

Charlotte Independent School District

District Improvement Plan

2022-2023

Accountability Rating: B

Table of Contents

Comprehensive Needs Assessment	3
Demographics	3
Priority Problem Statements	3
Comprehensive Needs Assessment Data Documentation	4
Goals	7
Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.	8
Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 64% to 70% by the end of the school year 2023.	11
Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.	14
Goal 4: The percentage of all students scoreing approaching, meets, and masters will meet the 2022 scores of 69%, 39%, and 13% increase by 10% to 75%, 42%, and 14%.	18

Comprehensive Needs Assessment

Revised/Approved: February 10, 2023

Demographics

Demographics Summary

Charlotte ISD is a small, rural school with a 2021/22 school enrollment of 397 and with 2022/23 enrollment of 424 students. The District, due to its geographical location, maintains a high percentage of Hispanics at 87%, Economic Disadvantage students at 68.5% for the 2021/22 with Hispanic at 86%, and Economic Disadvantage at 64% for the 2022/23 school year. Historically the percentage of students participating in the 504 is 13.4% and Special Education programs is 14.1%, which are higher than the State average percentage rate of 7.4% and 11.7% respectively. Based on the 2021/22 TAPR date the District did not have any data for CCMR which is not consistent with prior school years. Historically, the District does experience a high teacher turnover rate and is due to the geographical location of more competitive paying districts toward the San Antonio Metro area. The students in Charlotte ISD experience a smaller teacher-to-student ratio or class size as compared to the State average.

Demographics Strengths

Charlotte ISD is a small rural city that is majority Hispanic and multigenerational. The majority of the employment is within the Oil and Natural Gas sector and based on current economics employee earnings within this sector are high. The community has a great history of Military Service representation and returning to the community.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Charlotte ISD high percentage of Hispanic and Economically Disadvantage students will remain at current percentages or higher. Therefore, our District's accountability data and performance is linked to their performance. **Root Cause:** Charlotte ISD's geographical location and economic situation remains consistent and highly dependent upon oil and gas performance.

Problem Statement 2: Charlotte ISD's has a history of high turnover and low recruitment effectiveness for qualified and effective teachers. **Root Cause:** Charlotte ISD's geographical location to the surrounding, more competitive school districts, and distance from the major city make it difficult to afford and retain highly qualified and effective teachers.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ▣ District goals
- ▣ Campus goals
- ▣ HB3 Reading and math goals for PreK-3
- ▣ HB3 CCMR goals
- ▣ Performance Objectives with summative review (prior year)
- ▣ Campus/District improvement plans (current and prior years)
- ▣ Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- ▣ Planning and decision making committee(s) meeting data
- ▣ State and federal planning requirements

Accountability Data

- ▣ Texas Academic Performance Report (TAPR) data
- ▣ Student Achievement Domain
- ▣ Student Progress Domain
- ▣ Closing the Gaps Domain
- ▣ Effective Schools Framework data
- ▣ Accountability Distinction Designations
- ▣ Federal Report Card and accountability data
- ▣ RDA data
- ▣ Community Based Accountability System (CBAS)

Student Data: Assessments

- ▣ State and federally required assessment information
- ▣ STAAR current and longitudinal results, including all versions
- ▣ STAAR End-of-Course current and longitudinal results, including all versions
- ▣ STAAR released test questions
- ▣ STAAR Emergent Bilingual (EB) progress measure data
- ▣ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ▣ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- ▣ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ▣ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ▣ SAT and/or ACT assessment data
- ▣ PSAT
- ▣ Student Success Initiative (SSI) data for Grades 5 and 8
- ▣ SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ▣ SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- ▣ SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- ▣ Student failure and/or retention rates

- ✦ Local diagnostic reading assessment data
- ✦ Local benchmark or common assessments data
- ✦ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ✦ Prekindergarten Self-Assessment Tool
- ✦ Texas approved PreK - 2nd grade assessment data
- ✦ Texas approved Prekindergarten and Kindergarten assessment data
- ✦ Grades that measure student performance based on the TEKS

Student Data: Student Groups

- ✦ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ✦ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ✦ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ✦ Male / Female performance, progress, and participation data
- ✦ Special education/non-special education population including discipline, progress and participation data
- ✦ Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- ✦ At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ✦ Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- ✦ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ✦ Section 504 data
- ✦ Homeless data
- ✦ Gifted and talented data
- ✦ Dyslexia data
- ✦ Response to Intervention (RtI) student achievement data
- ✦ Dual-credit and/or college prep course completion data
- ✦ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ✦ Completion rates and/or graduation rates data
- ✦ Annual dropout rate data
- ✦ Attendance data
- ✦ Mobility rate, including longitudinal data
- ✦ Discipline records
- ✦ Violence and/or violence prevention records
- ✦ Tobacco, alcohol, and other drug-use data
- ✦ Student surveys and/or other feedback
- ✦ Class size averages by grade and subject
- ✦ School safety data
- ✦ Enrollment trends

Employee Data

- ✦ Professional learning communities (PLC) data
- ✦ Staff surveys and/or other feedback
- ✦ Teacher/Student Ratio
- ✦ State certified and high quality staff data

- ▮ Campus leadership data
- ▮ Campus department and/or faculty meeting discussions and data
- ▮ Professional development needs assessment data
- ▮ Evaluation(s) of professional development implementation and impact
- ▮ T-TESS data
- ▮ T-PESS data

Parent/Community Data

- ▮ Parent surveys and/or other feedback
- ▮ Parent engagement rate
- ▮ Community surveys and/or other feedback

Support Systems and Other Data

- ▮ Organizational structure data
 - ▮ Processes and procedures for teaching and learning, including program implementation
 - ▮ Communications data
 - ▮ Capacity and resources data
 - ▮ Budgets/entitlements and expenditures data
 - ▮ Study of best practices
 - ▮ Other additional data
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Goals

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 1: The percentage of kindergarten students will increase to meet target scores for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 2: The percentage of Charlotte ES 1st grade students reaching grade level performance will meet target percentage for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle, Benchmarks

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 3: The percentage of Charlotte ES 2nd grade students reaching grade level performance will meet or exceed the target percentage for the goal.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckle, Benchmarks

Goal 1: The percentage of students in grades K-3 who are Reading on or above grade level on multiple measures will meet or increase from 27% to 30% by the end of the school year 2023.

Performance Objective 4: The 3rd grade reading performance will increase 10% from the 2022 Approaching score of 59%, Meet's score of 27%, and Master score of 14% to a target of 64% in Approaching, 30% in Meets, and 15% in Masters.

High Priority

HB3 Goal

Evaluation Data Sources: Amplify, Freckly, CBA and Benchmarks

Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 64% to 70% by the end of the school year 2023.

Performance Objective 1: The percentage of students in grade 3 who are performing in Math on or above grade level, on multiple measures will meet or increase from 32% to 35% by the end of the school year 2023

High Priority

HB3 Goal

Evaluation Data Sources: Local CBA data , Benchmark data, and STAAR scores

Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 64% to 70% by the end of the school year 2023.

Performance Objective 2: The percentage of students in grade 2 who are performing in Math on or above grade level, on multiple measures will meet or increase from 32% to 35% by the end of the school year 2023

High Priority

HB3 Goal

Evaluation Data Sources: Local CBA data , Benchmark data, and STAAR scores

Goal 2: The percentage of students in grades K-3 who are performing Math on or above grade level on multiple measures will meet or increase from 64% to 70% by the end of the school year 2023.

Performance Objective 3: The percentage of students in grade 1 who are performing in Math on or above grade level, on multiple measures will meet or increase from 32% to 35% by the end of the school year 2023

High Priority

HB3 Goal

Evaluation Data Sources: Local CBA data , Benchmark data, and STAAR scores

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 1: The percentage of students obtaining a certification in Welding will meet or exceed the target of 41%

High Priority

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 2: The percentage of students obtaining college readiness through DC, TSI, or another college-related mean will meet or exceed the target of 41%.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 3: The percentage of students obtaining a certification in Food Service and or Science will meet or exceed the target of 41%.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Goal 3: The percentage of students graduating from Charlotte ISD who are considered college, career, or military-ready will increase reach the State target of 41% or higher the end of the school year 2023.

Performance Objective 4: The percentage of students obtaining a certification in Technology will meet or exceed the target of 41%.

HB3 Goal

Evaluation Data Sources: Documentation of student certifications

Goal 4: The percentage of all students scoring approaching, meets, and masters will meet the 2022 scores of 69%, 39%, and 13% increase by 10% to 75%, 42%, and 14%.

Performance Objective 1: Student performance scores in Math will meet the 2022 scores of 68%, 38%, and 15% or increase by 10% to 74%, 42%, and 13%.

Evaluation Data Sources: Content CBA data, benchmarks, and STAAR testing data.

Goal 4: The percentage of all students scoring approaching, meets, and masters will meet the 2022 scores of 69%, 39%, and 13% increase by 10% to 75%, 42%, and 14%.

Performance Objective 2: Student performance scores in Social students will meet the 2022 scores of 66%, 36%, and 20% or increase by 10% to 72%, 42%, and 12%.