

Index 2 DCIT Subcommittee

Student Progress

April 14, 2015



Index 2 Subcommittee Members

- ▶ Christopher Bartlett, Teacher at Bowie JH
- ▶ Sylvia Garcia, GT Teacher at Ireland
- ▶ Stephanie Howard, Executive Director for Curriculum & Instruction (Chair)
- ▶ Mark Patrick, Director of Instructional Technology
- ▶ Maureen Pinkstaff, Teacher at Reagan
- ▶ Cynthia Roman, Advanced Academic Services Specialist
- ▶ Chriss Simmons, Teacher at Murry Fly
- ▶ Elaine Smith, Executive Director of Special Education
- ▶ Shelia Stevenson, Principal at Bowie JH
- ▶ Joni Vincent, Dyslexia Teacher at LBJ
- ▶ Lydia Ybarra, Teacher at Hays



Overview of Index 2

- ▶ Purpose – Provide a measure of student progress by subject and student group independent of overall student achievement levels. New in 2015 – the Index 2 calculation will be based on the combined STAAR and ELL progress measure

- ▶ Reading/ELA, math (NEW in 2015 – only Algebra I), and writing
 - ▶ Elementary Schools
 - ▶ Reading - 4th, 5th, & 6th – STAAR or ELL Progress Measure
 - ▶ Reading – 3rd grade – ELL Progress Measure
 - ▶ Math – excluded in 2015
 - ▶ Writing – 4th grade – ELL Progress Measure
 - ▶ Middle Schools
 - ▶ Reading - 7th and 8th grade – STAAR or ELL Progress Measure
 - ▶ Math – Algebra I (7th & 8th math excluded in 2015)
 - ▶ Writing – 7th – STAAR or ELL Progress Measure
 - ▶ Writing - English I – ELL Progress Measure

- ▶ Student groups – All, Special Education, ELL (NEW in 2015 – includes students in 1st & 2nd year monitor status), African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races (25 for group)



Index 2 Overview Continued

- ▶ High Schools
 - ▶ English I - ELL Progress Measure
 - ▶ English II - STAAR or ELL Progress Measure
 - ▶ Math – Algebra I
- ▶ ELL Progress Measure – based on TELPAS proficiency level (TX English Language Proficiency Assessment System)
 - ▶ 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 (NEW in 2015 – includes students in 1st & 2nd year monitor status), African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races (25 for group)



ECISD Index 2 Score – 2013 compared to 2014

▶ 2013

- ▶ Target Score for districts - 21
- ▶ ECISD Score – 31 (10 points above target)
- ▶ Elementary campuses – 19 of 25 elementary campuses met the target of 30
- ▶ Junior high campuses – 3 of 6 junior high campuses met the school target of 29
- ▶ High School campuses – 3 of 4 high schools met the high school target of 17
- ▶ Index 2 – only indicator causing 4 campuses to go into Improvement Required

▶ 2014

- ▶ Target Score for districts - 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
- ▶ Index 2 – only indicator causing 1 campus to go into Improvement Required



Data Analyzed by Subcommittee

- ▶ STAAR (State of Texas Assessments of Academic Readiness) & STAAR-M
- ▶ EOC (end-of-course)
- ▶ TELPAS (Texas English Language Proficiency Assessment System)
- ▶ Advanced Placement
- ▶ International Baccalaureate
- ▶ PSAT (preliminary SAT)
- ▶ Readiness (8th graders)
- ▶ ACT/SAT



2014 – Percent of Students who Met or Exceeded Progress

Reading

Year	All	State	AA	H	W	2 or more	EcoDis	ELL	Special Ed
2013	55	62	55	54	57	60	N/A	57	47
2014	56	61	55	56	57	56	55	55	58
2015									

Math

Year	All	State	AA	H	W	2 or more	EcoDis	ELL	Special Ed
2013	50	59	49	49	52	58	N/A	56	44
2014	55	60	51	55	55	58	55	59	54
2015									

Writing

Year	All	State	AA	H	W	2 or more	EcoDis	ELL	Special Ed
2013	46 (+1)	45	45	45	48	36	N/A	--	46
2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2015									



2014 – Percent of Students who Exceeded Progress

Reading

Year	All	State	AA	H	W	2 or more	EcoDis	ELL	Special Ed
2013	12	15	11	11	13	13	N/A	15	12
2014	15	17	15	15	17	15	15	17	15
2015									

Math

Year	All	State	AA	H	W	2 or more	EcoDis	ELL	Special Ed
2013	11	16	11	11	12	12	N/A	14	6
2014	16	18	11	16	16	17	16	19	9
2015									

Writing

Year	All	State	AA	H	W	2 or more	EcoDis	ELL	Special Ed
2013	1	1%	0	0	1	0	N/A	--	0
2014	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2015									



Strategic Priorities

▶ Strategic Priority 1

▶ We will ensure learning experiences are engaging, challenging, and meaningful.

- ▶ 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, and math to include the following targeted groups: all students, limited English proficient students, migrant students, special needs students, and at-risk students in a timely manner.
- ▶ 1.2 - All students will reach high academic standards, at a minimum attaining proficiency or better in English language arts, writing, math, science, and social studies to include the following subgroups: all Title I students, all students, all limited English proficient students, migrant students, special needs students, and at-risk students in a timely manner.
- ▶ 1.5 - Improved performance for attendance rate: The attendance rate for students in all targeted subgroups will increase to a minimum of 95%.
- ▶ 1.7 - Improved performance for participation: TAKS/STAAR: All campuses will meet or exceed 95% participation for every subgroup and TAKS/STAAR subject tested.



Our Recommendations

- ▶ Continue using data analysis software (Eduphoria Aware and INOVAPlus) to focus on adding value to all students and to monitor individual student progress
- ▶ Increase the number of students meeting or exceeding progress for all students and all student groups by five points
- ▶ Continue educating all faculty and staff on the accountability system and ongoing changes
- ▶ Continue providing professional development and support for teachers in content areas where data has indicated a need for improvement



Professional Development Provided

- ▶ Accountability training
- ▶ Stetson & Associates – Inclusive Education
- ▶ INOVAPlus training
- ▶ World Café of Strategies
- ▶ Sheltered Instruction Observation Protocol (SIOP)
- ▶ 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
- ▶ New Math TEKS
- ▶ Literacy training
- ▶ Differentiation
- ▶ Comprehensive School Support
- ▶ GT training



The Index 2 Subcommittee
appreciates everyone who provided
data and information that was used
in our comprehensive needs
assessment.

