Index 1
Student Achievement
Target 60

ACHIEVEMENT is largely the product of steadily raising one's levels of aspirations and expectations.

Improving Student Achievement
What Index 1 scores measure

Index 1: Student Achievement & System Safeguards-2015

Cumulatively measures **All Students across Reading, Writing, Science, Social Studies and ALL 5 EOCs.** Credit given for meeting or exceeding phase-in I Level II performance standard on STAAR, the English Language Learner (ELL) progress measure, or achieving the equivalency standard on End-of-Course (EOC) substitute assessments. Most similar to "old" accountability system in that it measures student performance on meeting satisfactory performance. (Minimum size criteria of 25 per subject.)

Target Score: 60 (35 or higher for AEA campuses)

Students achieve following performance levels:
Level I-Unsatisfactory
Level II-Satisfactory
Level III-Advanced

Credit given for meeting phase-in I Level II (Satisfactory) performance standard on following assessments:
STAAR Grades 3-8 English & Spanish for Reading, Writing, Science and Social Studies administered in the Spring and 5th & 8th grade 1st retest opportunity.
English language learner results (English-ELL progress measure, including ELL denials)
EOC for 1st attempts & retests from current accountability results. (Current accountability-Summer 2014, Fall 2014 or Spring 2015)
STAAR L (linguistically accommodated)
EOC appropriate substitute assessment
*STAAR Accommodated & Alternate 2 results excluded
*STAAR Math grades 3-8 excluded
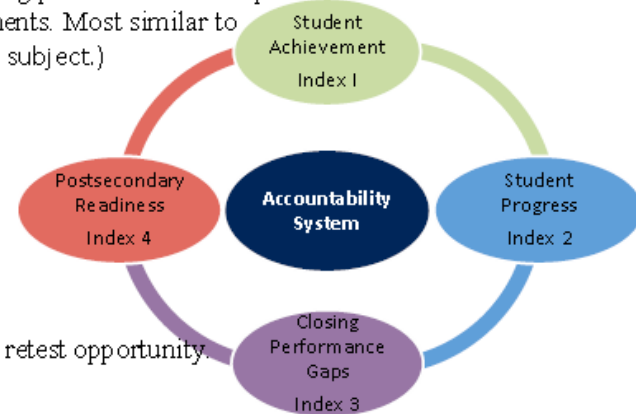
English Language Leaners (ELL) Clarification

Years in U.S. Schools	Index 1
1st year of enrollment in U.S. Schools	Excluded
2nd year of enrollment in U.S. Schools 3rd year of enrollment in U.S. Schools 4th year of enrollment in U.S. Schools	Spanish- STAAR Phase-in 1 Level II English-STAAR ELL Progress Measure
5th year or more of enrollment in U.S. Schools	STAAR Phase-in 1 Level II
Immigrants entering in Grade 9 or above	STAAR ELL Progress Measure
Refugees, Asylees, SIFE-1st-5th year of enrollment in U.S. Schools	Not Included
6th year or more of enrollment in U.S. Schools	STAAR Phase-in 1 Level II
ELLS with parent denials in year 2-4	Phase-in 1 Level II

STAAR English Retest Performance
STAAR Reading 5th & 8th retest include primary and 1st retest
STAAR EOC- Summer 2014, Fall 2014 and Spring 2015 (Best of)

Example 1.2. Campuses that test in four subjects: Gr. K-5							% Met Phase-in1 Level II	Index Points
	R	M	W	S	SS	Total		
Number of Tests at Phase-in 1 Level II	551 +	534 +	27 +	143 +	0 =	1,255	47%	47
Total Tests	984 +	988 +	353 +	354 +	0 =	2,679		
Index Score								47

Performance Pass Rate of 60% for any disaggregated student group meeting the minimum size criteria (Campus & District)
Participation 95% for any disaggregated student group meeting the minimum size criteria (Campus & District)

TEXAS EDUCATION AGENCY
2013 Index 1: Student Achievement Calculation Report
ECTOR COUNTY ISD (068901)

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Met Phase-in 1 Level II	Index Points
# at Phase-in 1 Level II or above	12,081	+	11,143	+	4,184	+	6,469	+	4,441	=	38,318		
Total Tests	17,895	+	17,538	+	8,540	+	9,030	+	7,142	=	60,145	64	64
Index 1 Score													64

TEXAS EDUCATION AGENCY
2014 Index 1: Student Achievement Calculation Report
ECTOR COUNTY ISD (068901)

	Reading		Mathematics		Writing		Science		Social Studies		Total	% Phase-in Satisfactory Standard	Index Points
# at Phase-in Satisfactory Standard	12,023	+	9,516	+	2,524	+	4,604	+	2,552	=	31,219		
Total Tests	18,848	+	15,475	+	4,560	+	6,876	+	4,088	=	49,847	63	63
Index 1 Score (Target=55)													63

TEXAS EDUCATION AGENCY
2015 Index 1: Student Achievement Calculation Report
ECTOR COUNTY ISD (068901)

	Reading	Mathematics	Writing	Science	Social Studies	Total	% Phase-in Satisfactory Standard	Index Points
# at Phase-in Satisfactory Standard ‡	12,082	1,571	2,358	4,030	2,074	22,115		
Total Tests	19,155	2,466	4,488	6,646	3,639	36,394	61	61
Index 1 Score (Target = 60)								61

‡ Results for grades 3-8 mathematics, STAAR A, and STAAR Alternate 2 are not included in 2015 accountability results.

- Includes STAAR Math, STAAR A, STAAR Alt 2

- Standard moves to the increased standard progression for 15-16

- EOCs – best of Summer 15, Fall 15 Spring 16

Strategic Priorities that address Index I

Strategic Priority One: We will ensure that learning experiences are engaging, challenging and meaningful.
SP 1.1 All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.
SP 1.2 All students will reach high academic standards, at a minimum attaining proficiency and meeting the "progress target" established by TEA in ELA, reading, writing, math, science, and social studies to include the following subgroups: (all title one students, all students, all limited English language learners, migrant students, students with disabilities, and at risk students.
SP 1.7 All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested.

Strategic Priority Two: We will provide an infrastructure to maximize the success of all students.
SP 2.6 District and campuses will ensure that discipline management practices are in place to provide learning environments that are safe, drug free, and conducive to learning.

Strategic Priority Three: We will identify, engage and equip our world class team to accomplish our mission.
SP 3.1 All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing.
SP 3.2 All campuses will ensure that teachers are given the opportunity to give input for academic assessments.

Strategic Priority Four: We will establish and sustain an inter-dependent partnership with key stakeholders.
**SP4.1** All campuses will work to improve parent participation to include targeted subgroups: title one, bilingual ESL, and migrant.

Reading/ELA

Plan of Action: Continue to provide training and support at all levels in the areas of:

*Higher order thinking at the appropriate level of rigor for classroom instruction which are specifically targeted in areas such as making inferences, identifying cause and effect, and summarizing

*Vocabulary heavily integrated within and between (building connections) content areas (Beginning at the PreK level)

*Continue to focus on Handwriting Without Tears (in PreK), Frog Street Press (in PreK), a strong component of Guided Reading and beginning in Guided Math

*Continue to promote After the Bell sessions to support teacher learning.

*Continue to utilize Campus Curriculum Facilitators (CCF), campus instructional leaders, reading specialist and campus PLCs to support teacher learning.

*Continue to focus District and Campus Professional Development opportunities on teacher learning to support critical thinking in students, academic vocabulary, and relevant high engaging instructional activities.

*Continued support from the special areas teachers; integrating reading and vocabulary concepts in P.E. and Music
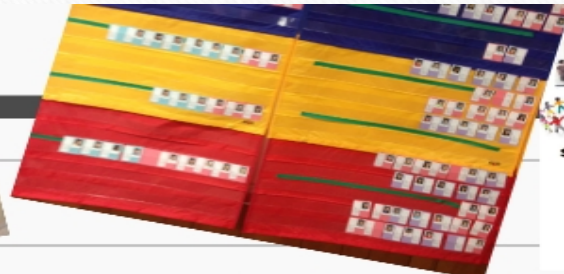
To further increase Index 1 overall performance, identified student groups such as Economically Disadvantaged, English Language Learners, and Special Education were targeted
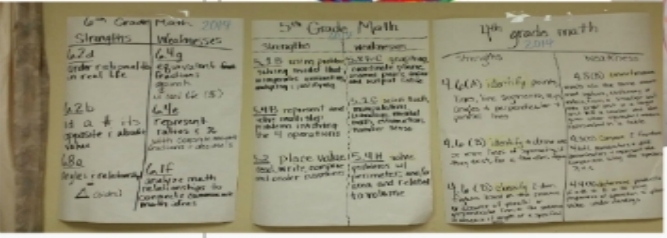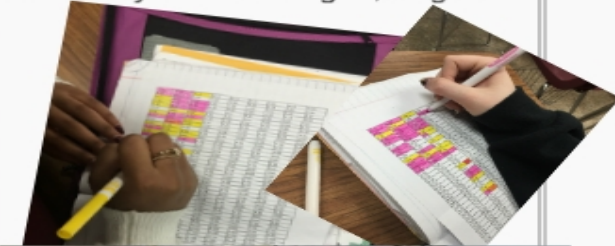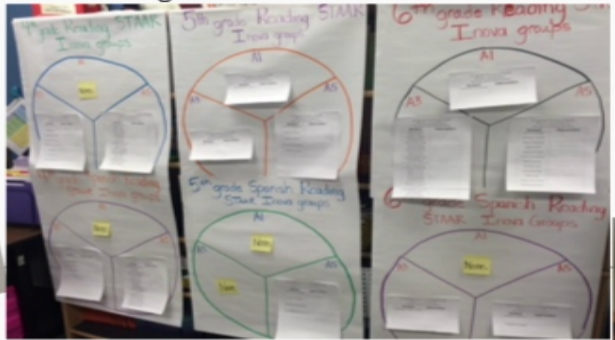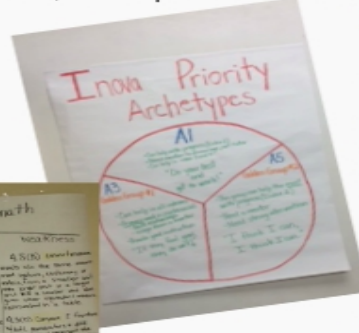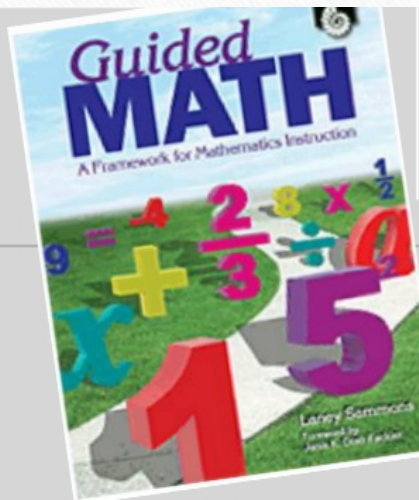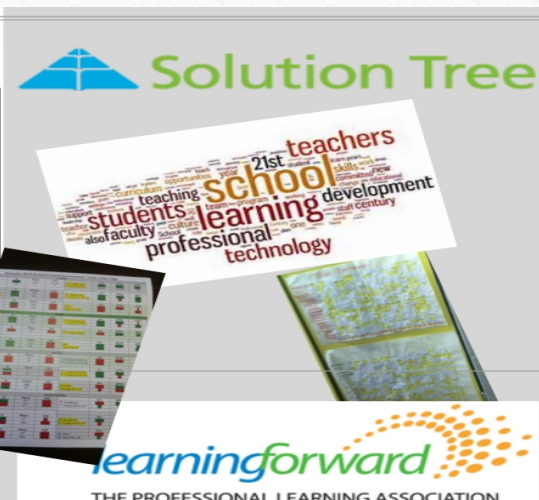
Plan of Action:
*Campuses developed individual data cards for students that allow teachers to track the academic performance. (walls, binders, folders, etc.)
* Specific SE's were targeted based on low performance (individually, as a grade level and campus)
*Teachers and support personnel placed the students in the appropriate small groups for intervention, after school tutorial groups, and other specialized methods for instruction
*Campuses have the ability to restructure the master schedule to allow for better use of instructional time during the school day and the primary grade teachers have taken students from upper grades and are providing mentoring and tutoring as well.

Plan of Action:

Continue to provide training and support at all levels in the areas of:

*Specifically targeted in areas such as problem solving, number operations, algebraic thinking/reasoning

*Vocabulary heavily integrated within and between (building connections) content areas (Beginning at the PreK level)

*Ongoing work in Guided Math

*Continue to promote After the Bell sessions to support teacher learning

*Continue to utilize Campus Curriculum Facilitators (CCF), campus instructional leaders, reading specialist and campus PLCs to support teacher learning

*Continue to focus District and Campus Professional Development opportunities on teacher learning to support critical thinking in students, math academic vocabulary, and relevant high engaging instructional activities within math

Increase Index I overall performance, identified student groups such as Economically Disadvantaged, English Language Learners, and Special Education in math-Student Performance conditions:

Plan of Action:

*Continue Campus Curriculum Facilitators

*Continued focus on Guided Math at elementary

*Continued Professional Development (PD) on highly effective mathematical instructional practices

What has the district/campus done for improvement on student performance in Index 1?

- Provided a Campus Curriculum Facilitator, Reading Specialist, Special Education Coordinator, Content Area Coordinator, Bilingual Education Specialist/Coordinator
- Professional Development including: After the Bell and staff development days
- Disaggregated data shared with campus leaders and staff
- Reading and Math initiatives

ECISD Moving Forward

Additional support for high needs populations:

- A continuum of Professional Development that supports the foundational levels of learning for teachers and students.

- Reading coach and Reading Specialist for each campus

- Differentiated professional development for staff with different levels of experience.

- Full time SAS counselor for all campuses PK-12. (some were added 15-16 school year).