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Austin Independent School District Turnaround Plan

Eastside Early College High School

I. District Information

School System Name	Austin ISD (227901)
School Name	Eastside ECHS
Name of the staff member employed by the school system completing this plan submission	Joshua Jeon
Email	joshua.jeon@austinisd.org
What role applies to the person completing this submission?	Executive Director of Governance, Accountability & Board Services

II. Needs Assessment

2.1 Please indicate the type of needs assessment conducted	2.2 FOR LOCALLY CONDUCTED ASSESSMENTS ONLY: I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
OSNA - Eastside	Yes

III. Stakeholder Engagement

Guiding Question: Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

Campus Intervention Team (CIT) Members	Principal: Dr. Susan Thames DCSI: Anabel Garza Region 13 Contact: Elizabeth Deterra TEA Division of School Improvement: Dr. Monette Coleman Dr. LaTonia Amerson, Assistant Superintendent of School Improvement Quentin Thomas, Academy Director
Date(s) of written notice to all public meetings	September 8, 2025 - Community email notification of TAP • September 9, 2025 - Staff Meeting

Eastside ECHS
Improve Graduation Rates



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<p><i>Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.</i></p>	<ul style="list-style-type: none"> September 16, 2025 - Principal Coffee September 16, 2025 - CAC Meeting <p><i>I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).</i></p>
Initial date of TAP being posted to the district website	October 3, 2025
Date of public hearing	<p>November 20, 2025</p> <p><i>I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.</i></p>
Date of board approval	November 20, 2025
Written Comments from stakeholders	Eastside Survey Results

IV. Student Outcome Goals

Performance goals aligned with an overall rating of C and exiting Comprehensive support and improvement	In 2026 Eastside will have 80% of students earn CCMR credit. Eastside will achieve a graduation rate of 96% or higher. On Algebra I, English I & II Eastside will have 70% of students achieve academic growth using the Domain 2A methodology.
Enter the campus-wide goal for the Alg I, ELA I and ELA II EOC Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	The combined meets and above rate for Algebra I, English I & II will be 25% for SY 2025-26.
Enter the 2025-2026 Component Points campus goal for the	Each group evaluated will exhibit minimal growth in both reading and math (1% higher than last year's rate). Component points earned 8 out of 32.



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Academic Achievement Component of Domain III.	
Enter the 2025-2026 Component Points campus goal for Federal Graduation Rate	Each group evaluated will achieve expected growth in their Federal Graduation rate. Component points earned 8 out of 16.
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	28% of students will achieve composite growth on TELPAS. Component points earned 3 out of 4.
Enter the 2025-2026 Component Points campus goal for the School Quality Component of Domain III.	All groups evaluated will achieve the 2025 target for School Quality (CCMR) Component points earned 12 out of 16.

V. School Improvement Strategy

Guiding Question: Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?

What strategy or strategies will you implement for this campus?	<ul style="list-style-type: none"> • Improve Graduation Rate
Which, if any, grants has your school system been awarded to support this strategy?	<ul style="list-style-type: none"> • Our school system has not been awarded a grant to support this strategy
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	<ul style="list-style-type: none"> • Our school system has not been awarded a grant to support this strategy.
Please name any organizations you are working with to build capacity and support strategy implementation	<ul style="list-style-type: none"> • Break-through Central Texas • Community in Schools • University of Texas Blazers • 100 Black Men of Austin



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<p>If the row above is District or Campus Staff: What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?</p>	<p>Not applicable.</p>	<p>If the row above is NOT an ESC or on the SAPL: Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).</p>	<p>Breakthrough Campus Support</p> <ul style="list-style-type: none"> • Angel Arreola - Associate Director of Postsecondary Advising • Analisa Cisneros Nunez - High School Advisor <p>Communities in Schools</p> <ul style="list-style-type: none"> • Daniel Criminski • Nicole Ornelas <p>University of Texas Blazers</p> <ul style="list-style-type: none"> • Matias Martin
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IX. Graduation Rate

Guiding Question: How will the campus provide individualized supports to students at risk of dropping out?

<p>Please describe the overall strategy to improve the graduation rate at this campus/these campuses.</p>	<p>This comprehensive strategy, named the Graduation Command Center, is a data-driven, color-coded tracking model designed to guide every student toward graduation. It integrates crucial data points—academics, attendance, end-of-course (EOC) progress, and student status—to provide targeted support and interventions. The goal is simple: proactively identify students at risk and provide the right support at the right time.</p>
<p>What student level data points will the campus track?</p>	<p>Transcript Audit & Graduation Planning: This involves a comprehensive review of student transcripts to identify missing course credits and develop a strategic schedule to ensure on-time graduation. This proactive approach helps students meet all requirements efficiently.</p> <p>Credit Recovery Programs: We have established targeted programs to help students recover academic credits for courses they previously didn't pass, enabling them to stay on track toward graduation.</p> <p>Tutoring and Academic Support: This includes various structured tutoring and support sessions.</p> <ul style="list-style-type: none"> ○ Panther Hour: A campus administration-assigned tutoring block available before or after school hours, with a strong focus on Texas Success Initiative (TSI) test preparation. ○ Delta & Twilight: These are specific academic intervention programs designed to support student learning and address



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	<p>academic gaps.</p> <p>Data and Analytics Dashboards: Our team uses several data-driven tools to monitor key student metrics.</p> <ul style="list-style-type: none">○ IGC & Attendance Dashboards: These provide real-time data to monitor student engagement and attendance patterns.○ Mobility Tracking: A system to track student enrollment, including new students, returning students, and potential "leavers" to identify and address retention challenges.○ On-Data Suite: Eastside staff will learn best practices for tracking PEIMS data using the On-Data Suite. This new system will ensure greater accuracy and compliance, allowing us to make more effective data-driven decisions.○ Cohort Data Report: This report provides a detailed analysis of specific student groups to inform targeted support strategies.
How frequently will student level data be reviewed and who will review the data?	<p>Bi-Monthly Leadership Team (ILT) Review: This meeting brings together key campus leaders, including Department Chairs, Administrators, Instructional Coaches, Content Specialists, Counselors, and Project Specialists, to conduct a comprehensive bi-monthly review of instructional and operational progress.</p> <p>Weekly Administrative Team Meeting: The administrative leadership team—comprised of the Principal, Academy Director, and two Assistant Principals—holds a weekly meeting to align on key initiatives, discuss operational needs, and ensure a cohesive approach to campus management.</p>
What training will campus staff or mentors receive?	<p>Data & Systems Training</p> <ul style="list-style-type: none">● IGC Dashboard Training: We will conduct training sessions focused on using the IGC dashboard to effectively monitor student progress and performance.● Attendance Matters Training: This training will equip staff with strategies and best practices to improve student attendance and engagement.● On-Data Suite: <p>Academic & Instructional Support</p> <ul style="list-style-type: none">● Counselor-Led Transcript Review: Counselors will lead a session to review and explain academic transcripts to teachers, helping them better understand student course histories and graduation requirements.● End-of-Course (EOC) Training: All teachers will receive comprehensive training on EOC requirements and how to align their instruction with these standards.● TSI Test Preparation: To better support students, teachers will take the TSI exam themselves to gain a deeper understanding of the content.



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	<p>This experience will inform their instruction and improve the tutoring embedded within our English and Math classes.</p> <p>Professional Development</p> <ul style="list-style-type: none">• District-Required Professional Learning: Our staff will participate in all mandatory district professional development sessions to stay current on new initiatives and best practices.• MTSS Core Department Training: Core department staff will receive specific training on the Multi-Tiered System of Supports (MTSS) framework to better identify and address the academic and behavioral needs of all students.
What is the attendance rate at the campus?	74.95% ADA 2023-2024 78.44% ADA 2024- 2025
What strategies will the district implement to improve student attendance?	<p>Our comprehensive strategy for student attendance and engagement is structured in three tiers, ensuring a proactive and responsive approach that fully aligns with district policy and protocols. During our back-to-school preparation, we will clearly communicate attendance policies, as outlined in the district's Student Handbook, which parents confirm they've reviewed during online registration. We'll also designate a Campus Attendance Administrator (CAA) who will, alongside the Campus Principal, review district attendance procedures and campus expectations with all staff. This foundational work ensures a shared understanding and consistent application of our commitment to attendance, in accordance with all required guidelines.</p> <p>Tier I: Universal Interventions Our foundational tier begins with a universal response for any student with three or more unexcused absences within a three-week period. This includes automated phone calls, emails, and warning letters sent directly to parents. In addition, classroom teachers make personal "check-in" calls to the family to offer support and open a line of communication.</p> <p>Tier II: Targeted Support If absences continue, students with four to nine absences within a three-week period are moved to this tier for targeted interventions. We schedule structured meetings with the student and their family to identify and address barriers to attendance. We also offer parent workshops focused on the importance of attendance and may conduct a home visit to further understand the situation.</p> <p>Tier III: Intensive Intervention & Truancy Protocol When attendance issues persist, we initiate our most intensive interventions. This tier involves following our formal truancy procedures, which includes a second home visit to deliver a warning letter about potential truancy filing. If there is no improvement, we will proceed with filing a truancy petition with the court, as a final measure to ensure</p>



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	<p>the student returns to school.</p> <p>Tier IV: Recovery & Re-engagement Our final tier focuses on recovery and re-engagement for students who have been withdrawn due to non-attendance. In this phase, our Campus Attendance Administrator and Student Success Specialist work directly with the family to re-enroll the student. We create a new, individualized attendance plan and connect the student with resources like credit recovery programs to support their academic transition back to school and get them on track for graduation.</p>
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XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones
January–March 2026	<p>Jan 12–16, 2026: Attendance Blitz Week.</p> <p>Feb 27, 2026: Winter senior audit (credits & CCMR).</p> <p>Mar 20, 2026: CCMR benchmark testing progress update.</p>
April–June 2026	<p>Apr 27, 2026: Launch Graduation Countdown Week.</p> <p>May 22, 2026: Final transcript clearance review.</p> <p>June 3, 2026: Class of 2026 Graduation.</p>
June 2026	June 2026: Summer school & recovery for non-graduates. (Date TBD)
August–September 2026	<p>Aug 17, 2026: Staff review of updated Graduation Command Center.</p> <p>Sept 11, 2026: Transcript audits for Class of 2027 and 2028.</p>
October–December 2026	<p>Oct 30, 2026: Senior graduation contracts signed.</p> <p>Nov 20, 2026: Parent/community graduation info night.</p> <p>Dec 10, 2026: Mid-year report shared with faculty & PTA.</p>
January–March 2027	<p>Jan 11–15, 2027: Winter Attendance Campaign.</p> <p>Feb 26, 2027: Senior clearance audit.</p> <p>Mar 25, 2027: CCMR readiness update.</p>
April–June 2027	<p>Apr 16, 2027: Begin 3-week senior clearance cycles.</p> <p>May 21, 2027: Final list of cleared graduates submitted.</p> <p>June 2027: Class of 2027 Graduation.</p>
June 2027	June 2027: Summer school & recovery for non-graduates



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August–September 2027	Aug 16, 2027: Leadership review of prior year's results and adjustments. Sept 9, 2027: Senior (Class of 2028) transcript audits completed.
October–December 2027	Oct 19, 2027: Senior parent information night. Nov 16, 2027: Follow-up family graduation readiness night. Dec 10, 2027: First semester senior clearance audit.
January–March 2028	Jan 10–14, 2028: Attendance & Engagement Blitz. Feb 25, 2028: Senior audit checkpoint. Mar 22, 2028: CCMR & graduation readiness update.
April–June 2028	Apr 17, 2028: Begin intensive graduation readiness camp. May 19, 2028: Final senior clearance audit. June 2028: Class of 2028 Graduation.
June 2028	June 2028: Summer school & recovery for non-graduates.
Ongoing Progress Monitoring (2025–2028)	Bi-weekly Graduation Team Meetings (Principal, APs, Counselors, Attendance, Registrar). 6-Week Command Center Updates aligned with grading cycles. Quarterly Reports shared with CAC, PTA, and Faculty. Annual Reflection & Strategy Reset every August before school begins.

XIV. Performance Management

Guiding Question: Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

Please describe how district and campus leaders will monitor the successful implementation of this plan.	<p>District and campus leaders will monitor assessment results of universal screeners, curriculum-based assessments, and STAAR Interim assessments.</p> <p>Principal supervisors will visit the campus weekly to observe instruction, PLCs, and ILTs and monitor meeting agenda record and observation and feedback trackers with principals.</p> <p>TNTP will collect progress monitoring data in the fall, winter, and spring on the implementation of HQIM as intended.</p>
Who will be responsible for reviewing progress towards the milestones described in the previous section?	<p>Principal</p> <p>Principal supervisors/DCSI</p> <p>Assistant Superintendent</p>



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How frequently will progress toward milestones be reviewed?	Bi-weekly
How will milestone progress data be collected?	Completion notes and artifacts will be linked in the shared campus TAP folder.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Completion notes and artifacts will be linked in the shared campus TAP folder.

XV. Resources

Guiding Question: Has the district identified all resources needed to implement the SI strategy?

Please share the required costs to implement plan and source of funds	Final Decision Pending
If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?	Final Decision Pending



Appendix

TEA's 2025-2026 [Intervention Guidance & Tools](#)

