


The background of the slide is a chalkboard with a greenish tint. There are two pieces of pink chalk lying on the board. Faint white chalk drawings, including a large 'A' and some curved lines, are visible on the board. The text is overlaid on this background.

Index 3

Closing the Performance Gap

Leading ECISD students to success through support services.

Subcommittee Members: Christi Hansen; Sheila Lackey; Riley Coffman; Margaret Salazar; Samantha Villarreal; Luz Melendez; Tanya Wimberly; Nancy Vanley; Julia Willett; Ruth Kyle



This accountability measure is determined by the performance of three student subgroups on all tests within Index 1 including:

- Economically Disadvantaged
- African American
- Hispanic

**Met Index 3
Standard**

**State Standard
28**

**ECISD Score
30**



- ❑ This online credit recovery program is utilized by all elementary and secondary campuses for grades 6th through 12th.
- ❑ The maximum program grade earned is 75%.
- ❑ The Odysseyware grade is then averaged with the 6 or 9 week report card grade, which in turn creates a new grade for the student.

Year Completed	Number of successful completions
2013	2,741
2014	3,444
2015	1,158 (through 02-20-15)

Student Success Initiative

SSI begins prior to the end of the school year and continues until the third test administration.

5th - Third Administration Results

Year	Reading	Reading (Spanish)	Math	Math (Spanish)
2013	14.25% (414)	11.43% (35)	14.25% (449)	26.19% (42)
2014	24.09% (494)	--	30.06% (519)	--

8th – Third Administration Results

Year	Reading	Math
2013	19.74% (304)	17.09% (474)
2014	14.54% (337)	22.45% (392)

SSI Cont...

EOC – Third Administration Results

Year	English I	English I Reading	English I Writing	Algebra I	Biology
2013	---	21.17% (411)	22.7% (599)	26.42% (212)	38.04% (163)
2014	31.38% (787)	Combined	Combined	21.01% (357)	43.63% (204)
Year	English II	English II Reading	English II Writing	U.S. History	
2013	--	37.04% (135)	29.57% (257)	100% (1)	
2014	22.64% (349)	Combined	Combined	13.53% (133)	



Transitions and Counseling Support Services

New District Opportunities

- ❑ This year elementary counselors are working directly with the middle school counselors to plan how the new configuration will best serve student needs.
- ❑ Parameters are more fluid and cooperative this year as to whom is responsible for each part of a student's transition to the next campus.

Student Support Services

- ❑ School counselors are available to assist students and staff with mental health referrals, student support groups, character education, conflict and anger management resources, classroom guidance, suicide prevention, and one on one counseling sessions.
- ❑ School counselors provide educational planning at transition grade levels such as Pre-K to Kinder, 5th and 6th to middle school, 8th and 9th to high school and DAEP to the home campus.
- ❑ SAS counselors have assisted students and campuses in critical situations, such as student and/or faculty deaths along with drop out recovery with the district.

Discipline

Since the 2010-2011 school year,

- ❑ There has been increases in partial out of school suspensions and partial ISS placements.
- ❑ However, there has been a decrease in full ISS placements, DAEP placements, expulsions, expulsions to DAEP, and overall referrals in relation to our increase in population.
- ❑ Plus, the number of students with two or more DAEP placements has decreased in the past two school years as well.

TRAC

TRAC students receive tutoring in unique settings based on their individual needs including:

- At both high schools in a small class environment
- At the Community Outreach Center
- In their homes
- At the end of the 2014-2015 first semester, TRAC had served 78 pregnant students.
- Since TRAC replaced TPC, the total percentage of pregnant students has been decreasing in numbers.
- Our numbers of fathers participating in the program have also increased.

Homeless Services

Year Identified	No. of Students
2012	878
2013	1,001
2014	1,139
2015 (Through 01-16-15)	950

(The number of students identified compared to the same time frame last year has an increased by 17%).

The Community Outreach Center (COC) Homeless Assistance Program helps with:

- Identification
- Tutoring for secondary homeless students who may not graduate without additional assistance
- Enrollment
- Transportation and free lunch
- School supplies and uniforms
- Referrals to social services and housing
- Information regarding the rights of homeless students
- Teachers are notified at each grading cycle of who the homeless students are in their specific class periods. Teachers are given general tips on how to help homeless students.
- Food 2 Kids program

OHS and PHS Dropout Intervention and Prevention Specialists:

- They provide support services in an effort to reduce the dropout rate for all students and especially homeless students.
- They serve as the campus contact for homeless students while providing assistance with school supplies, clothing and other resources in an effort to increase their graduation rates.

Balanced Literacy

Reading Instruction

(Guided Reading)

- ❑ Training and materials provided for both Monolingual and Bilingual Kinder through 6th grade teachers and ESL strategies for 7th grade teachers
- ❑ Training for all 7th and 8th grade reading teachers and ESL teachers
- ❑ Training and materials provided for all high school reading teachers
- ❑ Training for all elementary and junior high special education teachers.

Writer's Workshop

District wide training was offered on October 31, 2014.

Materials were provided for both Monolingual and Bilingual Kinder through 6th grade teachers including:

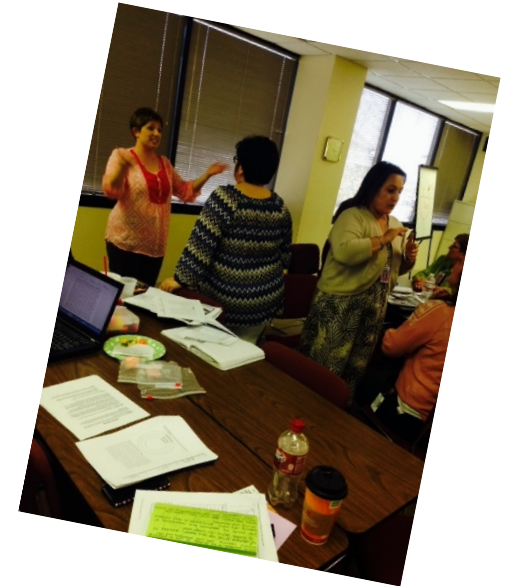
- ❑ *Benchmark Writer's Workshop kits*
- ❑ *Mentor texts*
- ❑ *Student readers*

Guided Math

Training and materials for all K-2 including Bilingual teachers

- ❑ Teacher Kits ordered from TCM
- ❑ District Wide Training was offered on October 31, 2014
- ❑ Ongoing training through PLCs and visits from TCM reps to model, observe and offer feedback.

Balanced Literacy Scenes from Around the District



SIOP/ELPS Implementation

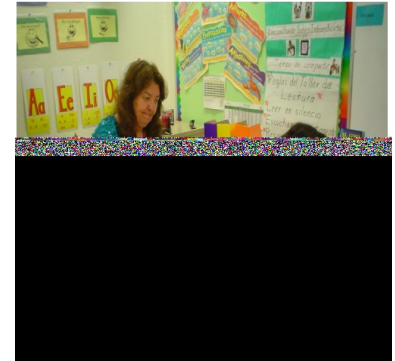
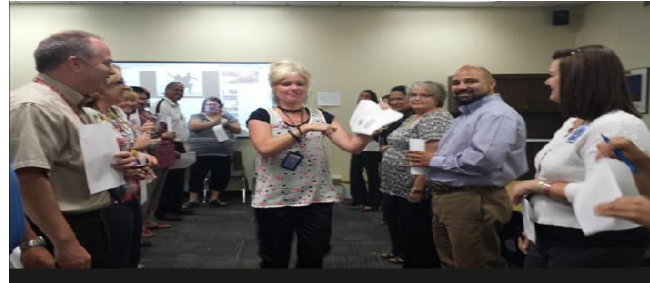
SIOP:

- Online Modules were completed as self-paced courses
- Grouped by grade clusters
- Teachers had from August 2014 to January 2015 to complete
- Housed as eCourses on Eduphoria

ELPS Modules 1-4:

- ELPS Instructional tool booklet (copies provided to all campuses)
- Online Training
- Completed During PLCs
- From August 2014 to January 2015 to complete
- Posted on Moodle with credit granted on Eduphoria upon completion

SIOP/ELPS Scenes from Around the District



Campus Support Review

- Campus Curriculum Facilitators (CCF) at each campus support teachers in curriculum and instruction, discipline, and organization.
- Reading Specialists assist teachers in the implementation of Balanced Literacy strategies.
- Improvement Required (IR) campuses are supported by the District Coordinator of School Improvement (DCSI) and a Professional Service Provider (PSP).
- Coca Cola Valued Youth Tutors from OHS assist targeted campus by tutoring students during the school day.
- Community Outreach Center (COC) supports families and helps improve student attendance.
- Dyslexia teachers provide services to identified students.
- Reading Coaches provide support to 5 assigned schools.
- Student Assistant Services (SAS) counselors support campuses with high needs.
- Superintendent Leadership Team (SLT) and the Instructional Leadership Team (ILT) “campus buddy” promotes communication and collaboration between campuses and the central office.

In Closing...

It is our committee's recommendation that the goals and strategic priorities from the 2014-2015 district improvement plan be continued.

We tip our hats to those individuals working in the supplemental programs mentioned in this presentation. Our subcommittee recognizes their hard work and dedication to the students of ECISD and offer our sincerest gratitude.

