

Changing the Game: Building Excellence in CCMR and Beyond

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Introductions



Objectives

- Participants will discover practical strategies and forward-thinking approaches to empower their leadership team to strategically, systemically, and innovatively target CCMR indicators that greatly impact accountability
- Participants will be equipped to make impactful decisions through collaborative leadership strategies that apply at every level of the organization to change the game of CCMR.
- Participants will learn about strong district-wide systems that stand the test of time and leadership change, which are critical in the ever-changing demands of CCMR and accountability.



QUICK FACTS



33,500 STUDENTS

79% HISPANIC
14% WHITE
3% AFRICAN AMERICAN
4% OTHER



- 3 EARLY EDUCATION CENTERS
- 28 ELEMENTARY SCHOOLS
- 6 MIDDLE SCHOOLS
- 2 COMPREHENSIVE HIGH SCHOOLS
- 2 EARLY COLLEGE HIGH SCHOOLS
- 1 NEW TECH HIGH SCHOOL
- 1 STEM K-12 CAMPUS
- 1 ALTERNATIVE EDUCATION CENTER

Employees

4,200 TOTAL EMPLOYEES

2,000 TEACHERS

25 COUNTRIES REPRESENTED



144 INTERNATIONAL TEACHERS

Canada - Chad - China - Colombia - Cuba -
France - Ghana - Honduras - India -
Jamaica - Mexico - Nepal - Nigeria -
Pakistan - Peru - Philippines - Portugal -
Puerto Rico - Russia - Saint Lucia -
South Africa - Spain - Turkey - Uganda -
Venezuela



32
LANGUAGES
SPOKEN

Languages

7,000

STUDENTS IDENTIFIED
AS EMERGENT BILINGUAL

4 LANGUAGES TAUGHT
AMERICAN SIGN LANGUAGE •
FRENCH • LATIN • SPANISH

iHola!

Bonjour!

Salve!



172
BUSES

TRANSPORT 7,000 STUDENTS DAILY

COVERING APPROXIMATELY
1.8 MILLION MILES PER YEAR

Operations



\$384
MILLION
BUDGET



5,015,905 SQ. FT.
TOTAL DISTRICT
SQUARE FOOTAGE

ECISD BOARD GOALS

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 considering College, Career or Military Readiness will increase from 56%¹ to 65% by May 2024.



2023 Accountability



Three Domains: Calculating an Overall Accountability Rating



Districts and campuses receive an overall rating, as well as a rating for each domain.

A = scaled score 90–100


B = scaled score 80–89

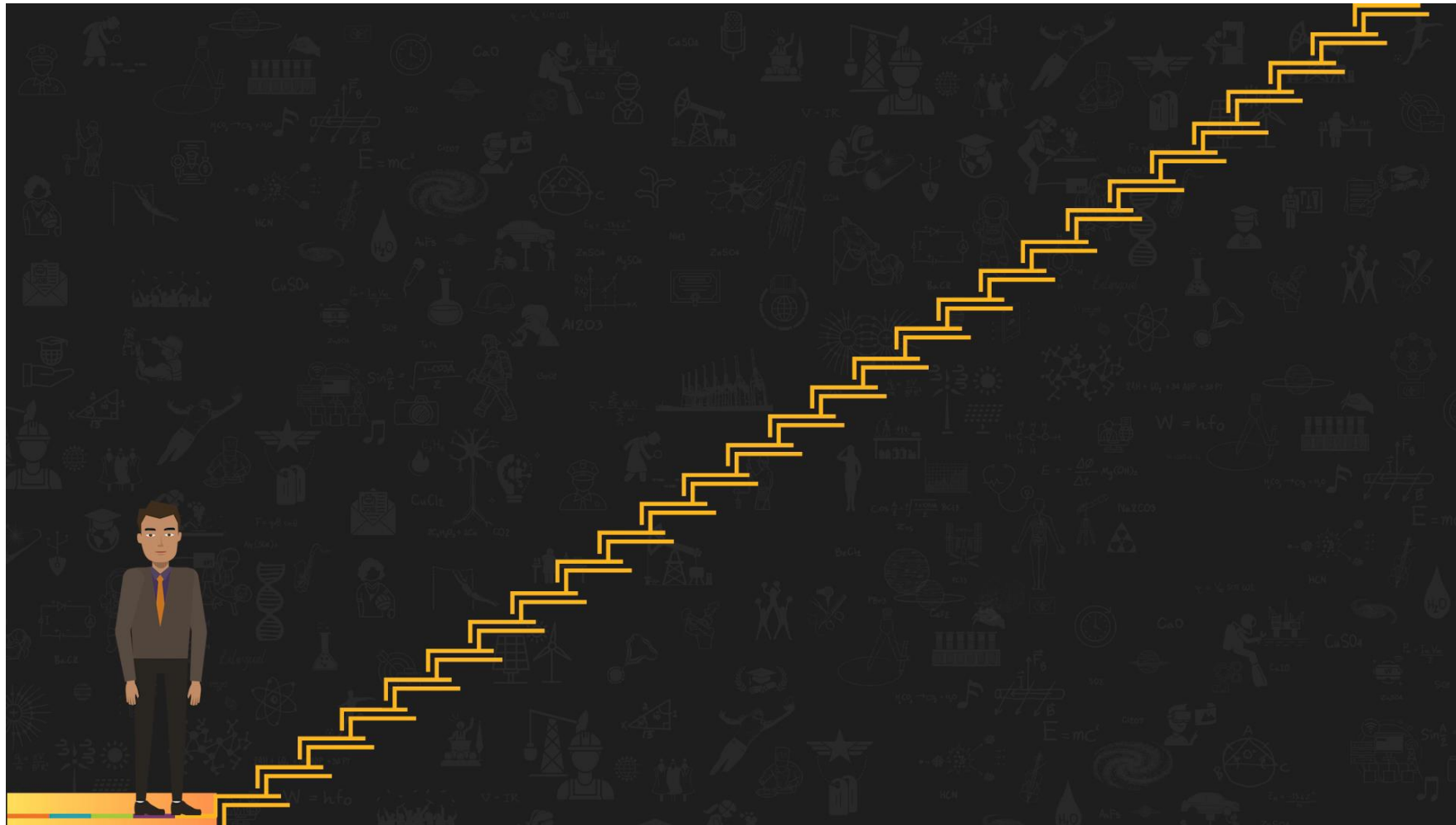
C = scaled score 70–79

D = scaled score 60–69





F = scaled score ≤ 59

Indicators of Success

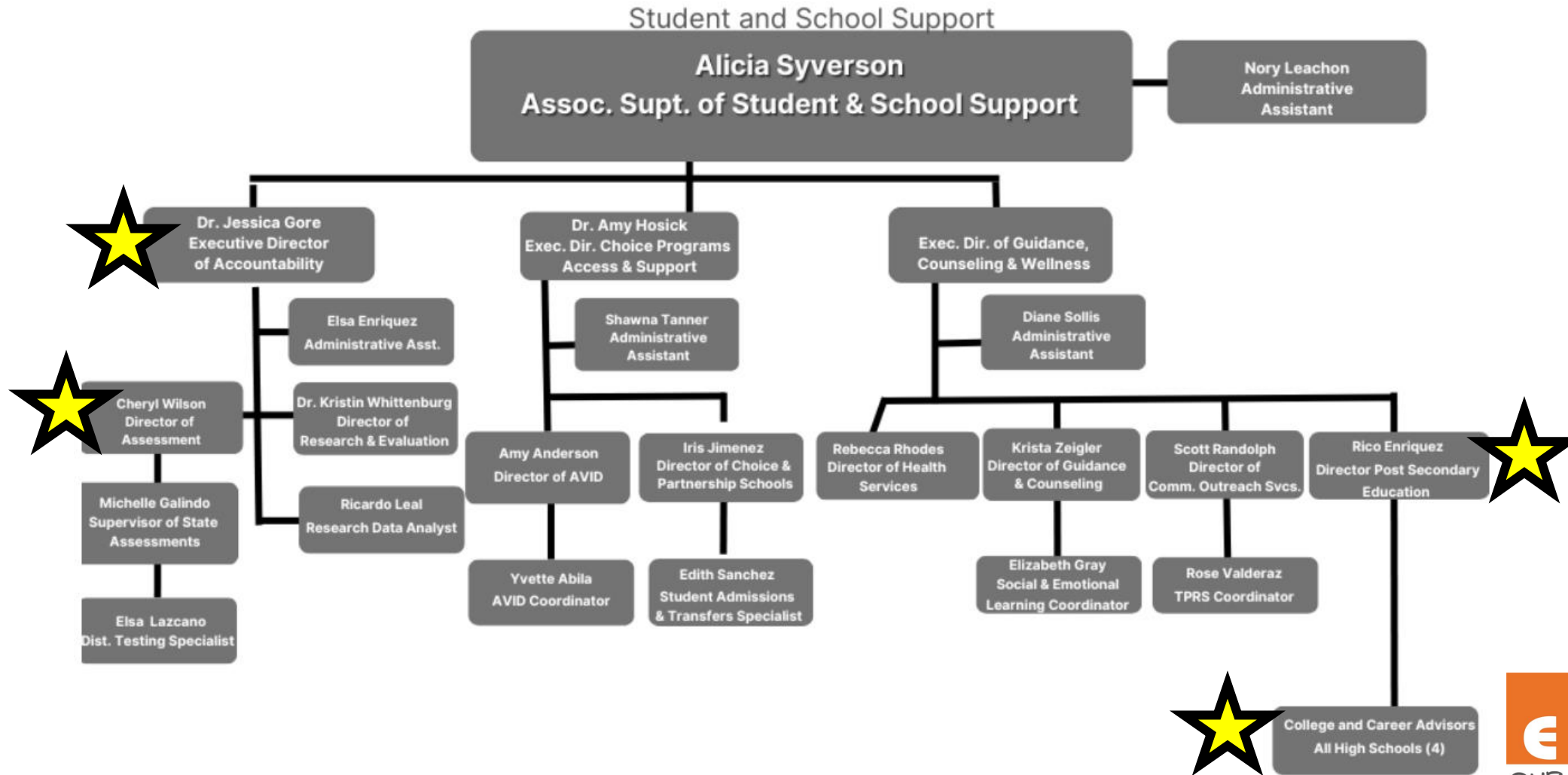
Board Goals	Indicator of Success	Measure	District Baseline (SY2019)	SY2021 Goals	SY2022 Goals	SY2023 Goals	SY2024 Goals
	College, Career, and Military Readiness	% of current seniors meeting at least one CCMR accountability indicator by the fall of their senior year	19.6% ⁸	21%	23%	25%	27%
3	4 Year Graduate 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%
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
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 2015	33% class of 2016	35% class of 2017	65% ⁷ class of 2018



CCMR Impact on 2023 Accountability

<i>Proposed Scaling Changes for CCMR</i>	CCMR Raw Score Cutpoints High Schools	
	2018-22	2023
90 (A)	60 	88
80 (B)	48 	78
70 (C)	39 	64
60 (D)	26 	51

ORGANIZATIONAL CHART



Power of Change: Fostering Excellence via Systemic Collaboration



CCMR Action Planning

1st Team – Executive Directors



CCMR Professional Learning Community



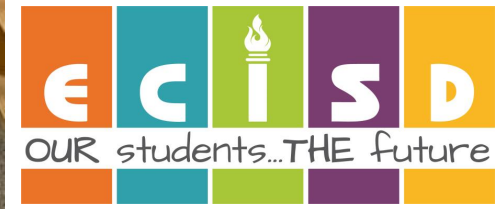
District-Level



Power of Change: Fostering Excellence via Systemic Collaboration



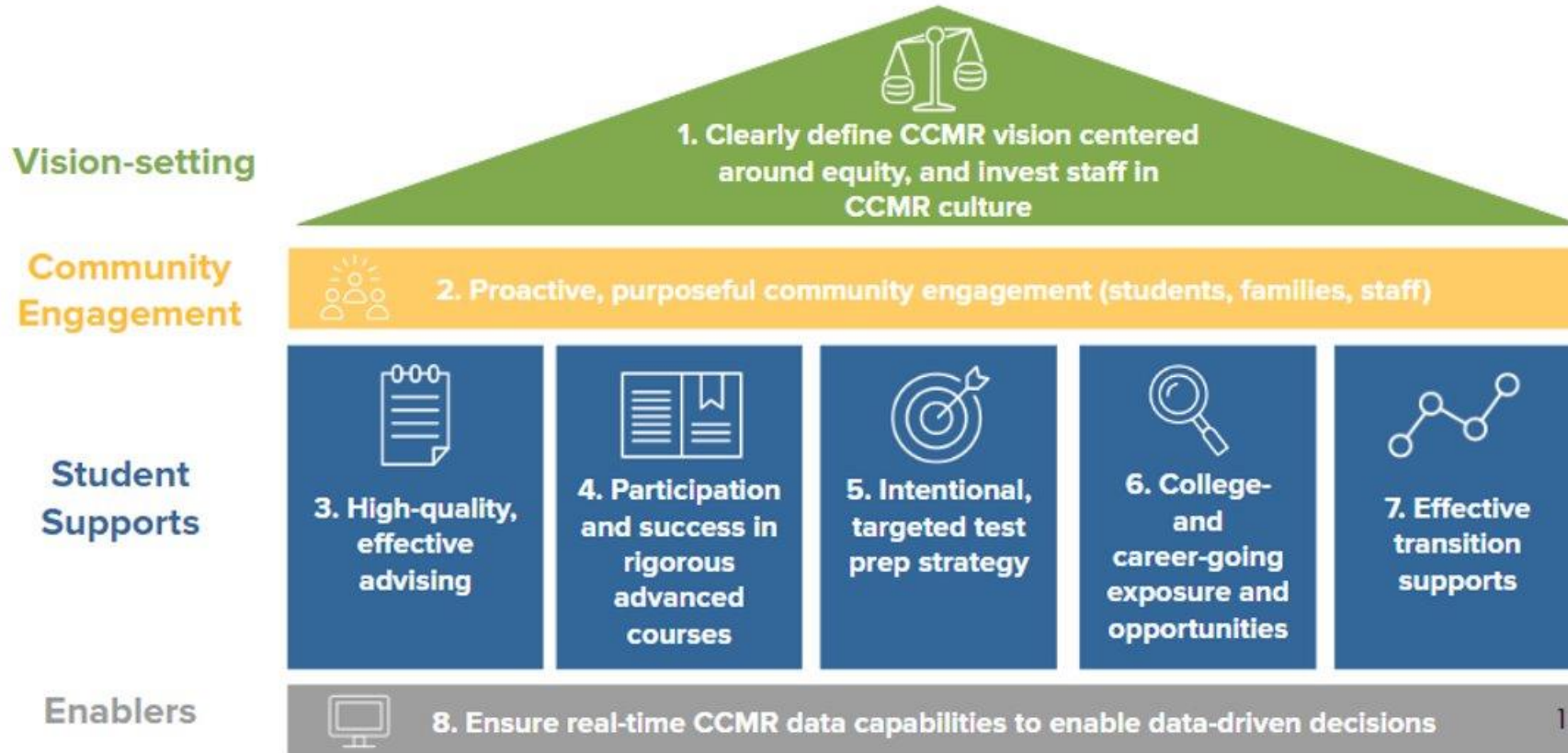
Campus-
Level



Innovation is Key to Empowering Individuals for CCMR Success

Completed	Working On
CCMR Action Planning Team with Contigo Ed	District-wide ownership (6-8 buildout)
CCMR Dashboard with EMS	Frontline Analytics Dashboard (PLC questions)
CCMR 101 at DLT	CCMR PD with non-instructional departments
CCMR Survey for Instructional Staff (baseline)	TSIA PD with Odessa College
TCB Correlation with TSIA (C&I)	CCMR Communication (football games, news)
Internal Student-by-Student Tracking	District requirements (Algebra 2, BIM)
Incentivize TSIA Success	Prioritizing HB3 integration

Contigo Ed's CCMR Strategic Levers[®]



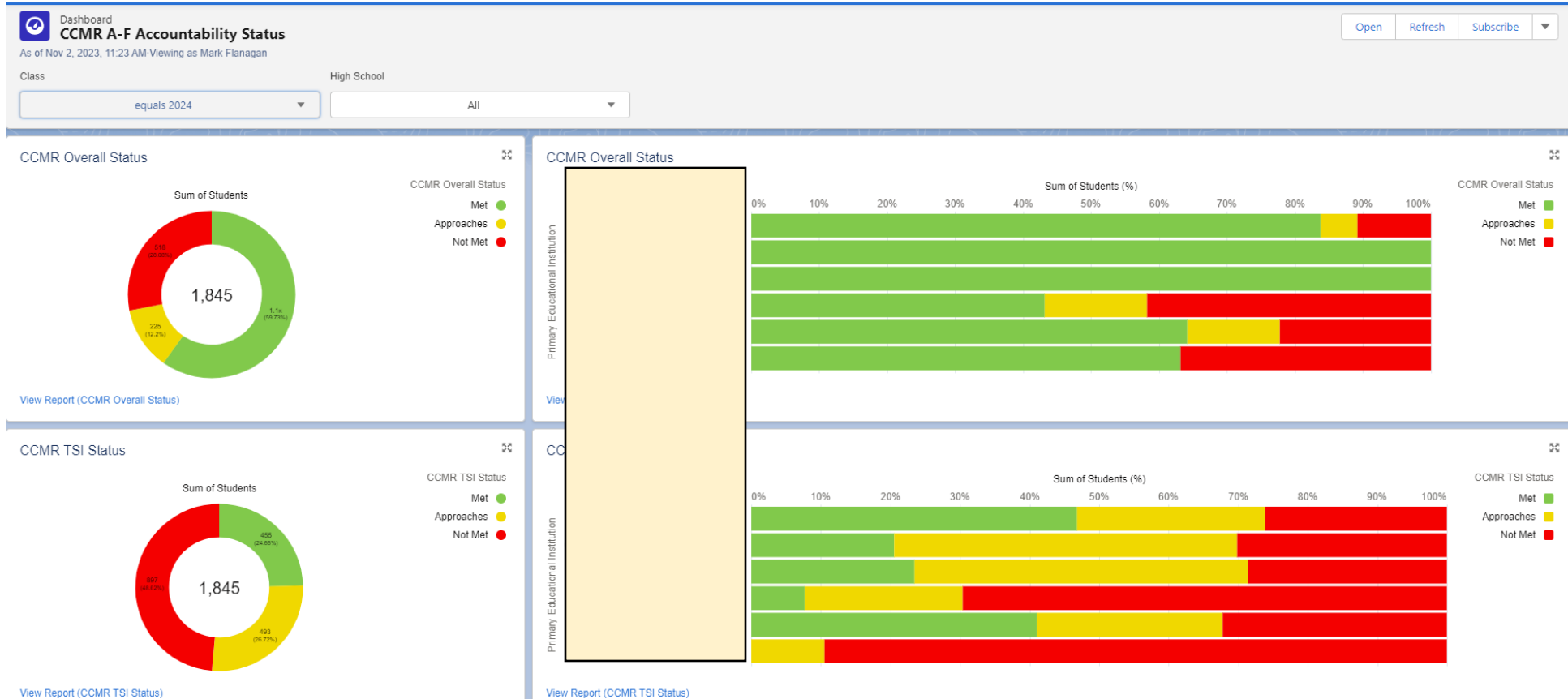
CCMR Action Planning Team

CCMR Focus Areas	Why This Matters	Desired Outcomes by June 2024
Investing all ECISD Staff in CCMR Vision	Currently, there is a general awareness about CCMR. However, there does not appear to be shared alignment and/or full understanding of the goals and their relevance for successful attainment at all levels (district-level (i.e., admin, leadership), campus-level (i.e., admin, counselors, teachers), with students and parents, external partners/supporters), let alone how everything aligns to state CCMR Accountability and Outcomes-Based thresholds and funding.	1) All ECISD staff members see themselves as contributors / influencers of students' post-secondary pathways. 2) All HS Core content teachers, counselors, and college & career advisors collaborate in order champion students through CCMR pathway process 3) 100% of the rising senior class of 2024 have a CCMR postsecondary plan.
Implement a Portrait of a Graduate for ECISD	Currently ECISD has many strong CCMR programs and initiatives in place, but is not fully aligned around a common shared vision. By developing a holistic, purpose-driven college and career vision for all students, ECISD can amplify the impact of its CCMR programs and initiatives.	1) All ECISD staff and community stakeholders know the components of the Portrait of the ECISD Graduate. 2) Formalize grade span committees and develop competencies for each grade span to roll out in Fall 2024.
Effectively Engage ECISD Parents/Guardians/Caregivers	Family engagement plans are often developed without a clear connection to CCMR outcomes. Outreach to families is most common in the early years (lower grade levels) and later years (FAPSA/TASFA completion, college applications, etc.). How can the district gradually and intentionally prepare families for "12th grade needs and supports through all of middle and high school"? What do families need to know to best engage themselves, as well as support their child in their educational process and journey? Engaging families should feel like a critical strategy, not a time-bound checklist item.	1) Members of the Student and School Team will collaborate with members of the Development Office to draft a clear definition of what it means to "engage parents" in CCMR that is aligned with the ECISD Portrait of a Graduate. 2) ECISD Owner of this Focus Area: Alicia Svensson (Jessica Gore - Co-Lead) Goals we want to achieve by June 2024: 1) All ECISD staff members see themselves as contributors / influencers of students' postsecondary pathways 2) All HS Core content teachers understand and champion students through CCMR pathway process 3) 100% of the rising senior class have a CCMR postsecondary plan.
Strengthen College & Career Advising	Currently, there is a need to clearly define responsibilities of key essential staff who own each piece of this advising (e.g., middle school counselor, high school counselor, possible external college access providers, etc.), analyze current capacity and knowledge/skill gaps in each of these areas, and provide viable solutions to mitigate issues. As recently as the ECISD Class of 2021, only 13% of...	1) % of ECISD annual graduates that earn as Associates 2) % of ECISD annual graduates identified as CTE or 3) % of ECISD annual graduates that have completed 2024 4) % of ECISD annual graduates identified as a current plan will increase from X% in 2023 to Y% in 2024
Strengthen Financial Literacy	There is widespread agreement across the ECISD community that financial literacy is critical for students' successful transition from high school to adulthood, but ECISD does not currently have a singular definition of financial literacy being used to guide support for students. There also is currently no system in place that measures or tracks student financial literacy in a way that is comparable to how other important knowledge acquisition and skill is tracked.	Develop and align on a clear definition of "financial literacy" X% of total Class of 2024 graduating seniors demonstrate appropriate resources aligned to expectations
Increase Advanced Coursework Access and Success (AP, IB, Dual Credit)	As a district, there is a strong belief that all students deserve access to rigorous academic courses and learning opportunities. ECISD data analysis indicates students who participate in advanced coursework are more likely to enroll, persist, and graduate from college. This impact is even more apparent for students who take a significant advanced course load (e.g., 6+ courses). However, disparities in advanced coursework access and participation are apparent in the district by demographics (e.g., race/ethnicity, income) and between high school(s). As long as these inequities exist, ECISD cannot claim to be providing "all students" with access to these rigorous courses. For the ECISD graduating Class of 2021...	Advanced Course Completion: 1) % of Economically Disadvantaged graduates that are in 2023 to Y% in 2024 2) % of Black and Hispanic graduates that complete a Y% in 2024 CTE Certification Completion: 3) % of Economically Disadvantaged graduates that are 4) % of Black and Hispanic graduates that earn a CTE
Prepare Students Successful Transition into Pathway of Choice	Supporting students in increasing their SAT / ACT / TSIA scores will make Dual Credit coursework accessible to more students (which we have seen has a positive impact on college success). These students are also able to avoid taking remedial coursework in college, and the district is able to qualify for additional CCMR outcomes bonus funding. Additionally, with higher SAT / ACT scores, students can be more competitive for scholarships and for admission into more selective institutions (that often have higher graduation rates, greater levels of support, higher post-grad income, etc.). Relatedly, preparing students to take and pass certification exams aligned to the CTE courses of study will increase the likelihood students will graduate from high school prepared to take on high wage, high growth jobs in the region.	Postsecondary Education: 1) 40% of ECISD graduates will be "TSI Ready" in Ma 2) 50% of ECISD graduates will be "TSI Ready" in Ma 3) % of students that demonstrate Algebra I readiness Professional Pathways (including Military): 1) TBD

CCMR Action Planning Per Goal

[illegible]

Economic Mobility System Dashboard



CCMR 101 at District Leadership Team

9

★

Details of Options

10

% of Graduates that Met CCMR for Accountability Year

11

★

CCMR #Impact on 2023 Accountability

12

Portrait of a Graduate

13

Portrait of a Graduate

14

Portrait of a Graduate

15

CCMR Detailed Action Plans

- 1 Investing all ECISD staff in CCMR vision
- 2 Implementing a Portrait of a Graduate for ECISD
- 3 Effectively engage ECISD parents, guardians, and caregivers
- 4 Strengthen college and career advising
- 5 Strengthen financial literacy
- 6 Increase advanced coursework access and success
- 7 Prepare students' successful transition into pathway of choice

Source: ECISD Internal Tracking Sheet

3

DLT Survey

What is the impact of having students college, career, and military ready (CCMR)? *

Your answer

How is CCMR measured? *

Your answer

How do you contribute to CCMR success in the district? Why do you think that? *

Your answer

What support do you need from campus and district leadership in order to be a contributor/influencer of CCMR? *

Your answer

What next steps will you commit to after today's session? *

Your answer



Students who complete both stage 1 and stage 2 and pass the essay assignment will be allowed to enroll in freshman-level reading/writing met courses with the goal of earning a "C" or better to satisfy the TSI criteria and continue taking college courses

Correlating English I-English IV Standards to Texas College Bridge Scope and Sequence

Stage 1: Foundational material students must know for freshman-level college English courses
(Achieve a score of 80 or better on the study path)

Note: All students will be encouraged to master the remaining stage 2 material. Students who reach stage 2 who reaches the target score of 90 will unlock stage 2.

INTRODUCTION TO COLLEGE READING AND WRITING	INTRODUCTION TO COLLEGE READING AND WRITING	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	English III	English IV
Reading:	Reading:	110.2	110.3	110.4	110.5	110.6	110.7	110.8	110.9	110.10	110.11	110.12
Author, Audience, and Purpose	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;	(A) discuss with adult (A) discuss the author's purpose for writing text;
Fact and Opinion Using Context Clues	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;	(B) use context within and beyond a sentence to determine the meaning of unfamiliar words;
Identifying Word Parts	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and	(C) identify the meaning of words with the affixes -o-, -ed-, and -ing; and
Topic Sentences	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and	(i) organizing with purposeful structure, including an introduction and a conclusion; and
Writing:												
Topic Sentences												

RLA

Math

Kindergarten	1st	2nd	3rd	4th	5th	6th	7th	8th	English I	English II	English III	English IV
Phase 1	8											
Phase 2	3	11										
Total	11	5	9	4	4	0	3	0				
%	0.09091	0.13223	0.15702	0.04959	0.04132	0.00826	0.06612	0.00826	0.06612	0.00826	0.057851	0.3140496
Stage 1												
Stage 2												
Total												
%												

Algebra I

Algebra II

Geometry

121

93

Student-by-Student Tracking

Our notes	Special Ed (Current)	CCMR	ELA TSIA	ELA TSIA SCORE	ELA TSIA2 SCORE	ELA TSIA2 ESSAY SCORE	ELA TSIA2 DIAG SCORE	ELA ACT	ELA SAT	ELA SAT SCORE
	Yes	N	-	.	.	.	.	-	-	.
16hours dual		Y	-	.	945	4	.	-	No	45
welding dual		Y	-	.	.	.	.	-	No	47
6 dual business (lost credit)										
possible PracAg IBC		N	-	.	.	.	.	-	No	38
		Y	-	.	.	.	.	-	Yes	51
3 hours dual-needs 6 hours		N	-	.	.	.	.	-	No	44
possible Fashion IBC		N	-	.	.	.	.	-	No	38
welding dual		Y	-	.	.	.	.	-	No	33
needs ELAR (has 3 hours dual -needs 6)		Y	-	.	.	.	.	-	No	39
		N	-	.	.	.	.	-	-	.
		N	-	.	928	2	2	-	No	47

Incentivize TSLA Success

TCLAS Texas College Bridge Stipend Guidelines for 2023-2024

There are limited grant funds available to cover the cost of the TCLAS stipends for 2023-2024. The stipend amounts will be paid by semester (Fall and Spring) on a first completion basis. At the end of the Fall semester, remaining funds will be determined and additional guidelines may need to be provided in order to distribute the funds without going over the budget amount. Information is listed below to include teacher eligibility and stipend amounts.

Fall 2023

Teachers Eligible for TCLAS Stipend

- OHS, PHS, or NTO English 3, English 4, or College Prep ELA teacher of record for a student enrolled in ELA Texas College Bridge
- OHS, PHS, or NTO Algebra 2, Pre-Calculus, Algebraic Reasoning, or College Prep Math teacher of record for a student enrolled in Math Texas College Bridge

Teacher Stipend Amount

- \$50 per student completion of Texas College Bridge in ELA or Math
- \$50 per student passing TSI requirements to be consider College Ready in ELA or Math

Note:

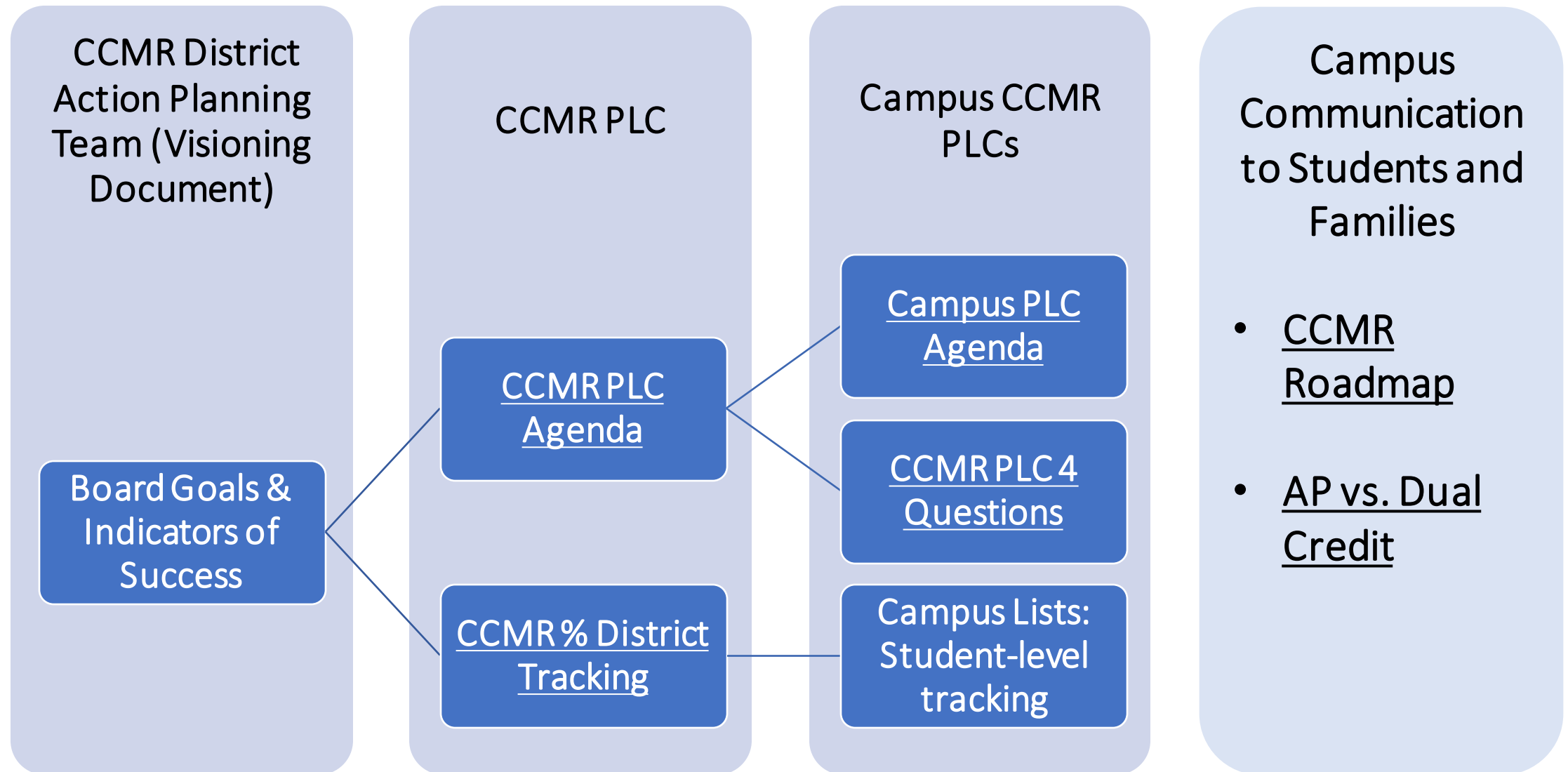
- *Students must be enrolled in and complete Texas College Bridge in the tested area to qualify for the teacher stipend.*

Stipend Request Process

- College & Career Advisors will collect the results for Texas College Bridge completion and TSI results.
- Send information organized by teacher to Ryan Merritt by the Fall Deadline.
- Fall Stipend Request Deadline: Friday, December 15, 2023



Resources



Questions?

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