



INDEX 2
STUDENT PROGRESS
APRIL 12, 2016

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INDEX 2 SUBCOMMITTEE MEMBERS

- Catherine Christesson, Teacher at Zavala Elementary
 - Roger Cox, Teacher at Wilson and Young Middle School
 - Angela Elston-Miller, Teacher at Burleson Elementary
 - Robin Fawcett, Director of Secondary Personnel
 - Terri Freeman, Teacher at San Jacinto Elementary
 - Sandralee Hunnicutt, Teacher at Ross Elementary
 - Zealia Jenkins, Counselor at Cavazos Elementary
 - Cindy Roman, Advance Academic Services Specialist
 - Marlane Burns, Executive Director for Secondary
 - Ann McClarty, Executive Director for Elementary
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Overview of Index 2

- **Purpose:** Provide a measure of student progress by subject and reports results by student demographics: race/ethnicity, current and monitored ELLs, and special education.
- Targets for Elementary, Middle School, High School, and District is based on the 5th percentile.
- **STAAR Progress Measure:**
 - Reading (Grades 4-8 and English II)
 - Math (Grades 4-Algebra I)
- **ELL Progress Measure:**
 - Students in their 2nd year and beyond in the U.S.
 - Students classified as limited English proficient (LEP)
 - Students who take the English language versions of STAAR
 - Students who are not parent denials
- **Student groups** – All, Special Education, ELL, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races (25 for group)

ECISD Index 2 Score – 2014 compared to 2015

2014

- Target Score for district - 16
- ECISD Score – 36 (20 points above target)
- Elementary campuses – 23 of 25 elementary campuses met the target of 33
- Junior high campuses – 6 of 6 junior high campuses met the school target of 28
- High School campuses – suspended in 2014

2015

- Target Score for district – 20
- ECISD Score – 31 (11 points above target)
- Elementary campuses – 20 of 25 elementary campuses met the target of 30
- Junior high campuses – 3 of 6 junior high campuses met the target of 28
- High School campuses – 3 of 3 high school campuses met the target of 15

Reading Longitudinal History of Students That Met or Exceeded Progress

Year	All	State	AA	H	W	Asian	2 or more	<i>Special Ed</i>	<i>ELL</i>
2013	55	62	55	54	57	69	60	47	57
2014	56	61	55	56	57	71	56	58	55
2015	55	59	51	54	57	67	63	49	52

Math

Longitudinal History of Students That Met or Exceeded Progress

Year	All	State	AA	H	W	Asian	2 or more	<i>Special Ed</i>	<i>ELL</i>
2013	50	59	49	49	52	64	58	44	56
2014	55	60	51	55	55	69	58	54	59
2015	24	47	na	22	29	67	na	<i>na</i>	21

Reading Longitudinal History of Students Who Exceeded Progress

Year	All	State	AA	H	W	Asian	2 or more	<i>Special Ed</i>	<i>ELL</i>
2013	12	15	11	11	13	21	13	12	15
2014	15	17	15	15	17	27	15	15	17
2015	13	16	10	13	14	16	16	11	13


Math Longitudinal History of Students Who Exceeded Progress

Year	All	State	AA	H	W	Asian	2 or more	<i>Special Ed</i>	<i>ELL</i>
2013	11	16	11	11	12	15	12	6	14
2014	16	18	11	16	16	35	17	9	19
2015	15	19	na	5	6	28	na	<i>na</i>	3

Istation Data

Tiers	Beginning of the Year	Middle of the Year
Kindergarten	October 2015	December 2015
Tier 1	44	49
Tier 2	27	26
Tier 3	29	25
First Grade	September 2015	December 2015
Tier 1	45	51
Tier 2	29	28
Tier 3	26	21
Second Grade	September 2015	December 2015
Tier 1	54	58
Tier 2	21	20
Tier 3	25	22

Data Impacting Index 2

- STAAR
 - EOC
 - I-station
 - TELPAS
 - Discipline Referrals
 - Attendance
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Strategic Priorities

Strategic Priority One: We will ensure learning experiences that are engaging, challenging, and meaningful.

- SP1.1 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.
- SP1.2 All students will reach high academic standards, at a minimum attaining proficiency or better in reading language arts, writing, math, science and social studies to include the following sub groups: all title one students, all students, all limited English proficient students, migrant students, special needs students, and at risk students in a timely manner.
- SP1.5 Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%.


Strategic Priority Two: We will provide an infrastructure to maximize the success for all students.

- SP2.6 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.

- SP3.1 All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing.

Professional Development Provided

- Accountability training
 - Stetson & Associates – Inclusive Education
 - Special Education (Co-teaching, Quads, etc.)
 - GT training
 - Content area pre-planning sessions
 - After-the-Bell sessions
 - Guided math K-2
 - Balanced literacy K-7
 - PBIS/CHAMPS
 - AVID
 - Advanced Placement Summer Institute
 - ELPS (English Language Proficiency Standards)
 - Region 18 offerings
 - End-of-Course Exam Sessions
 - Literacy training
 - Sheltered Instruction Observation Protocol (SIOP)
 - PEG Writing
 - Lead4ward
 - Bilingual K-2
 - Conscious Discipline (Early Childhood Centers)
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Our Recommendations

- Continue providing professional development and support for teachers in content areas where data has indicated a need for improvement.
 - Consider implementing STAAR Prep classes for Reading and Math in 8th grade.
 - Continue using data analysis software to place the data in the hands of the students. Students will set individual goals and self-monitor their progress.
 - Improve Tier 1 instruction through the implementation of a guaranteed and viable curriculum that includes regular face to face discussions between all stakeholders.
 - Effective mentoring program and consistent follow-up with all teachers.
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