**TARGETED ELEMENTS**

**Huston Academy**

**Erath Excels Academy**

**2016-17 Campus Performance**

**INDEX 1** **– Did not meet the target score of 60.** The 2017 Index 1 score was 43, down from 46 in 2016. Student performance in science & social studies has decreased from the previous year, resulting in lower scores for Index 1. The all students passing rate in science decreased from 60% in 2016 to 50% in 2017. Social studies passing rate decreased from 76% in 2016 to 43% in 2017. Additionally, the reading passing rate was 48% and the math passing rate was 25%, well below the target of 60%. Special Ed student and ELL passing rates were below 60% for all subjects. Economically disadvantaged student passing rates were below 60% for all subjects except science, which was 64%.

**INDEX 2** **– Met Standard.** The campus scored 31 in Index 2, well above the target of 17. 59% of all students met or exceeded progress for all subjects. 69% of students met or exceeded progress for Reading and 44% met or exceeded progress for Math.

**INDEX 3** **– Did not meet the target score of 30.** The 2017 Index 3 score was 25, up from 24 in 2016. Economically Disadvantaged Students were the only student group reported in Index 3. 51% of Economically Disadvantaged Students scored at approaches grade level in reading; 29% scored at approaches grade level in Math. 64% of students scored at approaches grade level in Science and 9% met grade level standard. 50% of students scored at approaches grade level in Social Studies.

**INDEX 4 – Did not meet the target score of 60.** The 2017 score for Index 4 was 53. The percent of students meeting the STAAR postsecondary readiness standard decreased from 26% in 2016 to 16% in 2017. 4-year graduation rate decreased from 91% to 75%. 5-year graduation rate decreased from 97% to 85%. Annual dropout rate improved from 0.9% to 0.0%. RHSP/DAP rates increased annually and longitudinally. The percent of college and career ready students decreased from 53.7% to 29.6%

*\*In 2016, the campus was rated based on AEA provisions and scored 100 (out of a possible 100) for Index 4. The campus also obtained 30 out 30 possible bonus points for longitudinal graduation plan rates and college and career readiness*.

**Targeted Elements** from the CIP that, if implemented with fidelity, will focus on academic achievement and provide the best opportunity for the campus to meet state accountability standards.

**Strategies** (high priority action items) that will be developed and implemented for each targeted element.

**Systems** that teachers and/or administration will use to track data for monitoring and adjusting the effectiveness of each targeted element.

**TARGETED ELEMENT 1**

**TARGETED ELEMENT 1:** TEKS-based Curriculum & Core Content PD (TEKS Resource System & Eduphoria Forethought)

**TARGETED ELEMENT 1 STRATEGIES:**

* Purchase TEKS Resource System for Implementation in 2017-18 School Year
* Provide Initial Training & Ongoing Support for Teachers to Ensure TEKS-RS Implementation
* Provide Core Content Professional Development for Teachers
* Increased Accountability – Regular Walkthroughs to Monitor Implementation & Provide Feedback

**TARGETED ELEMENT 1 SYSTEMS:**

* Purchase TEKS Resource System Software and Support
* Provide Initial Teacher and Administrative Training on TEKS Resource System
* Provide Ongoing Support for TEKS Resource System for Teachers and Administrators
* Minimum of 2 Training Sessions Provided Per School Year, Per Teacher
* Tangible Product Will Be Produced by Each Participant (ie…Lesson Plan, Scope and Sequence, etc)
* Provide Core Content Training to Classroom Teachers
* Minimum of 2 Training Sessions Provided Per School Year, Per Teacher
* Tangible Product Will Be Produced by Each Participant
* Classroom Walkthroughs Conducted by Administration
* Minimum of 2 Walkthroughs Per Month
* Documented Teacher-Administrator Conference After Each Walkthrough

**TARGETED ELEMENT 2**

**TARGETED ELEMENT 2:** Systemic Monitoring of Student Progress (CBAs, Benchmark Assessments, MAP Testing)

**TARGETED ELEMENT 2 STRATEGIES:**

* Conduct Ongoing Progress Monitoring – Benchmarks, CBAs & Formative Assessments
* Purchase and Administer MAP (NWEA - Measures of Academic Progress) Tests
* Perform Regular Classroom Walkthroughs That Monitor Student Performance & Engagement
* Conduct Regular Teacher-Principal or Small-Group Meetings to Review/Modify/Enhance Intervention Activities

**TARGETED ELEMENT 2 SYSTEMS:**

* In Core Subjects, Benchmark Assessments Will Be Administered a Minimum of 2 Times Per Year
* MAP Tests Will Be Administered in Reading and Math 3 Times Per Year
* Teacher-Principal or Small-Group Meetings Will Be Conducted 2 Times Per Month to Review/Modify/Enhance Intervention Activities
* Classroom Walkthroughs Conducted by Administration
* Minimum of 2 Walkthroughs Per Month
* Documented Teacher-Administrator Conference After Each Walkthrough

**TARGETED ELEMENT 3**

**TARGETED ELEMENT 3:** Data Disaggregation to Inform Instruction and Interventions (Eduphoria Aware & Forethought)

**TARGETED ELEMENT 3 STRATEGIES:**

* Purchase Eduphoria Software and Import State and Local Assessment Data Into the Aware Module to Use for Disaggregation Purposes
* Provide Initial and Ongoing Training for Teachers in the Utilization of Eduphoria and Data Disaggregation
* Monthly Meetings to Track Student Progress & Identify Interventions Based on Student Need

**TARGETED ELEMENT 3 SYSTEMS:**

* Purchase the Eduphoria Bundle, Including the AWARE Module for Data Disaggregation
* Import Previous Student Test Scores and Test History
* Provide Initial Teacher and Administrative Training on the Eduphoria Bundle
* Provide Initial Teacher Training on Data Disaggregation
* Provide Ongoing Training on the Use of Eduphoria and Data Disaggregation

**ADULT BEHAVIOR(S) EXPECTED TO CHANGE IN ORDER FOR**

**STUDENT OUTCOMES TO IMPROVE**

**Instructional Leadership**

* Administration Will Conduct Frequent Walkthroughs to Monitor Instruction, Implementation of Curriculum, and Student Engagement
* Administration Will Lead Meetings to Disaggregate Data, Monitor Student Progress, and Develop Interventions

**Teacher Leadership**

* Increased Expectations For Planning and Differentiating Instruction Based on Student Needs
* More Frequent Checks For Understanding and Use of Formative Assessments
* More Time Spent on Data Disaggregation to Inform Instruction

***Targeted Elements Public Hearing Was Held at Regularly Scheduled Board Meeting of the Erath Excels Academy Board of Directors on Monday, September 25, 2017.***

***Targeted Elements Were Unanimously Approved by the Erath Excels Academy Board of Directors on Monday, September 25, 2017 at the Regularly Scheduled Board Meeting.***