

Agenda of Board Workshop Meeting

The Board of Trustees Ector County Independent School District

A Board Workshop Meeting of the Board of Trustees of Ector County Independent School District will be held March 21, 2023, beginning at 6:00 PM.

The subjects to be discussed or considered are listed below. Items do not have to be taken in the same order as shown on this meeting notice.

1. Call to Order - Roll Call
2. Verification of Compliance with Open Meeting Law - this is to certify that the provisions of Section 551.001 of the Texas Government code have been met in connection with public notice of this meeting.
3. Opening Remarks by Superintendent
4. Public Comment
5. Report/Discussion Items
 - A. Guidance and Counseling Presentation 2
 - B. Results Driven Accountability Presentation 20
 - C. Winter 2023 MAP Assessment Presentation 53
6. Possible Request for Approval to Move to Closed Meeting - Personnel Matters - Section 551.074 of the Texas Government Code [Board will deliberate the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of public employees of the District or hear a complaint or charge against an officer or employee.]
Consultations with Attorney - Section 551.071 of the Texas Open Meetings Act [The Board will meet in Closed Session in Consultation with the Board's Attorney Regarding all Matters as Authorized by Law.]
7. Closing Remarks by Superintendent
8. Adjournment



GUIDANCE AND COUNSELING PRESENTATION

Effective Advising is one of the responsibilities of our Guidance, Counseling and Wellness department. Chelsea Reyes, Executive Director of Guidance, Counseling and Wellness will provide an overview of a student's path from elementary school through college, career and military and the supports that are available along the way.



Chelsea Reyes, Executive Director of Guidance, Counseling and Wellness

Guidance, Counseling and Wellness Team



Chelsea Reyes
Executive Director of
Guidance, Counseling and
Wellness



Scott Randolph
Director of Community
Support Services



Becky Rhodes
Director of Nursing
Services



Krista Zeigler
Director of Guidance and
Counseling



Rose Valderaz
Coordinator of Teem
Parent Services



Rico Enriquez
Coordinator of Post-
Secondary Education



Liz Gray
Coordinator of Social
Emotional Learning

Effective Advising Elementary School



Noel Live Museum



Hays Career Parade

CAREER PARADE

January is our Career Month and we would like to invite parents to our Character Parade.



When: Monday, January 30th, 2023 at 8:00 am

Where: Hays' Cafeteria

DESFILE DE PROFESIONES

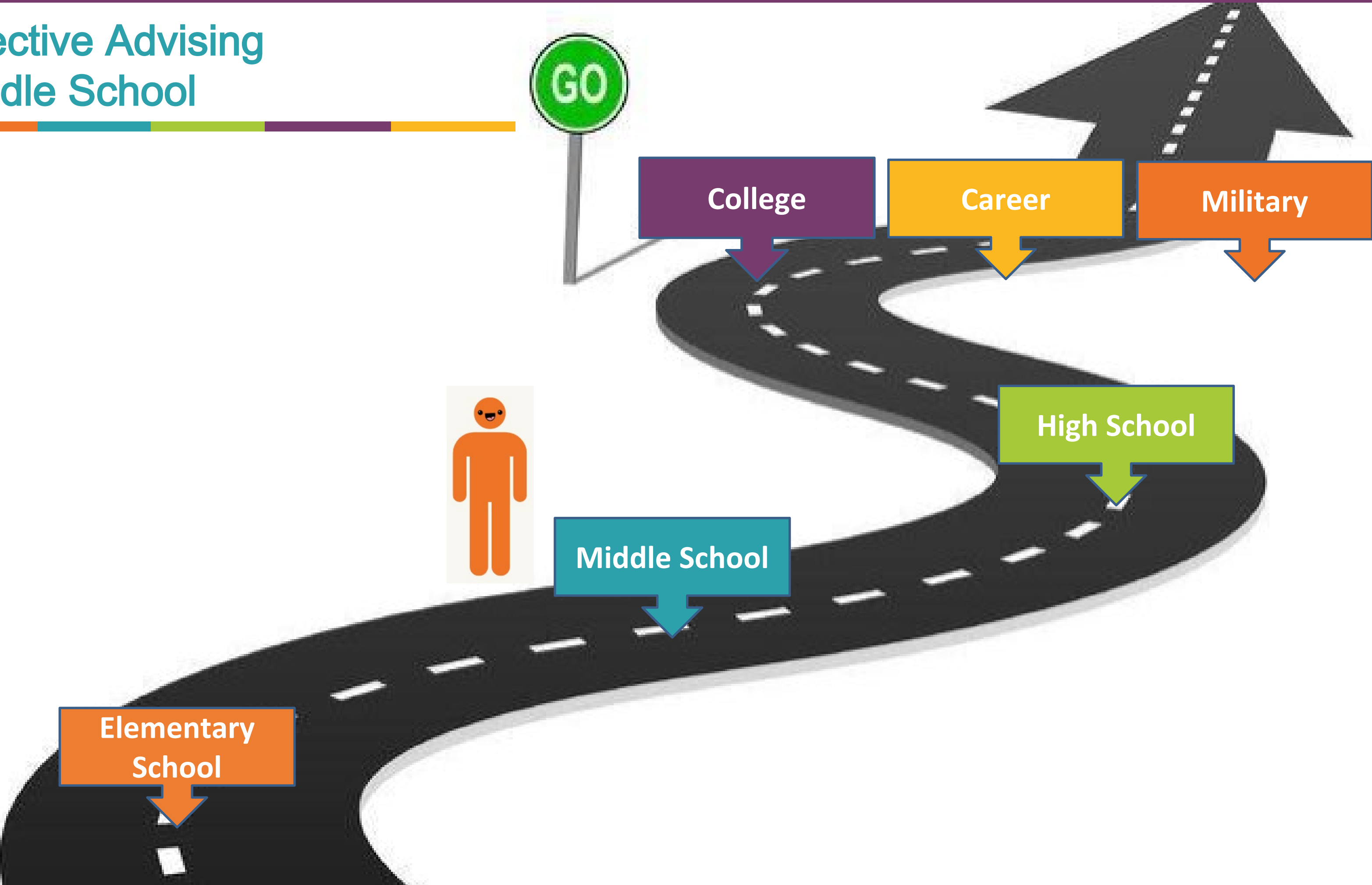
Enero es nuestro mes de profesiones y nos gustaria invitar a todos los padres y representantes a nuestro Desfile de Profesiones.



Cuando: Lunes, 30 de enero del 2023 a las 8:00 am

Donde: Cafeteria de Hays

Effective Advising Middle School



Career Cluster Finder



[Agriculture, Food and Natural Resources](#)



[Arts, Audio/Video Technology and Communications](#)



[Education and Training](#)



[Government and Public Administration](#)



[Hospitality and Tourism](#)



[Information Technology](#)



[Manufacturing](#)



[Science, Technology, Engineering and Mathematics](#)



[Architecture and Construction](#)



[Business Management and Administration](#)



[Finance](#)



[Health Science](#)



[Human Services](#)



[Law, Public Safety, Corrections and Security](#)



[Marketing](#)



[Transportation, Distribution and Logistics](#)

Your Top 4 Cluster Matches

Naviance provides your top scoring matches based on what you entered about your interests, qualities, and subjects.



SCORE: 10

Hospitality and Tourism CLUSTER

This Career Cluster is focused on operations of restaurants and other



SCORE: 9

Education and Training CLUSTER

This Career Cluster is focused on planning, managing and providing education and training services.

Why is this a top cluster?



MATCHING ACTIVITIES

3



MATCHING QUALITIES

3



MATCHING SUBJECTS

3



SCORE: 10

Human Services CLUSTER

This Career Cluster is focused on careers that relate to families and human needs



SCORE: 8

Agriculture, Food and Natural Resources CLUSTER

This Career Cluster is focused on the production, marketing, and development of agricultural commodities and resources.

Why is this a top cluster?



MATCHING ACTIVITIES

3



MATCHING QUALITIES

4



MATCHING SUBJECTS

1

Your Cluster Interest Profile

These were your activities, qualities and subjects when you last took this assessment. If they have changed, don't worry you can retake **Career Cluster Finder**.

Activities



Learn how things grow and stay alive.



Hunt and/or fish.



Protect the environment.



Work with my hands.



Visit and learn from beautiful, historic, or interesting buildings.



Follow logical, step-by-step procedures.



Read and write.



Design brochures and posters.



Work with computer programs.



Help others with their homework or to learn new things.



Direct and plan activities for others.



Help people overcome their challenges.

ECISD
Course Fair



Educational Planning



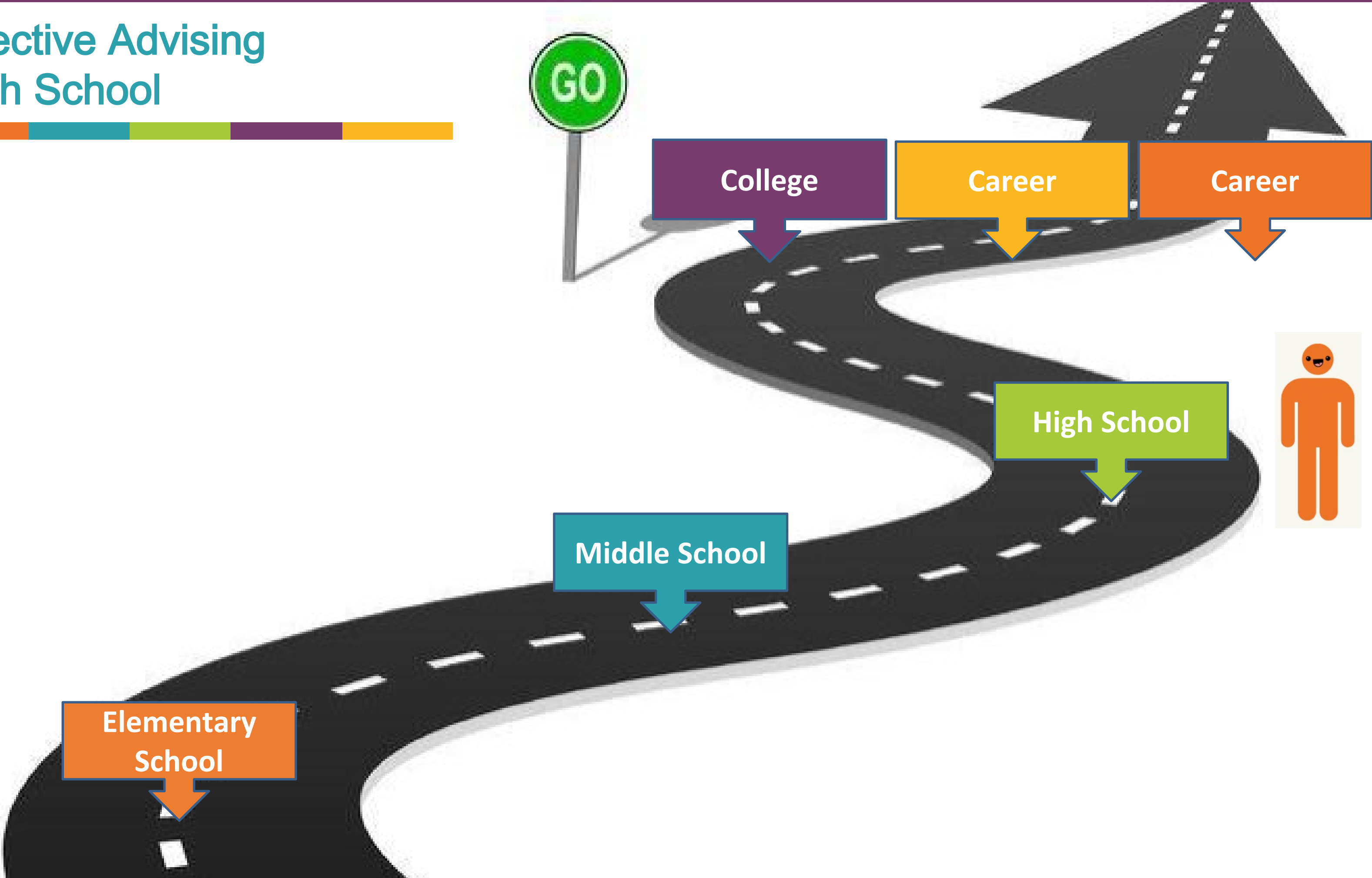
Permian High School @Per... · 11/10/22

Educational planning is in full swing. Our amazing Permian Counselors are working with our students to help guide them towards a successful future! Their hard work and dedication are greatly appreciated. Thank you & GO MOJO!

[@ECISDCounselors](#)



Effective Advising High School



College Night



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PHS Lunch and Learn

Sessions available for up to 30 students during each lunch time:

- College freshman applications process and completion
- Connections to counselors and advisors
- Financial aid applications
- Scholarship applications
- Financial literacy



LUNCH AND LEARN HOSTS UTPB & OC!

**OCTOBER
26TH**

Where: V Den

JOIN US FOR THIS MONTH'S SESSION!

WHAT TO EXPECT:

- UTPB REP YVETTE MARTIN WILL COVER UTPB FRESHMAN ADMISSIONS PROCESS
- OC REP MELISSA BAGGET WILL COVER OC FRESHMAN ADMISSIONS PROCESS
- YOU WILL GET A CHANCE TO SPEAK WITH THE REPS ABOUT SCHOLARSHIPS, FINANCIAL AID, ACADEMIC PROGRAMS, AND MORE

SCAN HERE



**You MUST register to attend
Lunch & Learn Events.**

**Registering gets you ONE
free lunch.**

**THERE IS A LIMIT OF 30 REGISTRANTS EACH
LUNCH HOUR. DON'S MISS OUT, SIGN UP SOON!**



Financial Aid and College Applications


NOCHES DE FAFSA Y SOLICITUD

Ector County ISD
TO AND THROUGH SUCCESS CENTER

JUEVES, 16 DE FEBRERO
JUEVES 23 DE MARZO
JUEVES 6 DE ABRIL

Obtén ayuda con FAFSA y aplica a la universidad

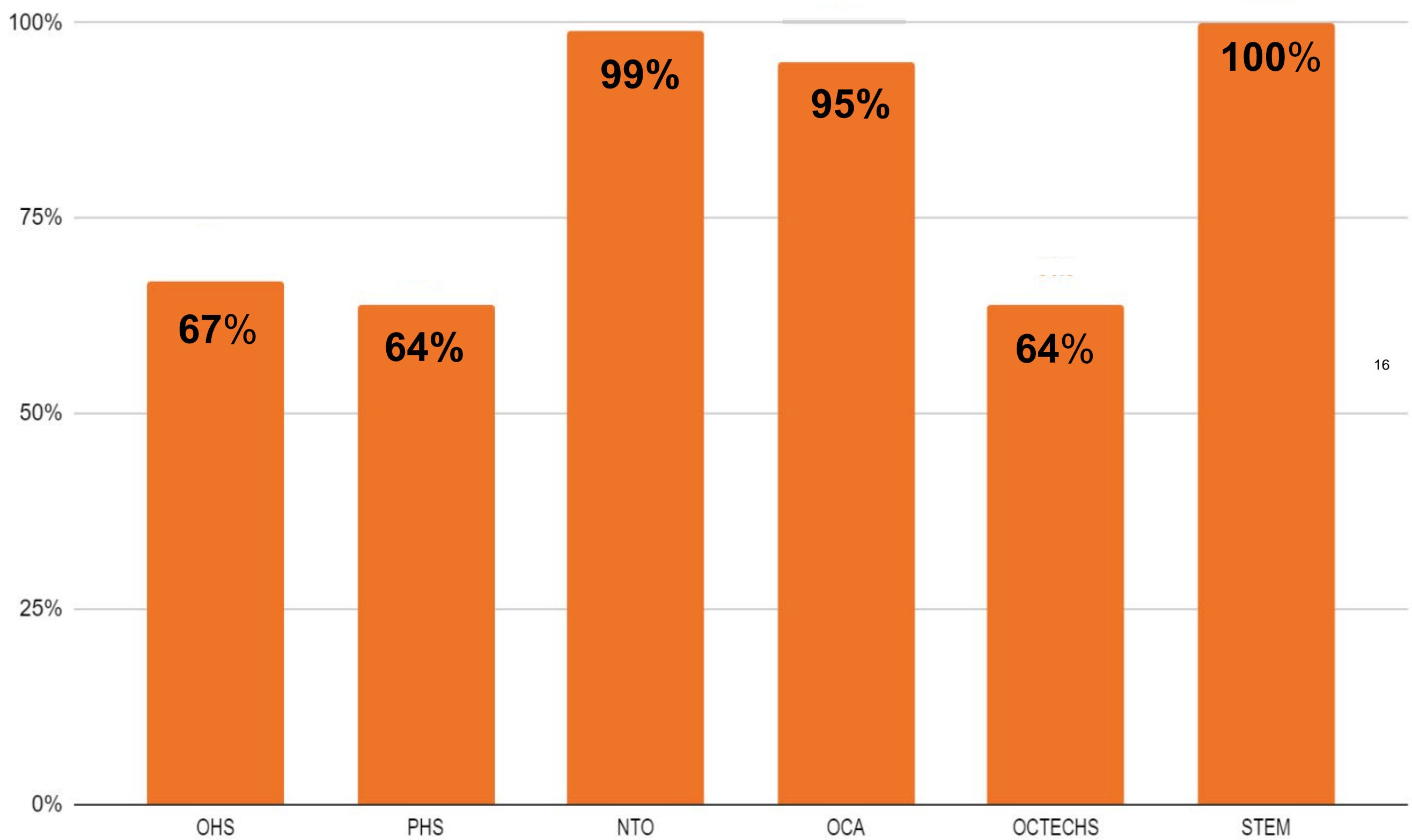
UBICACIÓN: SALA NTO C-9 DE 5 A 7 P. M.



Traer lo siguiente:
DECLARACIONES DE IMPUESTOS 2021-22
NÚMEROS DE SEGURO SOCIAL DEL ESTUDIANTE Y DEL PADRE

[HTTPS://BIT.LY/TOANDTHROUGHSCWEB](https://bit.ly/toandthroughscweb)

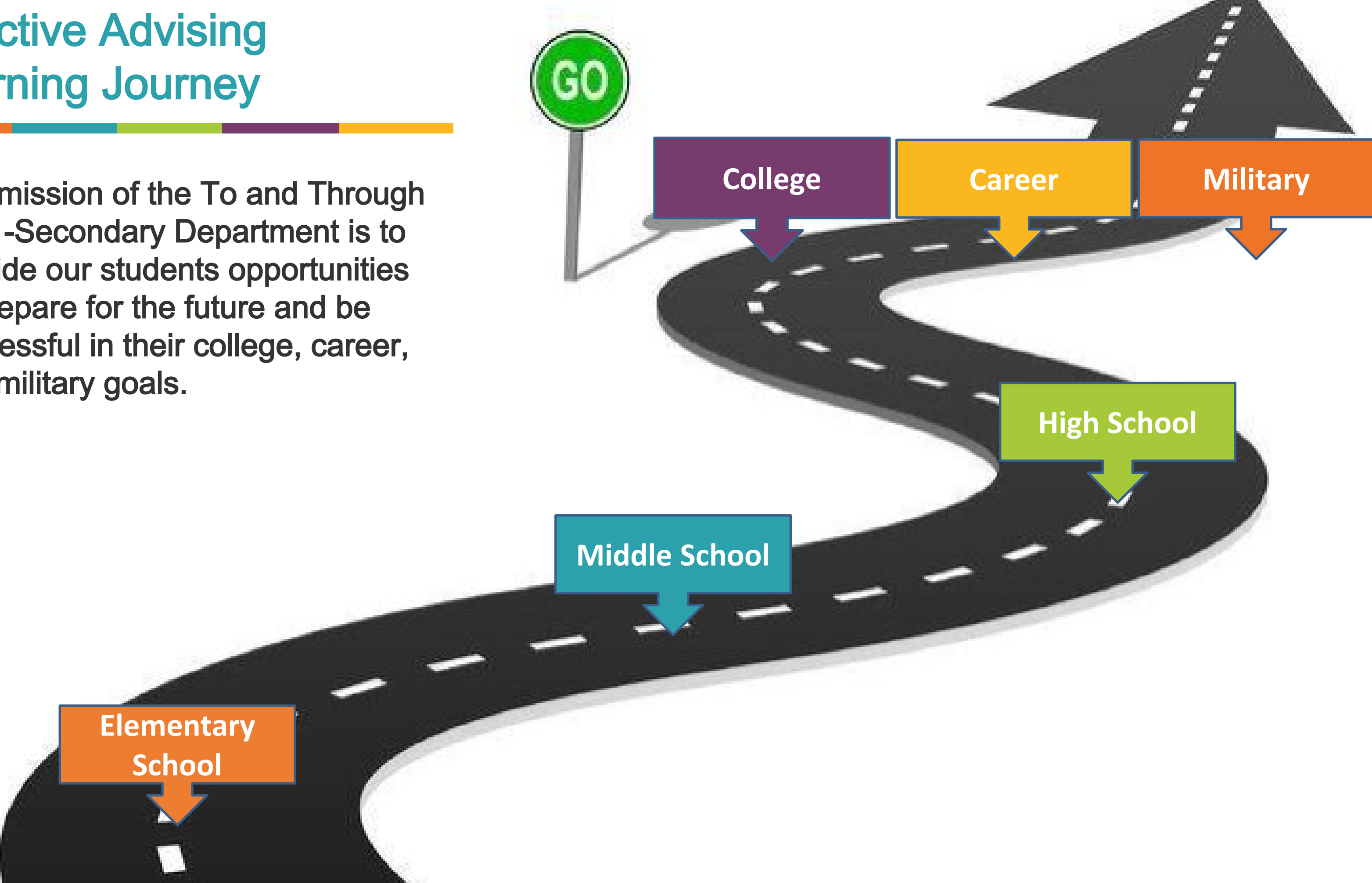
FAFSA/TASFA/Waiver Completion Percentages - Week of 3/7/2023



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Effective Advising Learning Journey

The mission of the To and Through Post -Secondary Department is to provide our students opportunities to prepare for the future and be successful in their college, career, and military goals.



Post Secondary - To and Through

Top 10 Alumni Colleges:

1. Odessa College
2. University of Texas Permian Basin
3. Texas Tech
4. Angelo State University
5. Texas State University Austin
6. Texas State University San Marcos
7. University of Texas San Antonio
8. Midland College
9. Texas A&M University
10. West Texas A&M University



We Appreciate Your Support!





RESULTS DRIVEN ACCOUNTABILITY PRESENTATION

Julia Willett-Weekly, Executive Director of Federal & State Programs, Betsabe Salcido, Executive Director of Bilingual/ESL Services & Leslie Wilson, Executive Director of Special Education Services, all from Curriculum and Instruction, and Scott Randolph, Director of Attendance from Student and School Support will present the Results Driven Accountability report, along with strategic support plans developed to address short falls identified in the Results Driven Accountability.

Ector County ISD 2021-2022

Results Driven Accountability (RDA) Board Update



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Overview of the Results Driven Accountability (RDA) Framework

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

Intervention Requirements

Determination Level 4 (OSP):

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

Determination Level 3 (BE/ESL/EB)

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

Determination Level 3 (SPED)

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

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

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

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

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



Understanding
our performance
levels Other Special
Populations

(Determination
Level 4)

Results Driven Accountability (RDA) Other Special Populations (OSP) (Homeless, Military Connected, & Foster Care)

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

Year 2021 Results Driven Accountability

Determination Level 4

Other Special Populations (OSP) Domain II

2021 OSP Graduation Rate

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

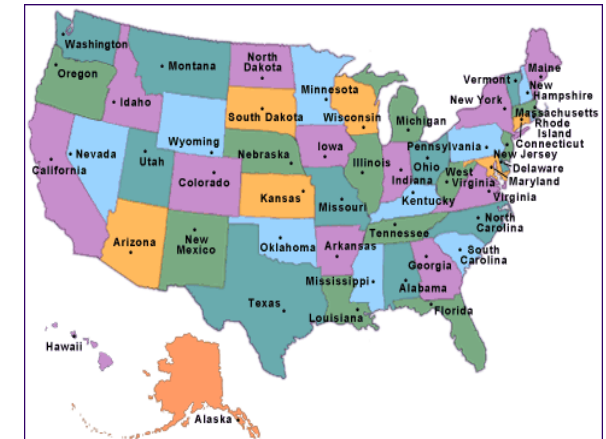
2021 OSP Annual Dropout Rate (Grades 7-12)

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

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

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



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

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



Results Driven Accountability Strategic Support Plan

PROBLEM STATEMENT:

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

Root Cause:

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

Annual Goal for Other Special Populations (OSP)

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

- **Prioritized Lever 1:**

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

Strategies for Other Special Population Success

Monitor students' transcripts

Leverage district remediation software, Brainchild

Homeless case management

PLCs will be held to update and assess OSP student progress

Provide drop out prevention and intervention



RDA Strategic Support Plan Emergent Bilinguals

Bilingual & ESL Education

(Determination Level 3)

2022 Results Driven Accountability District Report

Bilingual Education/English as a Second Language & English Learner

Domain I – Academic Achievement (Indicators 1-8)

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

Domain III - Disproportionate Analysis (Indicator 11)

Results Driven Accountability (RDA 2022)

BE/ESL/EB Overview

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

Results Driven Accountability (RDA 2022)

- *Performance Level Summary by Each Program Area*

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

2022 Results Driven Accountability BE & ESL Domain II

2021 Emergent Bilingual (EB) Graduation Rate

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

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

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

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2022 Results Driven Accountability BE & ESL Domain I

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

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

NEXT STEPS - Results Driven Accountability

Strategic Support Plan (SSP)

PROBLEM STATEMENT:

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

ROOT CAUSE:

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

Annual Goal & Prioritized Lever 1

ANNUAL GOAL:

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

STRATEGY FOR IMPLEMENTATION:

Prioritized Lever 1

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

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

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

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

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

RDA Strategic
Support Plan
Special Services



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

Special Education (SPED)

Domain I – Academic Achievement (Indicators 1-5)

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

Domain III – Disproportionate Analysis (Indicators 8-18)

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

Results Driven Accountability (RDA)

SPECIAL EDUCATION ACADEMIC DATA (AGES 3-8)

YEAR	CUT POINT RANGE (PERFORMANCE)	DISTRICT RATE	PASSED	TESTED	PERFORMANCE LEVEL (ECISD)
2021-2022	70-100%				
	Reading	42.8%	678	1,583	2
	Math	39.0%	598	1,532	3
	Science	46.8%	245	524	0
2020-2021	70-100%				
	Reading	27.3%	381	1392	3
	Math	28.9%	402	1391	3
	Science	25.2%	109	433	3
2019-2020	70-100%				No Data
	Reading				
	Math				44
	Science				
	Social Studies				

Results Driven Accountability (RDA)

SPECIAL EDUCATION STAAR EOC PASSING RATE - Domain I

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

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Results Driven Accountability (RDA)

SPECIAL EDUCATION GRADUATION RATE - Domain II

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

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Results Driven Accountability (RDA)

SPECIAL EDUCATION ANNUAL DROPOUT RATE - Domain II

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

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Results Driven Accountability (RDA)

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

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

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Results Driven Accountability Strategic Support Plan

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

Results Driven Accountability Strategic Support Plan

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

ACTIVITIES

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

Training in behavior strategies and classroom management

Work closely with Curriculum and Instruction

Monitor disciplinary removals of students

Special Education supervisors provide support and guidance to campuses

*2022 Results
Driven
Accountability
(RDA)*





WINTER 2023 MAP ASSESSMENT PRESENTATION

ECISD students engaged in the second round (Middle of Year) Winter MAP assessment during the month of January, 2023. The data received measures the amount of growth our students made between Fall 2022 and Winter 2023.

The presentation tonight will show Fall 2022 to Winter 2023 growth, and will compare how we measured from Fall 2021 to Winter 2022. We will look at how the data is linked to the STAAR projected proficiency and will see how attendance affected our growth data.

MAP MOY

District Analysis¹



OUR students . . . THE future!



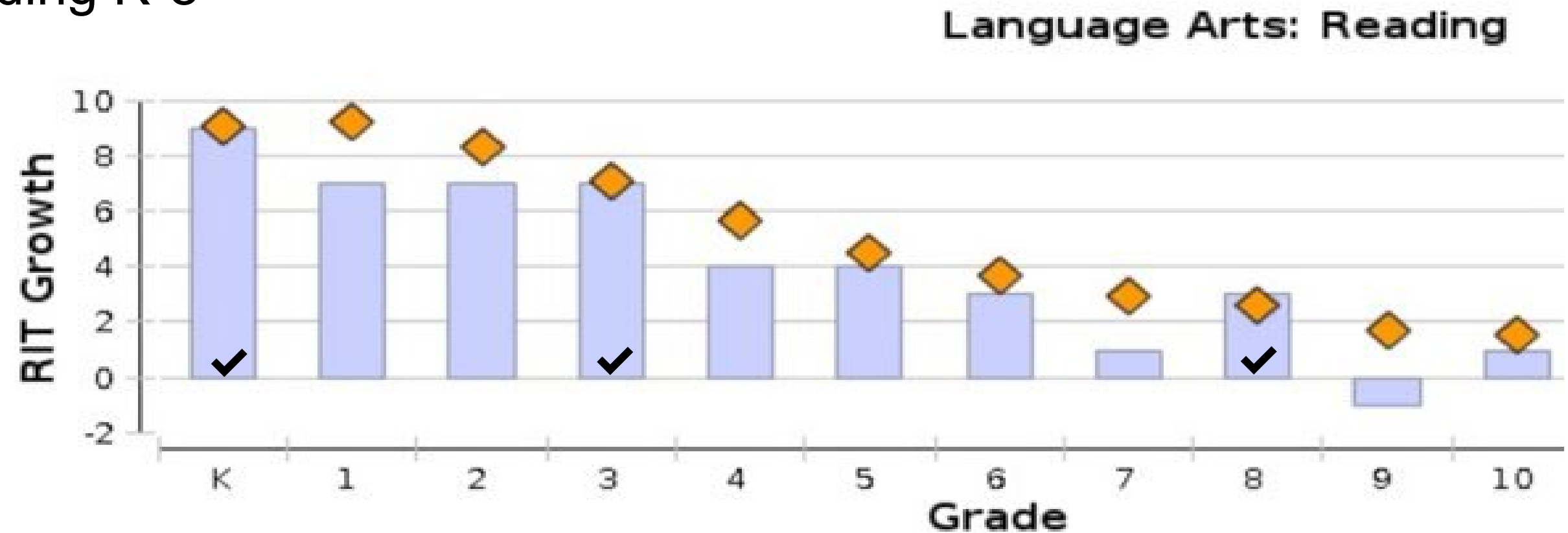
Presentation Outline

TODAY'S TOPICS

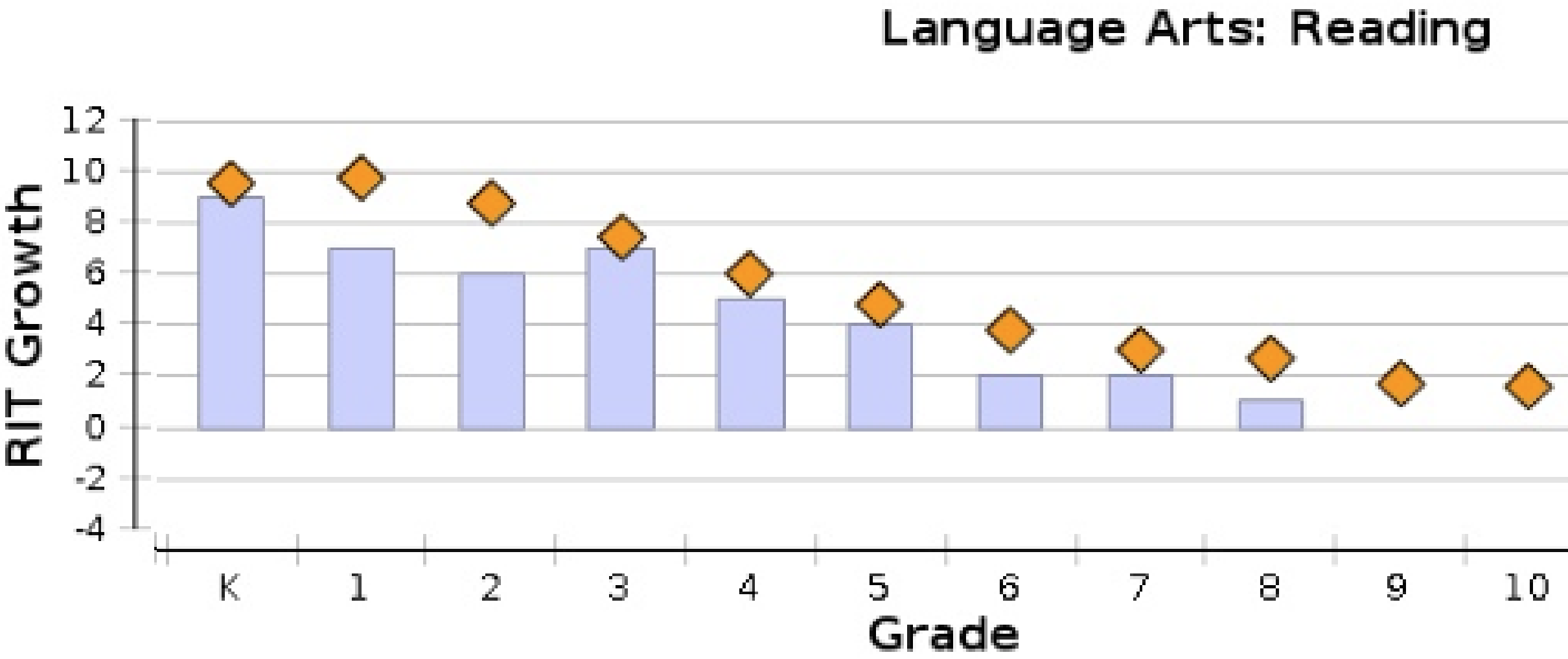
- District Growth in Math, Reading and Science
- STAAR Projected Proficiency
- Growth by Subgroup

District Data Reading K-8

Winter 2022

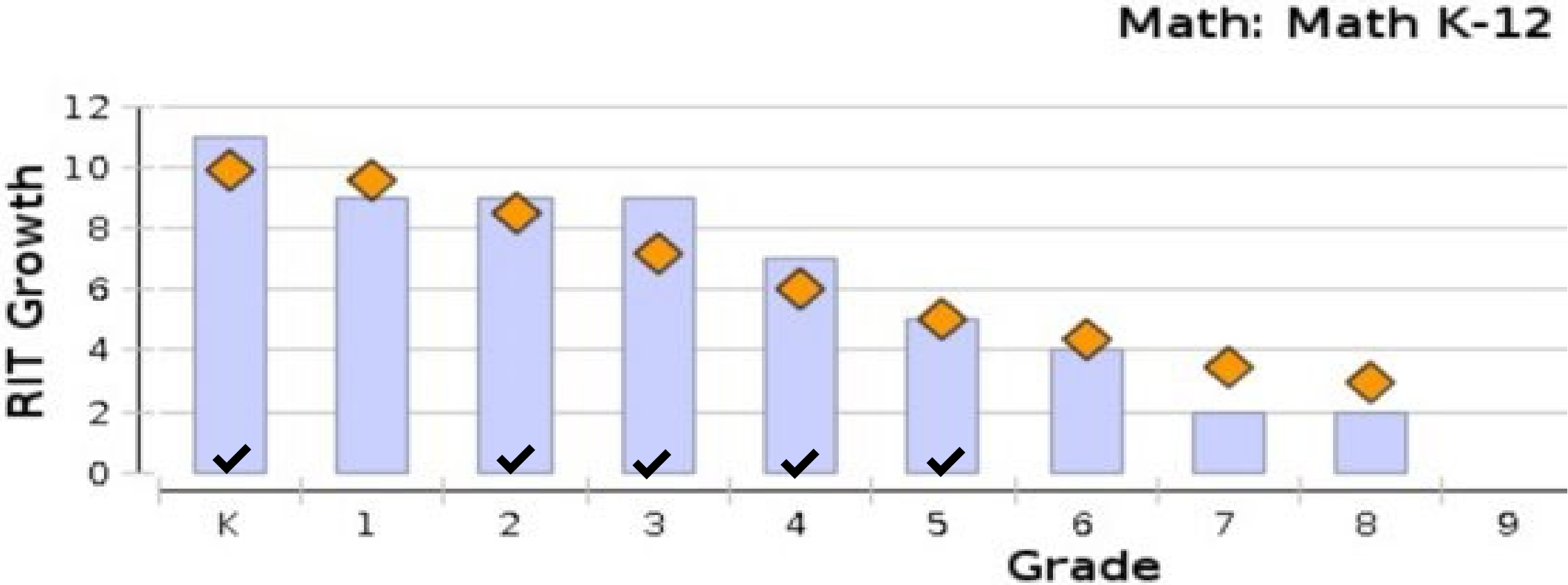


Winter 2023



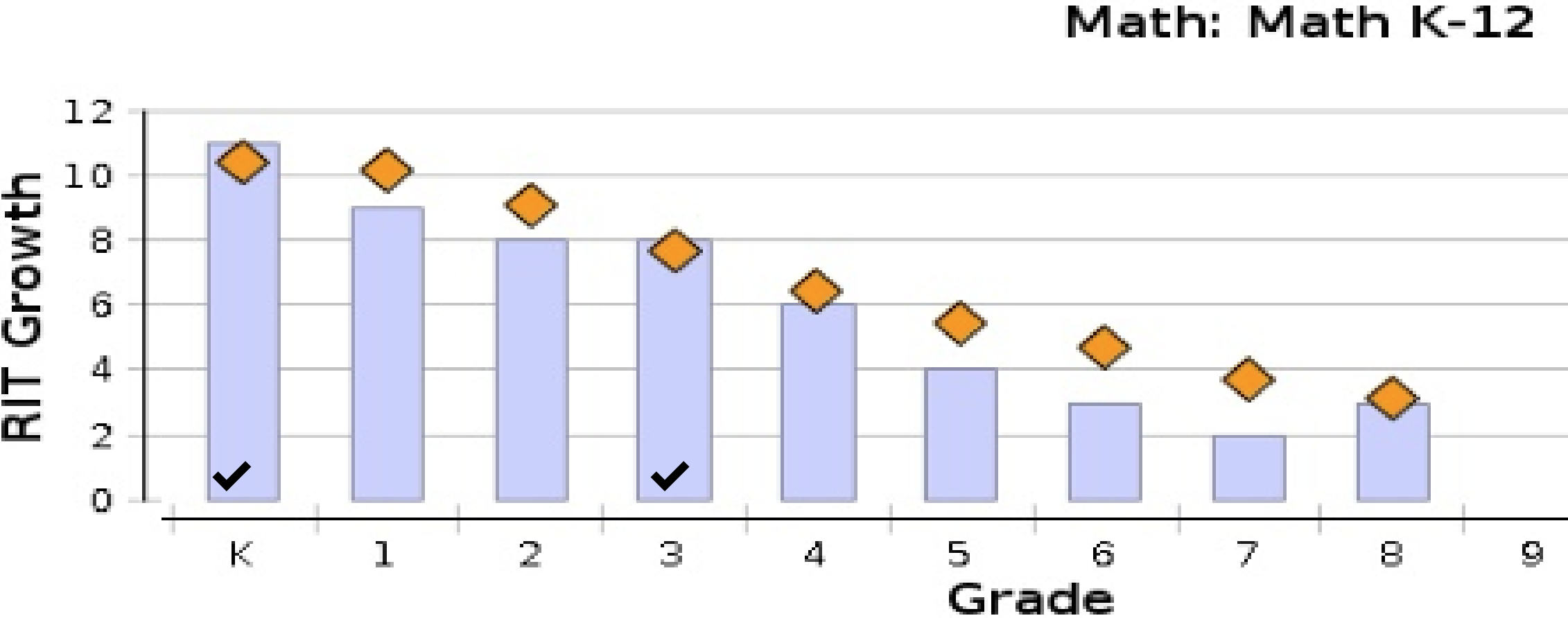
District Data Math K-8

Winter 2022



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Winter 2023



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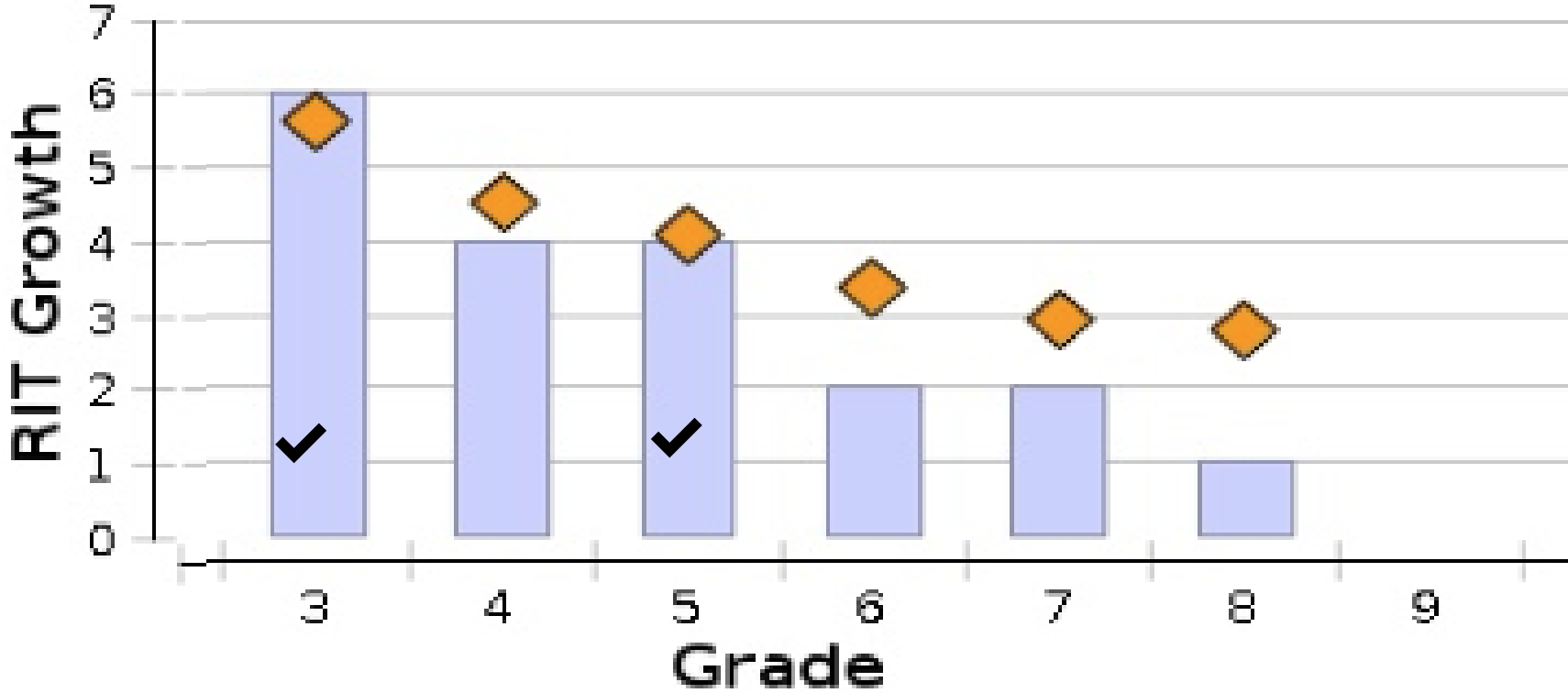
Science: Science K-12

Winter 2022



Winter 2023

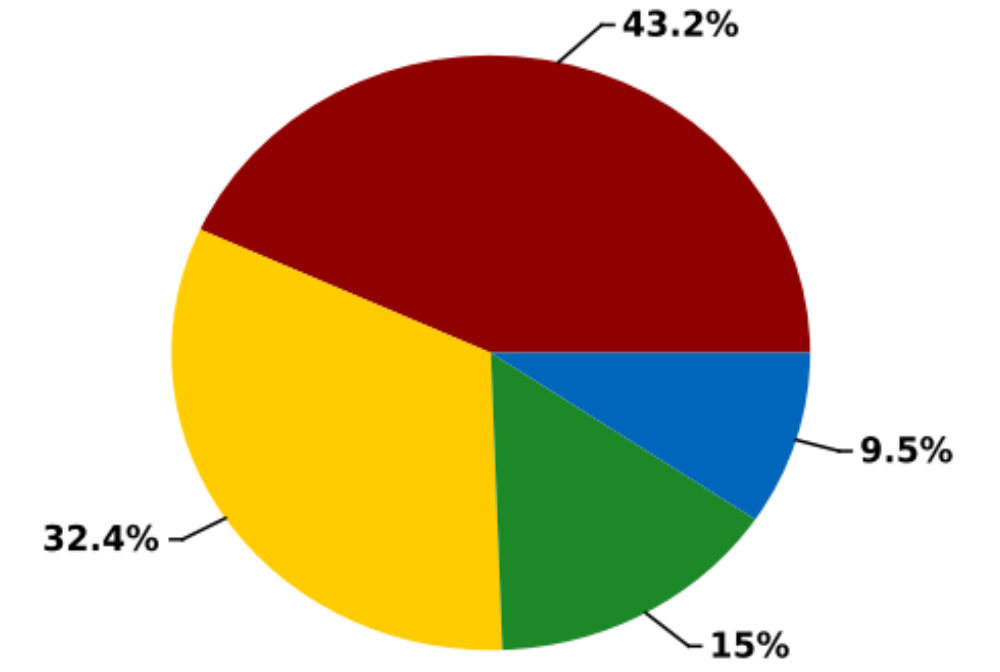
Science: Science K-12



STAAR Projected Proficiency

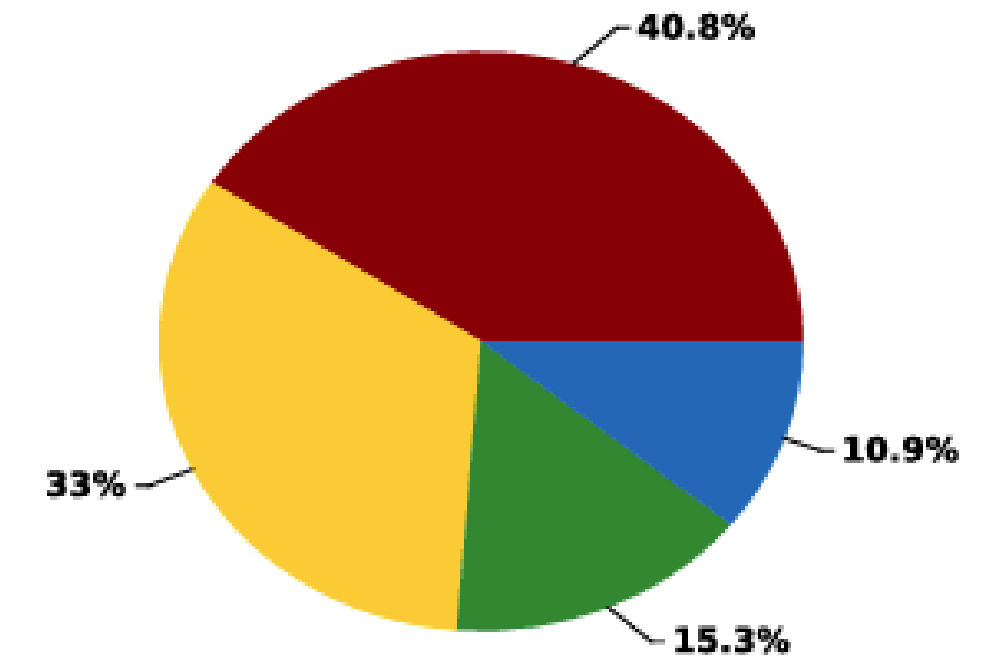
Reading Winter 2022

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2312	1188	51.4%	813	35.2%	226	9.8%	85	3.7%
3	2315	1046	45.2%	630	27.2%	386	16.7%	253	10.9%
4	2274	1057	46.5%	699	30.7%	279	12.3%	239	10.5%
5	2154	946	43.9%	659	30.6%	333	15.5%	216	10.0%
6	1680	685	40.8%	600	35.7%	248	14.8%	147	8.8%
7	1886	762	40.4%	640	33.9%	313	16.6%	171	9.1%
8	1823	555	30.4%	637	34.9%	375	20.6%	256	14.0%
Total	14444	6239	43.2%	4678	32.4%	2160	15.0%	1367	9.5%



Reading Winter 2023

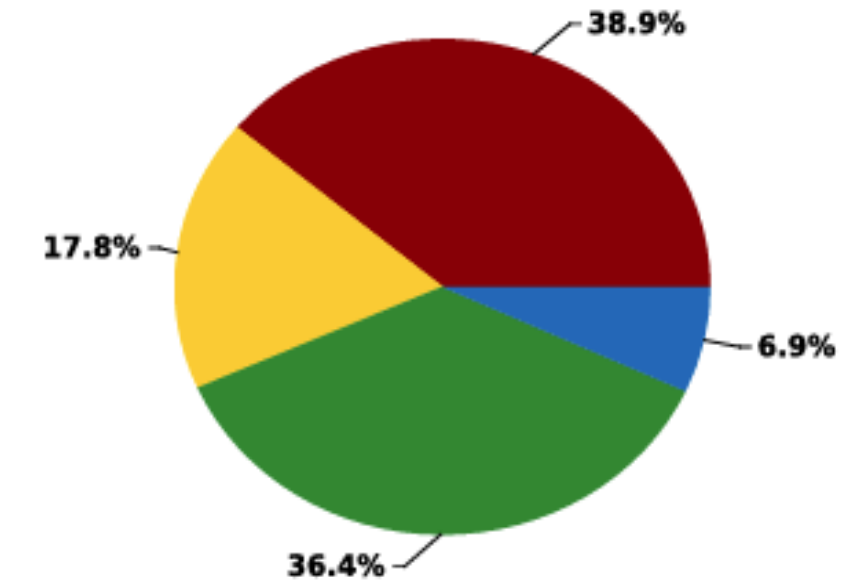
Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2427	1103	45.4%	939	38.7%	280	11.5%	105	4.3%
3	2463	1083	44.0%	731	29.7%	370	15.0%	279	11.3%
4	2461	1060	43.1%	746	30.3%	362	14.7%	293	11.9%
5	2435	1007	41.4%	768	31.5%	376	15.4%	284	11.7%
6	1692	657	38.8%	583	34.5%	269	15.9%	183	10.8%
7	1750	706	40.3%	541	30.9%	291	16.6%	212	12.1%
8	1975	583	29.5%	711	36.0%	383	19.4%	298	15.1%
Total	15203	6199	40.8%	5019	33.0%	2331	15.3%	1654	10.9%



STAAR Projected Proficiency

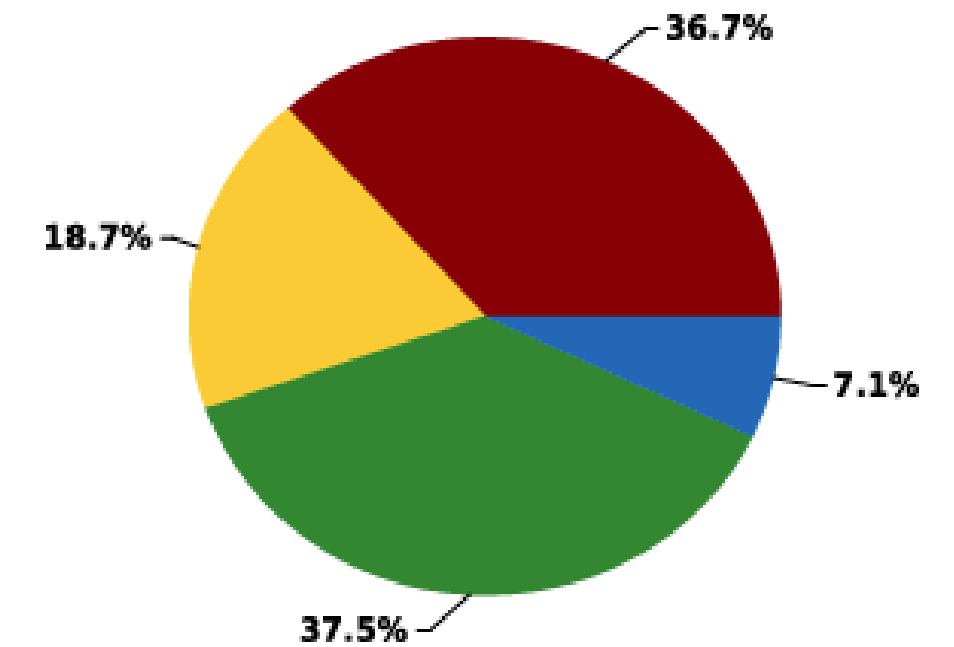
EOC Lang Arts Reading Winter 2022

Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	1825	680	37.3%	373	20.4%	665	36.4%	107	5.9%
9	2380	1049	44.1%	398	16.7%	796	33.4%	137	5.8%
10	1942	648	33.4%	318	16.4%	787	40.5%	189	9.7%
11	150	73	48.7%	30	20.0%	45	30.0%	2	1.3%
12	17	5	29.4%	5	29.4%	6	35.3%	1	5.9%
Total	6314	2455	38.9%	1124	17.8%	2299	36.4%	436	6.9%



EOC Lang Arts Reading Winter 2023

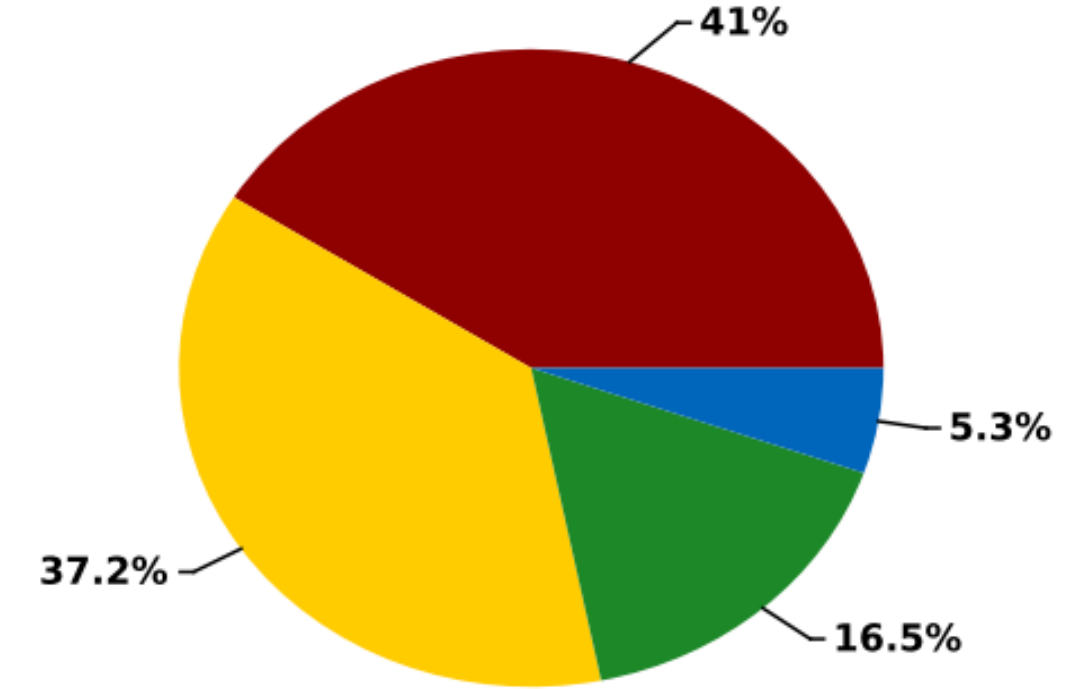
Grade	Student Count	Did Not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
8	1975	705	35.7%	448	22.7%	720	36.5%	102	5.2%
9	2384	890	37.3%	420	17.6%	898	37.7%	176	7.4%
10	2027	728	35.9%	330	16.3%	789	38.9%	180	8.9%
11	67	37	55.2%	11	16.4%	19	28.4%	0	0.0%
12	24	14	58.3%	3	12.5%	6	25.0%	1	4.2%
Total	6477	2374	36.7%	1212	18.7%	2432	37.5%	459	7.1%



STAAR Projected Proficiency

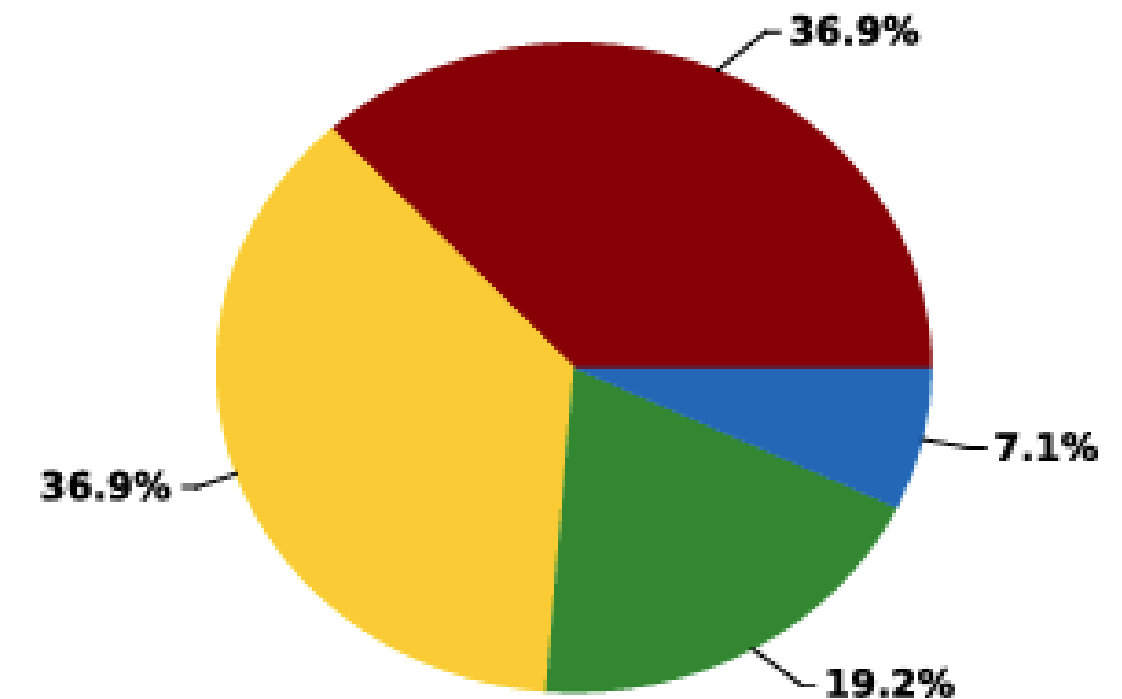
Math
Winter 2022

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2305	949	41.2%	737	32.0%	479	20.8%	140	6.1%
3	2343	1066	45.5%	710	30.3%	403	17.2%	164	7.0%
4	2294	1029	44.9%	810	35.3%	288	12.6%	167	7.3%
5	2166	745	34.4%	866	40.0%	425	19.6%	130	6.0%
6	1679	656	39.1%	662	39.4%	293	17.5%	68	4.1%
7	1870	778	41.6%	773	41.3%	253	13.5%	66	3.5%
8	1338	515	38.5%	646	48.3%	165	12.3%	12	0.9%
Total	13995	5738	41.0%	5204	37.2%	2306	16.5%	747	5.3%



Math
Winter 2023

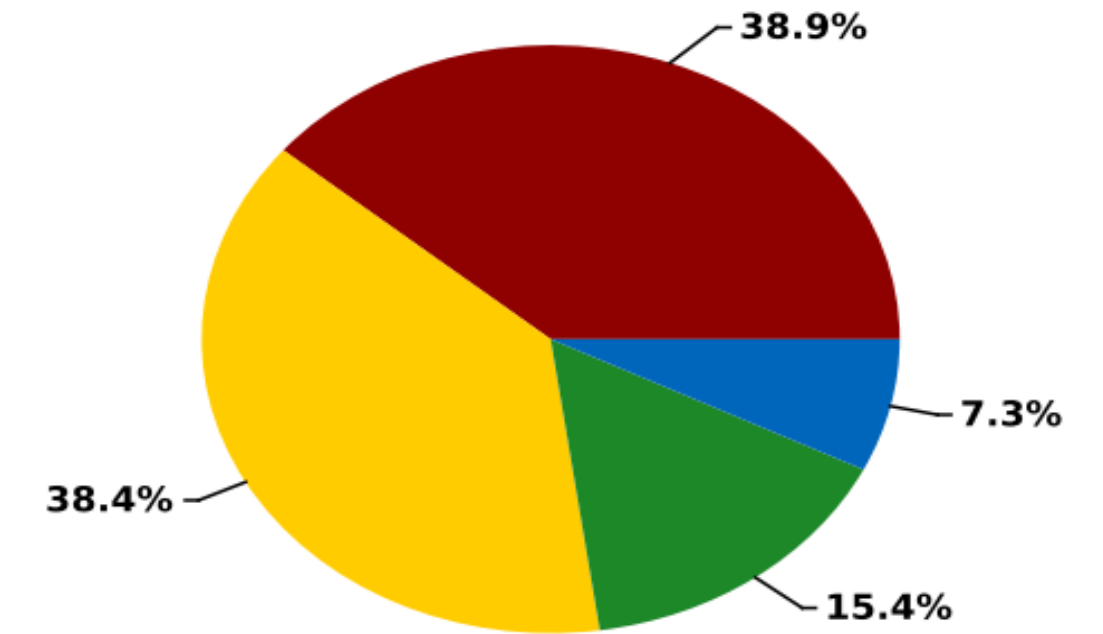
Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
2	2431	849	34.9%	839	34.5%	517	21.3%	226	9.3%
3	2463	1071	43.5%	682	27.7%	497	20.2%	213	8.6%
4	2471	995	40.3%	922	37.3%	369	14.9%	185	7.5%
5	2447	767	31.3%	940	38.4%	530	21.7%	210	8.6%
6	1691	581	34.4%	645	38.1%	375	22.2%	90	5.3%
7	1739	645	37.1%	671	38.6%	320	18.4%	103	5.9%
8	1501	525	35.0%	741	49.4%	218	14.5%	17	1.1%
Total	14743	5433	36.9%	5440	36.9%	2826	19.2%	1044	7.1%



STAAR Projected Proficiency

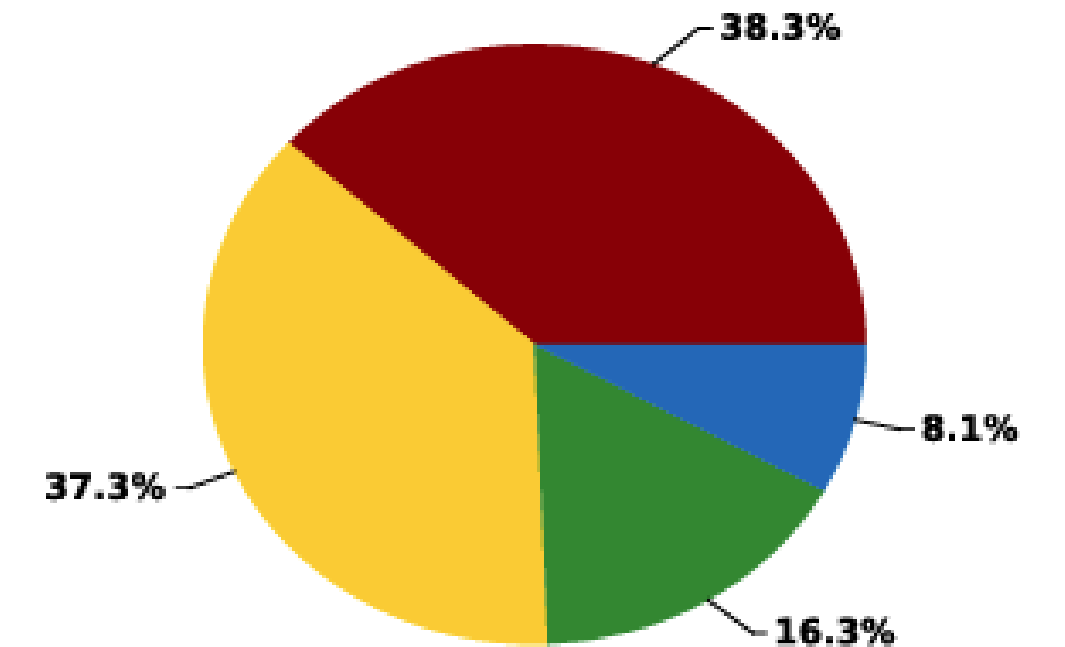
Science Winter 2022

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	2147	950	44.2%	863	40.2%	255	11.9%	79	3.7%
8	1818	592	32.6%	658	36.2%	357	19.6%	211	11.6%
Total	3965	1542	38.9%	1521	38.4%	612	15.4%	290	7.3%



Science Winter 2023

Grade	Student Count	Did not Meet		Approaches		Meets		Masters	
		Count	Percent	Count	Percent	Count	Percent	Count	Percent
5	2433	1027	42.2%	949	39.0%	313	12.9%	144	5.9%
8	1967	658	33.5%	694	35.3%	403	20.5%	212	10.8%
Total	4400	1685	38.3%	1643	37.3%	716	16.3%	356	8.1%



Percent of Students Meeting Growth Projection Reading Fall 2022 to Winter 2023

	K	1	2	3	4	5	6	7	8	9	10	11	12
All Students	45%	30%	32%	44%	44%	44%	43%	43%	43%	40%	45%	30%	50%
Economically Disadvantaged	55%	33%	32%	45%	47%	44%	45%	44%	44%	43%	48%		
Emergent Bilingual	31%	28%	36%	45%	41%	49%	43%	45%	47%	40%	48%	33%	
Special Education	54%	27%	18%	52%	46%	36%	45%	24%	31%	48%	28%		
Gifted & Talented	64%	45%	53%	49%	59%	57%	48%	49%	50%	39%	51%		
African American	49%	34%	26%	51%	48%	38%	43%	37%	45%	32%	43%		
Hispanic	44%	29%	31%	42%	43%	44%	43%	44%	44%	39%	45%	32%	50%
White	52%	33%	34%	50%	48%	47%	47%	40%	38%	41%	47%	0%	52%

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Percent of Students Meeting Growth Projection Math Fall 2022 to Winter 2023

	K	1	2	3	4	5	6	7	8	9	10	11	12
All Students	45%	30%	32%	44%	44%	44%	43%	43%	43%	40%	45%	30%	50%
Economically Disadvantaged	55%	33%	32%	45%	47%	44%	45%	44%	44%	43%	48%		
Emergent Bilingual	31%	28%	36%	45%	41%	49%	43%	45%	47%	40%	48%	33%	
Special Education	54%	27%	18%	52%	46%	36%	45%	24%	31%	48%	28%		
Gifted & Talented	64%	45%	53%	49%	59%	57%	48%	49%	50%	39%	51%		
African American	49%	34%	26%	51%	48%	38%	43%	37%	45%	32%	43%		
Hispanic	44%	29%	31%	42%	43%	44%	43%	44%	44%	39%	45%	32%	50%
White	52%	33%	34%	50%	48%	47%	47%	40%	38%	41%	47%	0%	52%

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Percent of Students Meeting Growth Projection Science Fall 2022 to Winter 2023

	K	1	2	3	4	5	6	7	8	9	10	11	12
All Students				45%	45%	49%	40%	41%	44%				
Economically Disadvantaged				47%	50%	51%	42%	45%	45%				
Emergent Bilingual				48%	42%	53%	43%	42%	45%				
Special Education				52%	39%	38%	28%	39%	37%				
Gifted & Talented				60%	54%	63%	57%	47%	63%				
African American				39%	46%	53%	32%	42%	39%				
Hispanic				45%	43%	48%	39%	42%	44%				
White				44%	48%	55%	46%	34%	44%				

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