Ysleta Independent School District



Ysleta Elementary School

Accountability Rating: B

Distinction Designation:
Academic Achievement in Mathematics, Academic Achievement in Science, Postsecondary Readiness

2026-2027 Campus Improvement Plan

Board Approval Date:
October 21, 2026

Public Presentation Date:
October 21, 2026

Generated by Plan4Learning.com
October 11, 2026 at 10:20 PM

Mission Statement

All stakeholders at Ysleta Elementary will work towards developing the whole child through scaffolded academic practices, social emotional learning, and a variety of extra curricular opportunities that inspire a love of learning.

Vision

All students who enroll at Ysleta Elementary will develop student agency skills to drive their learning in and out of the classroom to become college, career, and/or military ready.

Value Statement

We value every child, every voice, and every opportunity to learn. We believe in high expectations, meaningful relationships, and providing the support and opportunities needed for every student to thrive.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 5

Student Learning 7

School Processes & Programs 9

Perceptions 11

Data Documentation for CNA 13

Improvement Planning Data 14

Accountability Data 14

Student Data: Assessments 14

Student Data: Student Groups 15

Student Data: Behavior and Other Indicators 15

Employee Data 15

Parent/Community Data 16

Support Systems and Other Data 16

Goals 17

Goal 1 : Our Future 18

Goal 2 : Our People 23

Goal 3 : Our Investment 26

State Compensatory Education 28

Budget for Ysleta Elementary School 29

Title I Summary 30

Title I 31

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6) 31

1.1 Description of CNA Process 31

1.2 Location for Evidence of Multiple Meetings Held 31

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b) 31

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A) 31

2.2 Stakeholders 1114(b)(2) 31

2.3 Description of Plan Availability, Format, and Language 1114(b)(4) 31

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5) 32

2.5 Statutorily Required Descriptions 1114(b)(7)(A) 32

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3) 32

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation 32

Comprehensive Needs Assessment

Demographics

Summary

YSLETA ELEMENTARY is one of 52 campuses in Ysleta Independent School District. YSLETA ELEMENTARY opened its doors in 1918 and serves predominantly hispanic families. For the 2024-2025 school year, YSLETA ELEMENTARY will serve approximately 309 students in grades KG to 5.

The student population is 0.00% African-American, 3.0% Anglo, 0.00% Asian, 98.05% Hispanic, 52.37% male and 47.63% female with a low socioeconomic status of 90.02%. The staff population is 1.61% African-American, 4.84% Anglo, 0.00% Asian, 93.55% Hispanic, 12.90% male and 87.10% female.

YSLETA ELEMENTARY serves 188 English Language Learner students, 22 students in the Gifted and Talented program, 3.06% males, 3.06% females, and 1.39% Language English Proficient students, 16 students identified for 504 services, 24 students in RTI, 48 students served through special education services with [% Tested for SPED]% and [% Tested for SPED But Not Qualified]% students tested, but not qualified for special education services.

Strengths

One of our school's key strengths lies in the demographic alignment between our teacher and student populations. This congruence fosters a culturally responsive learning environment where students see themselves reflected in their educators, enhancing their sense of belonging and engagement. It also allows teachers to bring a deeper understanding of the cultural backgrounds and experiences of their students into the classroom, which can enrich the educational experience and promote inclusivity. By having a teaching staff that mirrors the diversity of our student body, we are better equipped to address the unique needs of our students and create a supportive and empathetic educational community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Ysleta Elementary serves a diverse population of learners with varying academic and instructional needs. The number of students receiving ELL/EB, GT, 504, RTI, and special education services highlights the need for consistent differentiation, scaffolding, intervention, and progress monitoring to ensure all students access grade-level learning and demonstrate growth.	Inconsistent use of data-driven differentiation, targeted small-group instruction, and progress monitoring limits the school's ability to consistently address individual student needs and accelerate academic growth.

★ = Priority

Student Learning

Summary

Our recent performance on the STAAR state assessment has shown a decline in student growth, as indicated by our drop from a B to a D rating. This shift highlights a critical area that requires our immediate attention and strategic intervention. It is imperative that we analyze the underlying factors contributing to this decline and implement targeted measures to support our students' academic progress. Our commitment to fostering an environment conducive to learning and growth remains steadfast, and we will work collaboratively with educators, students, and parents to address these challenges effectively.

Strengths

Despite the recent decline in our STAAR state assessment performance, our school remains committed to fostering an environment that supports student growth and learning. This commitment is a key strength, as it demonstrates our dedication to continuous improvement and our willingness to address challenges head-on. By maintaining a steadfast focus on creating a conducive learning environment, we ensure that our students have the support they need to succeed academically.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	With approximately 40% of Ysleta Elementary students identified as Emergent Bilingual/Dual Language learners, students are currently earning 0 out of 10 points toward reclassification. This indicates a need to strengthen academic language development and accelerate English language proficiency across content areas.	Inconsistent implementation of intentional academic language instruction, including language objectives, structured student discourse, vocabulary development, and targeted scaffolds, limits opportunities for Emergent Bilingual students to develop the language proficiency needed for reclassification.

★ = Priority

School Processes & Programs

Summary

Ysleta Elementary will implement a consistent, standards-aligned instructional program that follows the YISD curriculum and utilizes high-quality supplemental resources to support student learning and engagement. Core instruction will be supported through the use of YISD curriculum resources, STEMscopes for science, Social Studies Weekly, and Scholastic News to provide students with opportunities to build content knowledge, apply grade-level skills, and engage with relevant and rigorous learning experiences.

To support the development of the whole child, Ysleta Elementary will provide a variety of extracurricular opportunities that promote student engagement, leadership, collaboration, creativity, and problem-solving. Programs will include Robotics, Cheer, Gifted and Talented (GT), and e-Sports. These opportunities will allow students to explore individual interests and develop skills beyond the traditional classroom setting.

Strengths

Ysleta Elementary has established strong instructional and communication systems that support student success. The campus follows the YISD curriculum and utilizes supplemental resources such as STEMscopes, Social Studies Weekly, and Scholastic News to enhance grade-level instruction. The campus also demonstrates a commitment to developing the whole child through diverse extracurricular opportunities, including Robotics, Cheer, GT, and e-Sports. Consistent communication through ClassDojo, weekly newsletters, and a monthly calendar strengthens partnerships with families and keeps stakeholders informed and engaged in the life of the school.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	While Ysleta Elementary has established strong instructional resources, student programs, and family communication systems, there is a need to ensure these processes are implemented consistently and strategically to maximize student engagement, academic growth, and family involvement.	Inconsistent implementation and monitoring of campus instructional, enrichment, and communication systems limits the school's ability to ensure that all students and families have equitable access to academic supports, enrichment opportunities, and timely information.

★ = Priority

Perceptions

Summary

Parent Survey

Employee Survey

Parent perception data indicate that Ysleta Elementary has a strong and positive relationship with families. Based on 51 parent responses, the overall average satisfaction rating was 4.48 out of 5. Parents identified student learning, respect for families, communication, understanding of learning goals, and access to resources as significant strengths. Open-ended responses frequently recognized the commitment of teachers, administrators, and staff, as well as the school's communication and focus on student success. Parents also expressed appreciation for the positive school culture and the caring relationships established with students and families.

Strengths

"I understand the learning goals for my child" was the **highest-rated benchmark item at 4.63**, with 98.04% of respondents selecting Agree or Strongly Agree.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parent perception is generally positive; however, opportunities exist to strengthen student safety, belonging, recognition, and consistent two-way communication with families.	The root cause could be lack of consistent communication in regards to student safety.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- [x] **Campus goals**
- [x] **HB3 CCMR goals**
- [x] **Performance Objectives with summative review (prior year)**
- [x] **Campus/District improvement plans (current and prior years)**

Accountability Data

- [x] **Student Achievement Domain**
- [x] **Student Progress Domain**
- [x] **Closing the Gaps Domain**
- [x] **Effective Schools Framework data**
- [x] **Comprehensive, Targeted, and/or Additional Targeted Support Identification data**
- [x] **Results Driven Accountability (RDA)**

Student Data: Assessments

- [x] **STAAR current and longitudinal results, including all versions**
- [x] **STAAR released test questions**
- [x] **STAAR Emergent Bilingual (EB) progress measure data**
- [x] **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- [x] **Student failure and/or retention rates**
- [x] **Observation Survey results**
- [x] **Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2**
- [x] **State-developed online interim assessments**
- [x] **Grades that measure student performance based on the TEKS**
- [x] **Intervention data**

- [x] **Other**

  Iready diagnostic data

  mClass reading readiness data

Student Data: Student Groups

- [x] **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- [x] **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- [x] **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- [x] **Special education/non-special education population including discipline, progress and participation data**
- [x] **At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/ stability**
- [x] **Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability**
- [x] **Section 504 data**
- [x] **Gifted and talented data**
- [x] **Dyslexia data**
- [x] **Response to Intervention (RtI) student achievement data**

Student Data: Behavior and Other Indicators

- [x] **Attendance data**
- [x] **Class size averages by grade and subject**
- [x] **School safety data**
- [x] **Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)**
- [x] **School Behavioral Threat Assessment Data (Senate Bill 11)**

Employee Data

- [x] **Professional learning communities (PLC) data**
- [x] **Teacher/Student Ratio**
- [x] **State certified and high quality staff data**

- [x] **Campus leadership data**
- [x] **Campus department and/or faculty meeting discussions and data**
- [x] **Professional development needs assessment data**
- [x] **T-TESS data**
- [x] **Staff mobility/stability**
- [x] **Classroom and school walkthrough data**

Parent/Community Data

- [x] **Parent surveys and/or other feedback**
- [x] **Parent engagement rate**

Support Systems and Other Data

- [x] **Communications data**
- [x] **Technology and resource allocation data**
- [x] **Scope and Sequence; Pacing Guides; and Other Focus Documents**

Goals

Goal 1 Our Future

Performance Objective 1

The district and all campuses will be rated C or better in state accountability

Evaluation Data Source: State Assessments

Strategy 1

1.1.1 Instructional Material to enhance the learning of all students to include reading materials and software needed to support student growth.

Strategy's Expected Result/Impact: YES will increase their meets and masters students by 5%

Staff Responsible for Monitoring: Stella Miramontes

Funding Sources: Software, technology support and equipment Title I, Part A, $10,000, Furniture and Equipment Title I, Part A, $10,000, Instructional Materials to include: copy paper, dry erase markers, shapreners, writing materials, folders, glue, storage bags, erasers, scissors Title I, Part A, $5,190, Other Reading Materials Title I, Part A, $4,000

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: Academic Experience: High Quality Instructional Materials

Formative Reviews

November	March	May

Strategy 2

Students will attend enrichment instruction such as, but not limited to, field trips, or on campus programs and lessons that my include but are not limited to: technology, STEM activities, maker space, competitions, family night activity and student showcases

Strategy's Expected Result/Impact: Students will increase their engagement, exposure to enriching learning experiences, and application of knowledge and skills through participation in these differing enrichment activities.

Staff Responsible for Monitoring: Principal, Librarian

Funding Sources: Title 1A Gifted and Talented, $1,849

Formative Reviews

November	March	May

Performance Objective 2

One in two Kindergarten through 2nd grade students will be ready for reading by achieving no less than level 4 in the EOY iStation assessment.

Evaluation Data Source: EOY iStation Assessments

Strategy 1

Implement a systematic K-2 early literacy intervention and progress-monitoring system that uses Amira data and foundational reading skills to identify student needs, provide targeted small-group instruction, and monitor progress toward achieving Level 4 or higher on the EOY Amira assessment.

Strategy's Expected Result/Impact: By the end of the school year, at least 50% of Kindergarten-2nd grade students will achieve Level 4 or higher on the EOY iStation assessment.

Staff Responsible for Monitoring: K-2 faculty and staff, instructional specialist, administration

Funding Sources: Books, materials and general supplies Title I, Part A, $3,000

Formative Reviews

November	March	May

Performance Objective 3

One in four Kindergarten through 2nd grade students will be ready for math by achieving no less than level 4 in the EOY iReady assessment.

Strategy 1

Implement a systematic K-2 math intervention and progress-monitoring system that uses iReady data and foundational reading skills to identify student needs, provide targeted small-group instruction, and monitor progress toward achieving a growth measure in the EOY iReady assessment.

Strategy's Expected Result/Impact: Based on the strategic intervention, small group and targeted tutoring the expected outcome will be a growth of 1 out of every 3 students.

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional coaches, teachers

Formative Reviews

November	March	May

Performance Objective 4

Two in three 3rd Grade students will be rated Meets Grade Level on STAAR

Strategy 1

Implementation of standards-aligned Tier 1 instruction, targeted small-group intervention, and data-driven reteach cycles based on student performance on common assessments, iReady, and other formative data.

Strategy's Expected Result/Impact: Increase the percentage of 3rd grade students demonstrating Meets Grade Level performance on STAAR from the established baseline to at least 63% in reading and 59% in math by the end of the school year.

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional coaches, teachers and SEE tutors

Formative Reviews

November	March	May

Performance Objective 5

Two in three students will achieve growth as measured on STAAR/EOC

Strategy 1

Teachers will use multiple sources of student achievement data, including STAAR/EOC results, interim assessments, common assessments, and progress-monitoring data, to identify individual student needs and provide targeted Tier 1 instruction, small-group intervention, and differentiated learning opportunities.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating academic growth on STAAR/EOC to at least 84% in reading and 85% in math by the end of the school year, as measured by the state-defined STAAR/EOC growth measure.

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional coaches, teachers and SEE tutors

Formative Reviews

November	March	May

Performance Objective 6

One in two students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Implementation of standards-aligned Tier 1 instruction, targeted small-group intervention, and data-driven reteach cycles based on student performance on common assessments, iReady, and other formative data.

Strategy's Expected Result/Impact: Increase the percentage of students demonstrating Meets Grade Level performance on STAAR from the established baseline to at least 50% by the end of the school year.

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional coaches, teachers and SEE tutors

Formative Reviews

November	March	May

Performance Objective 7

One in three EB students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

Teachers will provide standards-aligned, language-rich instruction that integrates explicit academic vocabulary, language objectives, scaffolds, and opportunities for students to read, write, speak, and listen using grade-level content.

Strategy's Expected Result/Impact: Increase the percentage of EB students achieving Meets Grade Level on STAAR/EOC from the 27% % to at least 29% by the end of the identified assessment cycle.

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional coaches, teachers, SEE tutors.

Formative Reviews

November	March	May

Performance Objective 8

One in four SPED students will be rated Meets Grade Level on STAAR/EOC exams

Strategy 1

SPED students will demonstrate increased mastery of grade-level TEKS through specially designed instruction, targeted intervention, appropriate accommodations, and frequent opportunities to practice and apply grade-level skills.

Strategy's Expected Result/Impact: Maintain or increase the percentage of SPED students achieving Meets Grade Level on STAAR/EOC from the current baseline of 27% to at least 29% by the end of the assessment cycle.

Staff Responsible for Monitoring: Principal, Assistant principal, Instructional coaches, teachers, SEE tutors.

Formative Reviews

November	March	May

Goal 2 Our People

Performance Objective 1

Receive a score of 4.0 or better out of a possible 5.0 in satisfaction in the Employee Engagement Survey

Evaluation Data Source: Employee Engagement Survey

Strategy 1

Strengthen employee engagement through consistent communication, staff voice, recognition, collaboration, and clear campus expectations while using employee feedback to identify and address areas for improvement.

Strategy's Expected Result/Impact: Employees will feel supported, valued, informed, and empowered to contribute to campus improvement. Maintain an Employee Engagement Survey average of 4.0 or higher, with the goal of maintaining or increasing the current 4.21 average.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	March	May

Performance Objective 2

Receive a score of 4.0 or higher out of 5.0 in parent satisfaction, as measured by the Parent Satisfaction Survey.

Strategy 1

Strengthen family engagement through consistent two-way communication, timely responses to parent concerns, opportunities for parent input, and meaningful family engagement activities that keep families informed and connected to student learning and school initiatives.

Strategy's Expected Result/Impact: Parents will feel informed, valued, respected, and connected to the school and will have opportunities to actively support their child's success.
Maintain a Parent Satisfaction Survey average of 4.0 or higher out of 5.0, with a goal of maintaining or increasing the current 4.48 average.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	March	May

Performance Objective 3

Increase parental, family, and community engagement opportunities by hosting at least one parent meeting/engagement activity per nine weeks.

Strategy 1

Strengthen family engagement through consistent two-way communication, meaningful opportunities for parent input and involvement, and clear communication regarding student learning, resources, events, and school safety.

Strategy's Expected Result/Impact: Parents will feel informed, valued, respected, and connected to the school and will have meaningful opportunities to support their child's success. Maintain a Parent Satisfaction Survey rating of 4.0 or higher, with a goal of maintaining or increasing the current 4.48 baseline.

Staff Responsible for Monitoring: Principal, Assistant Principal

Formative Reviews

November	March	May

Performance Objective 4

Ensure at least 50% of the student population is involved in an academic, athletic, fine arts, leadership, and/or volunteer extra-curricular activity.

Strategy 1

Ysleta Elementary will increase student engagement by expanding and promoting accessible academic, athletic, fine arts, leadership, and volunteer extracurricular opportunities. Staff will identify student interests and strengths, actively encourage participation, and provide opportunities for students to participate in clubs, competitions, showcases, service projects, and campus activities throughout the school year.

Strategy's Expected Result/Impact: Students will have the opportunity to engage in at least one extracurricular opportunity that aligns with their interests, strengths, and talents, increasing their connection to school and opportunities for leadership and personal growth.

Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Teachers

Formative Reviews

November	March	May

Goal 3 Our Investment

Performance Objective 1

Campus will show responsible stewardship of district resources by spending at or below the allocated campus budget.

Evaluation Data Source: Budget Reports

Strategy 1

Campus leadership will implement a strategic and transparent budgeting process that aligns expenditures with identified campus needs, student achievement priorities, and the Campus Improvement Plan.

Strategy's Expected Result/Impact: Campus resources will be strategically allocated and monitored to support student and staff needs while maintaining responsible fiscal stewardship and remaining within the allocated campus budget.

Staff Responsible for Monitoring: Principal, Budget clerk

Formative Reviews

November	March	May

Performance Objective 2

Campus will support the District's achievement of a FIRST Rating of Standard Achievement or higher by having no material audit, compliance, inventory, cash handling or financial procedure findings attributable to the campus.

Evaluation Data Source: Budget Reports, Audits

Strategy 1

Campus leadership will implement consistent monitoring and internal controls for financial procedures, inventory, cash handling, purchasing, and required documentation. Staff responsible for financial and operational processes will follow district guidelines and procedures, participate in required training, and conduct routine reviews to identify and correct potential compliance issues before they result in audit findings.

Strategy's Expected Result/Impact: Campus staff will consistently follow district financial, inventory, cash handling, purchasing, and compliance procedures, resulting in accurate documentation, appropriate internal controls, and no material findings attributable to the campus.

Staff Responsible for Monitoring: Principal, Budget Clerk

Formative Reviews

November	March	May

Performance Objective 3

Campus will achieve full compliance with district and Texas School Safety Center requirements by completing 100% of required drills and exercises and by having no findings on the Intruder Detection Audit.

Evaluation Data Source: Intruder Detection Audits, emergency drill logs

Strategy 1

Campus leadership will ensure full implementation of district and Texas School Safety Center safety requirements by maintaining a comprehensive schedule of required drills and exercises, clearly communicating safety procedures and expectations to staff and students, and monitoring completion and documentation. Campus safety practices will be routinely reviewed to identify and address potential gaps prior to required audits.

Strategy's Expected Result/Impact: Students and staff will participate in and demonstrate readiness during all required safety drills and exercises, while campus safety procedures and documentation will meet district and Texas School Safety Center requirements.
The campus will complete 100% of required drills and exercises within the designated timelines and achieve zero findings on the Intruder Detection Audit.

Staff Responsible for Monitoring: Principal, Assistant Principal, Safety Committee

Formative Reviews

November	March	May

State Compensatory Education

State Compensatory

Budget for Ysleta Elementary School

Total SCE Funds: $335,221.00

Total FTEs Funded by SCE: 5

Brief Description of SCE Services and/or Programs

State compensatory is utilized for personnel

Title I Summary

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1 Description of CNA Process

Ysleta Elementary conducts our CNA using multiple sources of quantitative and qualitative data. The CNA process includes analysis of student achievement, growth, attendance, discipline, TELPAS, special populations, intervention data, and other relevant campus data. Stakeholders review data to identify strengths, areas of need, root causes, and priorities for improvement. The findings from the CNA are used to establish campus goals, performance objectives, strategies, and action stepss

1.2 Location for Evidence of Multiple Meetings Held

Evidence of CNA and CIP stakeholder meetings is maintained in the campus Title I/CIP documentation and includes meeting agendas, sign-in sheets, meeting notes/minutes, presentations, data reports, and stakeholder feedback. Documentation is maintained in the campus shared drive/CIP documentation folder and is available for review upon request.

CEIC meeting date was 9/2/26, the location is in the PLT room

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1 Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

Ysleta Elementary follows the YISD-established timeline for the development, review, implementation, and evaluation of the Schoolwide Program and Campus Improvement Plan. The campus begins the process with a review of prior-year performance data and the Campus Needs Assessment. Stakeholders participate in reviewing data, identifying needs and root causes, establishing goals and strategies, and providing feedback. The CIP is finalized according to district timelines and is monitored and revised throughout the school year based on progress-monitoring data.

Evidence is uploaded in the CEIC minutes and on the agenda for our 9/3 meeting

2.2 Stakeholders 1114(b)(2)

Stakeholders include the principal, assistant principal, teachers, instructional coaches, special education staff, intervention staff, counselor, support staff, parents and families, and community members as appropriate. Student performance data and student voice are also considered when identifying campus needs and developing improvement strategies.

Evidence is listed in the committee meetings section.

2.3 Description of Plan Availability, Format, and Language 1114(b)(4)

It is placed on our district website

2.4 Description of Plan Coordination (if Applicable) 1114(b)(5)

Partnership with City of El Paso for afterschool program.

2.5 Statutorily Required Descriptions 1114(b)(7)(A)

Not Applicable

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1 Location and Confirmation for Evaluation of Program Effectiveness Documentation

The location of the documents are housed in the formative and summative evaluations as well as in the CEIC meetings.