

2025 - 2026 SCHOOL IMPROVEMENT PLAN

PLANNING PROCESS

A campus operating a Title I, Part A Schoolwide Program must develop a Campus Improvement Plan (CIP) that directly addresses the needs identified through a Comprehensive Needs Assessment (CNA). According to TEA, “An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.” In accordance with federal and state requirements, the Improvement Plan must be developed with meaningful involvement from parents, community members, teachers, principals, administrators, and other appropriate school staff who are responsible for implementing the plan. This collaborative process ensures the plan reflects shared priorities and is grounded in local context and stakeholder input. Additionally, any Local Education Agency receiving State Compensatory Education (SCE) funds must have both a District Improvement Plan (DIP) and a Campus Improvement Plan in place. Because the planning requirements for Title I and SCE are aligned, a single, unified plan may satisfy the requirements for both programs, provided it meets all applicable statutory and regulatory expectations.

| Timeline | Process                                   | Description  |
|----------|---|--|
| APR-MAY  | Data Review and Needs Assessment          | Analyze current-year outcomes and trends using compiled data, including year-over-year state and federal accountability, TAPR reports, and disaggregated performance by student groups, EOC subject areas, and grade levels. Use this analysis to draft preliminary goals and priorities for the upcoming school year aligned with the Comprehensive Needs Assessment (CNA).         |
| JUN-AUG  | Plan Refinement and Budget Development    | Refine the Campus/District Improvement Plan (CIP/DIP) based on updated needs and outcomes. Identify eligible federal funding sources, specify the intended use of funds, and align strategies/activities with projected impacts on academic achievement. Ensure budget planning and program strategies align with ESSA requirements. Make adjustments as new data becomes available. |
| SEP-OCT  | Board Approval and Stakeholder Engagement | Finalize goals, objectives, and funding allocations. Present the CIP/DIP to the Board of Trustees for approval. Once approved, share the plan with all stakeholders—including staff, families, and community partners—to ensure transparency and engagement as required under ESSA.  |
| SEP-MAY  | Implementation Monitoring and Evaluation  | Monitor implementation and evaluate program effectiveness using goal-aligned performance metrics. Track progress toward identified outcomes, ensure ongoing compliance, and provide recommendations for continuation or adjustment of strategies. This continuous review supports timely amendments to eGrants if necessary.   |

COMPREHENSIVE NEEDS ANALYSIS: ACCOUNTABILITY (CNA Part 1 of 3)

The Comprehensive Needs Assessment (CNA) aligns with the district and campus one-pagers, which include year-over-year accountability data and TAPR performance metrics, along with a focused needs analysis to inform planning and decision-making.

| Domain  | Indicator  | ALL                                | SPED                   | EB (Current & Monitored) | OSP (HOMELESS)                 |
|---|--|------------------------------------|------------------------|--------------------------|--------------------------------|
| <b>[ 1 ] STAAR Performance</b><br><b>Problem Statement:</b> While overall STAAR EOC passing rates increased by 12% from 2023 to 2024, ELAR remains the lowest-performing subject, largely due to significant performance gaps among SPED and EB student groups. The passing rates for both groups remain well below the AEA target of 35%. To support equitable outcomes and align with the performance goals for the All Students group, targeted interventions will be implemented to increase STAAR ELAR passing rates for SPED and EB students by at least 5% by the end of the year.<br><br><b>Root Cause:</b> Although STAAR passing rates for special student groups have shown consistent year-over-year improvement, learning disruptions—particularly chronic absenteeism, inconsistent classroom monitoring, and limited support for special programs—continue to hinder sustained academic progress and contribute to persistent performance gaps.  | <b>State: STAAR Performance 25-26 Goal</b><br>(Source: A-F ACCT Overall Summary)             | ↑ % to %                           | ↑ % to %               | ↑ % to %                 | ↑ % to %                       |
|   | 24-25  | TBD                                | TBD                    | TBD                      | TBD                            |
|   | 23-24  | 56% ↑ 12%                          | 45% ↑ 14%              | 39% ↑ 7%                 | 56.0% ↑ 23%                    |
|   | 22-23  | 44.0%                              | 31.0%                  | 32.0%                    | 33.0%                          |
|   | <b>Federal: STAAR Performance 25-26 Goal</b><br>(Source: RDA District Report local analysis) | All (Special Pops Avg)<br>↑ % to % | STAAR ELAR<br>↑ % to % | STAAR ELAR<br>↑ % to %   | STAAR ELAR<br>↑ % to % overall |
|   | 24-25  | TBD                                | TBD                    | TBD                      | TBD                            |
|   | 23-24  | 44.8% ↑ 9.8%                       | 45.9% ↑ 10.8%          | 43.5% ↑ 8.9%             | 50.0% ↑ 7.1%                   |
|   | 22-23  | 35.0%                              | 35.1%                  | 34.6%                    | 42.9%                          |
|   |  |                                    |                        |                          |                                |
| <b>[ 2 ] CCMR</b><br><b>Problem Statement:</b> Although the CCMR rate for graduates and grade 12 students who did not graduate increased by 21% from 2023 to 2024, the overall rate must rise to 80% or higher to ensure that all evaluated student groups meet Closing the Gaps domain performance targets. The EB student group, which currently demonstrates the lowest CCMR performance, will require targeted interventions to improve outcomes. The goal is to increase the CCMR rate for EB students by 20% by the end of the year.<br><br><b>Root Cause:</b> District and campus administrators must implement CTE and college preparatory programs with greater fidelity to ensure all students have equitable access to opportunities for earning CCMR credit. Inconsistent implementation of qualifying programs and limited student engagement in approved pathways are contributing to performance gaps and hindering the campus's ability to meet established CCMR targets. Student engagement is further impacted by low enrollment in qualifying courses and programs, high rates of student withdrawal, chronic absenteeism, and challenges with course sequencing and scheduling. | <b>State: Closing the Gaps CCMR 25-26 Goal</b><br>(Source: A-F ACCT Closing Gaps Groups)     | ↑ % to 90%                         | ↑ % to 90%             | ↑ % to 90%               | ↑ % to 90%                     |
|   | 24-25  | TBD                                | TBD                    | TBD                      | TBD                            |
|   | 23-24  | 60% ↑ 21%                          | 63% ↑ 8%               | 44% ↑ 7%                 | 50% ↔ 0%                       |
|   | 22-23  | 39.0%                              | 55.0%                  | 37.0%                    | 50.0%                          |

| Comprehensive Needs Analysis: Accountability <small>(CNA Part 1 of 3 cont'd.)</small>  |   |  |  |  |                                       |
|--|---|--|--|--|---------------------------------------|
| Domain   | Indicator   | ALL  | SPED   | EB (Current & Monitored)   | OSP (HOMELESS)                        |
| <b>[ 3 ] Graduation Rate</b><br><b>Problem Statement:</b> Although the graduation rate has remained stable over the past several years—including for students in special populations—the current rate is approximately 20 percentage points below the threshold required to earn a “C” rating in the Graduation Rate accountability component. This ongoing performance gap negatively impacts the overall domain rating and highlights the need for targeted, data-driven interventions to ensure that all students, particularly those in at-risk subgroups, attend school consistently and graduate on time, fully prepared for postsecondary education, career, or military pathways.<br><br><b>Root Cause:</b> Efforts to systematically identify and implement targeted supports and interventions for students in need of College, Career, and Military Readiness (CCMR) opportunities have not been executed with consistency or fidelity across campuses. Additionally, chronic absenteeism has contributed to significant learning loss, particularly among students receiving special education services and students experiencing homelessness, both of whom did not demonstrate gains in graduation rates. Further compounding the issue, inconsistent implementation of the revised grading policy resulted in many students not receiving adequate opportunities to recover credit or improve failing course grades, thereby limiting their ability to remain on track for timely graduation. | State Grad w/Cont + TxCHSE 25-26 Goal<br>(Source: A-F ACCT Graduation Rate)     | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %   |
|  | 24-25   | TBD  | TBD  | TBD  | TBD                                   |
|  | 23-24   | 4-Yr 41.9% ↑ 1.5%  | 5-Yr 39.8% ↓ 5.2%  | 4-Yr 32.9% ↔ 0.0%  | 5-Yr 41.7% ↔ 0.0%                     |
|  | 22-23   | 6-Yr 40.4%   | 6-Yr 45.0%   | 4-Yr 32.9%   | 4-Yr 41.7%                            |
|  | Federal Graduation Rate 25-26 Goal<br>(Source: A-F ACCT Closing Gaps Groups)    | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %   |
|  | 24-25   | TBD  | TBD  | TBD  | TBD                                   |
|  | 23-24   | 30.2% ↑ 10.2%  | 59.0% ↑ 32.5%  | 22.3% ↑ 5.9%   | 16.7% ↓ 10.0%                         |
|  | 22-23   | 20.0%  | 26.5%  | 16.4%  | 26.7%                                 |
| <b>[ 4 ] Dropout Rate</b><br><b>Problem Statement:</b> Although the dropout rate remains high for a non-AEA district, RMA—designated as a Dropout Recovery School—has demonstrated continuous improvement in its average annual dropout rate. While this rate is still elevated, maintaining a dropout rate at or below 20% positively contributes to AEA accountability when used as a proxy for the graduation rate under the A–F accountability system. Continued progress is necessary to further reduce dropout rates and strengthen student retention, particularly among high-risk student populations.<br><br><b>Root Cause:</b> Efforts to identify students at risk of dropping out and implement timely, targeted interventions were inconsistently applied across campuses, limiting their effectiveness. Furthermore, the inconsistent implementation of the revised grading policy resulted in many students lacking equitable opportunities to recover credit or improve failing grades. These gaps in academic support and intervention contributed to students falling off track for graduation and, in some cases, choosing to disengage and drop out of school.   | State Dropout Rate 25-26 Goal<br>(Source: A-F ACCT Graduation Rate)             | ↓ % Fall plus ↓ % spring to % overall  | ↓ % Fall plus ↓ % spring to % overall  | ↓ % Fall plus ↓ % spring to % overall  | ↓ % Fall plus ↓ % spring to % overall |
|  | 24-25 (SY 23-24)  | TBD  | TBD  | TBD  | TBD                                   |
|  | 23-24 (SY 22-23)  | 20.8% ↓ 3.1%   | 18.4% ↓ 8.8%   | 23.9% ↓ 0.3%   | 18.8% ↓ 1.9%                          |
|  | 22-23 (SY 21-22)  | 23.9%  | 27.2%  | 24.2%  | 20.7%                                 |
|  | Federal Dropout Rate 25-26 Goal<br>(Source: RDA District Report local analysis) | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %  | ↑ % by Fall plus ↑ % by Spring to %   |
|  | 24-25 (SY 23-24)  | TBD  | TBD  | TBD  | TBD                                   |
|  | 23-24 (SY 22-23)  | 25.9% ↓ 3.7%   | 22.0% ↓ 9.1%   | 29.0% ↑ 2.5%   | 33.3% ↓ 4.2%                          |
|  | 22-23 (SY 21-22)  | 29.6%  | 31.1%  | 26.5%  | 37.5%                                 |
| Comprehensive Needs Analysis: 2024-2025 Stakeholder Feedback <small>(CNA Part 2 of 3)</small>  |   |  |  |  |                                       |
| Indicator  |   | STAFF Survey <small>(n=116)</small>  | STUDENT Survey <small>(n=423)</small>  | PARENT Survey <small>(n=280)</small>   |                                       |
| School Culture   | Welcoming   | 46% or 53 respondents agreed school has a welcoming environment (Target 85%, 3-yr avg 53%)   | 42% or 178 respondents agreed welcoming environment (Target 55%, 3-yr avg 45%)           | 60% or 168 respondents agreed the school has a welcoming environment                                 |                                       |
|  | Safety  | 44% or 51 respondents agreed school has a safe environment (Target 80%, 3-yr avg 49%)        | 36% or 152 respondents agreed school has a safe environment (Target 70%, 3-yr avg 46%)   |  |                                       |
|  | Kindness  | 9% or 10 respondents agreed students are kind to each other (Target 75%, 3-yr avg 14%)       | 19% or 80 respondents agreed students are kind to each other (Target 35%, 3-yr avg 25%)  | 48% or 134 respondents agreed students are kind to each other  |                                       |
|  | Bullying  | 46% or 53 respondents agreed bullying is not a problem (Target 90%, 3-yr avg 61%)            | 65% or 275 respondents agreed bullying is not a problem (Target 65%, 3-yr avg 67%)       | 70% or 196 respondents agreed child has not experienced physical or verbal bullying at school        |                                       |
|  | Diversity   |  |  | 68% or 190 respondents agreed diversity is respected at school                                       |                                       |
|  | Behavior  | 28% or 32 respondents agreed disruptive behavior is not a problem (Target 65%, 3-yr avg 33%) | 44% or 186 respondents agreed disruptive behavior not problem (Target 60%, 3-yr avg 46%) | 44% or 123 respondents agreed school rules and discipline pans are enforced consistently             |                                       |
| Leadership   | Understanding   | Perceived lack of professionalism, vision, accountability, or trust                          |  | 47% or 132 respondents agreed Principal understands parent's point of view                           |                                       |
|  | Visibility  |  |  | 53% or 148 respondents agreed Principal is visible to the full school community                      |                                       |
|  | Problem Solver  |  |  | 53% or 148 respondents agreed Principal addresses problems with a sense of urgency                   |                                       |
|  | Approachable  |  | Seen as unresponsive, disorganized, or neglectful  | 57% or 160 respondents agreed Principal is approachable and reachable                                |                                       |
| Communication  | Decisions   | Feelings of being undervalued, unrecognized, or overworked without acknowledgement           |  | 57% or 160 respondents agreed Principal makes decisions in the best interest of students and parents |                                       |
|  | Response  |  |  | 40% or 112 respondents agreed teachers respond to communication within 48 hours                      |                                       |
|  | Positive Effectiveness  | Lack of clarity, feedback, and transparency  |  | 34% or 90 respondents receive positive phone calls, notes, or emails about their student             |                                       |
| Promoter Score   | Net Score   | Negative -(33) NPS (Target +30 NPS)  | Negative -(22) NPS (Target +14 NPS)  | Positive +29 NPS (Target +45 NPS)  |                                       |
|  | Promoter  | 25% or 29 respondents would recommend RMA as a place to work                                 |  | 59% or 165 respondents would recommend RMA to friends and family                                     |                                       |
|  | Passive   | 18% or 20 respondents were passive in their recommendation                                   | 23% or 98 respondents were passive in their recommendation                               | 11% or 31 respondents were passive in their recommendation   |                                       |
|  | Detractor   | 58% or 67 respondents would not recommend RMA as a place to work                             | 49% or 207 respondents would not recommend RMA to friends and family                     | 30% or 84 respondents would not recommend RMA to friends and family                                  |                                       |
| Recommendations  | Behavior  | Provide behavior support training and consistent classroom management tools                  | Improve behavior management; current student perceptions are low                         | Expand extracurricular options and strengthen special education services                             |                                       |
|  | Safety  | Target supports to campuses with lowest staff perceptions of safety and culture              | Improve safety; current student perceptions are low                                      | Address concerns about safety, behavior, and academic rigor  |                                       |
|  | Communication   | Strengthen leadership communication and trust  |  | Improve communication at both district and campus levels   |                                       |
|  | Leadership  |  | Address concerns about leadership including academic rigor and classroom quality         | Ensure visible and consistent leadership across campuses   |                                       |
|  | Promoter  | Leverage strong staff commitment while addressing drivers of declining NPS                   | Promote greater consistency in student experience across all campuses                    |  |                                       |

| PRELIMINARY PLANNING AMOUNTS & PROPOSED USES  |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|---|---|---|----------|---------------------------------|--------------------------------------|---------------|-----|--------|-----------------------|---|-----|---------|-----|--------|--|--|-------|------|
| Program   |   | Program Intent  |          |                                 |                                      |               |     |        | Proposed Use of Funds |   |     |         |     |        | Planning Amount  |  |       |      |
| Title I-Part A  |   | Help schools with high concentrations of students from low-income families provide a high-quality education enabling all children to meet the state's student performance standards.  |          |                                 |                                      |               |     |        | 82%                   | Staff Campus Student & Community Liaisons   |     |         |     |        |  | \$486,963  |       |      |
|   |   |   |          |                                 |                                      |               |     |        | 2%                    | Summer School   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        | 10%                   | Academic Software   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        | 5%                    | Compliance Software   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        | 1%                    | Targeted Professional Development with Travel Support                                 |     |         |     |        |  |  |       |      |
| Title II-Part A   |   | Teacher and principal training and recruiting funds to supplement staff development in district/campus priority areas, enhance recruiting, hiring, and retention of highly qualified teachers and improve the quality of principal, teacher, and associate teacher work force through staff development.  |          |                                 |                                      |               |     |        | 100%                  | Staff District Instructional Coordinator (100% transfer to Title I-A)                 |     |         |     |        |  | \$57,121   |       |      |
| Title III-Part A  |   | To develop programs for limited English proficient students to attain English proficiency, develop high levels of academic attainment, and meet the state content standards and student achievement standards.  |          |                                 |                                      |               |     |        | 100%                  | Shared Services Arrangement with ESC-20   |     |         |     |        |  | \$19,806   |       |      |
| Title IV-Part A   |   | Student support and academic enrichment funds to improve students' academic achievement by increasing the capacity of the district to provide access to, and opportunities for, a well-rounded education for all students; improve school conditions in order to create a healthy and safe school environment; and improve access to technology in the classroom.   |          |                                 |                                      |               |     |        | 100%                  | Staff District Instructional Coordinator (100% transfer to Title I-A)                 |     |         |     |        |  | \$37,504   |       |      |
| IDEA-B  |   | Identify and provide a free appropriate public education to students with disabilities ages 3-21 who are eligible for special education and related services; protect the rights of students with disabilities and the rights of their parents; and design individualized education programs that meet the needs of students with disabilities and prepares those students for further education, employment, and independent living. |          |                                 |                                      |               |     |        | 88%                   | Staff Campus Special Education Associate Teachers                                     |     |         |     |        |  | \$261,683  |       |      |
|   |   |   |          |                                 |                                      |               |     |        | 11%                   | Contract Support Services (Auditory, Speech, Counseling, and Interpretation Services) |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        | 1%                    | Targeted Professional Development with Travel Support                                 |     |         |     |        |  |  |       |      |
| Perkins V: Strengthening CTE  |   | Develop more fully the academic knowledge, technical, and employability skills of secondary education students who enroll in CTE programs and programs of study.  |          |                                 |                                      |               |     |        | 100%                  | Shared Services Arrangement with ESC-20   |     |         |     |        |  | \$16,794   |       |      |
| ICR : School Year 2025–2026 (Fiscal Year 2026) School Approved Indirect Cost Rates: Restricted ICR 4.345% and Unrestricted ICR 14.252%. ICR allows school system to recover indirect costs incurred in the administration of federal grants. Restricted ICR is used for grant programs covered by supplement, not supplant provision.   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
| AMENDMENT : At the end of a grant period it is critical to ensure that all remaining funds are accurately budgeted in Expenditure Reporting. Whether summer plans have shifted, new expenses have emerged, or prior errors need to be corrected, now is the time to carefully review and update your budgets. Failure to amend budget in eGrants may prevent drawing down or fully spending available funds. To ensure a smooth and compliant grant closeout, most recent grant application must align with actual expenditures to date, planned spending through year-end, and current goals outlined in the DIP/CIP. Being proactive in this process is key to maximizing use of available funds and ensuring compliance. Common reasons to amend a grant application includes: 1) Add final allocations or carryover funds to the grant budgets, 2) Budget for a class/object code not previously included, 3) When the amount budgeted in a class/object code changes by more than 25% of the total approved amount, 4) Add a new line item on any supporting budget schedules, 5) When increasing or decreasing the number of payroll positions by more than 20%, 6) Add a new type of payroll position not initially approved, 7) Add or adjust capital outlay items, including quantity changes, 8) Revise the scope or objectives of the grant on the program schedule. |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
| BUDGET  |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
| 25-26 Title I-A   |   | Category  |          |                                 |                                      | Description   |     | Amount | Fund                  | Func  | Obj | Sub Obj | Org | Fiscal | PIC  | Local  | Local | Note |
| Start NOGA  |   | Pay + Bene  |          |                                 | Campus Student Community Liaisons    | \$ 281,788.00 | 211 | 61     | 6119                  | 00  | 999 | 6       | 30  | 0      | 00   | Budget for SCL + summer school = \$505K 23-24 SY and \$315K 24-25 SY; average \$410K     |       |      |
|   |   |   |          |                                 | SCL - PFE Reserve 19.5%              | \$ 93,930.00  | 211 | 13     | 6119                  | 00  | 999 | 6       | 30  | 0      | 00   | 25% of SCL payroll align to parent involvement activities                                |       |      |
| Revised/Final   |   | Pay + Bene  |          |                                 | Summer School                        | \$ 15,600.00  | 211 | 11     | 6118                  | 00  | 999 | 6       | 30  | 0      | 00   | STAAR support: 2 staff * 9 campuses * 4 days * 6 hrs * \$30/hr w/BA or \$25/hr w/out     |       |      |
| Amend   |   | Pay + Bene  |          |                                 | District Instructional Coordinator   |               | 211 | 13     | 6119                  | 00  | 999 | 6       | 30  | 0      | 00   | Funding Transferability: 100% to T1A (DIC split 42% T4A plus 58% T2A plus T1A if needed) |       |      |
| NOGA Amend  |   | Contract  |          |                                 | ESC-Services                         | \$ 500.00     | 211 | 13     | 6239                  | 00  | 999 | 6       | 30  | 0      | 00   |  |       |      |
| End   |   | Contact   |          |                                 | ESC-20 Counselor Cooperative         | \$ 2,000.00   | 211 | 31     | 6239                  | 00  | 999 | 6       | 30  | 0      | 00   |  |       |      |
| Planning Amt  | \$  | 486,963.00  | Contract |                                 | ESC-20 Special Education Cooperative | \$ 2,000.00   | 211 | 31     | 6239                  | 00  | 999 | 6       | 30  | 0      | 00   |  |       |      |
| Carryover ≤ 15%   |   |   |          |                                 |                                      | \$ -          | 211 | 61     | 6100                  | 00  | 999 | 6       | 30  | 0      | 00   |  |       |      |
| Reallocation Amt  |   |   |          |                                 |                                      | \$ 6,000.00   | 211 | 13     | 6200                  | 00  | 999 | 6       | 30  | 0      | 00   | Community In Schools support start w/ LB & AM or 10 homeless students at \$600 ea        |       |      |
| Final Amt   |   |   |          |                                 |                                      | \$ 5,000.00   | 211 | 13     | 6300                  | 00  | 999 | 6       | 30  | 0      | 00   | Gender appropriate backpack with hygiene and school supplies for 50 students at \$100 ea |       |      |
| Budget  | \$  | 486,963.00  |          |                                 |                                      | \$ 2,500.00   | 211 | 34     | 6412                  | 00  | 999 | 6       | 30  | 0      | 00   | Bus pass 50 students at \$50 ea  |       |      |
| Expended  | \$  | 42,938.82   | Supplies |                                 | Texas College Bridge                 | \$ 12,500.00  | 211 | 11     | 6397                  | 00  | 999 | 6       | 30  | 0      | 00   | 25-26 subscription; 24-25 pd w/211-IR  |       |      |
| Balance   | \$  | 444,024.18  | Supplies |                                 | Frontline                            | \$ 14,500.00  | 211 | 31     | 6397                  | 00  | 999 | 6       | 30  | 0      | 00   | 25-26 ELL/LPAC \$2,206.28 plus RTI \$4,308.19, IEP \$7,799.35                            |       |      |
| Intent  | Improving Basic Programs: Help schools with high concentrations of students from low-income families provide a high-quality education enabling all children to meet the state's student performance standards | Supplies  |          |                                 | Frontline Service Tracking           | \$ 5,150.00   | 211 | 31     | 6397                  | 00  | 999 | 6       | 30  | 0      | 00   | 25-26 subscription renewal; added JUL-2024 to replace SPED Tracker                       |       |      |
| Supplies  |   |   |          | Lead4ward AccountabilityConnect | \$ 2,500.00                          | 211           | 23  | 6397   | 00                    | 999   | 6   | 30      | 0   | 00     | 25--26 subscription renewal due APR-2025   |  |       |      |
| Supplies  |   |   |          | Ori Learning                    | \$ 8,475.00                          | 211           | 11  | 6397   | 00                    | 999   | 6   | 30      | 0   | 00     | 25-26 subscription renewal - Transition Suite Bundle: Career Readiness, SEL, Life Skills |  |       |      |
| Supplies  |   |   |          | Study Island                    | \$ 33,520.00                         | 211           | 11  | 6397   | 00                    | 999   | 6   | 30      | 0   | 00     | 25-26 subscription renewal   |  |       |      |
| Employee Travel   |   |   |          | PD and Collaboration            | \$ 1,000.00                          | 211           | 13  | 6411   | 00                    | 999   | 6   | 30      | 0   | 00     |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |
|   |   |   |          |                                 |                                      |               |     |        |                       |   |     |         |     |        |  |  |       |      |

| 25-26 Title I-A <i>cont'd.</i> |  | Budgeted | Expended | Lvl    | PS               | Use  | Need   | Strategy  |
|--------------------------------|--|----------|----------|--------|------------------|--|--|---|
|                                |  | \$0      | \$0      | D      | 1<br>3<br>4      | District Instructional Coordinator   | Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups.   | Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards.<br>Key Initiatives Include:<br><ul style="list-style-type: none"> <li>• Implementation of standard lesson plans aligned with district instructional priorities</li> <li>• Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction</li> <li>• Coaching and feedback cycles focused on improving instructional practices</li> <li>• Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan</li> </ul> Ongoing Actions:<br><ul style="list-style-type: none"> <li>• Collaborate regularly with principals and teachers to support instructional improvement</li> <li>• Conduct classroom observations and provide targeted feedback and modeling of best practices</li> <li>• Facilitate on-site coaching and technical assistance to enhance teacher effectiveness</li> <li>• Deliver data-driven professional development aligned to identified needs</li> <li>• Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps</li> </ul> |
|                                |  | \$15,600 | \$0      | C      | 1<br>2<br>3<br>4 | Summer School  | Provide equitable access to high-quality learning opportunities beyond the traditional school calendar to help students recover, accelerate, and succeed academically.   | To support school improvement goals, Richard Milburn Academy will operate Summer School Monday through Thursday for 3 weeks in June, providing targeted opportunities for credit recovery, STAAR EOC preparation, and Texas College Bridge completion. Programming is designed to help students stay on track for graduation and close achievement gaps.  |
|                                |  | \$500    | \$0      | C      | 1                | ESC Services   | ESC support is essential for building internal capacity, ensuring fidelity of implementation, and improving student outcomes.  | PD activities:  |
|                                |  | \$2,000  | \$0      | C      | 1<br>2<br>3      | ESC-20 Counselor Cooperative   | Provide school counselors with access to high-quality resources, targeted professional development, technical assistance, and contracted services to ensure school counselors understand their role and meet statutory requirements for public school counseling as well as deliver equitable, student-centered services that support academic achievement, social-emotional growth, and college/career readiness. | Implement the ESC-20 Counselor Cooperative to strengthen counseling services by:<br><ul style="list-style-type: none"> <li>• Providing ongoing professional development aligned with the four components of the Texas Model for Comprehensive School Counseling Programs: Guidance Curriculum, Responsive Services, Individual Planning, and System Support</li> <li>• Offering training to support student development in key areas: social-emotional learning, college and career readiness, interpersonal skills, and personal safety</li> <li>• Promoting collaboration among counselors through sessions and networking opportunities to share best practices and strengthen program implementation</li> </ul>   |
|                                |  | \$2,000  | \$0      | C      | 1                | ESC-20 Special Education Cooperative   | Deliver compliant, high-quality special education services and improve instructional outcomes for students with disabilities.  | Implement the ESC-20 Special Education Cooperative to strengthen services for students with disabilities by providing:<br><ul style="list-style-type: none"> <li>• Targeted professional development to ensure staff are trained in evidence-based instructional practices and legally compliant special education procedures</li> <li>• Technical assistance to support the implementation of individualized education programs (IEPs), behavior intervention plans (BIPs), and inclusive service delivery models</li> <li>• Support with data analysis and compliance monitoring to help districts meet IDEA mandates and integrate performance data into their Comprehensive Needs Assessment (CNA) and Campus/District Improvement Plans (CIP/DIP)</li> </ul>   |
|                                |  | \$13,500 | \$0      | C      | 1<br>2<br>3<br>4 | Reservation: Homeless Student Services; Requires submission of ESSA T1PA Homeless Reservation Worksheet (or equivalent) for post award review.   | Help homeless students effectively take advantage of educational opportunities.  | Provide items or services including but not limited to items of clothing, student fees necessary to participate in general education program, fees for AP and IB testing, fees for college entrance exams such as SAT or ACT, personal school supplies such as backpacks and notebooks, birth certificates necessary to enroll in school, immunizations, food, medical and dental services, eyeglasses and hearing aids, extended learning time (before and after school, Saturday classes, summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions; utilize T1PA Homeless Reservation Worksheet to document items and services provided to students.   |
|                                |  | \$12,500 | \$12,500 | C      | 2<br>3<br>4      | Academic Program: Texas College Bridge program, a college readiness initiative designed to help high school juniors and seniors prepare for college-level coursework in math and English | Increase CCMR opportunities for students particularly in subgroups such as Emergent Bilingual (EB), Special Education, or Economically Disadvantaged students to help close achievement and opportunity gaps, improve accountability ratings in the Closing the Gaps domain, and prepare students for postsecondary success, including higher education and the workforce.   | Implement the Texas College Bridge program for juniors and seniors who have not yet demonstrated college readiness. The program provides online, self-paced, and personalized college preparatory courses in English Language Arts and Mathematics. Through diagnostic assessments and tailored study plans, students build the specific skills needed to meet college readiness benchmarks and successfully transition to postsecondary coursework.  |
|                                |  | \$19,650 | \$19,464 | D<br>C | 1<br>3           | Compliance Program: Frontline software to support diverse learner programs including IEP/SPED, ELL/LPAC, and RTI components as well as service tracking                                  | Streamline administrative processes, enhance operational efficiency, and improve educational outcomes by providing tools across various domains.   | Ensure accurate and timely documentation of student identification, placement, program services, and assessment decisions to support progress toward academic goals. Conduct compliant committee meetings (e.g., ARD, LPAC, RTI) that adhere to required timelines and provide actionable, data-informed feedback. Maintain evidence of academic progress through documentation of student success metrics, including passing rates, state assessment results, and promotion status.  |

| 25-26 Title I-A <i>cont'd.</i> |  | Budgeted | Expended | Lvl    | PS               | Use   | Need  | Strategy   |
|--------------------------------|--|----------|----------|--------|------------------|---|---|--|
|                                |  | \$2,500  | \$2,500  | D<br>C | 1<br>3           | Compliance Program: Lead4ward AccountabilityConnect   | A comprehensive data analysis and planning tool that allows campus and district leadership teams to make informed decisions to close performance gaps and effectively drive continuous school improvement efforts that are data-driven, targeted, and aligned with both state and federal accountability requirements.                          | Build campus and district capacity to understand and apply state and federal assessment and accountability systems by leveraging Lead4ward's Accountability Connect to inform instructional practices and support continuous improvement through the following actions: <ul style="list-style-type: none"><li>• Establish campus and district accountability teams to lead data analysis and planning</li><li>• Disaggregate performance data by domain and student group to guide needs assessments and inform CIP/DIP development</li><li>• Monitor progress toward SMART goals through ongoing data reviews</li><li>• Train staff to interpret and apply accountability data to instructional planning</li><li>• Identify and address performance gaps with targeted interventions</li><li>• Align instructional priorities—such as reteach and tutoring—to accountability data</li><li>• Integrate Accountability Connect with the Effective Schools Framework to prioritize leadership, data use, and instructional improvement</li></ul> |
|                                |  | \$8,475  | \$8,475  | C      | 1<br>2<br>3<br>4 | Academic Program: Ori Learning solutions support the development of student life skills, emotional well-being, and career readiness | Provide comprehensive, research-based curricula focused on social-emotional learning and transition skills for students with mild to moderate disabilities. These areas are essential for enhancing student engagement, reducing dropout rates, and improving post-secondary outcomes.  | Foster positive school climates leading to improved student engagement and reduced absenteeism by: <ul style="list-style-type: none"><li>• Supporting diverse learners, offering differentiated instruction and accommodations, such as text-to-speech, translation, and adjustable text sizes, ensuring accessibility for all students, including those with disabilities</li><li>• Utilizing built-in progress monitoring tools and pre/post assessments to track student growth and make informed instructional decisions</li><li>• Supporting compliance with indicators related to special education transition planning and contribute to meeting CCMR targets by equipping students with essential life and career skills</li></ul>   |
|                                |  | \$33,520 | \$0      | C      | 1                | Academic Program: Study Island  | Strengthen instructional delivery, improve assessment outcomes, and support all students—especially those in at-risk groups—toward meeting challenging academic standards by providing standards-based practice, real-time progress monitoring, and targeted intervention aligned with state assessment standards and school performance goals. | Implement data-driven instructional tool offering individualized practice, assessment readiness, and ongoing progress monitoring to close achievement gaps and improve performance on state assessments by: <ul style="list-style-type: none"><li>• Delivering TEKS-aligned content in core subject areas, allowing students to build mastery of tested standards</li><li>• Providing real-time feedback and progress tracking to guide instructional adjustments and targeted reteach</li><li>• Supporting Response to Intervention (RTI) frameworks with differentiated practice and formative assessments</li><li>• Helping teachers identify learning gaps by student, class, and standard, improving data-informed instruction</li><li>• Enabling personalized student learning paths to support acceleration or remediation</li></ul>  |
|                                |  | \$1,000  | \$0      | C      | 1<br>2<br>3<br>4 | Targeted Professional Development with Travel Support to Strengthen Instructional Capacity  | Ensure equitable access to high-quality professional learning by funding travel for in-person training and coaching aligned to the district's curriculum, instructional priorities, and improvement goals.  | Prioritize travel funding for professional development aligned to school improvement priorities, including differentiated instruction, intervention planning, and support for low-income, SPED, and EB students. Support staff attendance at TEA-supported and ESC-led trainings in ESF-aligned focus areas such as data-driven instruction, lesson alignment, school culture, and turnaround support. Additionally, fund travel for campus teams to attend content-specific training as well as for District Instructional Coordinators to provide on-site coaching and follow-up. Participants are required to share learning through PLCs, modeling, or campus PD.  |

| 25-26 Title II-A |   | Category     |          |     |    | Description                        | Amount   | Fund | Func | Obj  | Sub Obj | Org | Fiscal | PIC | Local | Local | Note   |  |
|------------------|---|--------------|----------|-----|----|------------------------------------|--|------|------|------|---------|-----|--------|-----|-------|-------|--|--|
| Start            | NOGA<br>Revised/Final<br>Amend<br>NOGA Amend<br>End<br>Planning Amt<br>Carryover ≤ 25%<br>Reallocation Amt<br>Final Amt<br>Budget<br>Expended<br>Balance<br>Intent  | Pay + Bene   |          |     |    | District Instructional Coordinator | \$ 57,121.00   | 255  | 13   | 6119 | 00      | 999 | 6      | 30  | 0     | 00    | Fund Trf: 100% to T1A (DIC split 42% T4A plus 58% T2A plus T1A if needed); <b>update PAR from 289 to 255 FEB-26</b>  |  |
| NOGA             |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       | T4A at \$37,504 (SEP-JAN)  |  |
| Revised/Final    |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       | T2A at \$57,121 (FEB-AUG)  |  |
| Amend            |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       | T1A if needed  |  |
| NOGA Amend       |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| End              |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Planning Amt     |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Carryover ≤ 25%  |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Reallocation Amt |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Final Amt        |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Budget           | \$ 57,121.00  |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Expended         | \$ -  |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Balance          | \$ 57,121.00  |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Intent           | Supporting Effective Instruction: Help schools with high concentrations of students from low-income families provide a high-quality education enabling all children to meet the state's student performance standards   | Budgeted     | Expended | Lvl | PS | Use                                | Need   |      |      |      |         |     |        |     |       |       | Strategy   |  |
|                  |   | \$0          | \$0      | D   | 1  | District Instructional Coordinator | Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups. |      |      |      |         |     |        |     |       |       | Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards.<br>Key Initiatives Include: <ul style="list-style-type: none"><li>• Implementation of standard lesson plans aligned with district instructional priorities</li><li>• Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction</li><li>• Coaching and feedback cycles focused on improving instructional practices</li><li>• Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan</li></ul> Ongoing Actions: <ul style="list-style-type: none"><li>• Collaborate regularly with principals and teachers to support instructional improvement</li><li>• Conduct classroom observations and provide targeted feedback and modeling of best practices</li><li>• Facilitate on-site coaching and technical assistance to enhance teacher effectiveness</li><li>• Deliver data-driven professional development aligned to identified needs</li><li>• Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps</li></ul> |  |
|                  |   |              |          |     | 3  |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
|                  |   |              |          |     | 4  |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| 25-26 Title IV-A |   | Category     |          |     |    | Description                        | Amount   | Fund | Func | Obj  | Sub Obj | Org | Fiscal | PIC | Local | Local | Note   |  |
| Start            | NOGA<br>Revised/Final<br>Amend<br>NOGA Amend<br>End<br>Planning Amt<br>Carryover<br>Reallocation Amt<br>Final Amt<br>Budget<br>Expended<br>Balance<br>Intent  | Pay + Bene   |          |     |    | District Instructional Coordinator | \$ 37,504.00   | 289  | 13   | 6119 | 00      | 999 | 6      | 30  | 0     | 00    | Fund Trf: 100% to T1A (DIC split 42% T4A plus 58% T2A plus T1A if needed); <b>update PAR from 289 to 255 FEB-26</b>  |  |
| NOGA             |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       | T4A at \$37,504 (SEP-JAN)  |  |
| Revised/Final    |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       | T2A at \$57,121 (FEB-AUG)  |  |
| Amend            |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       | T1A if needed  |  |
| NOGA Amend       |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| End              |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Planning Amt     |   | \$ 37,504.00 |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Carryover        |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Reallocation Amt |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Final Amt        |   |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Budget           | \$ 37,504.00  |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Expended         | \$ -  |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Balance          | \$ 37,504.00  |              |          |     |    |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
| Intent           | Student Support and Academic Enrichment Grants: Improve students' academic achievement by increasing the capacity of the district to provide access to and opportunities for a well-rounded education for all students, improve school conditions in order to create a healthy and safe school environment, and improve access to technology in the classroom | Budgeted     | Expended | Lvl | PS | Use                                | Need   |      |      |      |         |     |        |     |       |       | Strategy   |  |
|                  |   | \$0          | \$0      | D   | 1  | District Instructional Coordinator | Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups. |      |      |      |         |     |        |     |       |       | Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards.<br>Key Initiatives Include: <ul style="list-style-type: none"><li>• Implementation of standard lesson plans aligned with district instructional priorities</li><li>• Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction</li><li>• Coaching and feedback cycles focused on improving instructional practices</li><li>• Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan</li></ul> Ongoing Actions: <ul style="list-style-type: none"><li>• Collaborate regularly with principals and teachers to support instructional improvement</li><li>• Conduct classroom observations and provide targeted feedback and modeling of best practices</li><li>• Facilitate on-site coaching and technical assistance to enhance teacher effectiveness</li><li>• Deliver data-driven professional development aligned to identified needs</li><li>• Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps</li></ul> |  |
|                  |   |              |          |     | 3  |                                    |  |      |      |      |         |     |        |     |       |       |  |  |
|                  |   |              |          |     | 4  |                                    |  |      |      |      |         |     |        |     |       |       |  |  |

| 25-26 IDEA-B      |   | Category                             |          |     |             | Description   |  |  | Amount  | Fund | Func | Obj  | Sub Obj | Org | Fiscal | PIC | Local   | Local | Note  |
|-------------------|---|--------------------------------------|----------|-----|-------------|---|--|--|---|------|------|------|---------|-----|--------|-----|---|-------|---|
| Start             |   | Pay + Bene approx \$43K/camp, \$387K |          |     |             | Associate Teacher SPED  |  |  | \$ 229,583.00   | 224  | 11   | 6129 | 00      | 999 | 6      | 23  | 0   | 00    | Update PAR from 224 to 420 if needed EOY (approx \$21K * 11 mos or thru JUL-2026) |
| NOGA              |   | Contracted Services                  |          |     |             | E-Therapy   |  |  | \$ 18,000.00  | 224  | 31   | 6219 | 00      | 999 | 6      | 23  | 0   | 00    |   |
| Revised/Final     |   | Contracted Services                  |          |     |             | DHH - Auditory Impairment Svcs  |  |  | \$ 2,000.00   | 224  | 31   | 6219 | 00      | 999 | 6      | 23  | 0   | 00    |   |
| Amend             |   |                                      |          |     |             | LanguageLine Interpretation Services  |  |  | \$ 500.00   | 224  | 31   | 6219 | 00      | 999 | 6      | 23  | 0   | 00    |   |
| NOGA Amend        |   | Contracted Services                  |          |     |             | National Vision Services  |  |  | \$ 10,000.00  | 224  | 31   | 6219 | 00      | 999 | 6      | 23  | 0   | 00    |   |
| End               |   | ESC Services                         |          |     |             |   |  |  | \$ -  | 224  | 31   | 6239 | 00      | 999 | 6      | 23  | 0   | 00    |   |
| Planning Amt      | \$ 261,683.00   | Supplies                             |          |     |             | Testing/Evaluations   |  |  | \$ 100.00   | 224  | 31   | 6339 | 00      | 999 | 6      | 23  | 0   | 00    |   |
| Carryover ≤ 25%   |   | Employee Travel                      |          |     |             | PD and Collaboration/Feedback   |  |  | \$ 1,500.00   | 224  | 31   | 6411 | 00      | 999 | 6      | 23  | 0   | 00    |   |
| Revised/Final Amt |   |                                      |          |     |             |   |  |  |   |      |      |      |         |     |        |     |   |       |   |
| Budget            | \$ 261,683.00   |                                      |          |     |             |   |  |  |   |      |      |      |         |     |        |     |   |       |   |
| Expended          | \$ -  |                                      |          |     |             |   |  |  |   |      |      |      |         |     |        |     |   |       |   |
| Balance           | \$ 261,683.00   |                                      |          |     |             |   |  |  |   |      |      |      |         |     |        |     |   |       |   |
| Intent            | To identify and provide a free appropriate public education to students with disabilities ages 3-21 who are eligible for special education and related services; protect the rights of students with disabilities and the rights of their parents; and design individualized education programs that meet the needs of students with disabilities and that prepare those students for further education, employment, and independent living |                                      |          |     |             |   |  |  |   |      |      |      |         |     |        |     |   |       |   |
|                   |   | Budgeted                             | Expended | Lvl | PS          | Use   |  |  | Need  |      |      |      |         |     |        |     | Strategy  |       |   |
|                   |   | \$229,583                            | \$0      | C   | 1<br>3      | SPED Associate Teacher  |  |  | Improve academic outcomes for students receiving special education services—particularly those not meeting grade-level standards—there is a demonstrated need to staff Special Education Associate Teachers across campuses. Associate teachers provide targeted small-group instruction, intervention support, and classroom coverage, allowing for more consistent and responsive delivery of specially designed instruction. Their presence ensures that instructional time is protected and that individualized supports can be provided in alignment with IEPs, intervention goals, and schoolwide academic targets. |      |      |      |         |     |        |     | Enhance school improvement efforts by expanding capacity to deliver inclusion support and differentiated instruction, ensuring compliance with IEP requirements, and closing achievement gaps for students with disabilities by implementing key actions: <ul style="list-style-type: none"> <li>Facilitate regular collaboration between SPED ATs and certified SPED teachers to deliver aligned instruction and IEP services with fidelity, ensure accommodations are implemented, and maintain timely documentation</li> <li>Support small-group and inclusive instruction, academic interventions aligned with RTI, and classroom coverage to protect instructional time</li> </ul>   |       |   |
|                   |   | \$30,000                             | \$0      | C   | 1<br>3<br>4 | Contracted services: E-Therapy, Auditory Impairment, and Visual Impairment Services |  |  | Ensure students with disabilities receive timely, specialized support aligned to their IEPs, particularly in areas where qualified staff are not available. By addressing critical service gaps, these supports improve access to instruction, promote inclusion, and help close achievement gaps—key priorities for both IDEA compliance and improved student outcomes.  |      |      |      |         |     |        |     | Implement targeted strategies for delivering contracted special education services to ensure compliance with IDEA, support Free Appropriate Public Education (FAPE), promote equitable access to the general curriculum, and closing achievement gaps for students with specialized needs to advance school improvement. Key actions: <ul style="list-style-type: none"> <li>Strategic coordination to identify and address staffing gaps through needs assessments; integrate contracted services into the ARD/IEP process; establish contracts with certified, IDEA-compliant service providers</li> <li>Timely and aligned service delivery by ensuring services begin promptly according to each student's IEP; collaborate with campus teams to coordinate scheduling and implement services with minimal disruption to core instruction; maintain accurate, ongoing documentation using Frontline platform</li> <li>Capacity building and professional development ongoing training for special education teachers, general education staff, and instructional aides on supporting students receiving specialized services; including best practices for partnering with virtual providers and reinforcing service goals within the classroom setting</li> <li>Ongoing monitoring and evaluation by regularly reviewing service delivery records, IEP goal progress, and student performance data to evaluate service effectiveness and inform instructional and programmatic adjustments</li> </ul>  |       |   |
|                   |   | \$500                                | \$0      | C   | 1<br>3<br>4 | Contracted services: LanguageLine   |  |  | Ensure meaningful participation of all families in the Admission, Review, and Dismissal (ARD) process, especially parents or guardians with limited English proficiency; by providing high-quality, accurate interpretation during ARD meetings, families fully understand their child's educational rights, services, and progress. Translation includes IEPs, SPED documents, progress reports, report cards, parent handbooks, and consent forms   |      |      |      |         |     |        |     | Strengthen the home-school partnership and foster more accurate, collaborative decision-making, ultimately leading to better academic and behavioral outcomes for students with disabilities by promoting equity and access for English learner (EL) families of students served in special education. Key actions: <ul style="list-style-type: none"> <li>Ensure parental involvement, which is a required component under Title I, Part A and IDEA</li> <li>Improve IEP implementation fidelity, as parents are better equipped to collaborate in developing appropriate educational goals and services</li> <li>Support legal compliance with federal mandates, including IDEA and Title VI of the Civil Rights Act</li> </ul>   |       |   |
|                   |   | \$0                                  | \$0      | C   | 1           | ESC-4 Dyslexia Intervention Fundamentals with Reading by Design                     |  |  | Fulfill state and federal expectations for dyslexia services, strengthen RTI instruction, and contribute to improving reading outcomes for students with disabilities and Title I at-risk learners, advancing overall school improvement efforts.   |      |      |      |         |     |        |     | Implement evidence-based, systematic intervention to directly address the needs of students with characteristics of dyslexia and related reading difficulties, many of whom are also served in special education or are identified as at-risk under Title I. Key actions: <ul style="list-style-type: none"> <li>Train and certify all RBD instructors (SPED Teachers) through ESC 4's Dyslexia Intervention Fundamentals and provide ongoing coaching and PD to ensure curriculum fidelity: <ul style="list-style-type: none"> <li>Learn the fundamentals of dyslexia intervention through a review of Texas dyslexia laws and current research, as well as best practices in dyslexia instruction</li> <li>Delve into evidence-based components of instruction and explore continuums for developing reading ability in students with dyslexia</li> <li>Learn how to deliver daily intervention utilizing Reading by Design for small group instruction.</li> </ul> </li> <li>Use screening tools and dyslexia indicators to identify eligible students and involve ARD/IEP and RTI teams in placement decisions and ensure services are documented in IEPs</li> <li>Schedule uninterrupted, daily RBD sessions (45–60 minutes) and deliver instruction in structured, low-distraction settings</li> <li>Ensure lesson fidelity by conducting regular walkthroughs and provide feedback to instructors</li> <li>Monitor student growth using RBD assessments and local diagnostics and share data in ARD/504/RTI meetings and adjust instruction accordingly</li> </ul> |       |   |

| 25-26 IDEA-B cont'd. |   | Budgeted                   | Expended | Lvl | PS               | Use  | Need   |      |      |      |         |     |        |     | Strategy   |       |  |  |
|----------------------|---|----------------------------|----------|-----|------------------|--|--|------|------|------|---------|-----|--------|-----|--|-------|--|--|
|                      |   | \$0                        | \$0      | C   | 1                | ESC Services   | ESC support is essential for building internal capacity, ensuring fidelity of implementation, and improving outcomes for students identified to receive special education services.                        |      |      |      |         |     |        |     | PD activities:   |       |  |  |
|                      |   | \$100                      | \$0      | C   | 1                | Testing and Evaluations  | Implement vision and hearing screenings by medically certified personnel as a foundational step in the special education referral process.   |      |      |      |         |     |        |     | Embed evaluations into a comprehensive, data-driven child-find and referral process to strengthen early identification systems, comply with legal mandates, and ensure students receive the appropriate educational supports that align with their actual needs—advancing overall school improvement efforts. Assessments help to rule out sensory impairments as the root cause of academic or behavioral difficulties, ensure accurate and appropriate referrals for special education evaluations and services, promote early intervention and prevent misidentification or over-identification of students for SPED services, and support equitable access to instructional resources and interventions by addressing physical health barriers that may impact learning. |       |  |  |
|                      |   | \$1,500                    | \$0      | C   | 1<br>2<br>3<br>4 | Targeted Professional Development with Travel Support to Strengthen Instructional Capacity | Ensure equitable access to high-quality professional learning by funding travel for in-person training and coaching aligned to the district’s curriculum, instructional priorities, and improvement goals. |      |      |      |         |     |        |     | Prioritize travel funding for professional development aligned to school improvement priorities, including differentiated instruction, intervention planning, and support for low-income, SPED, and EB students. Support staff attendance at TEA-supported and ESC-led trainings in ESF-aligned focus areas such as data-driven instruction, lesson alignment, school culture, and turnaround support. Additionally, fund travel for campus teams to attend content-specific training as well as for District Instructional Coordinators to provide on-site coaching and follow-up. Participants are required to share learning through PLCs, modeling, or campus PD.  |       |  |  |
| SCE (PIC 30)         |   | Category                   |          |     |                  | Description  | Amount   | Fund | Func | Obj  | Sub Obj | Org | Fiscal | PIC | Local  | Local | Note   |  |
| Summary Finances     | \$ 1,708,599.00   | Pay + Bene                 |          |     |                  | Associate Teachers SCE   | \$ 950,000.00  | 420  | 13   | 6119 | 00      | 999 | 6      | 30  | 0  | 00    |  |  |
| Budget (spend 55%)   | \$ 939,729.45   | Pay + Bene                 |          |     |                  | ESL Teacher/Coordinator  |  | 420  | 11   | 6119 | 00      | 999 | 6      | 30  | 0  | 00    |  |  |
| Expended             | \$ 5,250.00   | Pay + Bene                 |          |     |                  | DIC  |  | 420  | 13   | 6119 | 00      | 999 | 6      | 30  | 0  | 00    |  |  |
| Balance              | \$ 934,479.45   | Pay + Bene                 |          |     |                  | Director Special Projects  |  | 420  | 13   | 6119 | 00      | 999 | 6      | 30  | 0  | 00    |  |  |
| Intent               | To reduce disparity in performance on assessment instruments or disparity in the rates of high school completion between educationally disadvantaged students, at-risk students, and all other students | Pay + Bene                 |          |     |                  | District Counseling Coordinator  |  | 420  | 13   | 6119 | 00      | 999 | 6      | 30  | 0  | 00    |  |  |
|                      |   | Contract                   |          |     |                  |  | \$ 10,000.00   | 420  | 11   | 6239 | 00      | XXX | 6      | 30  | 0  | 00    | ESC Advancing Educational Leadership \$450   |  |
|                      |   | ESC-20 Commitment 24-25 SY |          |     |                  | Eduphoria SchoolObjects Premium (staff use)  | \$ 15,075.00   | 420  | 11   | 6239 | 00      | XXX | 6      | 30  | 0  | 00    | 23-24 Eduphoria teacher apps 50% of \$25,740 plus \$800 fee; 50% less \$800 fee to IMA 410 |  |
|                      |   | ESC-20 Commitment 24-25 SY |          |     |                  | TEKS Resource System w/Guides  | \$ 13,568.00   | 420  | 11   | 6239 | 00      | XXX | 6      | 30  | 0  | 00    | TEKS Resource System 1591*6.75 plus fees   |  |
|                      |   |                            |          |     |                  | Education Advanced TestHound   | \$ 5,250.00  | 420  | 11   | 6397 | 00      | XXX | 6      | 30  | 0  | 00    |  |  |
|                      |   | Supplies                   |          |     |                  | Instructure Canvas   | \$ 42,000.00   | 420  | 11   | 6397 | 00      | XXX | 6      | 30  | 0  | 00    | Strengthen PFE   |  |
|                      |   | Supplies                   |          |     |                  | Edgenuity  | \$ 290,000.00  | 420  | 11   | 6397 | 00      | XXX | 6      | 30  | 0  | 00    | pd thru 24-25 SY w/ESSER III; Fund 420 for 25-26 SY  |  |
|                      |   | Supplies                   |          |     |                  | General supplies   | \$ 10,000.00   | 420  | 13   | 6397 | 00      | 999 | 6      | 30  | 0  | 00    | Technology software Wiris Math Type SaaS renewal \$1,130                                   |  |
|                      |   | Employee Travel            |          |     |                  | PD and Collaboration/Feedback  | \$ 10,000.00   | 420  | 13   | 6400 | 00      | 999 | 6      | 30  | 0  | 00    |  |  |
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| SCE (PIC 30) <i>cont'd.</i> |  | Budgeted | Expended | Lvl    | PS               | Use   | Need  | Strategy  |
|-----------------------------|--|----------|----------|--------|------------------|---|---|---|
|                             |  |          |          | D      | 1<br>3<br>4      | District Instructional Coordinator                        | Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups.  | Provide supplemental instructional leadership to campus principals and instructional staff to ensure a coherent, aligned, and articulated instructional program that enables all students—particularly those from low-income families—to master the TEKS and meet state performance standards.<br>Key Initiatives: <ul style="list-style-type: none"> <li>• Implementation of standard lesson plans aligned with district instructional priorities</li> <li>• Strengthening Professional Learning Communities (PLCs) to support collaboration and data-driven instruction</li> <li>• Coaching and feedback cycles focused on improving instructional practices</li> <li>• Ensuring consistent and fidelity-based implementation of the Revised Grading Policy and Attendance Plan</li> </ul> Ongoing Actions: <ul style="list-style-type: none"> <li>• Collaborate regularly with principals and teachers to support instructional improvement</li> <li>• Conduct classroom observations and provide targeted feedback and modeling of best practices</li> <li>• Facilitate on-site coaching and technical assistance to enhance teacher effectiveness</li> <li>• Deliver data-driven professional development aligned to identified needs</li> <li>• Support Response to Intervention (RTI) implementation and design research-based instructional interventions and enrichments to close learning gaps</li> </ul> |
|                             |  |          |          | D      | 1<br>2<br>3<br>4 | Director Federal Programs, Assessment, and Accountability | Centralized oversight to ensure efficient use of resources, improved academic outcomes for at-risk students, and stronger alignment with TEA requirements for both federal and SCE-funded activities.   | Oversee the effective use of federal and state funds in support of students identified as at risk of academic failure through key initiatives: <ul style="list-style-type: none"> <li>• Ensure compliance and strategic alignment of federal and SCE funds with school improvement plan</li> <li>• Lead the analysis of student performance data (including STAAR, TELPAS, and benchmark assessments) to guide data-driven decisions that improve instruction for at-risk students</li> <li>• Coordinate targeted interventions, accelerated instruction, and academic support programs funded through SCE and federal programs</li> <li>• Facilitate ongoing monitoring of student progress, including at-risk indicators, to support closing achievement gaps</li> <li>• Support campuses in developing and implementing effective accountability and improvement strategies</li> <li>• Ensure the school improvement plan and federal grant applications are aligned to meet the instructional needs of at-risk and underserved student groups</li> </ul>  |
|                             |  |          |          | D      | 1<br>2<br>3<br>4 | District Counseling Coordinator                           | Centralized counseling coordination and support to ensure consistent data-informed services that directly address the needs of at-risk students, helping to close achievement gaps and promote academic success, school engagement, and graduation. | Support the academic, behavioral, and social-emotional needs of at-risk students through key initiatives: <ul style="list-style-type: none"> <li>• Coordinate and support campus counselors in the delivery of services targeted at students identified as at risk of academic failure, dropout, or not meeting state assessment standards</li> <li>• Develop and implement comprehensive counseling programs that include academic planning, mental health support, crisis response, and college/career readiness—all essential for improving student outcomes</li> <li>• Analyze data related to student attendance, discipline, course performance, and graduation pathways to help identify at-risk students early and ensure timely intervention</li> <li>• Support the implementation of attendance plan and dropout prevention initiatives and services</li> </ul>   |
|                             |  | \$15,075 |          | C      | 1<br>3<br>4      | Academic Program: Eduphoria (teacher apps)                | An integrated system to strengthen every aspect of the school day, from lesson planning to monitoring student progress, streamlining administrative duties, and providing a collaborative platform for teachers and administrators.                 | Support school improvement efforts through key initiatives: <ul style="list-style-type: none"> <li>• Provide a centralized platform for formative and benchmark assessments, allowing teachers and administrators to analyze student performance data in real time; assessment building is aligned with TEKSbank Test Generator Commitment with ESC-20</li> <li>• Support data-driven instruction by identifying learning gaps among at-risk student groups, including English learners, students receiving special education services, and those identified under State Compensatory Education</li> <li>• Streamline the use of lesson planning tools that align with the TEKS and promote consistent, high-quality instruction</li> <li>• Facilitate professional development management, including tracking of required training, teacher self-reflection, and evaluation processes aligned with T-TESS; utilize T-TESS aligned classroom observation template</li> <li>• Enable campus and district leadership to monitor progress toward academic achievement goals and effectively support instructional coaching cycles</li> </ul>   |
|                             |  | \$5,250  | \$5,250  | D<br>C | 1                | Compliance Program: Education Advanced TestHound          | Enhance testing efficiency and compliance to support data accuracy and strengthen accountability outcomes by ensuring that all eligible students—especially those at risk—receive the supports they need during assessments.                        | Support effective test coordination at the district and campus levels to improve assessment processes and outcomes: <ul style="list-style-type: none"> <li>• Automate STAAR scheduling and accommodations tracking to reduce errors and promote equity</li> <li>• Ensure accurate assignment of accommodations for special education, 504, and at-risk students</li> <li>• Use real-time data and reporting tools for improved oversight of participation, compliance, and completion</li> <li>• Free up campus and district leaders to focus on instruction and student support during testing periods by streamlining logistics</li> </ul>  |

| SCE (PIC 30) cont'd. |  | Budgeted  | Expended | Lvl | PS               | Use  | Need  | Strategy  |
|----------------------|--|-----------|----------|-----|------------------|--|---|---|
|                      |  | \$290,000 |          | C   | 1<br>2<br>3<br>4 | Academic Program: Edgenuity Digital Libraries 9-12 (HS content for math, ELA, science, social studies, electives, CTE) | Strengthen the district's ability to close academic gaps, support on-time graduation, and meet the needs of at-risk students by expanding access to standards-aligned, credit-bearing coursework. This includes support for students requiring credit recovery, flexible scheduling, or accelerated instruction.  | Promote credit recovery, afford students the opportunity to make up work lost due to absence, and prepare students to pass the state STAAR end of course tests by: <ul style="list-style-type: none"><li>• Providing rigorous, TEKS-aligned digital content to ensure students stay on track for graduation</li><li>• Offering flexible learning options for students enrolled in Optional Flexible School Day Programs (OFSDP) or with non-traditional scheduling needs</li><li>• Enabling credit recovery and course remediation, reducing dropout risk and improving graduation rates</li><li>• Supporting differentiated instruction through personalized pacing, helping meet the unique needs of diverse learners</li><li>• Allowing for data monitoring and progress tracking, which helps staff intervene early and make informed instructional decisions</li></ul> |
|                      |  | \$42,000  |          | C   | 1<br>3<br>4      | Academic Program: Canvas Learning Management System  | Promote consistent instruction, support blended and remote learning, and enable real-time progress monitoring to guide intervention by expanding access to standards-aligned digital instruction, especially for at-risk students, those needing credit recovery, or participating in flexible learning programs. Thereby improving school-home partnerships by providing parents with a better understanding of the work teachers and students are completing. | To strengthen family involvement and support student success, provide parents with real-time access to their child's coursework, grades, and teacher feedback. This transparency empowers families to stay actively informed and engaged in their student's learning. Key family engagement strategies: <ul style="list-style-type: none"><li>• Teachers regularly post class content, calendars with due dates, resources, assignments, and personalized feedback</li><li>• Students submit assignments and view teacher comments, promoting accountability</li><li>• Parents monitor their child's progress by reviewing assignments, grades, and class schedules, fostering ongoing communication and support at home enhancing meaningful family engagement</li></ul>   |

| TITLE 1, PART A STATUTORILY REQUIRED DESCRIPTIONS   |   |
|---|---|
| In accordance with Section 1112(b) of the Every Student Succeeds Act (ESSA), to ensure students receive a high-quality education and to close the achievement gap between students who meet the challenging State academic standards and those who do not, the School Improvement Plan includes the following required descriptions:  |   |
| Description [Section 1112(b) (1-13)]  | Evidence  |
| Monitor students’ progress in meeting the challenging State academic standards by: 1) developing and implementing a well-rounded program of instruction to meet the academic needs of all students; 2) identifying students who may be at risk for academic failure; 3) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and 4) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning [Section 1112(b)(1)]  | <p>Comprehensive system of data-driven instruction and monitoring:</p> <ul style="list-style-type: none"><li>• Classroom Observations and PLCs: Regular instructional walk-throughs and teacher collaboration in PLCs used to review student progress, analyze assessment data, and adjust instruction as needed.</li><li>• Local Goal-Oriented Metrics: Student progress monitored through multiple measures, including attendance, course grades, and performance on local and State assessments, in alignment with the district’s data-driven instructional model.</li><li>• Accelerated Instruction Support: In compliance with HB 4545, students identified for accelerated instruction are supported through Paper Tutoring (possible change to Tutor.com from Princeton), using data from the Ascender Test Roster to ensure targeted interventions.</li><li>• Instructional and Compliance Tools: Programs such as Study Island, Frontline, and Lead4ward are utilized to support differentiated instruction, progress monitoring, and compliance with instructional best practices.</li></ul>  |
| Identify and address any disparities that results in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers   | Disparities related to ineffective, inexperienced, or out-of-field teachers are not applicable in the traditional sense, as each of the district’s nine campuses operates as a single-site campus within its respective geographic location, limiting intra-campus comparison. However, the district remains committed to equity and instructional quality. Through the Equity Plan, disparities in student performance—based on grades, local benchmarks, and state assessments—are monitored by student group using goal-oriented metrics. Aligned with the District Strategic Plan, a key objective is to increase the percentage of experienced, effective teachers across all campuses to improve instructional outcomes and close achievement gaps.   |
| Carry out School Support and Improvement activities responsibilities for campuses identified by TEA as Comprehensive Support and Improvement [Section 1111(d)(1) and (2)]   | <p>Responsibilities under School Support and Improvement requirements for campuses identified by TEA as Comprehensive Support and Improvement are fulfilled through:</p> <ul style="list-style-type: none"><li>• Accountability Alignment: Year-over-year state and federal accountability data will be analyzed to identify performance trends and inform targeted improvement efforts.</li><li>• Title I, Part A Requirements: Identified campuses will implement and monitor a Targeted Improvement Plan (TIP) aligned with the Turnaround Plan (TAP) to address priority areas.</li></ul> <p>These actions ensure that improvement strategies are data-driven, aligned with federal and state requirements, and designed to accelerate student achievement and close performance gaps.</p>  |
| Poverty criteria that will be used to select school attendance areas [ Section 1113]  | <p>Poverty criteria consistent with federal guidelines is used to determine eligibility and prioritize school attendance areas for Title I, Part A services:</p> <ul style="list-style-type: none"><li>• Application for Free and Reduced-Price Meals will serve as the primary source of income-based eligibility data.</li><li>• Campus School and Community Liaison will ensure accurate entry and coding of student income status in the student information system (SIS), based on the Income Eligibility Guidelines for Determining Free and Reduced-Price Benefits.</li></ul> <p>This verified income data within the SIS serves as the district’s official source of low-income data for ESSA Title I, Part A SC5000 campus selection.</p> <p>These procedures ensure equitable and compliant identification of campuses for Title I funding, supporting strategic allocation of resources to students most in need.</p>  |
| Nature of the programs to be conducted under Schoolwide programs[Section 1114]  | <p>Schoolwide Programs are guided by a comprehensive, data-informed process that ensures alignment with federal and state requirements. Program design and activities will include:</p> <ul style="list-style-type: none"><li>• Comprehensive Needs Assessment (CNA) to identify academic gaps, student group needs, and areas for instructional improvement.</li><li>• Clearly defined Use of Funds Plan, detailing how federal resources will be allocated to support identified priorities.</li><li>• Implementation strategies aligned to each funding source, as outlined in the School Improvement Plan, ensuring coordinated and effective delivery of services to improve student outcomes.</li></ul> <p>This integrated approach ensures the effective use of Title I, Part A and other applicable funds to meet the academic needs of all students, particularly those at risk of not meeting state standards.</p>  |
| Services provided to homeless children and youth to support the enrollment, attendance, and success of homeless children and youth in coordination with the services provided under the McKinney-Vento Homeless Assistance Act<br>Use of reserved funds: items of clothing, student fees that are necessary to participate in the general education program, personal school supplies such as backpacks and notebooks, birth certificates necessary to enroll in school, immunizations, food, medical and dental services, eyeglasses and hearing aids, counseling services to address anxiety related to homelessness that is impeding learning, outreach services to students living in shelters, motels, and other temporary residences, extended learning time (before, after, Saturday, or summer school) to compensate for lack of quiet time for homework in shelters or other overcrowded living conditions, tutoring services, especially in shelters or other locations where homeless students live, parental involvement specifically oriented to reaching out to parents of homeless students, fees for AP and IB testing, fees for college entrance exams such as SAT or ACT, GED testing for school-age students.<br>Use of funds are governed by two principles: 1) reasonable and necessary to assist homeless students to take advantage of educational opportunities. [ESEA section 1113(c)(3)(A); 2 CFR § 200.403(a)] and 2) used only as a last resort when funds or services are not available from other public or private sources used to provide similar services for economically disadvantaged students. [ESEA section 1115(e)(2)] | <p>In alignment with the McKinney-Vento Homeless Assistance Act, the district ensures that homeless children and youth have full access to enrollment, attendance, and academic success. Services are coordinated and monitored through the School Improvement Plan using the following strategies:</p> <ul style="list-style-type: none"><li>• Regular monitoring of attendance, grades, and performance on local and State assessments for students identified as homeless.</li><li>• Documentation of support services and referrals using the Title I, Part A Homeless Reservation Worksheet and Student and Community Liaison support logs.</li><li>• Ensuring access to HB 4545 tutoring opportunities and other academic interventions to address instructional gaps.</li></ul> <p>These efforts ensure equitable support for homeless students and promote their sustained engagement and academic achievement.</p>   |
| Strategy used to implement effective parent and family engagement. [Section 1116];<br>Use of reserved funds: support programs that reach parents and family members at home, in the community, and at school, disseminate information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members, collaborate with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement, engage in any other activities and strategies that the LEA determines are appropriate and consistent with such agency’s parent and family engagement policy  | <p>A coordinated set of strategies is implemented to strengthen parent and family engagement, in alignment with Title I, Part A requirements and the goals of the School Improvement Plan. These strategies include:</p> <ul style="list-style-type: none"><li>• Hosting Title I, Part A Parent Meetings to inform families about program requirements, student services, and opportunities for engagement.</li><li>• Utilizing ESC-16’s "Building Relationships with Parents" educator training to equip staff with tools to foster meaningful family-school partnerships.</li><li>• Providing families with ongoing access to important documents—including the Parent and Family Engagement Policy, Parent Involvement Plan, Parent Rights, and both the Federal and School Report Cards—through the Ascender Parent Portal.</li><li>• Student and Community Liaison logs provide documented evidence of student/parent communication and community outreach efforts aimed at increasing awareness of RMA, enhancing family engagement, and expanding student access to resources and opportunities.</li></ul> <p>These strategies are designed to promote transparent communication, encourage active family participation, and support student success through collaborative partnerships.</p> |
| Implement strategies to facilitate effective transitions for students from high school to postsecondary education including, if applicable, coordination with institutions of higher education, employers, and other local partners and increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills [Section 1112(b)(10)]   | <p>Coordinated strategies aligned with the School Improvement Plan and federal guidelines are implemented to facilitate successful transitions from high school to postsecondary education and career pathways. These strategies include:</p> <ul style="list-style-type: none"><li>• Formal partnerships (MOUs) with nine local colleges and universities to expand opportunities for dual credit, college readiness, and postsecondary alignment.</li><li>• Increased student access to Early College High School, Advanced Placement (AP) courses such as AP Computer Science Principles, and college readiness initiatives such as Texas College Bridge math and reading courses.</li><li>• Administration of TSIA and ACT School Day testing to support college entrance and placement preparation.</li><li>• Coordination of campus transition nights, career fairs, and ongoing career counseling to help students identify their skills, interests, and postsecondary goals.</li></ul> <p>These efforts are designed to promote college and career readiness, close opportunity gaps, and ensure that all students graduate prepared for success beyond high school.</p>  |

| TITLE 1, PART A STATUTORILY REQUIRED DESCRIPTIONS <i>cont'd.</i>  |   |
|---|---|
| Description [Section 1112(b) (1-13)]  | Evidence  |
| Efforts to reduce the overuse of discipline practice that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students  | <p>Foster a positive, inclusive school climate by reducing the use of exclusionary discipline practices such as suspensions and expulsions by implementing proactive strategies to address and reduce the overuse of disciplinary actions that remove students from the instructional setting:</p> <ul style="list-style-type: none"><li>• District and campus administrators conduct daily monitoring of discipline trends, with a particular focus on identifying campuses and student subgroups (e.g., economically disadvantaged, Emergent Bilingual, students receiving special education services) with disproportionately high rates of exclusionary discipline.</li><li>• Campus Principals and District Instructional Coordinators regularly review discipline referrals for accuracy, appropriate coding, and documentation compliance. These reviews will inform the design and implementation of targeted, evidence-based interventions that promote student engagement, academic achievement, and equitable outcomes.</li></ul> <p>This approach aligns with the intent of Title I, Part A to provide all students, particularly those most at risk, with a supportive learning environment that maximizes instructional time and reduces barriers to success.</p>   |
| Support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State and work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit [Section 1112(b)(12)] | <p>Integrate academic instruction with high-quality Career and Technical Education (CTE) content to ensure students are prepared for both postsecondary education and the workforce. Instructional strategies are coordinated to promote cross-disciplinary learning that connects academic standards with real-world application, particularly in in-demand industries across the state. Incorporate experiential and work-based learning opportunities, including hands-on training and student interaction with industry professionals, to deepen understanding and engagement. When appropriate, students may also earn academic credit for participation in these activities, supporting both graduation requirements and career readiness goals. To support this effort, RMA offers access to industry-recognized certification (IBC) programs such as EKG Technician Certification, Phlebotomy Technician Certification, Microsoft Office Specialist Certification, National Center for Construction Education and Research (NCCER) Core Curriculum. These certifications provide students with marketable skills and credentials aligned to high-demand occupations in the state of Texas.</p>  |
| Other uses of funds to meet the purposes of this grant and that are determined appropriate to provide [Section 1112(b)(13)]   | <p>Utilize federal funds to support additional educational programs, services, and staff positions determined appropriate to ensure that all children, particularly those who are economically disadvantaged or at risk of academic failure, have a fair, equitable, and significant opportunity to obtain a high-quality education and reach proficiency on challenging state academic standards. Allowable and appropriate uses of Title I, Part A funds include:</p> <ul style="list-style-type: none"><li>• District Instructional Coordinator Positions: Provide leadership in curriculum alignment, instructional support, intervention design, and fidelity of program implementation across campuses to raise academic achievement for all student groups.</li><li>• Associate Teacher Positions: Support small-group instruction, intervention services, and classroom coverage to provide consistent academic support in alignment with schoolwide goals.</li><li>• Miscellaneous Academic Instructional Programs: Supplemental instructional resources and services to accelerate learning and close achievement gaps.</li><li>• Services for Special Student Groups: Targeted academic support and progress monitoring for Emergent Bilingual, students receiving special education services, and homeless youth, ensuring equity and access to grade-level standards.</li><li>• ESC-20 Commitment Programs: Regionally coordinated services and professional development opportunities offered through Education Service Center Region 20 that enhance instructional quality, compliance, and capacity building for district staff.</li></ul> <p>These investments directly support district and campus improvement plan objectives and are regularly evaluated for effectiveness and alignment with identified needs from the Comprehensive Needs Assessment.</p> |





| Comprehensive Needs Analysis:<br>Accountability & TAPR Year-over-Year<br><i>(CNA Part 3 of 3)</i> |  |   | Odessa     |       |           |           |           |       |       |         |         |         |
|---|--|---|------------|-------|-----------|-----------|-----------|-------|-------|---------|---------|---------|
|   |  |   | 2024       | 2023  | 2022      | 2021      | 2020      | 2019  | 2018  | 2017    | 2016    | 2015    |
|   |  |   | 77.0%      | D     | Not Rated | Not Rated | Not Rated | D     | IR1   | MET ALT | MET ALT | MET ALT |
| Accountability STAAR EOC Results<br>Snapshot Data: Students                                       | All  | % Approaches  | 51%        | 32%   | 34%       | 31%       |           | 33%   | 33%   | 28%     | 34%     | 33%     |
|   |  | % Meets   | 10%        | 4%    | 8%        | 8%        |           | 6%    | 6%    |         |         |         |
|   |  | % Masters   | 0%         | 0%    | 0%        | 0%        |           | 1%    | 0%    |         |         |         |
|   |  | % Pass SPED   | 39%        | 26%   | 12%       | 12%       |           | 15%   | 10%   | 6%      | 21%     | 11%     |
|   |  | % Pass EB/EL  | 38%        | 20%   | 20%       | 22%       |           | 24%   | 13%   | 20%     | 20%     | 17%     |
|   | ELAR   | % Approaches  | 38%        | 25%   | 25%       | 26%       |           | 25%   | 23%   | 16%     | 21%     | 28%     |
|   |  | % Meets   | 13%        | 6%    | 8%        | 10%       |           | 7%    | 7%    |         |         |         |
|   |  | % Masters   | 0%         | 0%    | 0%        | 0%        |           | 0%    | 0%    |         |         |         |
|   |  | % Pass SPED   | 38%        | 14%   | 0%        | 8%        |           | 11%   | 3%    | 0%      | 9%      | 10%     |
|   |  | % Pass LEP  | 23%        | 5%    | 8%        | 17%       |           | 23%   | 6%    | 11%     | 15%     | 11%     |
|   | Math   | % Approaches  | 41%        | 23%   | 21%       | 17%       |           | 25%   | 32%   | 28%     | 25%     | 23%     |
|   |  | % Meets   | 1%         | 0%    | 0%        | 0%        |           | 0%    | 0%    |         |         |         |
|   |  | % Masters   | 0%         | 0%    | 0%        | 0%        |           | 0%    | 0%    |         |         |         |
|   |  | % Pass SPED   | 20%        | 0%    | 29%       | 7%        |           | 0%    | 19%   | 3%      | 10%     | 13%     |
|   |  | % Pass LEP  | 32%        | 16%   | 24%       | 13%       |           | 29%   | 19%   | 38%     | 0%      | 8%      |
|   | Science  | % Approaches  | 67%        | 49%   | 50%       | 39%       |           | 47%   | 40%   | 38%     | 50%     | 41%     |
|   |  | % Meets   | 3%         | 3%    | 8%        | 5%        |           | 4%    | 2%    |         |         |         |
|   |  | % Masters   | 0%         | 0%    | 0%        | 0%        |           | 1%    | 0%    |         |         |         |
|   |  | % Pass SPED   | 43%        | 62%   | 10%       | 17%       |           | 11%   | 21%   | 10%     | 29%     | 0%      |
|   |  | % Pass LEP  | 54%        | 39%   | 30%       | 36%       |           | 17%   | 17%   | 11%     | 60%     | 29%     |
| Social Studies  | % Approaches   | 80%   | 65%        | 56%   | 53%       |           | 53%       | 54%   | 54%   | 61%     | 53%     |         |
|   | % Meets  | 11%   | 9%         | 22%   | 13%       |           | 12%       | 12%   |       |         |         |         |
|   | % Masters  | 2%  | 0%         | 1%    | 2%        |           | 3%        | 2%    |       |         |         |         |
|   | % Pass SPED  | 45%   | 60%        | 17%   | 23%       |           | 46%       | 11%   | 23%   | 59%     | 27%     |         |
|   | % Pass LEP   | 69%   | 59%        | 40%   | 35%       |           | 39%       | 26%   | 33%   | 20%     | 38%     |         |
| Rel Perf  | STAAR Retester Passing   | 39.0%   | 25.0%      |       |           |           |           |       |       |         |         |         |
| Growth  | English II and Algebra I EOCs  | 37.0%   | 40.0%      | 32.0% |           |           | 21.0%     | 43.0% |       |         |         |         |
| ELP   | TELPAS Progress (adv 2 of 4 Domains)   | 26.0%   | 15.0%      | 9.0%  | 11.0%     |           | 0.0%      | 43.0% |       |         |         |         |
| Accountability Graduate Results (TAPR)  | CCMR<br>Prior Year Graduates   | % ALL   | 55.0%      | 42.4% | 22.2%     | 14.0%     | 25.5%     | 31.7% | 1.9%  |         |         |         |
|   |  | % College Ready   | 48.4%      | 20.3% | 14.3%     | 7.0%      | 8.3%      | 6.1%  | 1.9%  |         |         |         |
|   |  | % TSI (Both ELA & Math)   | 43.0%      | 16.9% | 3.2%      | 1.8%      | 4.2%      | 3.5%  | 0.0%  |         |         |         |
|   |  | % AP/IB Exam  | 1.0%       | 0.0%  | 3.2%      | 0.9%      | 1.0%      | 0.9%  | 1.0%  |         |         |         |
|   |  | % Dual Course Credit  | 6.0%       | 3.4%  | 7.9%      | 5.3%      | 5.2%      | 3.5%  | 1.0%  |         |         |         |
|   |  | % Industry-Based Certifications   | 7.0%       | 16.9% | 0.0%      | 1.8%      | 0.0%      | 0.0%  | 0.0%  |         |         |         |
|   |  | % SPED Grads (Code 5 or 55)   | 0.0%       | 0.0%  | 3.2%      | 0.0%      | 4.2%      | 0.0%  | 0.0%  |         |         |         |
|   |  | % SPED w/Advanced Degree Plan   | 5.0%       | 10.2% | 7.9%      | 6.1%      | 2.1%      | 2.0%  | -     |         |         |         |
|   | Graduates<br>Prior Year  | % 4-Year ALL  | 62.4%      | 30.3% | 45.8%     | 49.6%     | 51.9%     | 52.2% | 56.0% |         |         |         |
|   |  | % 4-Year SPED   | 50.0%      | 25.0% | 35.0%     | 75.0%     | 43.5%     | 56.5% |       |         |         |         |
|   |  | % 4-Year EB/EL  | 68.8%      | 30.0% | 55.6%     | 57.7%     | 29.4%     | 12.5% |       |         |         |         |
|   |  | % 5-Year ALL  | 60.5%      | 39.7% | 39.2%     | 49.2%     | 45.8%     | 52.4% | 49.1% |         |         |         |
|   |  | % 5-Year SPED   | 53.8%      | 31.6% | 58.8%     | 50.0%     | 52.2%     | -     |       |         |         |         |
|   |  | % 5-Year EB/EL  | 69.2%      | 56.3% | 44.4%     | 27.8%     | 22.2%     | -     |       |         |         |         |
| Teaching Staff  | % 6-Year ALL   | 41.9%   | 36.5%      | 47.5% | 48.2%     | -         | 49.3%     | 68.4% |       |         |         |         |
|   | % 6-Year SPED  | 31.6%   | 58.8%      | 46.2% | 52.2%     | -         | -         | -     |       |         |         |         |
| Teaching Staff  | % 6-Year EB/EL   | 45.0%   | 44.4%      | 26.3% | 30.0%     | -         | -         | -     |       |         |         |         |
|   |  |   |            |       |           |           |           |       |       |         |         |         |
| TAPR  | Enrollment   | # Enrollment ALL  | 348        | 360   | 318       | 403       | 447       | 477   | 444   | 493     | 438     | 392     |
|   |  | # Enrollment SPED   | 29         | 26    | 35        | 41        | 55        | 26    | 36    | 46      | 28      | 26      |
|   |  | # Enrollment EB/EL  | 47         | 67    | 43        | 50        | 35        | 21    | 24    | 0       | 0       | 0       |
|   |  | # Enrollment Grade 9 <sup>AEA ≥ 60% Age 16+</sup>   | 81         | 140   | 83        | 84        | 99        | 122   | 90    | 194     | 102     | 62      |
|   |  | # Enrollment Grade 10 <sup>AEA ≥ 60% Age 16+</sup>  | 97         | 116   | 97        | 109       | 141       | 132   | 140   | 171     | 138     | 111     |
|   |  | # Enrollment Grade 11   | 100        | 54    | 73        | 107       | 92        | 109   | 131   | 94      | 98      | 128     |
|   |  | # Enrollment Grade 12   | 70         | 50    | 65        | 103       | 116       | 114   | 83    | 34      | 100     | 91      |
|   |  | # Enrollment Afr Amr  | 18         | 19    | 9         | 12        | 7         | 13    | 7     | 11      | 11      | 2       |
|   |  | # Enrollment Hisp   | 277        | 280   | 249       | 308       | 333       | 354   | 333   | 365     | 315     | 296     |
|   |  | # Enrollment White  | 50         | 54    | 54        | 80        | 104       | 103   | 96    | 114     | 107     | 91      |
|   |  | # Enrollment Female   | 178        | 176   | 150       | 195       | 214       |       |       |         |         |         |
|   |  | # Enrollment Male   | 170        | 184   | 168       | 208       | 234       |       |       |         |         |         |
|   |  | # Enrollment Eco-Dis <sup>AEA ≥ 75%</sup>   | 182        | 192   | 315       | 186       | 242       | 207   | 203   | 259     | 234     | 281     |
|   |  | % ADA ALL   | 24-25 TAPR | 78.2% | 78.2%     | 75.3%     | 92.0%     | 85.3% | 86.9% | 87.5%   | 87.8%   | 86.3%   |
|   |  | % ADA SPED  | 24-25 TAPR | 81.9% | 81.4%     | 79.5%     | 90.9%     | 86.8% | 87.4% | 87.4%   | 88.7%   | 90.6%   |
|   |  | % ADA EB/EL   | 24-25 TAPR | 80.1% | 82.3%     | 76.9%     | 93.7%     | 86.1% | 88.3% | 90.9%   | 89.2%   | -       |
|   |  | % Dropout ALL   | 24-25 TAPR | 17.0% | 20.7%     | 24.9%     | 19.7%     | 24.0% | 19.6% | 20.2%   | 22.3%   | 21.6%   |
|   | % Dropout SPED   | 24-25 TAPR  | 16.1%      | 22.0% | 25.8%     | 14.7%     | 25.9%     | 25.0% | 16.2% | 22.7%   | 14.6%   |         |
|   | % Dropout EB/EL  | 24-25 TAPR  | 18.2%      | 17.5% | 25.4%     | 18.8%     | 20.9%     | 24.3% | 8.6%  | 36.8%   | -       |         |
|   | % Mobility   | 24-25 TAPR  | 65.4%      | 65.3% | 56.7%     | 55.0%     | 55.2%     | 56.2% | 57.5% | 69.8%   | 63.7%   |         |
|   | Teaching Staff   | # Average Years Experience  | 10.0       | 9.7   | 6.8       | 7.6       | 4.5       | 8.6   | 5.5   | 5.0     | 5.2     | 4.3     |
| # Average Years Exp w/ District   |  | 3.0   | 2.6        | 3.7   | 3.6       | 2.2       | 2.6       | 1.6   | 3.1   | 1.5     | 2.4     |         |
| % District Turnover   |  | 43.6%   | 48.3%      | 25.3% | 34.8%     | 44.6%     | 55.5%     | 55.9% | 46.2% | 57.4%   | 83.3%   |         |
| Needs Analysis<br>24-25 SY  | STAAR achievement  | Increase raw score by 3% to 23%, mid-C rating by increasing Approaches, Meets, Masters from 51-10-0 to 55-12-1; <b>Equity Gap identified between Afr Amr &amp; White students</b>   |            |       |           |           |           |       |       |         |         |         |
|   | STAAR achievement by subject   | Increase ELAR passing rate by 5%, lowest performing STAAR EOC subject; STAAR Achievement Reading & Math two lowest performing R/E groups: Hisp & White                              |            |       |           |           |           |       |       |         |         |         |
|   | STAAR achievement by student group   | Increase Math passing rate of SPED students by 10% to meet or exceed average achievement by special populations on lowest performing STAAR EOC test                                 |            |       |           |           |           |       |       |         |         |         |
|   | Results Drive Accountability (Federal Acct)  | <b>Increase ELAR passing rate by 5% for SPED, EB, &amp; Homeless student populations; increase federal 4-yr graduation rate by 16% SPED, EB, &amp; Homeless student populations</b> |            |       |           |           |           |       |       |         |         |         |
|   | CCMR   | Ensure 80% or more of graduates and grade 12 non-graduates earn one or more CCMR credit   |            |       |           |           |           |       |       |         |         |         |
|   | Dropout  | Continue to decrease students identified as dropping out to achieve a rate < 20%; decrease current rate by 2% from 17% to 15%   |            |       |           |           |           |       |       |         |         |         |
|   | Graduation   | Ensure 70% or more of grade 12 students graduate; <b>SI reidentification to achieve a 6-yr graduation rate of 66.7% or higher</b>   |            |       |           |           |           |       |       |         |         |         |
| School Improvement Intervention Level   | Comprehensive support & improvement reidentified due to 6-yr graduation rate                         |   |            |       |           |           |           |       |       |         |         |         |
| 24-26 SY Targeted Improvement Plan  | Instructional Leadership development through TIL or other Instructional Leadership Pathway Providers |   |            |       |           |           |           |       |       |         |         |         |

















| 1   | ATTENDANCE RATE        | Goal v. Actual |           |           |           |           |           | Year to Date: 8/12-8/30 |                               |                            |                          |
|---|------------------------|----------------|-----------|-----------|-----------|-----------|-----------|-------------------------|-------------------------------|----------------------------|--------------------------|
|   |                        | ≥ 75%          |           |           |           |           |           | Campus                  | Days Membership All Students  | Days Present All Students  | Attendance Rate          |
|   |                        | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks |                         |                               |                            |                          |
| <p>Average weekly attendance rate</p> <p>Source: ASCENDER &gt;Attendance &gt;Reports &gt;Audit &gt;SAT2300 Student Detail Report by Campus, by Track</p> <p>Parameters:</p> <p>From Date: Start date of period reviewed</p> <p>To Date: End date of period reviewed</p>   |                        |                |           |           |           |           |           | District                | 0                             | 0                          |                          |
|   |                        |                |           |           |           |           |           | Killeen                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Odessa                  |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Lubbock                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Houston                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Fort Worth              |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Corpus Christi          |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Amarillo                |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Pasadena                |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Midland South           |                               |                            |                          |
| 2   | DROPOUTS               | Goal v. Actual |           |           |           |           |           | Year to Date: 8/12-8/30 |                               |                            |                          |
|   |                        | ≤ 20%          |           |           | ≤ 10%     |           |           | Campus                  | Year to Date Enrollment       | # Dropout                  | % Dropout                |
|   |                        | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks |                         |                               |                            |                          |
| <p>YTD students coded as dropping out, leaver code 98 (exclude NO SHOWS, leaver code 44)</p> <p>Target: DPP 11.4%, RDA 1.8%, DVM 1.5%</p> <p>Source: ASCENDER &gt;Registration &gt;Create Registration Report &gt;Metric 1 and 2</p> <p>Calculate: Export to Excel and sort by Reason (delete NO SHOW reason 44); resort by campus, by reason and count students, count dropouts (reason 98)</p>  |                        |                |           |           |           |           |           | District                | 0                             | 0                          |                          |
|   |                        |                |           |           |           |           |           | Killeen                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Odessa                  |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Lubbock                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Houston                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Fort Worth              |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Corpus Christi          |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Amarillo                |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Pasadena                |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Midland South           |                               |                            |                          |
| 3   | SUSPENSIONS-EXPULSIONS | Goal v. Actual |           |           |           |           |           | Year to Date: 8/12-8/30 |                               |                            |                          |
|   |                        | Monitored      |           |           |           |           |           | Campus                  | % ECO-DIS OOS + Explsn w/o Ed | % SPED OOS + Explsn w/o Ed | % EB OOS + Explsn w/o Ed |
|   |                        | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks |                         |                               |                            |                          |
| <p>YTD students coded as suspended or expelled</p> <p>Source: ASCENDER &gt;Discipline &gt;Reports &gt;SDS1600 Student Suspensions Expulsions</p> <p>Parameters:</p> <p>In-School Suspensions: N</p> <p>Out-of-School Suspensions: Y</p> <p>Expulsions with Educational Services: N</p> <p>Expulsions without Educational Services: Y</p> <p>From Action Date: Start date of period reviewed</p> <p>To Action Date: End date of period reviewed</p> <p>Generate PDF report to view All Reported Counts by campus</p> |                        |                |           |           |           |           |           | District                | 0                             | 0                          |                          |
|   |                        |                |           |           |           |           |           | Killeen                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Odessa                  |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Lubbock                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Houston                 |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Fort Worth              |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Corpus Christi          |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Amarillo                |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Pasadena                |                               |                            |                          |
|   |                        |                |           |           |           |           |           | Midland South           |                               |                            |                          |



| 4   | RETENTION | Goal v. Actual |           |           |           |           |                | Year to Date: 8/12-8/30 |                         |                             |            |
|---|-----------|----------------|-----------|-----------|-----------|-----------|----------------|-------------------------|-------------------------|-----------------------------|------------|
|   |           | ≥ 60%          |           |           | ≥ 80%     |           |                | Campus                  | Year to Date Enrollment | # Withdrawn Excluding Grads | % Retained |
|   |           | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks      |                         |                         |                             |            |
| <b>YTD student enrollment compared to count of withdrawn students (exclude graduates - reason 01)</b><br><br>Source: Utilize ASCENDER report created for Metric 2<br>Calculate: Export to Excel and sort by campus, by reason and count all withdrawn students, excluding graduates (reason 01) |           |                |           |           |           |           | District       | 0                       | 0                       |                             |            |
|   |           |                |           |           |           |           | Killeen        | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Odessa         | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Lubbock        | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Houston        | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Fort Worth     | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Corpus Christi | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Amarillo       | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Pasadena       | 0                       |                         |                             |            |
|   |           |                |           |           |           |           | Midland South  | 0                       |                         |                             |            |

| 5a   | EXCESSIVE ABSENCES ALL | Goal v. Actual |           |           |           |           |                | 1st 6-Weeks: 8/12-8/30 |                         |                     |                      |
|--|------------------------|----------------|-----------|-----------|-----------|-----------|----------------|------------------------|-------------------------|---------------------|----------------------|
|  |                        | ≤ 25%          |           |           |           |           |                | Campus                 | # Students Enrolled Avg | # Students w/5+ Abs | % Excessive Absences |
|  |                        | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks      |                        |                         |                     |                      |
| <b>Students missing FIVE or more days of instruction</b><br>Source: ASCENDER >Attendance >Reports >Membership >SAT1100 District Recap<br>Source: ASCENDER >Attendance >Reports >Students >SAT1200 Excessive Absence<br>Parameters:<br>Ending School Year: Current SY<br>Campus ID: 001 - 010<br>Number of Days Excessive: 5<br>Absence Type: B<br>From Date: TBD<br>To Date: TBD<br>Active Code: 1<br>Calculate: Select CSV and combine all campus reports (note campus IDs on combined report), sort by period 02 and 06, delete students with less than 5 abs then count students by campus; save created report to calculate Metric 5b and 5c |                        |                |           |           |           |           | District       | 0                      | 0                       |                     |                      |
|  |                        |                |           |           |           |           | Killeen        |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Odessa         |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Lubbock        |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Houston        |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Fort Worth     |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Corpus Christi |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Amarillo       |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Pasadena       |                        |                         |                     |                      |
|  |                        |                |           |           |           |           | Midland South  |                        |                         |                     |                      |

| 5b  | EXCESSIVE ABSENCES SPED | Goal v. Actual |           |           |           |           |                | 1st 6-Weeks: 8/12-8/30 |                 |                 |                 |
|---|-------------------------|----------------|-----------|-----------|-----------|-----------|----------------|------------------------|-----------------|-----------------|-----------------|
|   |                         | ≤ 25%          |           |           |           |           |                | Campus                 | # SPED Enrolled | # SPED w/5+ Abs | % SPED Absences |
|   |                         | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks      |                        |                 |                 |                 |
| <b>SPED students missing 5 or more days of instruction</b><br><br>Source: Utilize ASCENDER report created for Metric 4a and combine with Create Registration Report Metric 4b and 4c to identify special student populations including SPED<br>Calculate: Count SPED students by campus and count SPED students with 5 or more absences |                         |                |           |           |           |           | District       | 0                      | 0               |                 |                 |
|   |                         |                |           |           |           |           | Killeen        |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Odessa         |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Lubbock        |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Houston        |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Fort Worth     |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Corpus Christi |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Amarillo       |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Pasadena       |                        |                 |                 |                 |
|   |                         |                |           |           |           |           | Midland South  |                        |                 |                 |                 |



| 5c  | EXCESSIVE ABSENCES EB | Goal v. Actual |           |           |           |           |                | 1st 6-Weeks: 8/12-8/30 |               |                |               |
|---|-----------------------|----------------|-----------|-----------|-----------|-----------|----------------|------------------------|---------------|----------------|---------------|
|   |                       | ≤ 25%          |           |           |           |           |                | Campus                 | # EB Enrolled | # EB w/ 5+ Abs | % EB Absences |
|   |                       | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks      |                        |               |                |               |
| <b>Emergent Bilingual students missing 5 or more days of instruction</b><br><br>Source: Utilize ASCENDER report created for Metric 4a and combine with Create Registration Report Metric 4b and 4c to identify special student populations including EB<br>Calculate: Count EB students by campus and count EB students with 5 or more absences |                       |                |           |           |           |           | District       | 0                      | 0             |                |               |
|   |                       |                |           |           |           |           | Killeen        |                        |               |                |               |
|   |                       |                |           |           |           |           | Odessa         |                        |               |                |               |
|   |                       |                |           |           |           |           | Lubbock        |                        |               |                |               |
|   |                       |                |           |           |           |           | Houston        |                        |               |                |               |
|   |                       |                |           |           |           |           | Fort Worth     |                        |               |                |               |
|   |                       |                |           |           |           |           | Corpus Christi |                        |               |                |               |
|   |                       |                |           |           |           |           | Amarillo       |                        |               |                |               |
|   |                       |                |           |           |           |           | Pasadena       |                        |               |                |               |
|   |                       |                |           |           |           |           | Midland South  |                        |               |                |               |

| 6a   | COURSE PROGRESS ALL | Goal v. Actual |           |           |           |           |                | 1st 3-Weeks: 8/12-8/30 |                  |                |               |
|--|---------------------|----------------|-----------|-----------|-----------|-----------|----------------|------------------------|------------------|----------------|---------------|
|  |                     | ≥ 65%          | ≥ 50%     |           | ≥ 65%     | ≥ 50%     |                | Campus                 | # Courses Graded | # Courses Pass | % Course Pass |
|  |                     | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks      |                        |                  |                |               |
| <b>All students course passing rate each 3-weeks (excluding Edgenuity courses, TCB, and NCCER)</b><br><br>Source: ASCENDER >Grade Reporting >Reports >Report Cards >SGR1160 Interim Progress Report<br>Parameters: Enter all fields except leave Grade Level, Attendance Track, Student IDs, and Tardy Period blank<br>Calculate: Select CSV, sort by course (column-B), by current average (column-M and L) then count all courses and courses with current average ≥ 70% |                     |                |           |           |           |           | District       | 0                      | 0                |                |               |
|  |                     |                |           |           |           |           | Killeen        |                        |                  |                |               |
|  |                     |                |           |           |           |           | Odessa         |                        |                  |                |               |
|  |                     |                |           |           |           |           | Lubbock        |                        |                  |                |               |
|  |                     |                |           |           |           |           | Houston        |                        |                  |                |               |
|  |                     |                |           |           |           |           | Fort Worth     |                        |                  |                |               |
|  |                     |                |           |           |           |           | Corpus Christi |                        |                  |                |               |
|  |                     |                |           |           |           |           | Amarillo       |                        |                  |                |               |
|  |                     |                |           |           |           |           | Pasadena       |                        |                  |                |               |
|  |                     |                |           |           |           |           | Midland South  |                        |                  |                |               |

| 6b   | COURSE PROGRESS SPED | Goal v. Actual |           |           |           |           |                | 1st 3-Weeks: 8/12-8/30 |                       |                     |                    |
|--|----------------------|----------------|-----------|-----------|-----------|-----------|----------------|------------------------|-----------------------|---------------------|--------------------|
|  |                      | ≥ 65%          | ≥ 50%     |           | ≥ 65%     | ≥ 50%     |                | Campus                 | SPED # Courses Graded | SPED # Courses Pass | SPED % Course Pass |
|  |                      | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks | 2nd 6-Wks | 1st 6-Wks      |                        |                       |                     |                    |
| <b>SPED students course passing rate each 3-weeks (excluding Edgenuity courses, TCB, and NCCER)</b><br><br>Source: ASCENDER >Grade Reporting >Reports >Report Cards >SGR1160 Interim Progress Report; select list (3 dots) for Student IDs, select Special Ed, select Retrieve, check all students on each page and then Select<br>Calculate: Select CSV, sort by course (column-B), by current average (column-M and L) then count all courses and courses with current average ≥ 70%<br>Note: Clear Student IDs before next search |                      |                |           |           |           |           | District       | 0                      | 0                     |                     |                    |
|  |                      |                |           |           |           |           | Killeen        |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Odessa         |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Lubbock        |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Houston        |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Fort Worth     |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Corpus Christi |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Amarillo       |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Pasadena       |                        |                       |                     |                    |
|  |                      |                |           |           |           |           | Midland South  |                        |                       |                     |                    |

| 6c   | COURSE PROGRESS EB         | Goal v. Actual |              |              |              |              |              | 1st 3-Weeks: 8/12-8/30      |                           |                          |                        |  |
|--|----------------------------|----------------|--------------|--------------|--------------|--------------|--------------|-----------------------------|---------------------------|--------------------------|------------------------|--|
|  |                            | ≥ 65%          | ≥ 50%        |              | ≥ 65%        | ≥ 50%        |              | Campus                      | EB<br># Courses<br>Graded | EB<br># Courses<br>Pass  | EB<br>% Course<br>Pass |  |
|  |                            | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks |                             |                           |                          |                        |  |
| <b>EB students course passing rate each 3-weeks</b><br><b>(excluding Edgenuity courses, TCB, and NCCER)</b><br><br>Source: ASCENDER >Grade Reporting >Reports >Report Cards<br>>SGR1160 Interim Progress Report; select list (3 dots) for<br>Student IDs, select BIU/ESL, select Retrieve, check all<br>students on each page and then Select<br>Calculate: Select CSV, sort by course (column-B), by current<br>average (column-M and L) then count all courses and<br>courses with current average ≥ 70%<br>Note: Clear Student IDs before next search |                            |                |              |              |              |              |              | District                    | 0                         | 0                        |                        |  |
|  |                            |                |              |              |              |              |              |                             | Killeen                   |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Odessa                    |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Lubbock                   |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Houston                   |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Fort Worth                |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Corpus Christi            |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Amarillo                  |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Pasadena                  |                          |                        |  |
|  |                            |                |              |              |              |              |              |                             | Midland South             |                          |                        |  |
| 7a   | ALL COURSE COMPLETION ALL  | Goal v. Actual |              |              |              |              |              | 1st 9-Weeks: 8/12-10/11     |                           |                          |                        |  |
|  |                            | ≥ 75%          | ≥ 65%        | ≥ 75%        | ≥ 65%        | Campus       |              | # Courses<br>Graded         | # Courses<br>Pass         | % Course<br>Pass         |                        |  |
|  |                            | 4th<br>9-Wks   | 3rd<br>9-Wks | 2nd<br>9-Wks | 1st<br>9-Wks |              |              |                             |                           |                          |                        |  |
| <b>All students course passing rate each 9-weeks</b><br><br>Source: ASCENDER Create Grade Reporting, Metrics Grades<br>Note: Select applicable Semester Option before creating report<br>Calculate: Export to Excel and sort by campus, by semester<br>grade and exclude students without a grade or an<br>incomplete then count all courses and count courses with<br>a semester grade ≥ 70%<br>Pass/Fail codes:<br>1 Pass<br>2 Fail<br>4 No Credit Excessive Absences<br>9 No Credit Incomplete  |                            |                |              |              |              |              | District     | 0                           | 0                         |                          |                        |  |
|  |                            |                |              |              |              |              |              | Killeen                     |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Odessa                      |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Lubbock                     |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Houston                     |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Fort Worth                  |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Corpus Christi              |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Amarillo                    |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Pasadena                    |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Midland South               |                           |                          |                        |  |
| 7b   | ALL COURSE COMPLETION SPED | Goal v. Actual |              |              |              |              |              | 1st 9-Weeks: 8/12-10/11     |                           |                          |                        |  |
|  |                            | ≥ 75%          | ≥ 65%        | ≥ 75%        | ≥ 65%        | Campus       |              | SPED<br># Courses<br>Graded | SPED<br># Courses<br>Pass | SPED<br>% Course<br>Pass |                        |  |
|  |                            | 4th<br>9-Wks   | 3rd<br>9-Wks | 2nd<br>9-Wks | 1st<br>9-Wks |              |              |                             |                           |                          |                        |  |
| <b>SPED students course passing rate each 9-weeks</b><br><br>Source: Utilize ASCENDER report created for Metric 7a<br>Calculate: Sort by SPED (Primary Dis), by campus, by semester<br>grade and exclude students without a grade or an<br>incomplete then count all courses for SPED students and<br>count courses for SPED students with a semester<br>grade ≥ 70%   |                            |                |              |              |              |              | District     | 0                           | 0                         |                          |                        |  |
|  |                            |                |              |              |              |              |              | Killeen                     |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Odessa                      |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Lubbock                     |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Houston                     |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Fort Worth                  |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Corpus Christi              |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Amarillo                    |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Pasadena                    |                           |                          |                        |  |
|  |                            |                |              |              |              |              |              | Midland South               |                           |                          |                        |  |

| 7c   | ALL COURSE COMPLETION EB  | Goal v. Actual |              |              |                | 1st 9-Weeks: 8/12-10/11 |   |                                       |                        |
|--|---------------------------|----------------|--------------|--------------|----------------|-------------------------|---|---------------------------------------|------------------------|
|  |                           | ≥ 75%          | ≥ 65%        | ≥ 75%        | ≥ 65%          | Campus                  | EB<br># Courses<br>Graded               | EB<br># Courses<br>Pass               | EB<br>% Course<br>Pass |
|  |                           | 4th<br>9-Wks   | 3rd<br>9-Wks | 2nd<br>9-Wks | 1st<br>9-Wks   |                         |   |                                       |                        |
| <b>Emergent Bilingual students course passing rate each 9-weeks</b><br><br>Source: Utilize ASCENDER report created for Metric 7a<br>Calculate: Sort by EB (LEP Cd), by campus, by semester grade and exclude students without a grade or an incomplete then count all courses for EB students and count courses for EB students with a semester grade ≥ 70%  |                           |                |              |              | District       | 0                       | 0                                       |                                       |                        |
|  |                           |                |              |              | Killeen        |                         |   |                                       |                        |
|  |                           |                |              |              | Odessa         |                         |   |                                       |                        |
|  |                           |                |              |              | Lubbock        |                         |   |                                       |                        |
|  |                           |                |              |              | Houston        |                         |   |                                       |                        |
|  |                           |                |              |              | Fort Worth     |                         |   |                                       |                        |
|  |                           |                |              |              | Corpus Christi |                         |   |                                       |                        |
|  |                           |                |              |              | Amarillo       |                         |   |                                       |                        |
|  |                           |                |              |              | Pasadena       |                         |   |                                       |                        |
|  |                           |                |              |              | Midland South  |                         |   |                                       |                        |
| 7d   | ALL COURSE COMPLETION GAP | Goal v. Actual |              |              |                | 1st 9-Weeks: 8/12-10/11 |   |                                       |                        |
|  |                           | <10%           |              |              |                | Campus                  | Afr Amr<br>Students<br>% Course<br>Pass | White<br>Students<br>% Course<br>Pass | % Gap                  |
|  |                           | 4th<br>9-Wks   | 3rd<br>9-Wks | 2nd<br>9-Wks | 1st<br>9-Wks   |                         |   |                                       |                        |
| <b>Afr Amr and White students course passing rate each 9-weeks ACCT</b><br><b>Equity Plan: Required to submit an Equity Plan to address gaps as it relates to low-income students and students of color being taught by inexperienced, out-of-field, and ineffective teachers at higher rates than other students. RMA's plan monitors course and assessment passing rates for Afr Amr &amp; White students</b><br><br>Source: Utilize ASCENDER report created for Metric 7a<br>Calculate: Sort by Afr Amr (delete multi-race), by campus, by semester grade and exclude students without a grade or an incomplete then count all courses for Afr Amr students and count courses for Afr Amr students with a semester grade ≥ 70%; repeat for White students |                           |                |              | 0%           | District       |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Killeen        |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Odessa         |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Lubbock        |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Houston        |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Fort Worth     |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Corpus Christi |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Amarillo       |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Pasadena       |                         |   | 0%                                    |                        |
|  |                           |                |              | 0%           | Midland South  |                         |   | 0%                                    |                        |
| 8a   | EOC COURSE COMPLETION ALL | Goal v. Actual |              |              |                | 1st 9-Weeks: 8/12-10/11 |   |                                       |                        |
|  |                           | ≥ 75%          | ≥ 65%        | ≥ 75%        | ≥ 65%          | Campus                  | # EOC Courses<br>Graded                 | # EOC Courses<br>Pass                 | % EOC Courses<br>Pass  |
|  |                           | 4th<br>9-Wks   | 3rd<br>9-Wks | 2nd<br>9-Wks | 1st<br>9-Wks   |                         |   |                                       |                        |
| <b>All students EOC course passing rate each 9-weeks</b><br><br>Source: Utilize ASCENDER report created for Metric 7a<br>Calculate: Export to Excel and sort by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all EOC courses and count EOC courses with a semester grade ≥ 70%<br><br>EOC courses: ALG1, BIO, ENG1, ENG2, USH, READ 1, READ 2, READ 3, ENVIRSYS, SPTSS (So Studies), and STLNHSM (Math)   |                           |                |              |              | District       | 0                       | 0                                       |                                       |                        |
|  |                           |                |              |              | Killeen        |                         |   |                                       |                        |
|  |                           |                |              |              | Odessa         |                         |   |                                       |                        |
|  |                           |                |              |              | Lubbock        |                         |   |                                       |                        |
|  |                           |                |              |              | Houston        |                         |   |                                       |                        |
|  |                           |                |              |              | Fort Worth     |                         |   |                                       |                        |
|  |                           |                |              |              | Corpus Christi |                         |   |                                       |                        |
|  |                           |                |              |              | Amarillo       |                         |   |                                       |                        |
|  |                           |                |              |              | Pasadena       |                         |   |                                       |                        |
|  |                           |                |              |              | Midland South  |                         |   |                                       |                        |

| 8b   | EOC COURSE COMPLETION SPED | Goal v. Actual |           |           |           | 1st 9-Weeks: 8/12-10/11 |                      |                    |                    |
|--|----------------------------|----------------|-----------|-----------|-----------|-------------------------|----------------------|--------------------|--------------------|
|  |                            | ≥ 75%          | ≥ 65%     | ≥ 75%     | ≥ 65%     | Campus                  | # EOC Courses Graded | # EOC Courses Pass | % EOC Courses Pass |
|  |                            | 4th 9-Wks      | 3rd 9-Wks | 2nd 9-Wks | 1st 9-Wks |                         |                      |                    |                    |
| <p>SPED students EOC course passing rate each 9-weeks</p> <p>Source: Utilize ASCENDER report created for Metric 7a<br/>Calculate: Export to Excel and sort by SPED (Primary Dis), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all EOC courses for SPED students and count EOC Courses for SPED students with a semester grade ≥ 70%</p> <p>EOC courses: ALG1, BIO, ENG1, ENG2, USH, READ 1, READ 2, READ 3, ENVIRSYS, SPTSSS (So Studies), and STLNHSM (Math)</p> |                            |                |           |           |           | District                | 0                    | 0                  |                    |
|  |                            |                |           |           |           | Killeen                 |                      |                    |                    |
|  |                            |                |           |           |           | Odessa                  |                      |                    |                    |
|  |                            |                |           |           |           | Lubbock                 |                      |                    |                    |
|  |                            |                |           |           |           | Houston                 |                      |                    |                    |
|  |                            |                |           |           |           | Fort Worth              |                      |                    |                    |
|  |                            |                |           |           |           | Corpus Christi          |                      |                    |                    |
|  |                            |                |           |           |           | Amarillo                |                      |                    |                    |
|  |                            |                |           |           |           | Pasadena                |                      |                    |                    |
|  |                            |                |           |           |           | Midland South           |                      |                    |                    |
| 8c   | EOC COURSE COMPLETION EB   | Goal v. Actual |           |           |           | 1st 9-Weeks: 8/12-10/11 |                      |                    |                    |
|  |                            | ≥ 75%          | ≥ 65%     | ≥ 75%     | ≥ 65%     | Campus                  | # EOC Courses Graded | # EOC Courses Pass | % EOC Courses Pass |
|  |                            | 4th 9-Wks      | 3rd 9-Wks | 2nd 9-Wks | 1st 9-Wks |                         |                      |                    |                    |
| <p>Emergent Bilingual EOC course passing rate each 9-weeks</p> <p>Source: Utilize ASCENDER report created for Metric 7a<br/>Calculate: Export to Excel and sort by EB (LEP Cd), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all EOC courses for EB students and count EOC courses for EB students with a semester grade ≥ 70%</p> <p>EOC courses: ALG1, BIO, ENG1, ENG2, USH, READ 1, READ 2, READ 3, ENVIRSYS, SPTSS (So Studies), and STLNHSM (Math)</p>        |                            |                |           |           |           | District                | 0                    | 0                  |                    |
|  |                            |                |           |           |           | Killeen                 |                      |                    |                    |
|  |                            |                |           |           |           | Odessa                  |                      |                    |                    |
|  |                            |                |           |           |           | Lubbock                 |                      |                    |                    |
|  |                            |                |           |           |           | Houston                 |                      |                    |                    |
|  |                            |                |           |           |           | Fort Worth              |                      |                    |                    |
|  |                            |                |           |           |           | Corpus Christi          |                      |                    |                    |
|  |                            |                |           |           |           | Amarillo                |                      |                    |                    |
|  |                            |                |           |           |           | Pasadena                |                      |                    |                    |
|  |                            |                |           |           |           | Midland South           |                      |                    |                    |
| 9a   | CTE COURSE COMPLETION      | Goal v. Actual |           |           |           | 1st 9-Weeks: 8/12-10/11 |                      |                    |                    |
|  |                            | ≥ 75%          | ≥ 65%     | ≥ 75%     | ≥ 65%     | Campus                  | # CTE Courses Graded | # CTE Courses Pass | % CTE Courses Pass |
|  |                            | 4th 9-Wks      | 3rd 9-Wks | 2nd 9-Wks | 1st 9-Wks |                         |                      |                    |                    |
| <p>All students awarded credit for one or more CTE courses each 9-weeks</p> <p>Source: Utilize ASCENDER report created for Metric 7a<br/>Calculate: Export to Excel and sort by CTE Hrs, by campus, by semester grade and exclude students without a grade or an incomplete then count all CTE courses and count CTE courses with a semester grade ≥ 70%</p>   |                            |                |           |           |           | District                | 0                    | 0                  |                    |
|  |                            |                |           |           |           | Killeen                 |                      |                    |                    |
|  |                            |                |           |           |           | Odessa                  |                      |                    |                    |
|  |                            |                |           |           |           | Lubbock                 |                      |                    |                    |
|  |                            |                |           |           |           | Houston                 |                      |                    |                    |
|  |                            |                |           |           |           | Fort Worth              |                      |                    |                    |
|  |                            |                |           |           |           | Corpus Christi          |                      |                    |                    |
|  |                            |                |           |           |           | Amarillo                |                      |                    |                    |
|  |                            |                |           |           |           | Pasadena                |                      |                    |                    |
|  |                            |                |           |           |           | Midland South           |                      |                    |                    |

| 9b  | CTE COURSE COMPLETION SPED | Goal v. Actual |           |           |                | 1st 9-Weeks: 8/12-10/11 |                      |                          |                    |         |             |
|---|----------------------------|----------------|-----------|-----------|----------------|-------------------------|----------------------|--------------------------|--------------------|---------|-------------|
|   |                            | ≥ 75%          | ≥ 65%     | ≥ 75%     | ≥ 65%          | Campus                  | # CTE Courses Graded | # CTE Courses Pass       | % CTE Courses Pass |         |             |
|   |                            | 4th 9-Wks      | 3rd 9-Wks | 2nd 9-Wks | 1st 9-Wks      |                         |                      |                          |                    |         |             |
| <b>SPED students awarded credit for one or more CTE courses each 9-weeks</b><br><br>Source: Utilize ASCENDER report created for Metric 7a<br>Calculate: Export to Excel and sort by SPED (Primary Dis), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all CTE courses for SPED students and count CTE courses for SPED students with a semester grade ≥ 70%    |                            |                |           |           | District       | 0                       | 0                    |                          |                    |         |             |
|   |                            |                |           |           | Killeen        |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Odessa         |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Lubbock        |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Houston        |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Fort Worth     |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Corpus Christi |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Amarillo       |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Pasadena       |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Midland South  |                         |                      |                          |                    |         |             |
| 9c  | CTE COURSE COMPLETION EB   | Goal v. Actual |           |           |                | 1st 9-Weeks: 8/12-10/11 |                      |                          |                    |         |             |
|   |                            | ≥ 75%          | ≥ 65%     | ≥ 75%     | ≥ 65%          | Campus                  | # CTE Courses Graded | # CTE Courses Pass       | % CTE Courses Pass |         |             |
|   |                            | 4th 9-Wks      | 3rd 9-Wks | 2nd 9-Wks | 1st 9-Wks      |                         |                      |                          |                    |         |             |
| <b>CTE students awarded credit for one or more Career/Tech courses Graded each 9-weeks</b><br><br>Source: Utilize ASCENDER report created for Metric 7a<br>Calculate: Export to Excel and sort by EB (LEP Cd), by course title, by campus, by semester grade and exclude students without a grade or an incomplete then count all CTE courses for EB students and count CTE courses for EB students with a semester grade ≥ 70% |                            |                |           |           | District       | 0                       | 0                    |                          |                    |         |             |
|   |                            |                |           |           | Killeen        |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Odessa         |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Lubbock        |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Houston        |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Fort Worth     |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Corpus Christi |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Amarillo       |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Pasadena       |                         |                      |                          |                    |         |             |
|   |                            |                |           |           | Midland South  |                         |                      |                          |                    |         |             |
| 10a   | ACHIEVEMENT ALL MEETS+     | Goal v. Actual |           |           |                |                         |                      | BOY STAAR EOC: 9/10-9/13 |                    |         |             |
|   |                            | ≥ 15%          |           |           | ≥ 10%          |                         |                      | Campus                   | # Tests            | # Meets | % All Meets |
|   |                            | 6th 6-Wks      | 5th 6-Wks | 4th 6-Wks | 3rd 6-Wks      | 2nd 6-Wks               | 1st 6-Wks            |                          |                    |         |             |
| <b>State and local assessment results for ALL students at the MEETS level or above</b><br><br>Specific test(s) identified in date range<br>Source: Eduphoria - tests scoring at or above EOC MEETS passing level<br>Source: STAAR Summary Reports - tests scoring at or above MEETS passing level   |                            |                |           |           |                |                         | District             | 0                        | 0                  |         |             |
|   |                            |                |           |           |                |                         | Killeen              |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Odessa               |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Lubbock              |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Houston              |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Fort Worth           |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Corpus Christi       |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Amarillo             |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Pasadena             |                          |                    |         |             |
|   |                            |                |           |           |                |                         | Midland South        |                          |                    |         |             |

| 10b  | ACHIEVEMENT ALL APPROACHES+  | Goal v. Actual |              |              |              |              |                | BOY STAAR EOC: 9/10-9/13 |         |       |                   |
|--|------------------------------|----------------|--------------|--------------|--------------|--------------|----------------|--------------------------|---------|-------|-------------------|
|  |                              | ≥ 45%          |              |              | ≥ 35%        |              |                | Campus                   | # Tests | # Met | % All Approaches  |
|  |                              | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks   |                          |         |       |                   |
| <p>State and local assessment results for ALL students at the APPROACHES or above level</p> <p>Specific test(s) identified in date range</p> <p>Source: Eduphoria - tests scoring at or above EOC APPROACHES passing level for ALL students</p> <p>Source: STAAR Summary Reports- tests scoring at or above APPROACHES passing level for ALL students</p>              |                              |                |              |              |              |              | District       | 0                        | 0       |       |                   |
|  |                              |                |              |              |              |              | Killeen        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Odessa         |                          |         |       |                   |
|  |                              |                |              |              |              |              | Lubbock        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Houston        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Fort Worth     |                          |         |       |                   |
|  |                              |                |              |              |              |              | Corpus Christi |                          |         |       |                   |
|  |                              |                |              |              |              |              | Amarillo       |                          |         |       |                   |
|  |                              |                |              |              |              |              | Pasadena       |                          |         |       |                   |
|  |                              |                |              |              |              |              | Midland South  |                          |         |       |                   |
| 10c  | ACHIEVEMENT SPED APPROACHES+ | Goal v. Actual |              |              |              |              |                | BOY STAAR EOC: 9/10-9/13 |         |       |                   |
|  |                              | ≥ 45%          |              |              | ≥ 35%        |              |                | Campus                   | # Tests | # Met | % SPED Approaches |
|  |                              | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks   |                          |         |       |                   |
| <p>State and local assessment results for SPED students at the APPROACHES or above level</p> <p>Specific test(s) identified in date range</p> <p>Source: Eduphoria - tests scoring at or above EOC APPROACHES passing level for SPED students</p> <p>Source: STAAR Summary Reports- tests scoring at or above APPROACHES passing level for SPED students</p>           |                              |                |              |              |              |              | District       | 0                        | 0       |       |                   |
|  |                              |                |              |              |              |              | Killeen        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Odessa         |                          |         |       |                   |
|  |                              |                |              |              |              |              | Lubbock        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Houston        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Fort Worth     |                          |         |       |                   |
|  |                              |                |              |              |              |              | Corpus Christi |                          |         |       |                   |
|  |                              |                |              |              |              |              | Amarillo       |                          |         |       |                   |
|  |                              |                |              |              |              |              | Pasadena       |                          |         |       |                   |
|  |                              |                |              |              |              |              | Midland South  |                          |         |       |                   |
| 10d  | ACHIEVEMENT EB APPROCHES+    | Goal v. Actual |              |              |              |              |                | BOY STAAR EOC: 9/10-9/13 |         |       |                   |
|  |                              | ≥ 45%          |              |              | ≥ 35%        |              |                | Campus                   | # Tests | # Met | % EB Approaches   |
|  |                              | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks   |                          |         |       |                   |
| <p>State and local assessment results for Emergent Bilingual Students at the APPROACHES or above level</p> <p>Specific test(s) identified in date range</p> <p>Source: Eduphoria - tests scoring at or above EOC APPROACHES passing level for EB students</p> <p>Source: STAAR Summary Reports- tests scoring at or above APPROACHES passing level for EB students</p> |                              |                |              |              |              |              | District       | 0                        | 0       |       |                   |
|  |                              |                |              |              |              |              | Killeen        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Odessa         |                          |         |       |                   |
|  |                              |                |              |              |              |              | Lubbock        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Houston        |                          |         |       |                   |
|  |                              |                |              |              |              |              | Fort Worth     |                          |         |       |                   |
|  |                              |                |              |              |              |              | Corpus Christi |                          |         |       |                   |
|  |                              |                |              |              |              |              | Amarillo       |                          |         |       |                   |
|  |                              |                |              |              |              |              | Pasadena       |                          |         |       |                   |
|  |                              |                |              |              |              |              | Midland South  |                          |         |       |                   |

| 10e  | ACHIEVEMENT GAP          | Goal v. Actual |              |              |              |              |              | BOY STAAR EOC: 9/10-9/13 |                            |                          |              |
|--|--------------------------|----------------|--------------|--------------|--------------|--------------|--------------|--------------------------|----------------------------|--------------------------|--------------|
|  |                          | <10%           |              |              |              |              |              | Campus                   | Afr Amr Students<br>% Pass | White Students<br>% Pass | % Gap        |
|  |                          | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks |                          |                            |                          |              |
| <p>State and local assessment results for Afr Amr &amp; White Students at the APPROACHES or above level</p> <p>(ACCT Equity Plan: TEA identified RMA as required to submit an Equity Plan to address gaps as it relates to low-income students and students of color being taught by inexperienced, out-of-field, and ineffective teachers at higher rates than other students. RMA's plan includes monitoring of course and assessment passing rates for Afr Amr and White students)</p> <p>Specific test(s) identified in date range</p> <p>Source: Eduphoria - tests scoring at or above EOC</p> <p>APPROACHES passing level for Afr Amr and White students</p> <p>Source: STAAR Summary Reports- tests scoring at or above APPROACHES passing level for Afr Amr and White students</p> |                          |                |              |              |              |              |              | District                 |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Killeen                  |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Odessa                   |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Lubbock                  |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Houston                  |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Fort Worth               |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Corpus Christi           |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Amarillo                 |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Pasadena                 |                            |                          | 0%           |
|  |                          |                |              |              |              |              |              | Midland South            |                            |                          | 0%           |
| 11a  | WALKTHROUGHS             | Goal v. Actual |              |              |              |              |              | Week Ending: 9/13        |                            |                          |              |
|  |                          | ≥ 75%          |              |              | ≥ 70%        |              |              | Campus                   | # Walks                    | Weekly Score             | 6-Week Score |
|  |                          | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks |                          |                            |                          |              |
| <p>Average score for classroom walkthroughs conducted</p> <p>(minimum of one walkthrough completed weekly for all teachers)</p> <p>Source: Eduphoria - Strive</p> <p>Rating:</p> <p>0-59 Needs Imp</p> <p>60-69 Developing</p> <p>70-79 Proficient</p> <p>80-89 Accomplished</p> <p>90-100 Distinguished</p>   |                          |                |              |              |              |              |              | District                 | 0                          |                          |              |
|  |                          |                |              |              |              |              |              | Killeen                  |                            |                          |              |
|  |                          |                |              |              |              |              |              | Odessa                   |                            |                          |              |
|  |                          |                |              |              |              |              |              | Lubbock                  |                            |                          |              |
|  |                          |                |              |              |              |              |              | Houston                  |                            |                          |              |
|  |                          |                |              |              |              |              |              | Fort Worth               |                            |                          |              |
|  |                          |                |              |              |              |              |              | Corpus Christi           |                            |                          |              |
|  |                          |                |              |              |              |              |              | Amarillo                 |                            |                          |              |
|  |                          |                |              |              |              |              |              | Pasadena                 |                            |                          |              |
|  |                          |                |              |              |              |              |              | Midland South            |                            |                          |              |
| 11b  | WALKTHROUGHS DISTANCE AT | Goal v. Actual |              |              |              |              |              | Week Ending: 9/13        |                            |                          |              |
|  |                          | ≥ 75%          |              |              | ≥ 70%        |              |              | Campus                   | # Walks                    | Weekly Score             | 6-Week Score |
|  |                          | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks |                          |                            |                          |              |
| <p>Average score for classroom walkthroughs conducted</p> <p>(minimum of one classroom walkthrough completed weekly for all associate teachers to provide evidence of improved academic achievement based on the SCE expenditure for staffing Distance ATs)</p> <p>Source: Eduphoria - Strive</p> <p>Rating:</p> <p>0-59 Needs Imp</p> <p>60-69 Developing</p> <p>70-79 Proficient</p> <p>80-89 Accomplished</p> <p>90-100 Distinguished</p>   |                          |                |              |              |              |              |              | District                 | 0                          | #DIV/0!                  | #DIV/0!      |
|  |                          |                |              |              |              |              |              | Killeen                  |                            |                          |              |
|  |                          |                |              |              |              |              |              | Odessa                   |                            |                          |              |
|  |                          |                |              |              |              |              |              | Lubbock                  |                            |                          |              |
|  |                          |                |              |              |              |              |              | Houston                  |                            |                          |              |
|  |                          |                |              |              |              |              |              | Fort Worth               |                            |                          |              |
|  |                          |                |              |              |              |              |              | Corpus Christi           |                            |                          |              |
|  |                          |                |              |              |              |              |              | Amarillo                 |                            |                          |              |
|  |                          |                |              |              |              |              |              | Pasadena                 |                            |                          |              |
|  |                          |                |              |              |              |              |              | Midland South            |                            |                          |              |

| 11c  | WALKTHROUGH OBSERVED | Goal v. Actual |              |              |              |              |              | Week Ending: 9/13 |              |           |            |
|--|----------------------|----------------|--------------|--------------|--------------|--------------|--------------|-------------------|--------------|-----------|------------|
|  |                      | ≥ 75%          |              |              |              |              |              | Campus            | # Indicators | # Not Obs | % Observed |
|  |                      | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks |                   |              |           |            |
| Rate of T-TESS indicators observed during classroom walkthroughs<br><br>Source: Eduphoria - Strive |                      |                |              |              |              |              |              | District          | 0            | 0         |            |
|  |                      |                |              |              |              |              |              | Killeen           |              |           |            |
|  |                      |                |              |              |              |              |              | Odessa            |              |           |            |
|  |                      |                |              |              |              |              |              | Lubbock           |              |           |            |
|  |                      |                |              |              |              |              |              | Houston           |              |           |            |
|  |                      |                |              |              |              |              |              | Fort Worth        |              |           |            |
|  |                      |                |              |              |              |              |              | Corpus Christi    |              |           |            |
|  |                      |                |              |              |              |              |              | Amarillo          |              |           |            |
|  |                      |                |              |              |              |              |              | Pasadena          |              |           |            |
|  |                      |                |              |              |              |              |              | Midland South     |              |           |            |

| 11d   | WALKTHROUGH FEEDBACK | Goal v. Actual |              |              |              |              |              | Week Ending: 9/13 |         |               |               |
|---|----------------------|----------------|--------------|--------------|--------------|--------------|--------------|-------------------|---------|---------------|---------------|
|   |                      | ≥ 70%          |              |              |              |              |              | Campus            | # Walks | # w/ Feedback | % w/ Feedback |
|   |                      | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks |                   |         |               |               |
| Percentage rate of classroom walkthroughs conducted that provide constructive feedback to address areas needing improvement<br>(subjective determination)<br><br>Source: Eduphoria - Strive |                      |                |              |              |              |              |              | District          | 0       | 0             |               |
|   |                      |                |              |              |              |              |              | Killeen           |         |               |               |
|   |                      |                |              |              |              |              |              | Odessa            |         |               |               |
|   |                      |                |              |              |              |              |              | Lubbock           |         |               |               |
|   |                      |                |              |              |              |              |              | Houston           |         |               |               |
|   |                      |                |              |              |              |              |              | Fort Worth        |         |               |               |
|   |                      |                |              |              |              |              |              | Corpus Christi    |         |               |               |
|   |                      |                |              |              |              |              |              | Amarillo          |         |               |               |
|   |                      |                |              |              |              |              |              | Pasadena          |         |               |               |
|   |                      |                |              |              |              |              |              | Midland South     |         |               |               |

| 12   | Overall Metric Rate | Goal v. Actual |              |              |              |              |              | Week Ending: 8/30 |                         |                          |                          |
|--|---------------------|----------------|--------------|--------------|--------------|--------------|--------------|-------------------|-------------------------|--------------------------|--------------------------|
|  |                     | 70%            |              |              |              |              |              | Campus            | # Metrics Participating | # Metrics Meeting Target | % Metrics Meeting Target |
|  |                     | 6th<br>6-Wks   | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks |                   |                         |                          |                          |
| Percentage rate of all metrics meeting target goal for the period reviewed |                     |                |              |              |              |              |              | District          |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Killeen           |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Odessa            |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Lubbock           |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Houston           |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Fort Worth        |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Corpus Christi    |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Amarillo          |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Pasadena          |                         |                          |                          |
|  |                     |                |              |              |              |              |              | Midland South     |                         |                          |                          |



| Classroom Walkthrough Indicator  | Campus         | 6th<br>6-Wks | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks | Week Ending: 9/13 |              |         |   |               |              |            |            |            |
|--|----------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|--------------|---------|---|---------------|--------------|------------|------------|------------|
|  |                |              |              |              |              |              |              | Weekly<br>Score   | Not Observed |         |   | Distinguished | Accomplished | Proficient | Developing | Imp Needed |
|  |                |              |              |              |              |              |              |                   | Walks        | Not Obs | % |               |              |            |            |            |
| <b>1</b><br><br>Lesson plan is well thought out and fully developed<br>Domain 1 Planning<br>Dimension 1.1 Standards and Alignment                                  | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          |            |
| <b>2</b><br><br>Daily objectives are aligned to lesson goal and posted at the front of the classroom<br>Domain 1 Planning<br>Dimension 1.1 Standards and Alignment | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          |            |
| <b>3</b><br><br>Focus is placed on objective by questions asked<br>Domain 2 Instruction<br>Dimension 2.3 Communication   | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          |            |
| <b>4</b><br><br>Procedures and routines are clear and efficient<br>Domain 3 Learning Environment<br>Dimension 3.1 Classroom Envrinment, Routines and Procedures    | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          |            |
| <b>5</b><br><br>Students work respectfully individually and in groups<br>Domain 3 Learning Environment<br>Dimension 3.3 Classroom Culture                          | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          |            |
| <b>6</b><br><br>Monitors student behavior for engagement and understanding<br>Domain 2 Instruction<br>Dimension 2.5 Monitor and Adjust                             | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          |            |

[illegible]

| Classroom Walkthrough Indicator  | Campus         | 6th<br>6-Wks | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks | Week Ending: 9/13 |              |         |   |               |              |            |            |            |
|--|----------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|--------------|---------|---|---------------|--------------|------------|------------|------------|
|  |                |              |              |              |              |              |              | Weekly<br>Score   | Not Observed |         |   | Distinguished | Accomplished | Proficient | Developing | Imp Needed |
|  |                |              |              |              |              |              |              |                   | Walks        | Not Obs | % |               |              |            |            |            |
| <b>13</b><br><br>Uses probing questions to clarify and elaborate learning<br>Domain 2 Instruction<br>Dimension 2.3 Communication   | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| <b>14</b><br><br>Provides clear explanations<br>Domain 2 Instruction<br>Dimensions 2.3 Communication   | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| <b>15</b><br><br>ACCOMMODATIONS<br>New or difficult vocabulary is clarified as needed<br>In-Class Supports: Availability of Spanish English dictionaries for EB students and evidence of a visual representation of the vocabulary being utilized within the classroom such as academic vocabulary, word wall, and frayer models | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| <b>16</b><br><br>T-TESS WALK<br>Adjusts instruction to address student needs<br>Domain 2 Instruction<br>Dimension 2.4 Differentiation  | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| <b>17</b><br><br>ACCOMMODATIONS<br>Materials are adapted based on student need<br>In-Class Supports  | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| <b>18</b><br><br>ACCOMMODATIONS<br>Intervention model is implemented<br>In-Class Supports  | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|  | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |

| Classroom Walkthrough Indicator   | Campus         | 6th<br>6-Wks | 5th<br>6-Wks | 4th<br>6-Wks | 3rd<br>6-Wks | 2nd<br>6-Wks | 1st<br>6-Wks | Week Ending: 9/13 |              |         |   |               |              |            |            |            |
|---|----------------|--------------|--------------|--------------|--------------|--------------|--------------|-------------------|--------------|---------|---|---------------|--------------|------------|------------|------------|
|   |                |              |              |              |              |              |              | Weekly<br>Score   | Not Observed |         |   | Distinguished | Accomplished | Proficient | Developing | Imp Needed |
|   |                |              |              |              |              |              |              |                   | Walks        | Not Obs | % |               |              |            |            |            |
| 19<br><br>T-TESS WALK<br>Blended Learning Model is Evident<br>Domain 3 Learning Environment<br>Dimension 3.1 Classroom Environment,<br>Routines and Procedures  | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| 20<br><br>T-TESS WALK<br>Engages all students in relevant and<br>meaningful learning<br>Domain 3 Learning Environment<br>Dimension 3.3 Classroom Culture  | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| 21<br><br>T-TESS WALK<br>Monitors quality of student participation<br>and performance<br>Domain 2 Instruction<br>Dimension 2.4 Differentiation  | Killeen        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Odessa         |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Lubbock        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Houston        |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Fort Worth     |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Corpus Christi |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Amarillo       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Pasadena       |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | Midland South  |              |              |              |              |              |              |                   |              |         |   |               |              |            |            |            |
|   | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| Weekly and 6-week score<br>by campus  | Killeen        |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Odessa         |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Lubbock        |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Houston        |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Fort Worth     |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Corpus Christi |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Amarillo       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Pasadena       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Midland South  |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
| Average score of T-TESS Indicators<br>applicable to instructional differentiation<br>( # 7, 9, 15, 16, 17, 18, and 21)<br><br>RDA evidence of impact for special student<br>populations including SPED, BE/ESL, and<br>Other - Homeless | Killeen        |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Odessa         |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Lubbock        |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Houston        |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Fort Worth     |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Corpus Christi |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Amarillo       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Pasadena       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | Midland South  |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |
|   | District       |              |              |              |              |              |              |                   | 0            | 0       |   | 0             | 0            | 0          | 0          | 0          |

