Index I

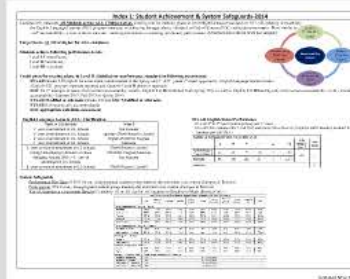Leslie Coody, Roger Cox, Robin Fawcett, Christie Lozano, Robin Peterson, Lee Rivera, Dr. Tracy Taylor & Julia Willett

Student Achievement

ECISD–Index I

Index I-A snapshot of performance across subjects, on both general and alternative assessments, at the phase-in Level II performance standard.

ECISD and STAAR Testing (State of Texas Assessment of Academic Readiness)

Changes to Index I

- 2014
- Accountability targets increased from 50 to 55 for non-AEA campuses and from 25 to 30 for AEA campuses.
- ELL Inclusion-Including a greater number of ELL students in statewide accountability based on their year of enrollment in U.S. schools.
- ELL years 2-4 taking Spanish will be included in each index
- ELL years 2-4 taking English will be included utilizing STAAR ELL Progress Measure

Performance Targets yet to be determined for 2015

ECISD Moving Forward

Index I:Student Achievement-ECISD Performance

Student Achievement

ECISD-Index I

Index I-A snapshot of performance across subjects, on both general and alternative assessments, at the phase-in Level II performance standard.

Index 1: Student Achievement & System Safeguards-2014

Cumulatively measures **All Students across ALL 5 Subject areas.** Credit given for meeting phase-in Level II performance standard on: STAAR, meeting or exceeding 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: 55 (30 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 Level II (Satisfactory) performance standard on following assessments:
**STAAR** Grades 3-8 English for assessments administered in the Spring and 5th & 8th grade 1st retest opportunity. English language learner results (English-ELL progress measure reported and Spanish- Level II phase in reported)
EOC for 1st attempts & retests from current accountability results. English I & II Combined from Spring 2014 as well as English I & II Reading only from current accountability cycle. (Current accountability-Summer 2013, Fall 2013 or Spring 2014)
STAAR Modified & Alternate Grades 3-8 and **EOC Modified & Alternate**;
STAAR L (linguistically accommodated)
EOC appropriate substitute assessment
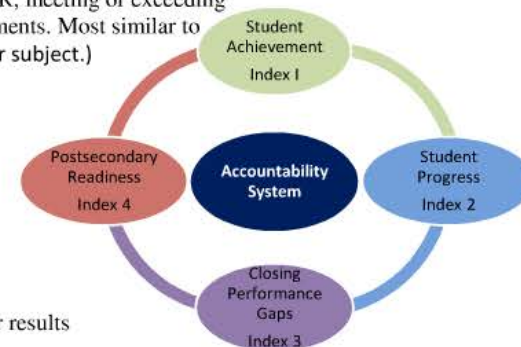
English Language Leaners (ELL) Clarification

Years in U.S. Schools	Index 1
1st year of enrollment in U.S. Schools	Not Included
2nd year of enrollment in U.S. Schools	Spanish- STAAR Phase-in 1 Level II
3rd year of enrollment in U.S. Schools	English-STAAR ELL Progress
4th year of enrollment in U.S. Schools	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

STAAR English Retest Performance

STAAR 5th & 8th retest include primary and 1st retest
STAAR EOC- Summer 2013, Fall 2013 and Spring 2014 (Best of) (English I and II Reading included from Summer and Fall 2013.)

Example 1.2. Campuses that test in four subjects: Gr. K-5

	R	M	W	S	SS	Total	% Met Phase-in Level II	Index Points
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

System Safeguards

Performance Pass Rate of 55% 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)
Use of Alternative Assessment Results Exceeding 1% or 2% cap for All Students in Reading or Math (District Only)

Accountability System Safeguard Measures and Targets

	All	African Amer.	Hispanic	White	Amer. Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv.	Special Ed	ELL
Performance Rate Targets - State											
Reading	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Mathematics	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Writing	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Science	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Soc. Studies	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%	55%
Performance Rate Targets - Federal											
Reading - Federal	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
Mathematics - Federal	79%	79%	79%	79%	n/a	n/a	n/a	n/a	79%	79%	79%
Participation Rates											
Reading	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Mathematics	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Graduation Rates											
4-year	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%	80%
5-year	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%	85%
District Limits on Use of Alternative Assessment Results											
Reading - Modified	2%	Not Applicable									
Reading - Alternate	1%	Not Applicable									
Mathematics - Modified	2%	Not Applicable									
Mathematics - Alternate	1%	Not Applicable									

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.

Index I:Student Achievement-ECISD Performance

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**

2014 Index 1: Student Achievement Data Table
ECTOR COUNTY ISD (068901)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Performance											
All Subjects											
Percent of Tests											
% at Phase-in Satisfactory Standard	63%	53%	60%	72%	71%	88%	62%	68%	42%	56%	47%
Number of Tests											
# at Phase-in Satisfactory Standard	31,219	1,072	21,796	7,474	139	374	48	309	1,755	14,142	3,184
Total Tests	49,847	2,017	36,255	10,413	197	425	78	455	4,203	25,457	6,813
Reading											
Percent of Tests											
% at Phase-in Satisfactory Standard	64%	56%	61%	74%	74%	88%	61%	74%	40%	57%	46%
Number of Tests											
# at Phase-in Satisfactory Standard	12,023	425	8,345	2,912	55	143	17	126	634	5,429	1,180
Total Tests	18,848	763	13,710	3,941	74	162	28	170	1,590	9,511	2,582
Mathematics											
Percent of Tests											
% at Phase-in Satisfactory Standard	61%	50%	60%	69%	68%	88%	64%	64%	44%	55%	52%
Number of Tests											
# at Phase-in Satisfactory Standard	9,516	315	6,745	2,204	41	105	18	88	574	4,607	1,193
Total Tests	15,475	634	11,294	3,203	60	119	28	137	1,296	8,319	2,296
Writing											
Percent of Tests											
% at Phase-in Satisfactory Standard	55%	46%	53%	64%	44%	80%	56%	58%	34%	48%	44%
Number of Tests											
# at Phase-in Satisfactory Standard	2,524	87	1,778	590	7	32	5	25	116	1,221	320
Total Tests	4,560	188	3,338	926	16	40	9	43	346	2,538	726
Science											
Percent of Tests											
% at Phase-in Satisfactory Standard	67%	60%	64%	77%	78%	91%	67%	70%	45%	60%	45%
Number of Tests											
# at Phase-in Satisfactory Standard	4,604	170	3,171	1,133	21	61	6	42	286	2,015	388
Total Tests	6,876	284	4,953	1,476	27	67	9	60	630	3,384	871
Social Studies											
Percent of Tests											
% at Phase-in Satisfactory Standard	62%	51%	59%	73%	75%	89%	50%	62%	43%	51%	30%
Number of Tests											
# at Phase-in Satisfactory Standard	2,552	75	1,757	635	15	33	2	28	145	870	103
Total Tests	4,088	148	2,960	867	20	37	4	45	341	1,705	338

Changes to Index I

- 2014
- Accountability targets increased from 50 to 55 for non-AEA campuses and from 25 to 30 for AEA campuses.
- ELL inclusion-Including a greater number of ELL students in statewide accountability based on their year of enrollment in US schools.
- ELL years 2-4 taking Spanish will be included in each index
- ELL years 2-4 taking English will be included utilizing STAAR ELL Progress Measure

  Performance Targets yet to be determined for 2015

TEXAS EDUCATION AGENCY
2014 Accountability Summary
ECTOR COUNTY ISD (068901)

Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement	- NONE
- Student Progress	
- Closing Performance Gaps	
- Postsecondary Readiness	

Performance Index Report

Index 1 — Student Achievement (Target Score=55)	63
Index 2 — Student Progress (Target Score=16)	36
Index 3 — Closing Performance Gaps (Target Score = 28)	30
Index 4 — Postsecondary Readiness (Target Score = 57)	61
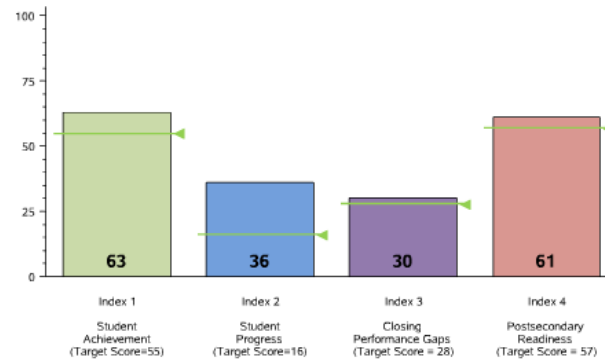
Distinction Designation

Postsecondary Readiness
Percent of Eligible Measures in Top Quartile 2 out of 50 = 4%
NO DISTINCTION EARNED

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	31,219	49,847	63
2 - Student Progress	1,311	3,600	36
3 - Closing Performance Gaps	887	3,000	30
4 - Postsecondary Readiness			
STAAR Score	7.7		
Graduation Rate Score	19.5		
Graduation Plan Score	21.2		
Postsecondary Indicator Score	12.1		61

System Safeguards

Number and Percent of Indicators Met

Performance Rates	35 out of 50 = 70%
Participation Rates	21 out of 22 = 95%
Graduation Rates	2 out of 7 = 29%
Met Federal Limits on Alternative Assessments	1 out of 1 = 100%
Total	**59 out of 80 = 74%**

For further information about this report, please see the Performance Reporting Division web site at http://ritter.tea.state.tx.us/perfreport/account/2014/index.html

Reading and Language Arts Factors within Index I

Reading/ ELA

SAVED BY THE BELL
Writing
2014-2015 AFTER THE BELL - WRITING
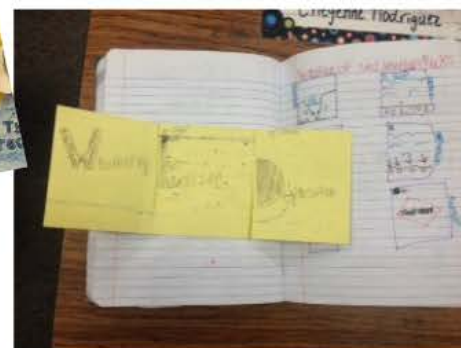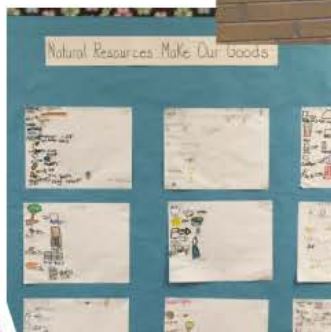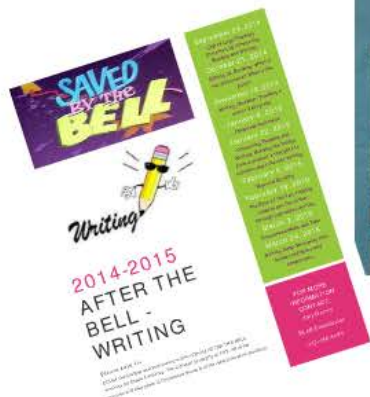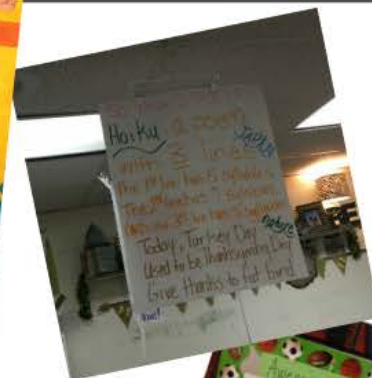
Plan of Action:
Continue to provide training and support at all levels in the areas of:
*Higher order thinking at the appropriate level of rigor for classroom instruction which are specifically targeted in areas such as making inferences, identifying cause and effect, and summarizing
*Vocabulary heavily 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.
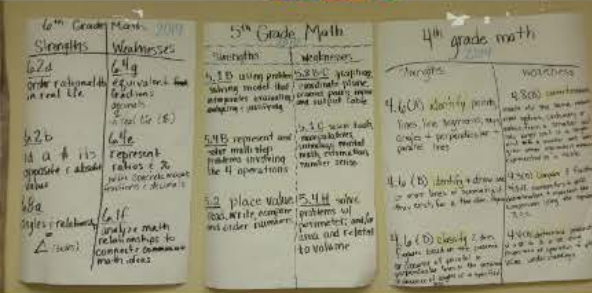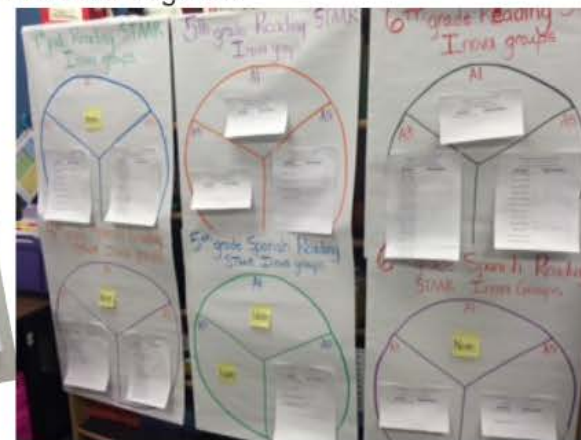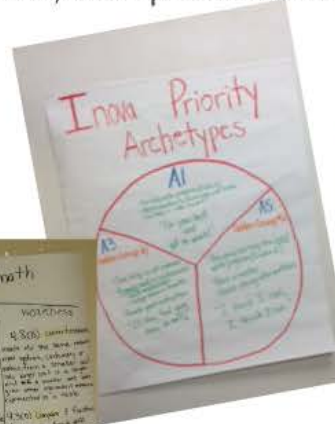
SPECIAL EDUCATION DEPARTMENT

To further increase Index I 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.

Classroom performance and how it correlates to benchmark performance and STAAR

In the spring of 2014, the Curriculum & Instruction Department began working with teams of teachers in grade levels K-2, 3-5, 6-8, and 9-12 in each of the content areas. The teams of teachers will work in collaboration with our content coordinators on curriculum documents, scope and sequence, common assessments, and our district curriculum guides on an ongoing basis. As we begin our work with collaborative teams for this summer, we are building PreAP collaborative teams of teachers who will work to develop curricular resources at the level of rigor to align with expectations in Advanced Placement courses.

For more information, click on this link Curriculum Collaborative Teams or for department specific information select from the list of departments:

English Language Arts
Mathematics
Science
Social Studies
Physical Education
Health
LOTE
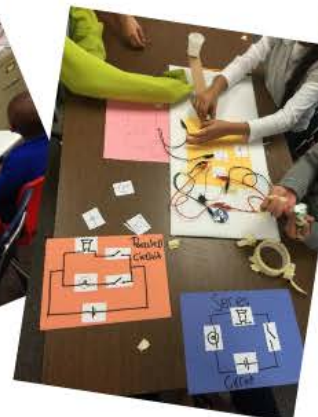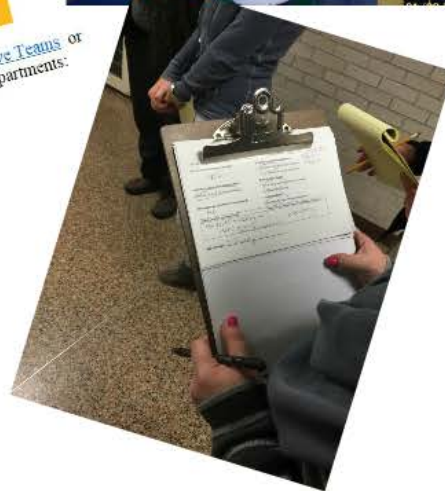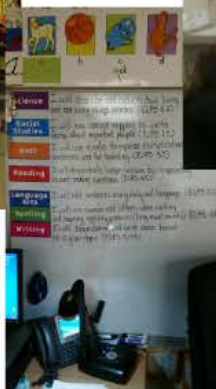
Plan of Action:
*Alignment of curriculum
*Teachers vetting assessments and aligning Scope & Sequence with Benchmarking through the Curriculum Collaborative Teams
*Teachers are assessing learning as well as stamina and needed skills to complete assessment
*Teachers spiral the learning
*Continued professional learning opportunities for teachers on hands-on and critical thinking
*Continue to utilize the expertise of the Special Education & District Content Area Coordinators, Reading & Bilingual Specialists, Campus Curriculum Facilitators, and campus support personnel are assisting teacher & student learning

Math Factors within Index I

A Problem Solving Model:

As math teachers, we are constantly looking for new ways to stretch our students' way of thinking. An important component of mathematics instruction is teaching students to think through the process of solving a problem.

Getting Started on Problem Solving:

Below is a guide for your students to use when working through difficult word problems. As you start using this strategy with your students, they will need to write this out on their paper. This is a thinking process and the ultimate goal is for the student to be able to do this process mentally.

1. Understand

Key Words
Vocabulary
Unknown Words
Rewrite the Question

2. Plan

What strategy are you going to use to solve the Problem?

I am going to....

1. Act out/use manipulatives
2. Draw a picture/diagram
3. Make a table/chart
4. Make an organized list
5. Look for a pattern
6. Work backwards
7. Solve a similar problem

3. Solve

Work out the problem.
Use the strategy you picked.

4. Check

Work the Problem backwards
Draw a picture
Is the answer reasonable?

Solution Tree

Guided MATH — A Framework for Mathematics Instruction
Laura Sammons

**learningforward** — THE PROFESSIONAL LEARNING ASSOCIATION

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)
*Beginning 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:
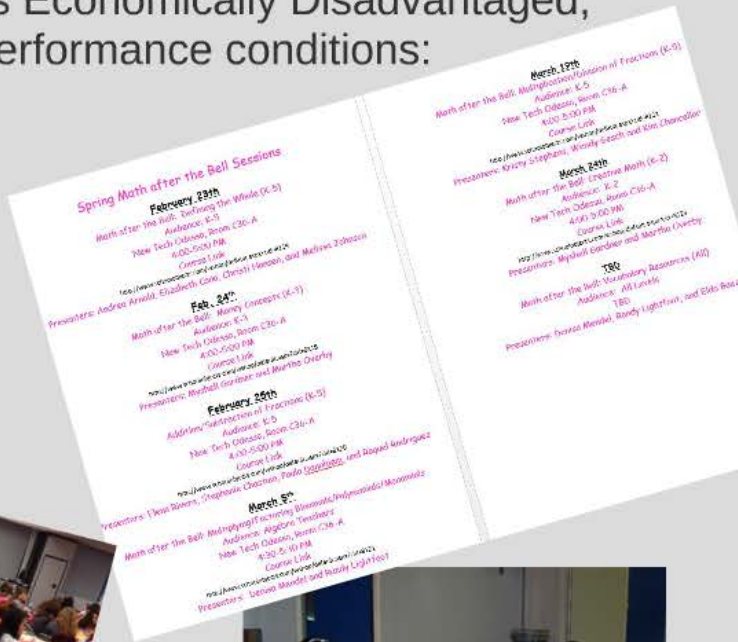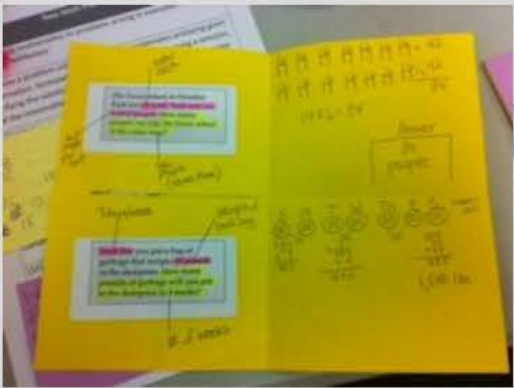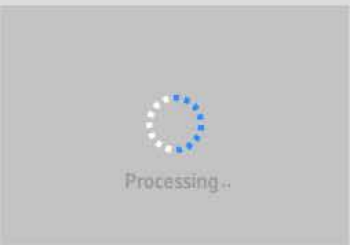
Plan of Action:
*Continue Campus Curriculum Facilitators
*Continued focus on Guided Math at elementary
*Continued Professional Development (PD) on highly effective mathematical instructional practices
*Focused Math PD (ie, textbook, low SEs, highly effective strategies, vocabulary)

support at all levels in the areas of:
ch as problem solving, number operations, algebraic thinking/reasoning
thin and between (building connections) content areas (Beginning at the PreK level)

ell sessions to support teacher learning
culum Facilitators (CCF), campus instructional leaders, reading specialist and campus PLCs to support

ampus Professional Development opportunities on teacher learning to support critical thinking in students,
elevant high engaging instructional activities within math

Plan of Action:
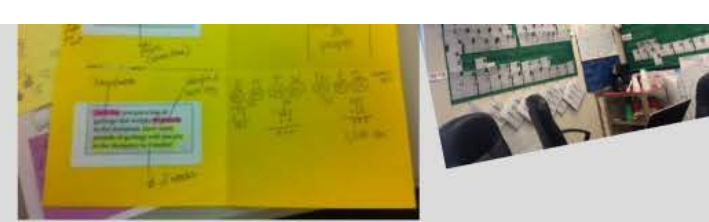*Continue Campus Curriculum Facilitators
*Continued focus on Guided Math at elementary
*Continued Professional Development (PD) on hig
*Focused Math PD (ie, textbook, low SEs, highly e

What has the district/campus done for improvement on student performances in Index I?
*Provided a Campus Curriculum Facilitators (CCF), Reading & Bilingual Specialist, Special Education & Content
Area Coordinators
*Professional Development including: "After the Bell", Early Release Days, Staff Development Days, PLCs,
*Disaggregated data and shared with campus leaders and staff
*Provided programs such as Guided Reading, Math, Balanced Literacy, CHAMPs, Stetson Review, Sheltered
Instruction Observation Protocol (SIOP), training in English Language Proficiency Standards (ELPS),
Classwords, Istation & Think Through Math to name a few.

utilizing STAAR ELL Progress Measure

Performance Targets yet to be determined for 2015

" **ECISD Moving Forward**

We would like to see the district expand the current opportunities available for campus teachers and campus leaders an opportunity to visit other campuses or districts with similar demographics that are successful.

We would also like to see that the district provide additional support for high needs populations, such as:
1. Full time reading specialist/coach at each campus
2. Full time SAS counselor at each campus
3. Increased support/ assistance for parent academies

School Board! We appreciate your of our schools, students, parents and teachers.

Permian High School Groundbreaking

Odessa High School Groundbreaking