


INDEX 2
STUDENT PROGRESS
JANUARY 10, 2017

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INDEX 2

SUBCOMMITTEE MEMBERS

- Jennifer Bizzell, Milam Magnet
 - John Corral, Noel Elementary
 - Gisela Davila, Goliad Elementary
 - Til-lois Fifer, Goliad Elementary
 - Terri Freeman, San Jacinto Elementary
 - Andrea Valero, Fly Elementary
 - Emily Wilen, Wilson & Young Middle School
 - Gary Willis, Bowie Middle School
 - Marlane Burns, Executive Director for Secondary
 - Ann McClarty, Executive Director for Elementary
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Overview of Index 2

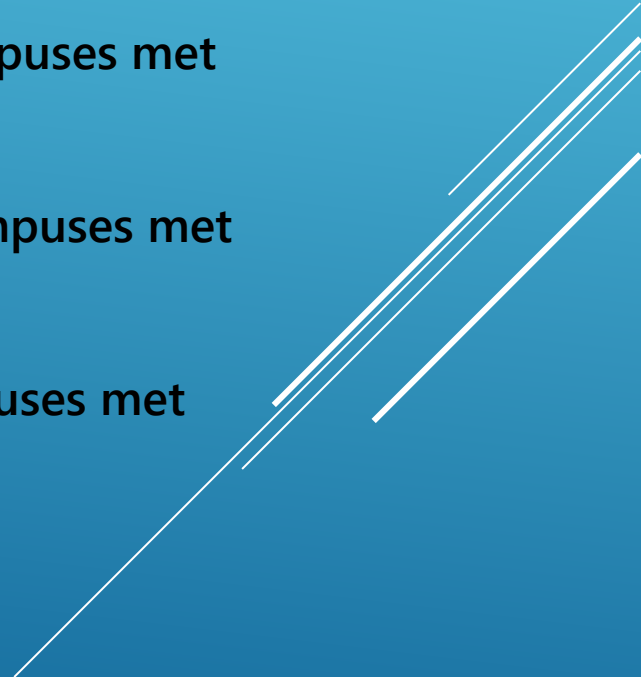
- *Purpose:* Provide a measure of student progress by subject and reports results by student demographics: race/ethnicity, current and monitored ELLs, and special education.
- Targets for Elementary, Middle School, High School, and District are based on the 5th percentile.
- STAAR Progress Measure:
 - Reading (Grades 4-8 and English II)
 - Math (Grades 4-Algebra)
- 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
 - TELPAS
- 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 – 2015 compared to 2016

2015

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

2016

- Target Score for district – 22
 - ECISD Score – 34 (12 points above target)
 - Elementary – 26 of 28 campuses met the target of 32
 - Middle School – 3 of 6 campuses met the target of 30
 - High School – 4 of 5 campuses met the target of 17
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Reading

Longitudinal History of Student Subgroups 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
2016	54	60	52	54	57	63	62	51	47

Math

Longitudinal History of Student Subgroups 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
2016	51	63	48	51	53	64	54	48	50

Reading

Longitudinal History of Student Subgroups Exceeding 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
2016	14	16	12	14	14	17	22	12	13

Math


Longitudinal History of Student Subgroups Exceeding 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
2016	12	17	10	12	11	22	14	12	12

Istation Data

Tiers	Beginning of the Year Percent	Middle of the Year Percent	End of the Year Percent
Kindergarten	October 2015	November 2015	May 2016
Tier 1	44	49	58
Tier 2	27	26	22
Tier 3	29	25	20
First Grade	September 2015	November 2015	May 2016
Tier 1	45	51	55
Tier 2	29	28	21
Tier 3	26	21	24
Second Grade	September 2015	November 2015	May 2016
Tier 1	54	58	63
Tier 2	21	20	17
Tier 3	25	22	20
Third Grade	September 2015	November 2015	May 2016
Tier 1	51	55	59
Tier 2	25	23	19
Tier 3	24	22	23

Data Impacting Index 2

- STAAR
 - End of Course
 - Istation
 - TELPAS
 - Discipline Referrals
 - Attendance
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Strategic Priorities

District Goal 1: Our actions will support the non-negotiable of Academic Excellence.

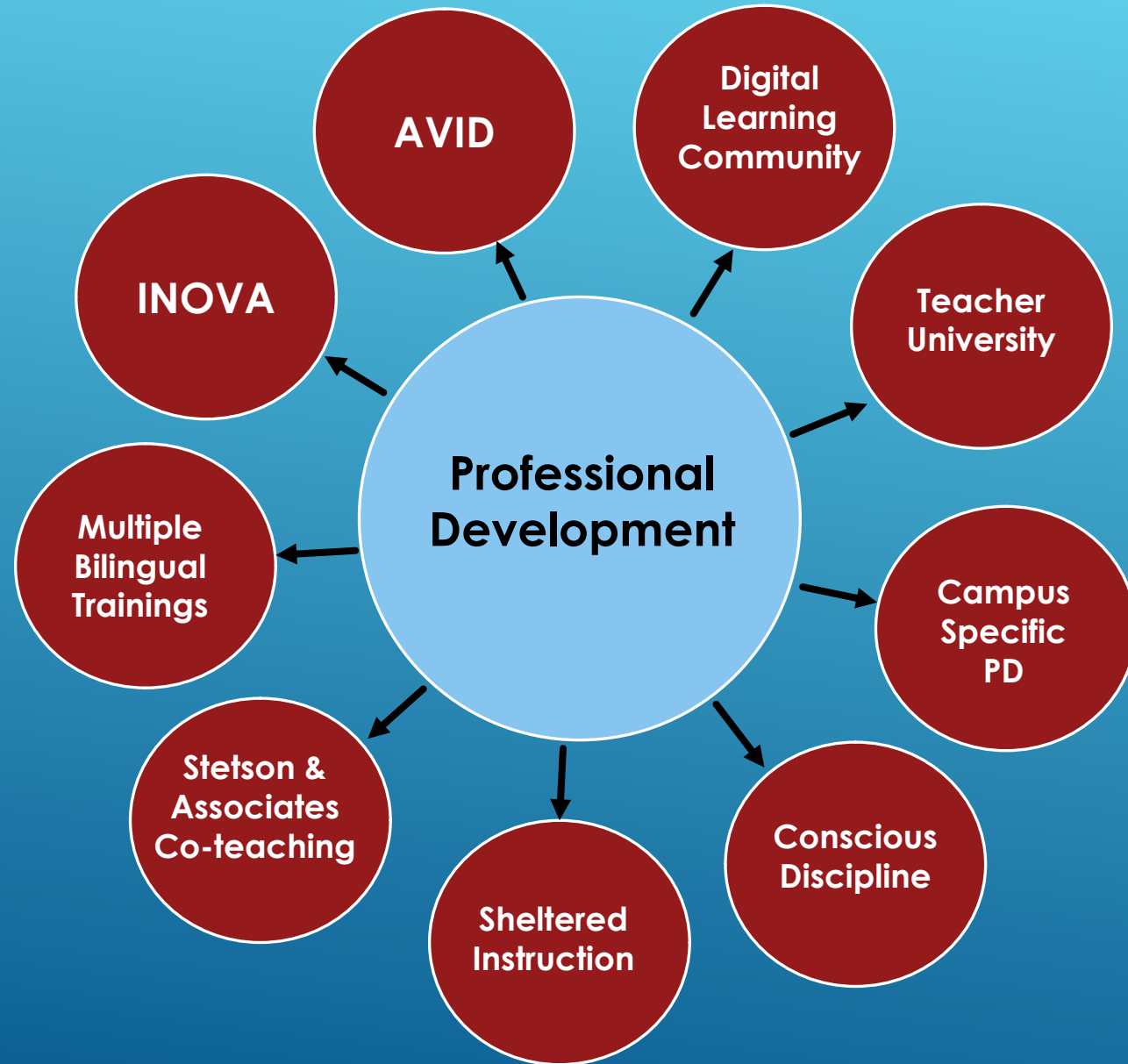
- (SP1.1) All campuses will implement researched and outcome based strategies based on school-wide reform to address gaps in student learning and performance in reading language arts, science, social studies & math to include the following targeted groups: all students, all limited English proficient 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.

District Goal 2: The TEKS Resource System will be executed with consistency and fidelity.

- (SP 2.1) All campuses will maintain a professional development plan for teachers, principals and paraprofessionals that will be high quality and ongoing.
- (SP 2.2) All campuses will provide professional development in utilizing technology.
- (SP 2.5) Campuses will utilize instructional technology as a teaching tool for student success.

District Goal 5: Our actions will support the non-negotiable of college and career readiness.

- (SP 5.2) All students will be graduate prepared for college or career readiness.



Our Recommendations

- Use INOVA to identify students who would benefit from an instructional and psychosocial intervention.
 - Students will continue to set individual goals and self-monitor their progress.
 - Continued emphasis on Tier 1 instruction through the implementation of the TEKS Resource System which includes regular face to face discussions between all stakeholders.
 - Expansion of the mentoring program and consistent follow-up with all teachers.
 - Continue providing professional development and support for teachers in content areas where data has indicated a need for improvement.
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