Target
* Board Target not set 10 students or less

Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Who	What	Response
<p>4.3 Elementary and middle school student groups (Reading & Math)</p>	<p>The overall district performance for the EOY NWEA MAP assessment for ALL students was slightly off track from the district EOY target at -2.0%.</p> <p>The following student groups met the EOY target board goal: Two or More (TOM) (+1.2%) and White (+20.9%).</p> <p>The following students groups were slightly off target from the EOY target: Black (-2.4%), Hispanic (-0.7%), EcoDis (-1.9%), and EB (-2.2%).</p> <p>The Sped student group was off target from the EOY target by -6.3%.</p>	<p>The Teaching and Learning (T&L) department will review and revise the district literacy and numeracy plan to implement for the 2023-24 school year. These documents will specify expectations for the instructional block, gradual release teaching method, student engagement and discourse strategies.</p> <p>The T&L team will continue to provide monthly professional development based on the data from previous and relevant assessments, such as the snapshots not only for math but for ELAR, science and social studies; interim assessments for STAAR from TEA for science, ELAR and math; and district wide unit assessments to track performance continuously.</p> <p>Instructional Core Content facilitators in the T&L department will continue to provide campus support through PLC meetings as well as collaborate weekly with Instructional Coaches and administrators. Such support includes instructional modeling, the facilitation of lesson design, and assistance with assessments, such as crafting a demonstration of learning (DOL) aligned to mathematics, reading, and or writing TEKS.</p>

Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Who	What	Response
4.3 Elementary K-5 (Reading & Math)	<p>The following Elementary campuses met their EOY target goal of 72.7%: FME (2.5%), TME (4.8%), and RY PSTEAM (7.7%).</p> <p>KJ TMA was slightly off target from the EOY target goal of 72.7% at -3.2%.</p> <p>The following grade levels met the EOY target goal of 72.7%: 3rd (3.3%) and 5th (6.3%).</p> <p>The 4th grade student group was slightly off target from the EOY target goal of 72.7% at -0.2%.</p>	<p>Instructional Core Content facilitators facilitator in the T&L department will support 3-5 teachers and campus leaders on the development and execution of STAAR and EOC plans. K-2 teachers and campus leaders will have a high priority focus to close gaps by closely monitoring TPRI, iReady and MAP. All elementary campuses will be monitored on the use of district approved resources: TEKs Resource, Lead4ward, SAVVAS Learning Company, STEMscopes (new curriculum), Lowman Education, and iReady/Think Up. Tiered and differentiated supports will include the modeling of whole group, small group, and intervention instruction.</p> <p>Instructional Core Content facilitators in the T&L department will continue to collaborate with coaches from SAVVAS Learning Company and STEMscopes (new curriculum), our tier one Reading and Math resource, to provide verbal and documented instructional support to teachers. T&L leaders will utilize the documented notes to support campus administrators.</p>

Goal 4: The percentage of students in elementary and middle schools who meet their individual growth goals in both math and reading on the NWEA MAP assessment will increase from 22.2% in Feb. 2020 to 50.0% by May 2025.

Who	What	Response
4.3 Middle School 6-8 (Reading & Math)	<p>The following 6-8 campuses met their EOY target goal of 72.7%: RY PSTEAM (7.7%), MMS (0.8%) and WMS (4.9%).</p> <p>KJ TMA was slightly off target from the EOY target goal of 72.7% at -3.2%.</p> <p>The following grade levels met the EOY target goal of 72.7%: 7th (1.8%) and 8th (11.2%).</p> <p>The 6th grade student group was off target from the EOY target goal of 72.7% at -5.9%.</p>	<p>Instructional Core Content facilitators (IFs) in the Teaching and Learning (T&L) department will support teachers and campus leaders with the development and execution of STAAR and EOC plans while monitoring the usage of our resources: TEKs Resource, Lead4ward, SAVVAS Learning Company, STEMscopes (new curriculum), Lowman Education, and iReady/Think Up. Tiered and differentiated supports will include the modeling of whole group, small group, and intervention instruction.</p> <p>Math and ELAR IFs will also collaborate with campus instructional coaches (ICs) to create daily assessments for students, such as exit tickets and snapshots, that are aligned to the rigor of the NWEA MAP and STAAR assessments. Formative assessments, such as unit and common assessments, will be administered each six to nine weeks to evaluate students' mastery of both supporting and readiness standards across fiction and nonfiction texts. Data from these assessments will guide PLC Look Back meetings and job-embedded professional development throughout the semester and school year.</p>