El Paso Leadership Academy
114 Texas Avenue, El Paso, TX 79901
Board of Directors Meeting
November 10, 2025
Agenda

I. **Call to Order** 5:30 PM

II. **EPLA Open Forum** 5:35-5:40 PM

III. **Approval of Minutes** 5:40 – 5:50 PM
    1. Minutes of September 12, 2025
    2. Minutes of February 18, 2025

IV. **Operations/Academics** 5:50 PM – 6:40 PM

A Action/ Discussion Items	1. TEA appeal
	   a. TAP Plan
	   b. District Improvement Plan
	2. Approval of meal policy to the student handbook
	3. Approval of the unsafe school options policy
	4. Approval of EB-2 National Interest Waiver
	5. Calendar changes to this year's calendar changing regular days to PD day on November 17, February 16, and May 1

B Information/ Discussion Items	1. Recruitment 2. Academic update 3. Texas Senate Bill SB11

V. **Finance** 6:40 PM – 6:55 PM

A Information Items	1. Update on load with Civic Builders, maturity date is 01/01/2026 for $12,698,202
B Action/ Discussion Items	2. Approval of August 31, 2025 EPLA financials 3. Approval of September 30, 2025 EPLA financials

VI. CEO Update 6:55 PM - 7:00 PM

VII. Meeting Adjourned 7:00 PM

If, during the course of the meeting covered by this Notice, the Board of Directors should determine that a closed or executive meeting or session of the Board of Directors is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., or Texas Government Code 418.183 (f), will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

This notice was posted in compliance with the Texas Open Meetings Act on November 3, 2025 at the Central office, East Campus and Flagship Campus buildings.

By: Middleton, et al.   S.B. No. 11

A BILL TO BE ENTITLED

1   AN ACT
2   relating to a period of prayer and reading of the Bible or other
3   religious text in public schools.
4   BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:
5   SECTION 1. Subchapter C, Chapter 25, Education Code, is
6   amended by adding Section 25.0823 to read as follows:
7   Sec. 25.0823. PERIOD OF PRAYER AND READING OF BIBLE OR OTHER
8   RELIGIOUS TEXT. (a) The board of trustees of a school district or
9   the governing body of an open-enrollment charter school that is not
10   operated by or affiliated with a religious organization may by
11   record vote on a resolution described by Subsection (a-1) adopt a
12   policy requiring every campus of the district or school to provide
13   students and employees with an opportunity to participate in a
14   period of prayer and reading of the Bible or other religious text on
15   each school day in accordance with this section.
16   (a-1) A resolution to adopt a policy under Subsection (a)
17   must read as follows:
18   "The (insert name of school district or open-enrollment charter
19   school) shall adopt a policy requiring every campus of (insert name
20   of district or school) to provide a period of prayer and reading of
21   the Bible or other religious text as provided by Section 25.0823,
22   Education Code."
23   (b) A policy adopted under Subsection (a) must:
24   (1) prohibit a student or employee of the school

1 district or open-enrollment charter school from being permitted to

2 participate in the period of prayer and reading of the Bible or

3 other religious text unless the employee or parent or guardian of

4 the student submits to the district or school a signed consent form

5 that includes:

6   (A) an acknowledgment that the student or

7 employee has a choice as to whether to participate in the period of

8 prayer and reading of the Bible or other religious text;

9   (B) a statement that the person has no objection

10 to the student's or employee's participation in or hearing of the

11 prayers or readings offered during the period; and

12   (C) an express waiver of the person's right to

13 bring a claim under state or federal law arising out of the adoption

14 of a policy under this section, including a claim under the

15 Establishment Clause of the First Amendment to the United States

16 Constitution or a related state or federal law, releasing the

17 district or school and district or school employees from liability

18 for those claims brought in state or federal court;

19   (2) prohibit the provision of a prayer or reading of

20 the Bible or other religious text over a public address system; and

21   (3) specify that a period of prayer or reading of the

22 Bible or other religious text may not be a substitute for

23 instructional time.

24   (c) An employee or parent or guardian of a student may

25 revoke the person's consent provided under Subsection (b)(1) by

26 informing the appropriate school administrator, as determined by

27 the school district or open-enrollment charter school. An employee

1 or student for whom consent has been revoked under this subsection:

2 (1) may not participate in the period of prayer and

3 reading of the Bible or other religious text until the employee or

4 parent or guardian of the student submits to the district or school

5 a new consent form under Subsection (b)(1); and

6 (2) remains bound by the waiver described by

7 Subsection (b)(1)(C).

8 (d) A policy adopted under Subsection (a):

9 (1) must include provisions ensuring a prayer or

10 reading of the Bible or other religious text is not provided in the

11 physical presence of, within the hearing of, or in another manner

12 which would constitute an injury in fact within the meaning of the

13 United States or Texas Constitution on a person for whom a signed

14 consent form has not been submitted under Subsection (b)(1) or has

15 been revoked under Subsection (c); and

16 (2) in order to comply with this subsection, may

17 require that the period of prayer and reading of the Bible or other

18 religious text be provided:

19 (A) before normal school hours;

20 (B) only in classrooms or other areas in which a

21 consent form under Subsection (b)(1) has been submitted for every

22 employee and student, which may include an entire school district

23 or open-enrollment charter school campus if a consent form has been

24 submitted for each employee and student at the campus; or

25 (C) by any other method recommended by the

26 attorney general or legal counsel for the district or school.

27 (e) The attorney general, on request from the board of

1 trustees of a school district or the governing body of an

2 open-enrollment charter school, shall:

3   (1) provide advice on best methods for a district or

4 school to comply with the requirements of this section;

5   (2) provide a model consent form that may be used for

6 purposes of providing consent under Subsection (b)(1); and

7   (3) defend the district or school in a cause of action

8 arising out of the adoption of a policy under Subsection (a).

9   (f) If the attorney general defends a school district or

10 open-enrollment charter school under Subsection (e)(3), the state

11 is liable for the expenses, costs, judgments, or settlements of the

12 claims arising out of the representation. The attorney general may

13 settle or compromise any and all claims under this subsection. The

14 state may not be liable for any expenses, costs, judgments, or

15 settlements of any claims arising out of the adoption of a policy

16 under Subsection (a) against a district or school not being

17 represented by the attorney general.

18   (g) Regardless of whether the board of trustees of a school

19 district or the governing body of an open-enrollment charter school

20 adopts a policy under Subsection (a), this section does not

21 prohibit a student or employee of the district or school from

22 participating in prayer or reading the Bible or other religious

23 text during a period of the school day that is not designated as a

24 period of prayer and reading of the Bible or other religious text.

25   SECTION 2. Section 25.901, Education Code, is amended to

26 read as follows:

27   Sec. 25.901. EXERCISE OF CONSTITUTIONAL RIGHT TO PRAY. A

1 public school student has an absolute right to individually,

2 voluntarily, and silently pray or meditate in school in a manner

3 that does not disrupt the instructional or other activities of the

4 school. A person may not require[, encourage,] or coerce a student

5 to engage in or refrain from such prayer or meditation during any

6 school activity.

7   SECTION 3. Not later than six months after the effective

8 date of this Act, each board of trustees of a school district and

9 each governing body of an open-enrollment charter school shall take

10 a record vote on whether to adopt a resolution described by Section

11 25.0823(a-1), Education Code, as added by this Act.

12   SECTION 4. This Act applies beginning with the 2025-2026

13 school year.

14   SECTION 5. This Act takes effect immediately if it receives

15 a vote of two-thirds of all the members elected to each house, as

16 provided by Section 39, Article III, Texas Constitution. If this

17 Act does not receive the vote necessary for immediate effect, this

18 Act takes effect September 1, 2025.

DRAFT

Purpose: To establish a respectful, inclusive, and legally compliant environment that allows students and staff of all faiths to voluntarily participate in daily prayer or religious text readings. This policy ensures each person's right to practice or abstain from religious activities while maintaining respect for the beliefs of others.

Policy Statement: In accordance with Texas Senate Bill 11, El Paso Leadership Academy Charter School will provide an opportunity each school day for voluntary prayer and reading of religious texts for students and employees who choose to participate, with signed consent. Participation is entirely voluntary, and no student or employee will ever be required, coerced, or penalized for participating or not participating.

 Guidelines:

- The school recognizes and respects the diverse religious beliefs represented within the school community and will permit voluntary prayer or text reading aligned with any faith tradition, including Christianity, Islam, Judaism, Hinduism, Buddhism, and others, or quiet reflection for those who do not observe a religion.

- Participants must provide written consent signed by a parent or guardian (for students) or by the employee.

- The consent form must include:
    - A statement affirming that participation is voluntary.

    - An acknowledgment that participants may hear or observe prayers or readings from various religious or philosophical traditions.

    - A legal waiver protecting the school and its employees from liability related to participation or expression of faith.

    - Religious activities will be scheduled so they do not interfere with instructional time.

    - Sessions will take place in designated areas or classrooms where all participants have provided consent, ensuring no one is involuntarily exposed to such activities.

    - The school will not broadcast or publicly amplify any prayers or readings

    - Students or employees who do not consent or who choose to revoke consent may do so at any time without penalty or consequence.

Implementation: The board of trustees will adopt this policy by recorded vote. The school will distribute consent forms to parents, guardians, and staff, collect necessary signatures before participation, and maintain records securely in compliance with state law.

El Paso Leadership Academy

District Improvement Plan

2025-2026

Mission Statement

We educate and empower students with tools essential to achieve their self-actualization, academic potential, and success.

Vision

We are an elite, collaborative organization providing a nurturing environment that shapes independent thinkers and people ready to make their own rules.

Value Statement

We Build. We Lead.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The El Paso Leadership Academy conducted its Comprehensive Needs Assessment during the month of August 2025 . The Needs Assessment was prepared and reviewed by the District Improvement and Planning Committee, ensuring a wide variety of data sources (both quantitative and qualitative) were used. The CNA reviewed academic data (STAAR, EOC, TELPAS), teacher and student demographic data, attendance data, discipline data, and staff/family surveys to assess the effectiveness of academic programming, campus climate/culture, and family/community engagement. Based on the data obtained, the District Improvement and Planning Committee identified district goals/objectives/strategies to continue to move progress on a positive trajectory on the educational continuum from Good to Great.

Program Evaluation/ Needs Assessment

	School Year	State	Region 19	District	African American	Hi
STAAR Performance Rates by Tested Grade, Subject, and Performa						
Grade 6 Reading						
At Approaches Grade Level or Above	2025	77%	77%	**43%**	-	
	2024	77%	77%	**65%**	-	
At Meets Grade Level or Above	2025	56%	55%	**21%**	-	
	2024	57%	55%	**39%**	-	
At Masters Grade Level	2025	29%	26%	**15%**	-	
	2024	26%	22%	**6%**	-	
Grade 6 Mathematics						
At Approaches Grade Level or Above	2025	74%	76%	**68%**	-	
	2024	72%	74%	**65%**	-	

	School Year	State	Region 19	District	African American	Hi
At Meets Grade Level or Above	2025	40%	38%	**28%**	-	
	2024	39%	39%	**24%**	-	
At Masters Grade Level	2025	16%	13%	**9%**	-	
	2024	14%	11%	**0%**	-	
Grade 7 Reading						
At Approaches Grade Level or Above	2025	76%	78%	**55%**	-	
	2024	74%	73%	**47%**	-	
At Meets Grade Level or Above	2025	54%	54%	**24%**	-	
	2024	54%	50%	**33%**	-	
At Masters Grade Level	2025	27%	25%	**8%**	-	
	2024	29%	23%	**14%**	-	
Grade 7 Mathematics						
At Approaches Grade Level or Above	2025	55%	52%	**54%**	-	
	2024	56%	54%	**52%**	-	
At Meets Grade Level or Above	2025	33%	26%	**31%**	-	
	2024	34%	30%	**27%**	-	
At Masters Grade Level	2025	11%	5%	**7%**	-	
	2024	11%	8%	**5%**	-	
Grade 8 Reading						
At Approaches Grade Level or Above	2025	82%	83%	**45%**	-	
	2024	81%	81%	**49%**	-	
At Meets Grade Level or Above	2025	58%	58%	**20%**	-	
	2024	56%	55%	**24%**	-	
At Masters Grade Level	2025	32%	29%	**9%**	-	
	2024	29%	25%	**6%**	-	
Grade 8 Mathematics						
At Approaches Grade Level or Above	2025	71%	73%	**64%**	-	
	2024	72%	73%	**57%**	-	

	School Year	State	Region 19	District	African American	Hi
At Meets Grade Level or Above	2025	47%	46%	**18%**		-
	2024	43%	39%	**14%**	-	
At Masters Grade Level	2025	18%	14%	**0%**	-	
	2024	16%	10%	**3%**	-	
Grade 8 Science						
At Approaches Grade Level or Above	2025	74%	77%	**61%**	-	
	2024	70%	71%	**48%**	-	
At Meets Grade Level or Above	2025	48%	49%	**30%**	-	
	2024	44%	41%	**17%**	-	
At Masters Grade Level	2025	19%	15%	**6%**	-	
	2024	17%	13%	**4%**	-	
Grade 8 Social Studies						
At Approaches Grade Level or Above	2025	58%	58%	**34%**	-	
	2024	60%	59%	**36%**	-	
At Meets Grade Level or Above	2025	32%	28%	**13%**	-	
	2024	33%	27%	**15%**	-	
At Masters Grade Level	2025	17%	13%	**3%**	-	
	2024	17%	12%	**8%**	-	
End of Course English I						
At Approaches Grade Level or Above	2025	69%	68%	**34%**	*	
	2024	70%	69%	**42%**	*	
At Meets Grade Level or Above	2025	49%	46%	**11%**	*	
	2024	52%	49%	**15%**	*	
At Masters Grade Level	2025	15%	11%	**1%**	*	
	2024	16%	13%	**5%**	*	
End of Course English II						
At Approaches Grade Level or Above	2025	72%	72%	**43%**	*	
	2024	75%	75%	**60%**	*	

	School Year	State	Region 19	District	African American	Hi
At Meets Grade Level or Above	2025	55%	53%	**17%**	*	
	2024	58%	56%	**28%**	*	
At Masters Grade Level	2025	8%	6%	**0%**	*	
	2024	9%	6%	**4%**	*	
End of Course Algebra I						
At Approaches Grade Level or Above	2025	78%	85%	**75%**	*	
	2024	81%	87%	**71%**	-	
At Meets Grade Level or Above	2025	45%	52%	**33%**	*	
	2024	43%	49%	**24%**	-	
At Masters Grade Level	2025	27%	30%	**14%**	*	
	2024	24%	25%	**7%**	-	
End of Course Biology						
At Approaches Grade Level or Above	2025	92%	92%	**89%**	*	
	2024	91%	92%	**88%**	-	
At Meets Grade Level or Above	2025	61%	58%	**31%**	*	
	2024	56%	54%	**31%**	-	
At Masters Grade Level	2025	21%	14%	**5%**	*	
	2024	19%	13%	**3%**	-	
End of Course U.S. History						
At Approaches Grade Level or Above	2025	95%	96%	**89%**	-	
	2024	96%	96%	**93%**	*	
At Meets Grade Level or Above	2025	68%	68%	**38%**	-	
	2024	69%	67%	**36%**	*	
At Masters Grade Level	2025	37%	34%	**11%**	-	
	2024	37%	33%	**9%**	*	
SAT/ACT All Subjects						
At Approaches Grade Level or Above	2025	89%	80%	**40%**	-	
	2024	88%	78%	**-**	-	

	School Year	State	Region 19	District	African American	Hi
At Meets Grade Level or Above	2025	59%	35%	**0%**	-	
	2024	59%	38%	**-**	-	
At Masters Grade Level	2025	13%	2%	**0%**	-	
	2024	12%	2%	**-**	-	
All Grades All Subjects						
At Approaches Grade Level or Above	2025	75%	77%	**58%**	0%	
	2024	75%	75%	**58%**	*	
At Meets Grade Level or Above	2025	50%	50%	**24%**	0%	
	2024	48%	47%	**25%**	*	
At Masters Grade Level	2025	21%	19%	**7%**	0%	
	2024	20%	17%	**6%**	*	
All Grades ELA/Reading						
At Approaches Grade Level or Above	2025	76%	77%	**43%**	*	
	2024	76%	76%	**51%**	*	
At Meets Grade Level or Above	2025	54%	54%	**17%**	*	
	2024	54%	52%	**27%**	*	
At Masters Grade Level	2025	23%	20%	**4%**	*	
	2024	22%	18%	**7%**	*	
All Grades Mathematics						
At Approaches Grade Level or Above	2025	72%	76%	**68%**	*	
	2024	72%	74%	**61%**	-	
At Meets Grade Level or Above	2025	45%	46%	**30%**	*	
	2024	43%	42%	**23%**	-	
At Masters Grade Level	2025	20%	19%	**11%**	*	
	2024	17%	15%	**4%**	-	
All Grades Science						
At Approaches Grade Level or Above	2025	78%	80%	**76%**	*	
	2024	75%	75%	**64%**	-	

	School Year	State	Region 19	District	African American	Hi
At Meets Grade Level or Above	2025	47%	46%	**30%**	*	
	2024	43%	41%	**23%**	-	
At Masters Grade Level	2025	17%	13%	**5%**	*	
	2024	16%	12%	**4%**	-	
All Grades Social Studies						
At Approaches Grade Level or Above	2025	77%	79%	**62%**	-	
	2024	78%	79%	**65%**	*	
At Meets Grade Level or Above	2025	50%	50%	**26%**	-	
	2024	51%	49%	**26%**	*	
At Masters Grade Level	2025	27%	24%	**7%**	-	
	2024	27%	23%	**9%**	*	
STAAR Performance Rates by Enrolled Grade at Meets Grade Level						
6th Graders						
Reading and Mathematics	2025	37%	33%	**17%**	-	
	2024	36%	34%	**12%**	-	
Reading and Mathematics Including EOC	2025	37%	33%	**17%**	-	
	2024	36%	34%	**12%**	-	
Reading Including EOC	2025	56%	55%	**21%**	-	
	2024	57%	55%	**39%**	-	
Math Including EOC	2025	41%	38%	**28%**	-	
	2024	40%	39%	**24%**	-	
7th Graders						
Reading and Mathematics	2025	36%	36%	**15%**	-	
	2024	35%	28%	**21%**	-	
Reading and Mathematics Including EOC	2025	38%	36%	**15%**	-	
	2024	36%	29%	**21%**	-	
Reading Including EOC	2025	54%	54%	**24%**	-	
	2024	54%	50%	**33%**	-	

	School Year	State	Region 19	District	African American	Hi
Math Including EOC	2025	43%	42%	**31%**	-	
	2024	40%	34%	**27%**	-	
8th Graders						
Reading and Mathematics	2025	30%	27%	**9%**	-	
	2024	28%	22%	**6%**	-	
Reading and Mathematics Including EOC	2025	44%	44%	**16%**	-	
	2024	41%	41%	**14%**	-	
Reading Including EOC	2025	59%	58%	**20%**	-	
	2024	57%	55%	**24%**	-	
Math Including EOC	2025	51%	56%	**51%**	-	
	2024	49%	52%	**27%**	-	
3rd - 8th Graders						
Reading and Mathematics	2025	38%	37%	**15%**	-	
	2024	36%	34%	**14%**	-	
Reading and Mathematics Including EOC	2025	40%	39%	**16%**	-	
	2024	38%	36%	**16%**	-	
Reading Including EOC	2025	55%	56%	**22%**	-	
	2024	54%	52%	**31%**	-	
Math Including EOC	2025	46%	47%	**39%**	-	
	2024	45%	44%	**27%**	-	

2023-24 Attendance, Graduation, and Dropout Rates

EL PASO LEADERSHIP ACADEMY (071810) - EL PASO COUNTY

	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2022-23	93.3%	92.6%	**92.6%**	91.6%	92.7%	90.2%	-	-	-	*	92.2%	93.0%	93.0%
2021-22	92.2%	91.3%	**94.0%**	*	94.0%	92.7%	-	-	-	*	93.1%	93.9%	94.0%
Chronic Absenteeism													
2022-23	20.3%	23.3%	**25.8%**	28.6%	25.3%	38.9%	-	-	-	*	34.7%	22.9%	22.0%
2021-22	25.7%	29.5%	**18.0%**	*	17.7%	33.3%	-	-	-	*	23.3%	18.0%	17.4%
Annual Dropout Rate (Gr 7-8)													
2022-23	0.8%	1.5%	**0.6%**	*	0.3%	0.0%	-	-	-	*	4.0%	0.7%	0.0%
2021-22	0.7%	0.6%	**0.0%**	*	0.0%	*	-	-	-	-	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2022-23	2.0%	3.2%	**0.4%**	*	0.4%	0.0%	-	-	-	*	7.1%	0.4%	0.0%
2021-22	2.2%	2.8%	**0.0%**	-	0.0%	*	-	-	-	*	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2023													
Graduated	90.3%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.1%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.8%	-	-	-	-	-	-	-	-	-	-	-

2023-24 Attendance, Graduation, and Dropout Rates

Graduates and TxCHSE	90.6%	87.6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022																
Graduated	89.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	5.4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	7.4%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	87.2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	92.6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)																
Class of 2022																
Graduated	91.8%	90.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.8%	7.8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

2023-24 Attendance, Graduation, and Dropout Rates

Graduates, TxCHSE, and Continuers	93.2%	92.2%	-	-	-	-	-	-	-	-	-	-	-	-

Class of 2021

Graduated	92.2%	90.1%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	1.3%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	91.0%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.3%	-	-	-	-	-	-	-	-	-	-	-	-

6-Year Extended Longitudinal Rate (Gr 9-12)

Class of 2021

Graduated	92.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	92.4%	-	-	-	-	-	-	-	-	-	-	-	-

Class of 2020

2023-24 Attendance, Graduation, and Dropout Rates

Graduated	92.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	6.5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	93.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	93.5%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

Class of 2023	90.3%	87.0%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	89.7%	86.6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)

Class of 2022	91.8%	90.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	92.2%	90.1%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)

Class of 2021	92.7%	90.7%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	92.7%	91.9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2023	72.3%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

2023-24 Attendance, Graduation, and Dropout Rates																
Class of 2023	4.3%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	3.7%	5.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)																
Class of 2023	84.3%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	84.3%	92.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)																
Class of 2023	88.6%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2022	88.0%	97.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)																
2022-23	38.4%	100.0%	-	-	-	-	-	-	-	-	-	-	-
2021-22	23.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)																
2022-23	4.4%	5.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	3.9%	6.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)																
2022-23	82.5%	88.9%	-	-	-	-	-	-	-	-	-	-	-
2021-22	82.3%	89.6%	-	-	-	-	-	-	-	-	-	-	-
Texas First DLA Graduates (Annual Rate)																
2022-23	0.1%	0.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate)																
2022-23	86.8%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2021-22	86.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-

Demographics

Demographics Summary

Demographics: Who Are We?

The El Paso Leadership Academy (EPLA) is an open-enrollment public charter school district that serves scholars and families across the greater El Paso region, including military-connected families from nearby Fort Bliss. The district office is centrally located at 114 Texas Ave., El Paso, TX.

EPLA has demonstrated steady enrollment growth over the past several years. Enrollment has expanded from 217 students in 2019–2020 to 700 students in 2024-2025.

Student Population Trends (Race/Ethnicity, Gender, Programs)

EPLA's scholar population is overwhelmingly Hispanic, reflecting the demographics of the broader El Paso community. Across the years, the district has continued to serve a high percentage of economically disadvantaged scholars, English Learners (ELs), and students identified as at-risk. Below is a summary of demographic trends:

Year	Total Enrollment	African-American	Hispanic	White	American Indian	2 or More	Eco Dis	EL	At-Risk
2024-2025	859	--	96.16%	0.03%	--	0.29%	80.21%	73.81%	
2023-2024	918	0.33%	90.17%	1.32%	--	0.32%	90.01%	78.32%	
2022–2023	601	1.8%	96.8%	1.4%	--	--	91.8%	70.2%	73%
2021–2022	266	1.1%	95.5%	2.3%	--	1.1%	86.5%	62.4%	83.1%
2020–2021	210	--	94.8%	4.8%	--	0.5%	89.0%	64.3%	64.3%

The gender distribution has remained fairly consistent, with roughly 43% female and 57% male across the district.

Attendance & Mobility

EPLA has historically maintained a district-wide attendance rate above 96%. However, the COVID-19 pandemic and its aftereffects impacted attendance levels, with 2022–2023 marking a decline to 91.8%. The district continues to prioritize attendance recovery through targeted interventions and engagement strategies.

Year	Attendance Rate
2024-2025	91.21%
2023-2024	92.38%
2022–2023	91.8%
2021–2022	94.0%
2020–2021	94.3%
2019–2020	98.7%
2018–2019	96.0%
2017–2018	95.9%

Mobility rates are closely monitored as EPLA serves a high number of students from military families and transient households. This affects cohort stability, instructional planning, and long-term interventions.

Special Programs and Advanced Coursework

EPLA provides a range of support services, including:

- **Special Education Services: Serving scholars with disabilities across all grade levels.**

- **504 & Dyslexia Support: Implemented through individualized academic accommodations.**

- **Emergent Bilingual Support: 70%+ of students receive targeted English Language Development.**

- **Accelerated Courses: Students at EPLA High School are enrolled in Pre-AP, AP, and dual credit courses aligned to the district's College, Career, and Military Readiness (CCMR) framework.**

- **EPLA is actively growing its CCMR enrollment and advanced course offerings to ensure scholars are college- and career-ready upon graduation. This includes the addition of the Early College High School which EPLA has entered the planning year with Sul Ross State University as the IHE partner.**

  Staff Demographics, Recruitment, and Retention

  EPLA recruits and retains high-quality teachers through a mission-driven approach and ongoing instructional coaching. The teacher-student ratio is approximately 1:25, allowing for small-group and individualized instruction. Teacher demographics mirror the diversity of the student body, with a majority Hispanic staff. Recruitment efforts have focused on high-need certification areas and bilingual education.

  - **Paraprofessional Qualifications: All paraprofessionals meet or exceed state and federal qualifications.**

  - **Teacher Experience: EPLA retains a balanced mix of early-career and experienced educators. Targeted professional development and mentorship systems support teacher effectiveness and retention.**

Demographics Strengths

El Paso Leadership Academy (EPLA) continues to serve a scholar population that closely mirrors the demographics of the broader El Paso community. The district has consistently maintained a predominantly Hispanic student body over the past several years:

School Year	% Hispanic Students
2019–2020	96.3%
2020–2021	94.8%
2021–2022	95.5%
2023–2024	96.8%
2024-2025	96.16%

Problem Statements Identifying Demographics Needs

Problem Statement 1: EPLA's district-wide attendance rate has declined from a pre-pandemic average of 96%+ to 91.8% in 2022-2023, a drop of over 4 percentage points in just a few years.
Root Cause: Limited systems in place to flag and intervene with chronically absent students before attendance patterns become problematic.

Problem Statement 2: 73% of EPLA scholars are identified as at-risk, significantly higher than state averages, creating a need for intensive academic, behavioral, and social-emotional supports.
Root Cause: Many scholars enroll in middle or high school with foundational skill deficits from prior schools, especially in literacy and math.

Problem Statement 3: There is a need to enhance the language acquisition/sheltered instruction approaches and resources to teaching/learning, especially for beginning/new teachers.
Root Cause: A high emergent bilingual population need foundational language support to engage with the rigorous course content and for college/career readiness.

Student Learning

Student Learning Summary

El Paso Leadership Academy continues to stabilize and strengthen achievement as measured by 2024–2025 STAAR and EOC results, reflecting tighter TEKS alignment, progress-monitoring cycles, and targeted supports for English Learners and scholars receiving Special Education services.

District STAAR, All Grades (2025):

- **ELA/Reading:** 43 percent Approaches, 17 percent Meets, 4 percent Masters.
  Performance contracted relative to last year at all three levels, signaling the need to continue writing routines, explicit vocabulary, and close-reading protocols across content.

- **Mathematics:** 68 percent Approaches, 30 percent Meets, 11 percent Masters.
  Math strengthened across all bands, consistent with pacing to HQIM, daily problem-solving, and spiral review practices.

- **Science:** 76 percent Approaches, 30 percent Meets, 5 percent Masters.
  Science increased across performance levels, supported by lab-based inquiry and vocabulary scaffolds.

- **Social Studies:** 62 percent Approaches, 26 percent Meets, 7 percent Masters.
  Meets held steady while Approaches and Masters trended slightly down; continued emphasis on primary-source analysis and academic discussion is recommended.

End-of-Course (EOC) Highlights, District (2025):

- **Algebra I:** 75 percent Approaches, 33 percent Meets, 14 percent Masters. Growth at Approaches and notable gains at Meets and Masters.

- **Biology:** 89 percent Approaches, 31 percent Meets, 5 percent Masters. Approaches improved and Meets held level.

- **U.S. History:** 89 percent Approaches, 38 percent Meets, 11 percent Masters. Approaches dipped modestly, with incremental gains in Meets and Masters.

- **English I:** 34 percent Approaches, 11 percent Meets, 1 percent Masters. Performance declined, indicating a need to intensify daily writing and text-dependent responses.

- **English II:** 43 percent Approaches, 17 percent Meets, 0 percent Masters. Results declined year over year; continue instructional focus on evidence-based writing and revision cycles.

Student Learning Strengths

El Paso Leadership Academy continues to make notable gains in Mathematics and Science while maintaining strong overall performance in content mastery. The 2024–2025 STAAR and EOC results demonstrate the district's progress in core instructional systems, aligned lesson internalization practices, and effective interventions under the MTSS framework.

Overall District Performance:
Districtwide, Mathematics and Science represent key strengths. Scholars showed measurable growth at every performance level, while Social Studies held steady at Meets Grade Level and ELA/Reading results, though lower than the prior year, continue to reflect strength in scholar engagement and instructional alignment.

Performance Highlights:

- **Mathematics:** 68% of scholars achieved *Approaches Grade Level*, 30% achieved *Meets*, and 11% reached *Masters*. This marks a seven-point gain at Approaches and a seven-point increase at Meets from 2024, indicating the district's effective implementation of HQIM-aligned curriculum, strong data-driven reteach structures, and fidelity to lesson internalization routines.

- **Science:** 76% of scholars reached *Approaches*, 30% achieved *Meets*, and 5% reached *Masters*, representing a 12-point increase at Approaches and a seven-point improvement at Meets compared to 2024. Science performance remains a district highlight, supported by hands-on learning, vocabulary integration, and inquiry-based instruction.

- **Social Studies:** 62% of scholars achieved *Approaches* and 26% achieved *Meets*. Though performance at Approaches declined slightly, Meets remained stable, demonstrating consistency in analytical writing and use of primary-source materials within instruction.

- **ELA/Reading:** 43% of scholars achieved *Approaches*, 17% achieved *Meets*, and 4% achieved *Masters*. While this reflects an overall decrease compared to the prior year, the district continues to prioritize reading stamina, academic vocabulary, and writing across the curriculum to strengthen literacy outcomes.

- **End-of-Course Assessments:** High school scholars continue to perform strongest in STEM and U.S. History. *Biology* achieved 89% Approaches and 31% Meets; *Algebra I* reached 75% Approaches and 33% Meets; *U.S. History* demonstrated 89% Approaches and 38% Meets. These results show sustained rigor and teacher effectiveness in content-specific instruction.

Subgroup Strengths:

Hispanic and economically disadvantaged scholars, who represent the majority of the district population, performed in line with overall district averages, particularly in Mathematics and Science. English Learners demonstrated continued growth through focused language supports and targeted interventions, while Special Education scholars benefited from explicit small-group reteach structures and co-teaching practices.

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2025	77%	77%	**43%**	-	41%	*	-	-	-	-	40%	*	-	43%	41%	27%
	2024	77%	77%	**65%**	-	63%	-	-	*	-	*	*	*	-	65%	65%	58%
At Meets Grade Level or Above	2025	56%	55%	**21%**	-	18%	*	-	-	-	-	20%	*	-	21%	19%	13%
	2024	57%	55%	**39%**	-	39%	-	-	*	-	*	*	*	-	39%	42%	37%
At Masters Grade Level	2025	29%	26%	**15%**	-	11%	*	-	-	-	-	0%	*	-	15%	15%	10%
	2024	26%	22%	**6%**	-	4%	-	-	*	-	*	*	*	-	6%	6%	5%
Grade 6 Mathematics																	

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	74%	76%	**68%**	-	68%	*	-	-	-	-	20%	*	-	68%	67%	63%
	2024	72%	74%	**65%**	-	63%	-	-	*	-	*	*	*	-	65%	58%	60%
At Meets Grade Level or Above	2025	40%	38%	**28%**	-	25%	*	-	-	-	-	0%	*	-	28%	19%	23%
	2024	39%	39%	**24%**	-	22%	-	-	*	-	*	*	*	-	24%	19%	19%
At Masters Grade Level	2025	16%	13%	**9%**	-	7%	*	-	-	-	-	0%	*	-	9%	4%	3%
	2024	14%	11%	**0%**	-	0%	-	-	*	-	*	*	*	-	0%	0%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2025	76%	78%	**55%**	-	54%	*	-	*	-	-	*	*	-	55%	62%	54%
	2024	74%	73%	**47%**	-	47%	-	-	-	-	-	33%	*	-	47%	45%	36%
At Meets Grade Level or Above	2025	54%	54%	**24%**	-	24%	*	-	*	-	-	*	*	-	24%	31%	23%
	2024	54%	50%	**33%**	-	33%	-	-	-	-	-	33%	*	-	33%	31%	22%
At Masters Grade Level	2025	27%	25%	**8%**	-	7%	*	-	*	-	-	*	*	-	8%	9%	7%
	2024	29%	23%	**14%**	-	14%	-	-	-	-	-	0%	*	-	14%	13%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2025	55%	52%	**54%**	-	53%	*	-	*	-	-	*	*	-	54%	55%	54%
	2024	56%	54%	**52%**	-	52%	-	-	-	-	-	33%	*	-	52%	52%	46%
At Meets Grade Level or Above	2025	33%	26%	**31%**	-	30%	*	-	*	-	-	*	*	-	31%	32%	29%
	2024	34%	30%	**27%**	-	27%	-	-	-	-	-	17%	*	-	27%	28%	24%
At Masters Grade Level	2025	11%	5%	**7%**	-	6%	*	-	*	-	-	*	*	-	7%	9%	7%
	2024	11%	8%	**5%**	-	5%	-	-	-	-	-	0%	*	-	5%	6%	4%
Grade 8 Reading																	
At Approaches Grade Level or Above	2025	82%	83%	**45%**	-	46%	*	-	-	-	-	*	*	-	45%	45%	41%
	2024	81%	81%	**49%**	-	47%	*	-	-	-	*	50%	*	*	49%	46%	43%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	58%	58%	**20%**	-	20%	*	-	-	-	-	*	*	-	20%	21%	16%
	2024	56%	55%	**24%**	-	24%	*	-	-	-	*	25%	*	*	24%	23%	18%
At Masters Grade Level	2025	32%	29%	**9%**	-	9%	*	-	-	-	-	*	*	-	9%	9%	6%
	2024	29%	25%	**6%**	-	6%	*	-	-	-	*	13%	*	*	6%	5%	4%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2025	71%	73%	**64%**	-	64%	-	-	-	-	-	*	-	-	64%	64%	67%
	2024	72%	73%	**57%**	-	57%	*	-	-	-	*	43%	*	-	57%	58%	62%
At Meets Grade Level or Above	2025	47%	46%	**18%**	-	18%	-	-	-	-	-	*	-	-	18%	18%	17%
	2024	43%	39%	**14%**	-	14%	*	-	-	-	*	14%	*	-	14%	13%	13%
At Masters Grade Level	2025	18%	14%	**0%**	-	0%	-	-	-	-	-	*	-	-	0%	0%	0%
	2024	16%	10%	**3%**	-	3%	*	-	-	-	*	0%	*	-	3%	2%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2025	74%	77%	**61%**	-	61%	*	-	-	-	-	*	*	-	61%	60%	62%
	2024	70%	71%	**48%**	-	49%	*	-	-	-	*	38%	*	*	48%	48%	49%
At Meets Grade Level or Above	2025	48%	49%	**30%**	-	30%	*	-	-	-	-	*	*	-	30%	31%	31%
	2024	44%	41%	**17%**	-	18%	*	-	-	-	*	38%	*	*	17%	13%	16%
At Masters Grade Level	2025	19%	15%	**6%**	-	6%	*	-	-	-	-	*	*	-	6%	7%	3%
	2024	17%	13%	**4%**	-	4%	*	-	-	-	*	0%	*	*	4%	2%	2%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2025	58%	58%	**34%**	-	34%	*	-	-	-	-	*	*	-	34%	36%	32%
	2024	60%	59%	**36%**	-	36%	*	-	-	-	*	38%	*	*	36%	34%	37%
At Meets Grade Level or Above	2025	32%	28%	**13%**	-	13%	*	-	-	-	-	*	*	-	13%	14%	10%
	2024	33%	27%	**15%**	-	15%	*	-	-	-	*	25%	*	*	15%	13%	13%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	13%	**3%**	-	3%	*	-	-	-	-	*	*	-	3%	4%	1%
	2024	17%	12%	**8%**	-	8%	*	-	-	-	*	13%	*	*	8%	7%	6%
End of Course English I																	
At Approaches Grade Level or Above	2025	69%	68%	**34%**	*	34%	*	*	-	-	*	0%	*	69%	31%	36%	36%
	2024	70%	69%	**42%**	*	43%	*	-	-	-	-	44%	*	40%	43%	41%	37%
At Meets Grade Level or Above	2025	49%	46%	**11%**	*	12%	*	*	-	-	*	0%	*	19%	11%	12%	11%
	2024	52%	49%	**15%**	*	15%	*	-	-	-	-	33%	*	20%	14%	10%	10%
At Masters Grade Level	2025	15%	11%	**1%**	*	1%	*	*	-	-	*	0%	*	0%	1%	1%	1%
	2024	16%	13%	**5%**	*	5%	*	-	-	-	-	11%	*	0%	6%	3%	1%
End of Course English II																	
At Approaches Grade Level or Above	2025	72%	72%	**43%**	*	44%	*	*	-	-	-	29%	*	53%	42%	44%	44%
	2024	75%	75%	**60%**	*	59%	*	-	-	-	*	*	*	50%	62%	56%	55%
At Meets Grade Level or Above	2025	55%	53%	**17%**	*	18%	*	*	-	-	-	29%	*	21%	17%	16%	15%
	2024	58%	56%	**28%**	*	28%	*	-	-	-	*	*	*	21%	30%	23%	22%
At Masters Grade Level	2025	8%	6%	**0%**	*	0%	*	*	-	-	-	0%	*	0%	0%	0%	0%
	2024	9%	6%	**4%**	*	4%	*	-	-	-	*	*	*	14%	1%	0%	1%
End of Course Algebra I																	
At Approaches Grade Level or Above	2025	78%	85%	**75%**	*	76%	*	*	-	-	*	17%	*	44%	76%	77%	77%
	2024	81%	87%	**71%**	-	73%	*	-	-	-	-	63%	*	44%	77%	76%	74%
At Meets Grade Level or Above	2025	45%	52%	**33%**	*	34%	*	*	-	-	*	0%	*	0%	34%	36%	36%
	2024	43%	49%	**24%**	-	25%	*	-	-	-	-	0%	*	0%	29%	35%	26%
At Masters Grade Level	2025	27%	30%	**14%**	*	15%	*	*	-	-	*	0%	*	0%	15%	16%	15%
	2024	24%	25%	**7%**	-	7%	*	-	-	-	-	0%	*	0%	8%	4%	4%
End of Course Biology																	

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	92%	92%	**89%**	*	89%	*	-	-	-	*	60%	-	*	89%	90%	91%
	2024	91%	92%	**88%**	-	88%	-	-	-	-	-	63%	*	83%	89%	93%	87%
At Meets Grade Level or Above	2025	61%	58%	**31%**	*	32%	*	-	-	-	*	0%	-	*	31%	30%	32%
	2024	56%	54%	**31%**	-	31%	-	-	-	-	-	38%	*	33%	30%	15%	28%
At Masters Grade Level	2025	21%	14%	**5%**	*	5%	*	-	-	-	*	0%	-	*	5%	6%	6%
	2024	19%	13%	**3%**	-	3%	-	-	-	-	-	13%	*	0%	4%	4%	0%

End of Course U.S. History

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	95%	96%	**89%**	-	89%	*	*	-	-	-	*	*	88%	89%	88%	90%
	2024	96%	96%	**93%**	*	93%	*	-	-	-	*	*	100%	100%	91%	93%	92%
At Meets Grade Level or Above	2025	68%	68%	**38%**	-	39%	*	*	-	-	-	*	*	38%	38%	36%	38%
	2024	69%	67%	**36%**	*	36%	*	-	-	-	*	*	20%	39%	35%	34%	26%
At Masters Grade Level	2025	37%	34%	**11%**	-	11%	*	*	-	-	-	*	*	25%	10%	9%	9%
	2024	37%	33%	**9%**	*	9%	*	-	-	-	*	*	0%	17%	7%	6%	4%

SAT/ACT All Subjects

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	89%	80%	**40%**	-	40%	-	-	-	-	-	*	-	*	*	*	*
	2024	88%	78%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2025	59%	35%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	*	*
	2024	59%	38%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2025	13%	2%	**0%**	-	0%	-	-	-	-	-	*	-	*	*	*	*
	2024	12%	2%	**-**	-	-	-	-	-	-	-	-	-	-	-	-	-

All Grades All Subjects

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2025	75%	77%	**58%**	0%	58%	66%	40%	*	-	*	30%	56%	64%	58%	59%	57%
	2024	75%	75%	**58%**	*	58%	53%	-	*	-	75%	44%	63%	60%	58%	56%	55%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2025	50%	50%	**24%**	0%	25%	21%	0%	*	-	*	11%	31%	19%	25%	25%	23%
	2024	48%	47%	**25%**	*	25%	27%	-	*	-	13%	22%	25%	22%	25%	23%	20%
At Masters Grade Level	2025	21%	19%	**7%**	0%	6%	17%	0%	*	-	*	4%	31%	3%	7%	7%	6%
	2024	20%	17%	**6%**	*	6%	0%	-	*	-	13%	5%	6%	6%	6%	5%	4%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2025	76%	77%	**43%**	*	43%	55%	*	*	-	*	19%	50%	60%	42%	44%	42%
	2024	76%	76%	**51%**	*	50%	80%	-	*	-	*	38%	54%	43%	52%	49%	44%
At Meets Grade Level or Above	2025	54%	54%	**17%**	*	17%	27%	*	*	-	*	12%	13%	20%	17%	18%	15%
	2024	54%	52%	**27%**	*	27%	40%	-	*	-	*	24%	31%	20%	27%	25%	20%
At Masters Grade Level	2025	23%	20%	**4%**	*	4%	27%	*	*	-	*	0%	13%	0%	5%	5%	3%
	2024	22%	18%	**7%**	*	7%	0%	-	*	-	*	7%	8%	6%	7%	6%	4%
All Grades Mathematics																	
At Approaches Grade Level or Above	2025	72%	76%	**68%**	*	68%	60%	*	*	-	*	33%	40%	50%	68%	70%	68%
	2024	72%	74%	**61%**	-	61%	*	-	*	-	*	44%	57%	44%	62%	60%	60%
At Meets Grade Level or Above	2025	45%	46%	**30%**	*	30%	30%	*	*	-	*	7%	40%	0%	31%	32%	31%
	2024	43%	42%	**23%**	-	23%	*	-	*	-	*	8%	29%	0%	24%	24%	21%
At Masters Grade Level	2025	20%	19%	**11%**	*	11%	20%	*	*	-	*	0%	40%	0%	11%	12%	11%
	2024	17%	15%	**4%**	-	4%	*	-	*	-	*	0%	14%	0%	4%	4%	3%
All Grades Science																	
At Approaches Grade Level or Above	2025	78%	80%	**76%**	*	76%	100%	-	-	-	*	33%	*	80%	76%	75%	77%
	2024	75%	75%	**64%**	-	65%	*	-	-	-	*	50%	60%	77%	63%	59%	64%
At Meets Grade Level or Above	2025	47%	46%	**30%**	*	31%	0%	-	-	-	*	0%	*	20%	31%	31%	32%
	2024	43%	41%	**23%**	-	23%	*	-	-	-	*	38%	0%	31%	22%	14%	21%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Masters Grade Level	2025	17%	13%	**5%**	*	6%	0%	-	-	-	*	0%	*	0%	6%	6%	4%
	2024	16%	12%	**4%**	-	4%	*	-	-	-	*	6%	0%	0%	4%	3%	1%
All Grades Social Studies																	
At Approaches Grade Level or Above	2025	77%	79%	**62%**	-	62%	*	*	-	-	-	57%	*	88%	61%	61%	60%
	2024	78%	79%	**65%**	*	64%	80%	-	-	-	*	50%	86%	95%	61%	64%	63%
At Meets Grade Level or Above	2025	50%	50%	**26%**	-	26%	*	*	-	-	-	29%	*	38%	25%	25%	24%
	2024	51%	49%	**26%**	*	26%	40%	-	-	-	*	25%	29%	37%	24%	24%	20%
At Masters Grade Level	2025	27%	24%	**7%**	-	7%	*	*	-	-	-	29%	*	25%	7%	6%	5%
	2024	27%	23%	**9%**	*	9%	0%	-	-	-	*	8%	0%	16%	8%	7%	5%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2025	37%	33%	**17%**	-	14%	*	-	-	-	-	0%	*	-	17%	15%	13%
	2024	36%	34%	**12%**	-	12%	-	-	*	-	*	*	*	-	12%	16%	9%
Reading and Mathematics Including EOC	2025	37%	33%	**17%**	-	14%	*	-	-	-	-	0%	*	-	17%	15%	13%
	2024	36%	34%	**12%**	-	12%	-	-	*	-	*	*	*	-	12%	16%	9%
Reading Including EOC	2025	56%	55%	**21%**	-	18%	*	-	-	-	-	20%	*	-	21%	19%	13%
	2024	57%	55%	**39%**	-	39%	-	-	*	-	*	*	*	-	39%	42%	37%
Math Including EOC	2025	41%	38%	**28%**	-	25%	*	-	-	-	-	0%	*	-	28%	19%	23%
	2024	40%	39%	**24%**	-	22%	-	-	*	-	*	*	*	-	24%	19%	19%
7th Graders																	
Reading and Mathematics	2025	36%	36%	**15%**	-	15%	*	-	*	-	-	*	*	-	15%	19%	14%
	2024	35%	28%	**21%**	-	21%	-	-	-	-	-	17%	*	-	21%	22%	16%
Reading and Mathematics Including EOC	2025	38%	36%	**15%**	-	15%	*	-	*	-	-	*	*	-	15%	19%	14%
	2024	36%	29%	**21%**	-	21%	-	-	-	-	-	17%	*	-	21%	22%	16%

	School Year	State	Region 19	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2025	54%	54%	**24%**	-	24%	*	-	*	-	-	*	*	-	24%	31%	23%
	2024	54%	50%	**33%**	-	33%	-	-	-	-	-	33%	*	-	33%	31%	22%
Math Including EOC	2025	43%	42%	**31%**	-	30%	*	-	*	-	-	*	*	-	31%	32%	29%
	2024	40%	34%	**27%**	-	27%	-	-	-	-	-	17%	*	-	27%	28%	24%
8th Graders																	
Reading and Mathematics	2025	30%	27%	**9%**	-	9%	-	-	-	-	-	*	-	-	9%	9%	11%
	2024	28%	22%	**6%**	-	6%	*	-	-	-	*	14%	*	-	6%	6%	3%
Reading and Mathematics Including EOC	2025	44%	44%	**16%**	-	16%	*	-	-	-	-	*	*	-	16%	17%	15%
	2024	41%	41%	**14%**	-	15%	*	-	-	-	*	13%	*	*	14%	14%	11%
Reading Including EOC	2025	59%	58%	**20%**	-	20%	*	-	-	-	-	*	*	-	20%	21%	16%
	2024	57%	55%	**24%**	-	24%	*	-	-	-	*	25%	*	*	24%	23%	18%
Math Including EOC	2025	51%	56%	**51%**	-	51%	*	-	-	-	-	*	*	-	51%	55%	55%
	2024	49%	52%	**27%**	-	28%	*	-	-	-	*	13%	*	*	28%	26%	27%
3rd - 8th Graders																	
Reading and Mathematics	2025	38%	37%	**15%**	-	14%	50%	-	*	-	-	0%	*	-	15%	16%	14%
	2024	36%	34%	**14%**	-	14%	*	-	*	-	*	12%	17%	-	14%	16%	10%
Reading and Mathematics Including EOC	2025	40%	39%	**16%**	-	15%	43%	-	*	-	-	0%	*	-	16%	17%	15%
	2024	38%	36%	**16%**	-	17%	*	-	*	-	*	11%	17%	*	17%	18%	13%
Reading Including EOC	2025	55%	56%	**22%**	-	21%	43%	-	*	-	-	9%	*	-	22%	24%	19%
	2024	54%	52%	**31%**	-	31%	*	-	*	-	*	22%	50%	*	31%	30%	24%
Math Including EOC	2025	46%	47%	**39%**	-	39%	43%	-	*	-	-	9%	*	-	39%	42%	40%
	2024	45%	44%	**27%**	-	27%	*	-	*	-	*	11%	33%	*	27%	26%	24%

Problem Statements Identifying Student Learning Needs

Problem Statement 1: EPLA experienced significant declines in scholar performance on STAAR/EOC exams in 2021-2022 and 2022-2023, particularly at the Meets and Masters levels. While 2023-2024 data shows recovery (75% Approaches, 48% Meets, 20% Masters), overall performance has not yet returned to pre-pandemic levels.
Root Cause: Extended disruptions from COVID-19, coupled with the challenge of accelerating learning for scholars who entered middle and high school with unfinished learning, contributed to district-wide learning loss

Problem Statement 2: TELPAS composite results in 2023 mirrored those of previous years, indicating limited progress in advancing English Learners' proficiency levels, despite gains in STAAR Reading for EB scholars.
Root Cause: COVID-era learning loss disproportionately impacted EB scholars, who had fewer authentic opportunities to practice speaking and listening skills. Additionally, the continued increase in the EB population has made it challenging to accelerate growth at the same pace as overall enrollment.

Problem Statement 3: There remains a need to enhance instructional practices in language acquisition, including the implementation of sheltered instruction/SIOP strategies, particularly for beginning teachers.
Root Cause: EPLA continues to serve a rising proportion of English Learners, At-Risk, and Economically Disadvantaged scholars. Teachers--especially new and early-career educators--require additional support and professional learning to effectively meet these scholars' needs.

Problem Statement 4: EPLA's overall attendance rate dropped to 92.6% in 2022-2023, down from 94.0% in 2021-2022 and well below pre-pandemic levels of 96%+. Chronic absenteeism increased to over 20% of enrolled scholars.
Root Cause: The lingering effects of COVID-19 shifted family expectations around school attendance. Parents and guardians are more inclined to keep scholars home for illness, travel, or personal reasons, leading to increased absences and inconsistent instructional access.

Problem Statement 5: Results from the 2023-2024 staff and faculty survey indicated a strong desire for more structured collaboration time to strengthen instructional alignment and professional growth.
Root Cause: Scheduling changes and recovery efforts in the years following COVID-19 limited the quality and consistency of collaboration time. Expansion to multiple campuses has further complicated alignment of teacher planning and professional development across the district.

District Processes & Programs

District Processes & Programs Summary

Instructional: EPLA uses an embedded RTI program that is called "Accelerated Learning" to support individualized learnin "Accelerated Learning" time, an EB (Emergent Bilingual) support program is provided based upon TELPAS proficiency leve students are pulled-out and Advanced & Advanced High students are pushed-in) through the support of an ESL Paraprofess writing, listening, and speaking. Because of the increase in the number of EB students across our charter district, EPLA ha development in all content areas.

			TELPAS Summary Pe													
		2023						**2022**								
		Listening						Listening								
GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginn
6	64	30%	55%	11%	5%	6	45	12%	33%	35%	21%	6	43	12%
7	114	25%	47%	16%	11%	7	41	9%	41%	30%	20%	7	54	9%
8	96	19%	44%	17%	21%	8	57	14%	22%	38%	27%	8	47	14%
9	69	33%	39%	14%	13%	9	30	13%	40%	37%	10%			
10	84	24%	40%	27%	8%									
		Speaking						Speaking								
GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginn
6	64	25%	56%	16%	3%	6	45	20%	67%	13%	0%	6	43	30%
7	114	39%	38%	23%	1%	7	41	27%	61%	12%	0%	7	54	28%
8	96	41%	44%	15%	1%	8	57	5%	61%	28%	0%	8	47	14%
9	69	54%	33%	13%	0%	9	30	30%	40%	30%	0%			
10	84	44%	33%	20%	2%									
		Reading						Reading								

GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginning
6	64	53%	31%	13%	3%	6	45	31%	51%	11%	7%	6	43	17%
7	114	34%	39%	18%	9%	7	42	31%	19%	26%	24%	7	54	22%
8	96	29%	34%	21%	16%	8	58	22%	47%	17%	14%	8	47	16%
9	69	25%	51%	12%	13%	9	30	20%	47%	23%	10%			
10	84	26%	57%	8%	8%									

		Writing						Writing						
GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginning	Intermediate	Advanced	Advanced High	GL	# Tested	Beginning
6	64	66%	28%	6%	0%	6	45	18%	31%	20%	31%	6	43	10%
7	114	54%	30%	15%	1%	7	42	14%	26%	38%	21%	7	54	7%
8	96	49%	33%	17%	1%	8	58	7%	26%	26%	41%	8	46	3%
9	69	57%	33%	9%	1%	9	30	10%	43%	23%	23%			
10	84	50%	24%	21%	5%									

Curricular: EPLA utilizes High Quality Instructional Materials (HQIM) as it's primary curricular framework. These resources
Reading, EPLA has adopted Amplify Texas for it's Middle School curriculum and ODELL Texas for it's High School curriculu
subjects, with Carnegie Mathematics filling the high level mathematics courses (Algebra II, Pre-Calculus, Geometry). EPLA
Social Studies is utilizing the HMH suite of textbooks across it's courses. Additional resources include: IXL, TEKS Resource
SEs for all other respective content. Since opening a new HS campus in 2021-2022, EPLA is also embedding projects acros
while continuing to use project-based-learning activities in the middle school. Our core curriculum also includes Social/Emo
district Social Workers/Counselors--e.g. suicide prevention, trauma informed care, conflict resolution, violence prevention, s
Counselor for each of the campuses within the district since 2022-2023 school year. The Social/Worker counselors also ass
CCMR" in 2022-2023 to continue supporting students in the processes needed to prepare for college and/or careers during
aid, graduation planning, dual credit enrollment, etc. One-on-one technology is used to support in-class and at-home assign

Personnel: EPLA has partnered with "YYY Advisors" in addressing the recruiting and hiring of highly qualified staff. In add
Resources efforts as well. EPLA also embeds recognition programs (e.g. CRSHH Employee-of-the-Month, Teacher-of-the-Y

term staff retention. EPLA applies for grant opportunities that support teacher development and recognition for exemplary w

| Teachers by Highest Degree Held | | | | | | Teachers by Years Experience Teaching | | | | |
Years	Total Teachers on Staff	No Degree	Teachers with a Bachelor's Degree	Teachers with a Master's Degree	Teachers with a Doctorate	Years	Total Teachers on Staff	Beginning Teachers	1-5 years of Experience	6-10 Years Experience	11- Yea Exp
2021-2022	45	0%	24.0%	1.1%	0%	2021-2022	45	51.7%	39.9%	4.0%	
2020-2021	25	0%	13.0%	1.0%	0%	2020-2021	25	3.0%	10.0%	1.0%	
2019-2020	18	0%	91.7%	8.3%	0%	2019-2020	18	20.4%	73.1%	5.6%	
2018-2019	15	6.7%	66.5%	26.8%	0%	2018-2019	15	20.1%	73.2%	6.7%	
2017-2018	15	0%	59.9%	40.1%	0%	2017-2018	15	26.5%	53.5%	6.7%	
2016-2017	16	0%	87.5%	12.5%	0%	2016-2017	16	87.5%	12.5%	0%	

Organizational: EPLA continually reviews its organizational structure to ensure the most aligned and efficient operations p
campuses in 2021-2022, the delineation of roles between district and campus level supports is being fine-tuned to ensure b
in supporting both district and campus level work across all campuses beginning in 2021-2022. EPLA also enhanced its cer
Coordinator, PEIMS Coordinator, and Financial Services Coordinator. The organizational chart originally developed during
ensure district/campus needs are being met to the greatest degree possible.

Administrative: EPLA is using the TxEIS Ascender programming to address administrative needs across the district. This i
monitoring, and data reviews. In addition, EPLA uses DMAC to support administrative reviews of district data and student p
for TIA eligibility/designation. EPLA also uses assessment data obtained through IXL to monitor student growth progress an
Directors. EPLA will participate with IL (Instructional Leadership) in collaboration with TNTP to enhance the charter leaders
addition, charter leaders will be attending on-going professional development regarding closing the achievement gaps throu
culture.

District Processes & Programs Strengths

EPLA has identified the area of "Curricular", as it's greatest strength.

Curricular-EPLA is utilizing the TEKS RS curriculum as its primary curriculum framework. EPLA also uses additional resources (IXL, StemScopes, Amplify for ELAR (MS), HMH Textbooks for Social Studies, and ODELL for ELAR (HS)) along with teacher developed curriculum, to address TEKs and SEs that allow our students to have a personalized learning experience that enables them to be as successful as possible. EPLA has partnered with TeachingLab through the RISE Program during 2023-2024 and 2024-2025, while continuing a partnership in 2025-2026 focused on the implementation of HQIM in ELAR and Mathematics.

Perceptions

Perceptions Summary

El Paso Leadership Academy is an innovative public charter school that utilizes strong relationships between students, teachers, parents, and staff to create a safe and collaborative learning environment where every member of our district is given the opportunity to grow and thrive. Our model focuses on providing students with an education that is built on real-world applications that allows them to develop skills such as leadership, critical thinking, and problem solving that will benefit them beyond the classroom and into life. Parents also have a role at El Paso Leadership Academy, as they are provided opportunities to learn about what is happening at the school and provide feedback to implement change if necessary. El Paso Leadership Academy is a place where the successes of our students, teachers and staff are celebrated so that everyone is encouraged to continue to be responsible for their own success on their own journey. Parents and families can feel safe about their students attending El Paso Leadership Academy and know that when their students are at school, their students are valued as individuals and that the district will work very hard to ensure all their needs are met and that every student is successful.

A family/community and staff/faculty survey was conducted during the Fall and Spring of the 2024-2025 school year to assess the perceptions of overall school communication and operational processes. The staff/faculty agreed that EPLA is a place they want to work and that they find value in their role as educators. There was a perceived need to be more proactive when addressing issues and in providing adequate time to collaborative with peers. The majority of the family/community members (approximately 90%+) tended to feel the school has an inviting atmosphere, has supportive communication with families/ scholars, and conducts school events to assist with keeping parents informed. The "Coffee with the Principal" was the event that parents provided the most communication with stakeholders. Family members also indicated they would like to see more school events that support them in working with their children on learning the academics needed for success. EPLA is a Stronger Connections school, providing key climate surveys throughout the school year to stakeholders to assess how scholars, families, and teachers view the school. All stakeholders have a positive view of the school, however every stakeholder views vaping as an issue and that needs to be tackled by EPLA.

Perceptions Strengths

Our initial survey indicated the following:

- Parents are able to reach teachers and staff to understand what their students are learning in their classrooms
- Parents are able to provide feedback to the school and impact the school's practices.
- Teachers are empowered to innovate approaches to learning in their classrooms.
- On-going development of strong relationships between teachers and students/parents.

- On-going development of strong relationships between campus leadership and teachers as they develop and grow professionally.
- On-going development of strong relationships between staff and campus leadership as they develop and grow professionally.
- All successes are celebrated be they by a teacher, student or staff member.

In October 2022, the same survey will be redistributed to our EPLA stakeholders in order for an updated perception analysis to be determined because of our exponentail growth as we are preparing for the 2022-2023 school year.

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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- 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
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card and accountability data

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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- PSAT
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- State-developed online interim assessments

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability
- 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

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance 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
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Classroom and school walkthrough 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
- Enrichment course/materials

Goals

Goal 1: All EPLA scholars will achieve a minimum of a two year literacy level growth (as measured by IXL BOY and EOY assessments) per year.

Performance Objective 1: Implement individualized literacy instruction plans for each EPLA scholar, incorporating evidence-based strategies and resources to address specific learning needs and maximize growth potential.

Strategy 1 Details	Reviews			
Strategy 1: Conduct an ongoing comprehensive literacy assessment through the beginning of the year, middle of the year, and end of the year to identify and respond to scholar literacy data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Provide daily literacy interventions, such as guided reading, leveled literacy instruction, and explicit phonics instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Utilize adaptive learning programs with fidelity to provide differentiated instruction for every scholar.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: All EPLA scholars will achieve a minimum of a two year literacy level growth (as measured by IXL BOY and EOY assessments) per year.

Performance Objective 2: Regularly assess scholars' literacy skills, analyzing data to track growth trends, identify areas of improvements, and adjust instructional strategies.

    Evaluation Data Sources: IXL Screener and Diagnostic

Strategy 1 Details		Reviews			
Strategy 1: Assess literacy through 3-week assessments using IXL's Universal Screener and Diagnostic.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Provide professional development and professional learning community support in data analysis and intervention.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 3 Details		**Reviews**			
Strategy 3: Collaborate in grade-level and subject-level teams to analyze data and identify patterns and trends.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**

    ◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 1: All EPLA scholars will achieve a minimum of a two year literacy level growth (as measured by IXL BOY and EOY assessments) per year.

Performance Objective 3: Provide ongoing professional development opportunities for educators to enhance their knowledge and skills in evidence-based literacy instruction strategies, data analysis, and differentiated instruction.

Evaluation Data Sources: Professional Development Log

Strategy 1 Details	Reviews			
Strategy 1: Hold weekly professional learning communities with a focus on literacy instruction and data analysis.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Provide opportunities for every teacher to participate in peer observations centered on literacy instruction.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1: All EPLA scholars will achieve a minimum of a two year literacy level growth (as measured by IXL BOY and EOY assessments) per year.

Performance Objective 4: Coordinate a comprehensive approach to supporting literacy through collaboration utilizing data-driven instructional and lesson alignment practices.

    Evaluation Data Sources: PLC Agendas

Strategy 1 Details		Reviews		
Strategy 1: Hold weekly data-driven instructional meetings to monitor scholar artifacts and data to adjust future lesson plans.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews		
Strategy 2: Identify instructors that utilize best practices to sustain and support a data-driven instructional plan.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Strategy 3 Details		Reviews		
Strategy 3: Develop a family action plan to drive literacy instruction at home (daily reading goals, literacy homework, etc).	**Formative**			**Summative**
	Nov	Jan	Mar	June

    ◯ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: All EPLA scholars will achieve a minimum of a two year literacy level growth (as measured by IXL BOY and EOY assessments) per year.

Performance Objective 5: Develop a comprehensive assessment plan that aligns with state standards and provides regular progress monitoring to identify areas for improvement.

Strategy 1 Details	Reviews			
Strategy 1: Analyze historical data to identify trends and patterns in TSIA reading assessment performance.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Identify specific areas of weakness among EPLA scholars through diagnostic assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Establish benchmarks and targets for improvement based on analysis of assessment data.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 1: All EPLA scholars will achieve a minimum of a two year literacy level growth (as measured by IXL BOY and EOY assessments) per year.

Performance Objective 6: Enhance reading instructional practices by incorporating research-based strategies, differentiated instruction, and engaging literacy activities to meet the diverse needs of learners.

Strategy 1 Details		Reviews			
Strategy 1: Provide professional development opportunities for teachers focused on evidence-based reading instruction methods.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Implement differentiated instruction to meet the diverse learning needs of EPLA scholars.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 3 Details		**Reviews**			
Strategy 3: Incorporate literacy-rich activities and materials across all subject areas to reinforce reading skills.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue					

Goal 1: All EPLA scholars will achieve a minimum of a two year literacy level growth (as measured by IXL BOY and EOY assessments) per year.

Performance Objective 7: Foster a culture of literacy by promoting a love for reading, creating print-rich environments, and encouraging reading activities both inside and outside the classroom.

Strategy 1 Details	Reviews			
Strategy 1: Promote reading both inside and outside the classroom through initiatives like reading challenges and book clubs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Engage families in supporting literacy development at home through workshops and resources.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Create a positive and supportive learning environment that values and celebrates literacy achievements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2: All EPLA Emergent Bilingual scholars will achieve at least a one composite tier English Language Proficiency growth (on TELPAS) each year.

Performance Objective 1: Implement targeted English language acquisition instructional strategies and interventions for Emergent Bilingual scholars.

Strategy 1 Details		Reviews			
Strategy 1: Provide professional development for teachers on effective sheltered instruction techniques.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: Incorporate explicit language instruction, focusing on vocabulary development, academic language, and language structures.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy 3 Details		**Reviews**			
Strategy 3: Offer small-group or individual interventions for Emergent Bilingual scholars who need additional support.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
○ No Progress ○ Accomplished → Continue/Modify ✖ Discontinue					

Goal 2: All EPLA Emergent Bilingual scholars will achieve at least a one composite tier English Language Proficiency growth (on TELPAS) each year.

Performance Objective 2: Leverage family and community partnerships to support English language acquisition.

Strategy 1 Details	Reviews			
Strategy 1: Provide resources and workshops for families to understand the language acquisition process and how they can support their children's progress.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Collaborate with community organizations and language partners to offer additional language learning opportunities outside of school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Encourage family members to participate in school activities and events that celebrate and promote multilingualism.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2: All EPLA Emergent Bilingual scholars will achieve at least a one composite tier English Language Proficiency growth (on TELPAS) each year.

Performance Objective 3: Implement ongoing progress monitoring and data-driven decision-making for Emergent Bilingual scholars.

    Evaluation Data Sources: EB Tracker

Strategy 1 Details	Reviews			
Strategy 1: Conduct regular formative assessments, utilizing SummitK12, to track scholars' language acquisition progress and adjust instruction accordingly.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 2 Details	**Reviews**			
Strategy 2: Analyze TELPAS data and other language proficiency data to identify trends, strengths, and areas for improvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy 3 Details	**Reviews**			
Strategy 3: Use data to inform targeted interventions, professional development needs, and resource allocation for Emergent Bilingual programs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Increase average daily attendance to 95% or higher, reduce scholar tardiness to below 10%, and improve scholar perceptions of school safety--as measured by the Panorama Climate Survey item "I feel safe at my school"--to benchmark at or above 80%.

Performance Objective 1: The average daily attendance will reach 95% or higher, and tardiness will be under 10%, with all Tier 2 interventions reviewed for effectiveness.

Strategy 1 Details				Reviews			
Strategy 1: Review attendance/tardiness intervention effectiveness in campus meetings.				**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Principals				**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details				**Reviews**			
Strategy 2: Celebrate scholars with strong attendance improvements.				**Formative**			**Summative**
Staff Responsible for Monitoring: Campus Principals				**Nov**	**Jan**	**Mar**	**June**
No Progress Accomplished Continue/Modify Discontinue							

Goal 3: Increase average daily attendance to 95% or higher, reduce scholar tardiness to below 10%, and improve scholar perceptions of school safety--as measured by the Panorama Climate Survey item "I feel safe at my school"--to benchmark at or above 80%.

Performance Objective 2: Staff will be provided training to achieve 80% or high on the scholar perception survey for "I feel safe at my school."

Strategy 1 Details		Reviews			
Strategy 1: Provide quarterly PD to staff on building safe, responsive environments.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Establishes lasting trust in the school climate, and staff behaviors aligned with safe culture. **Staff Responsible for Monitoring:** Campus Principals		**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details		Reviews			
Strategy 2: Publicly share safety actions taken based on scholar concerns.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased in shared participation for student safety amongst all stakeholders. **Staff Responsible for Monitoring:** Campus Principals		**Nov**	**Jan**	**Mar**	**June**

⬤ No Progress   ⭕ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 4: Achieve annual teacher and staff retention of 85% or higher, and demonstrate a minimum 20% increase on Gallup Survey Question 1: "On a scale from 0 (not at all likely) to 10 (extremely likely), how satisfied are you with El Paso Leadership Academy as a place to work?" (Current benchmark: 18.9 out of 74).

Performance Objective 1: Campus leadership will review and address retention risks through structured stay interviews, onboarding feedback loops, and pulse checks, resulting in quarterly retention tracking that projects 85%+ year-end retention.

Evaluation Data Sources: - HR retention reports (quarterly)
- Stay interview documentation
- Exit interview summaries

Strategy 1 Details		Reviews			
Strategy 1: Conduct stay interviews with 100% of returning staff by March.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy 2 Details		**Reviews**			
Strategy 2: Administer monthly town halls focused on culture and workload.		**Formative**			**Summative**
		Nov	Jan	Mar	June
Strategy 3 Details		**Reviews**			
Strategy 3: Track and address onboarding survey feedback for new hires within 30 days of start date.		**Formative**			**Summative**
		Nov	Jan	Mar	June
○ No Progress ○ Accomplished → Continue/Modify ✖ Discontinue					

Goal 4: Achieve annual teacher and staff retention of 85% or higher, and demonstrate a minimum 20% increase on Gallup Survey Question 1: "On a scale from 0 (not at all likely) to 10 (extremely likely), how satisfied are you with El Paso Leadership Academy as a place to work?" (Current benchmark: 18.9 out of 74).

Performance Objective 2: All staff will engage in a Gallup Data Deep Dive, facilitated by leadership, to review current scores and identify 2-3 actionable campus-wide strategies to increase overall satisfaction

    Evaluation Data Sources: - Gallup Survey results (baseline and post-survey)
- Gallup Data Meeting agendas/notes
- Action plans

Strategy 1 Details	Reviews			
Strategy 1: Facilitate a Gallup Data Deep Dive during SOAR.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased staff ownership of culture improvement.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Director of Student Wellness				
Strategy 2 Details	Reviews			
Strategy 2: Implement at least one town hall, monthly to check-in on progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Clarity around staff needs.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/Executive Director				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Achieve annual teacher and staff retention of 85% or higher, and demonstrate a minimum 20% increase on Gallup Survey Question 1: "On a scale from 0 (not at all likely) to 10 (extremely likely), how satisfied are you with El Paso Leadership Academy as a place to work?" (Current benchmark: 18.9 out of 74).

Performance Objective 3: Launch at least four staff-wide recognition or wellness initiatives throughout the school year (e.g., Staff Spotlights, Wellness Wednesdays, Appreciation Week), with post-event feedback gathered to evaluate impact on morale and sense of belonging.

    Evaluation Data Sources: - Staff engagement calendar
- Event rosters
- Post-event staff feedback surveys

Strategy 1 Details	Reviews			
Strategy 1: Launch quarterly initiatives (e.g., Staff Spotlights, wellness breaks, shout-outs).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved staff morale and sense of community.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/Executive Director				
Strategy 2 Details	Reviews			
Strategy 2: Collect post-event feedback to gauge effectiveness.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased positive perception of workplace culture.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Operations				
⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 4: Achieve annual teacher and staff retention of 85% or higher, and demonstrate a minimum 20% increase on Gallup Survey Question 1: "On a scale from 0 (not at all likely) to 10 (extremely likely), how satisfied are you with El Paso Leadership Academy as a place to work?" (Current benchmark: 18.9 out of 74).

Performance Objective 4: All teachers will have met with their coach to establish personalized teaching goals which will be revisited in middle-of-year and end-of-year conferences.

HB3 Goal

Evaluation Data Sources: - Coaching/goal-setting documentation
- TESS evaluation forms
- Mid-/EOY check-in logs

Strategy 1 Details	Reviews			
Strategy 1: Hold frequest 1:1 check-ins focused on goal setting.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased staff investment in long-term growth.	**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Instructional Coaches				

No Progress   Accomplished   → Continue/Modify   ✖ Discontinue

Goal 5: By the 2025-2026 school year, at least 20% of EPLA teachers will meet eligibility criteria for TIA designation. An additional 10% of teachers will meet eligibility in both 2026-2027 and 2027-2028, resulting in at least 40% of teachers designated by the end of the 2027-2028 school year.

Performance Objective 1: Track the TIA readiness and professional development needs of teachers to establish a timeline for achieving the TIA eligibility.

    Evaluation Data Sources: EPLA-TESS Rubric

Strategy 1 Details		Reviews		
Strategy 1: Monitor and track teacher growth from the beginning of the year (BOY), middle of the year (MOY), and end of the year (EOY) utilizing the Teacher Evaluation and Support System (TESS) rubric.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased EPLA-TESS rubric metric for all teachers. **Staff Responsible for Monitoring:** Principal/Executive Director/Director of Student Wellness				

Strategy 2 Details		Reviews		
Strategy 2: Conduct post-evaluation discussions with teachers after Fall and Spring evaluations to monitor growth and goal-set.		**Formative**		**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Teacher effectiveness and alignment with EPLA-TESS rubric. **Staff Responsible for Monitoring:** Principal/Executive Director/Director of Student Wellness				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 5: By the 2025-2026 school year, at least 20% of EPLA teachers will meet eligibility criteria for TIA designation. An additional 10% of teachers will meet eligibility in both 2026-2027 and 2027-2028, resulting in at least 40% of teachers designated by the end of the 2027-2028 school year.

Performance Objective 2: Provide tailored professional development opportunities, focusing on the specific criteria for TIA eligibility, including instructional effectiveness, classroom management techniques, and data-driven instruction.

Strategy 1 Details				Reviews			
Strategy 1: Hold daily professional learning communities (PLC) each week.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will align assessments and increase scholar growth metrics. **Staff Responsible for Monitoring:** Assistant Principal of Instruction/Dean of Instruction				**Nov**	**Jan**	**Mar**	**June**
Strategy 2 Details				Reviews			
Strategy 2: Institute learning walks and peer observations, emphasizing best practices.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher collaboration **Staff Responsible for Monitoring:** Principal/Executive Director				**Nov**	**Jan**	**Mar**	**June**

⬤ No Progress   ⬤ Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 5: By the 2025-2026 school year, at least 20% of EPLA teachers will meet eligibility criteria for TIA designation. An additional 10% of teachers will meet eligibility in both 2026-2027 and 2027-2028, resulting in at least 40% of teachers designated by the end of the 2027-2028 school year.

Performance Objective 3: Implement a mentoring and coaching program to provide regular feedback and growth monitoring throughout the school year.

Strategy 1 Details		Reviews			
Strategy 1: Provide weekly feedback to every teacher, highlighting areas of improvement and areas of strength.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Demonstrable increase in EPLA-TESS rubric metrics between Middle-of-Year Evaluation and End-of-Year Evaluation.		**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal/Executive Director/Assistant Principal of Instruction/Dean of Instruction					
Strategy 2 Details		**Reviews**			
Strategy 2: All teachers will receive a Middle-of-Year (MOY) and End-of-Year (EOY) review that highlights: Growth in alignment to the EPLA-TESS rubric, identified areas for improvement and personalized goal-setting for continued development.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Increased TIA eligibility and teacher retention.					
Staff Responsible for Monitoring: Principal/Executive Director/Assistant Principal of Instruction/Dean of Instruction					

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].

2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].

3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].

4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].

5. Collaborate with State or local child welfare agency to—

   ◦ Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;

   ◦ Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)

6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].

7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].

8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].

9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].

10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Addendums

Documentation of Preventive Procedures, and Strategies to Ensure Compliance with Annual Review and Evaluation of PFE Policies and School-Parent Compacts

El Paso Leadership Academy (EPLA) has implemented the following preventive policies, procedures, and strategies to ensure full compliance and to prevent recurrence of similar findings in future monitoring reviews.

1. Updated Documentation for the Current Year

EPLA has reviewed, updated, and will distribute the Parent Involvement Policy for the 2025–2026 school year. This revised policy will outline:

➢ *Strategies to increase parent participation;*

➢ *Procedures for collecting and incorporating parent feedback;*

➢ *A defined process for annual evaluation and revision.*

The updated policy will be distributed through multiple channels:

➢ *Student registration packets;*

➢ *Title I parent meetings;*

➢ *Campus Improvement Team meetings;*

➢ *Parent-teacher conferences.*

The policy is also posted on the school's public website and is available in accessible formats and languages as needed.

2. Designated Staff for Implementation and Monitoring

To ensure proper implementation and communication of Title I, Part A requirements:

➢ *At the district level, the Manager of Compliance and Director of Student Wellness are responsible for oversight, training coordination, document verification, and policy dissemination.*

➢ *At the campus level, the Principal leads implementation with the support of the Dean of Operations, Assistant Principals of Instruction, and school counselors.*

These staff are accountable for ensuring procedures are followed with fidelity and that parents receive consistent and accurate information.

3. Planned Parent Engagement Meetings

To meet federal engagement requirements and create consistent parent communication:

➢ *Each campus will host 30-minute Title I presentations and open parent forums on:*
  ○ **September 3, November 5, February 18 and 19**
➢ *These meetings coincide with Student-Led Conferences to increase accessibility and parent participation.*

4. Commitment to Training and Support

EPLA acknowledges the need for improved compliance training. To build internal capacity and ensure full alignment with federal expectations:

➢ *The district will be reaching out to ESC Region 19 and their SAFE Services consultant for targeted technical assistance and formal training on Parent and Family Engagement compliance. (SAFE services is a CEU provider through TEA and has experience with federal programs at the campus, district and ESC levels).*
➢ *This training will cover Title I, Part A requirements, annual policy updates, documentation protocols, and effective parent communication strategies.*
➢ *EPLA district administration will train principals using the Title I, Part A Principal checklist that categorizes requirements into Program and Parent and Family Engagement requirements by quarter. (SAFE services Desktop Series)*
➢ *The following standing agenda item will be added to each principal meeting throughout the year _ Quarterly check-in with Title I, Part A campus requirements.*

These professional development efforts will help ensure all staff responsible for implementation are properly trained and supported moving forward.

5. Follow-Up and Internal Deadlines

To ensure timely documentation and evidence submission:

➢ *After each Student-Led Conference/Parent Meeting, the Manager of Compliance will establish internal submission deadlines for each campus to turn in:*

  ○ Updated sign-in sheets;
  ○ Meeting agendas;
  ○ Copies of distributed materials;

- ○ Feedback summaries.

➢ *All documentation will be reviewed and archived by the district for accountability and compliance monitoring.*

Additionally, an annual submission deadline of August 15 has been established for all campuses to submit their updated PFE policies and compacts for the upcoming year, and their two Spring dates for the review and evaluation of the PFE Policy and School-Parent Compact

6. Annual Review and Policy Evaluation

EPLA's formalized a process will include:

➢ *Collecting feedback from families through electronic surveys, in-person meetings, and email communications;*

➢ *Reviewing the PFE policy and School-Parent Compacts with Campus Improvement Teams, Title I stakeholders, and parent-specific meetings; and*

➢ *Submitting revisions for board approval when applicable and re-post updated policies on the school's website by September 1 of each school year.*