

Lone Star Governance

Goal Progress Measure Update – Goal 1

Board of Education Meeting
Tuesday, October 25, 2022





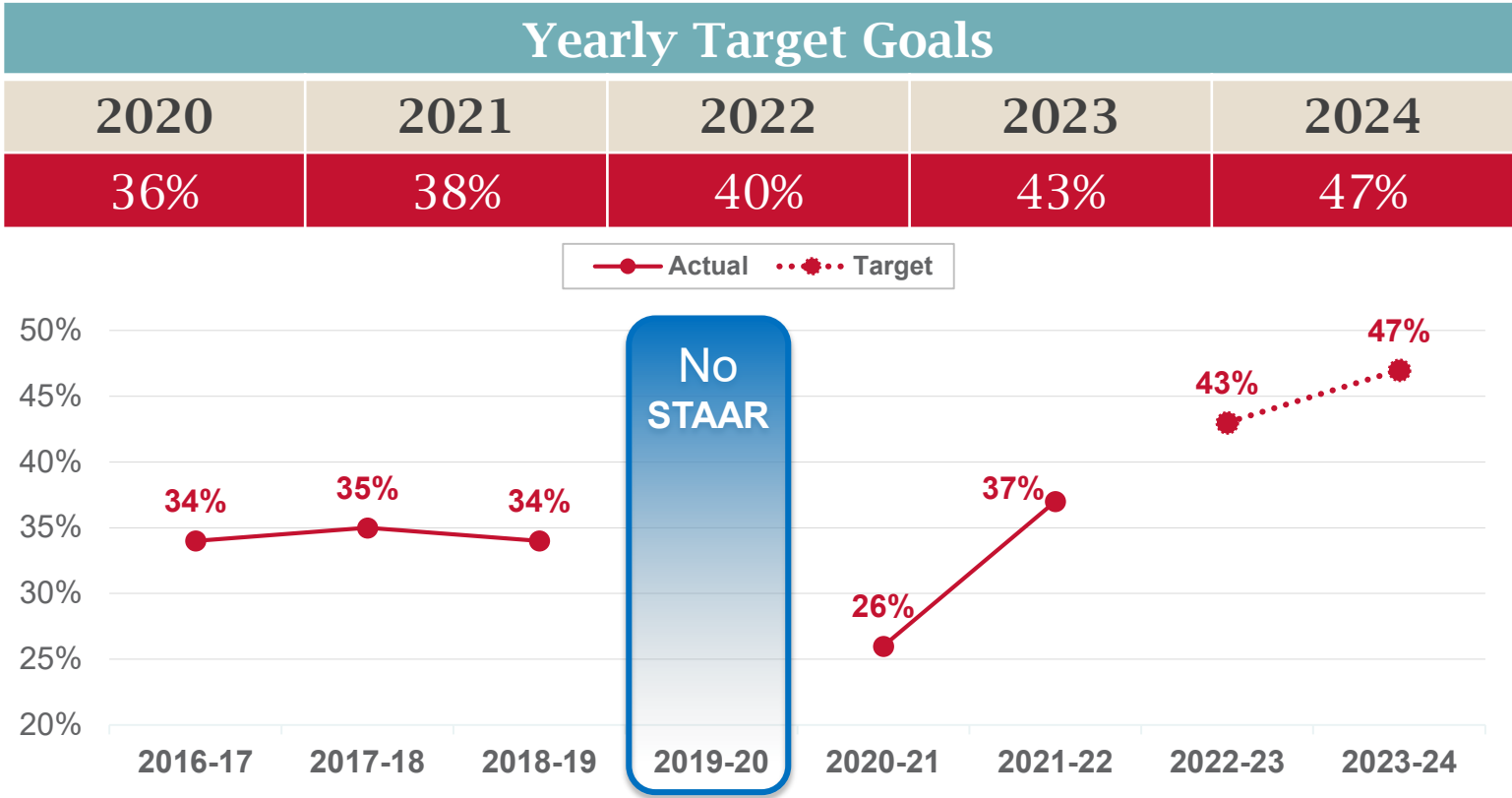
Goal 1: Early Literacy Progress Update



Fort Worth
INDEPENDENT SCHOOL DISTRICT

Board Outcome Goal 1: Early Literacy

Increase the percent of 3rd grade students who score at Meets Grade Level or Above on STAAR Reading from **34%** to **47%** by August 2024.



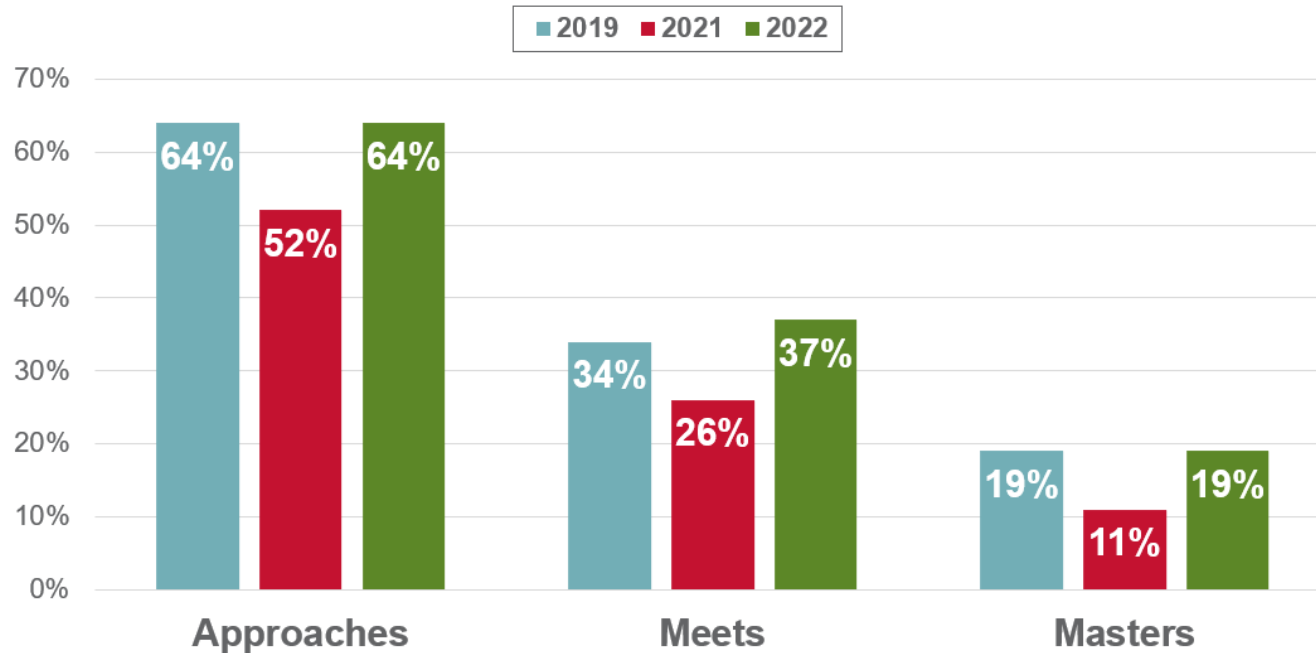
Board Outcome Goal 1: Early Literacy

Increase the percent of 3rd grade students who score at Meets Grade Level or Above on STAAR Reading from **34%** to **47%** by August 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2016-17	34%	21%	34%	63%	--	38%	--	41%	28%	30%	32%
2017-18	35%	23%	34%	61%	--	45%	--	45%	24%	30%	34%
2018-19	34%	22%	33%	58%	--	53%	--	32%	26%	29%	32%
2019-20											
2020-21	26%	16%	23%	57%	--	31%	--	47%	21%	20%	19%
2021-22	37%	27%	33%	68%	--	52%	--	44%	28%	31%	29%
2022-23	43%	31%	42%	67%	--	62%	--	41%	35%	38%	41%
2023-24	47%	35%	46%	71%	--	66%	--	45%	39%	42%	45%

Goal 1: Additional Information Reading - Grade 3

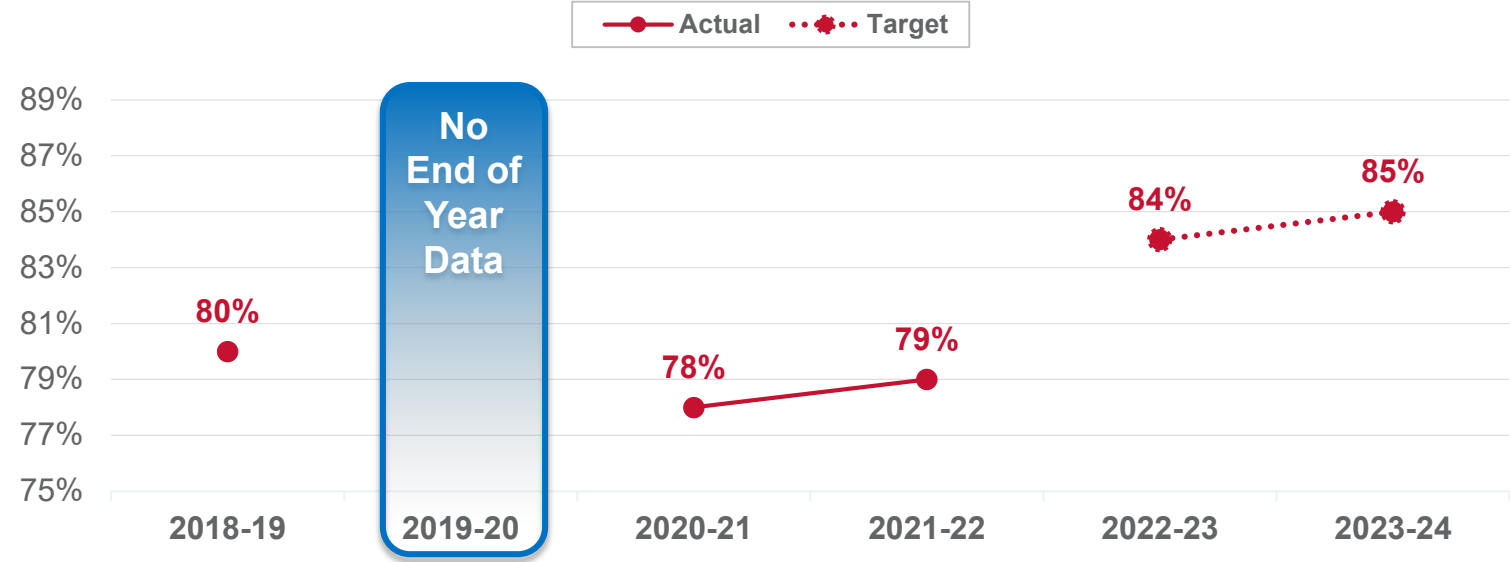
Students Passing STAAR Reading – Grade 3



Goal Progress Measure 1.1: Circle - Pre-K

Increase the percent of Pre-K students who score “On Track” on Circle Phonological Awareness from **80%** to **85%** by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
81%	82%	83%	84%	85%



English
&
Spanish

Goal Progress Measure 1.1: Circle - Pre-K

Increase the percent of Pre-K students who score “On Track” on Circle Phonological Awareness from **80%** to **85%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	80%	79%	79%	83%	--	78%	--	84%	57%	79%	78%
2019-20											
2020-21	78%	79%	76%	85%	--	75%	--	80%	63%	76%	76%
2021-22	79%	76%	79%	89%	--	--	--	--	64%	78%	78%
2022-23	84%	83%	83%	87%	--	82%	--	88%	61%	83%	82%
2023-24	85%	84%	84%	88%	--	83%	--	89%	62%	84%	83%

English & Spanish

Circle Assessment for Pre-K Students

Phonological Awareness Components

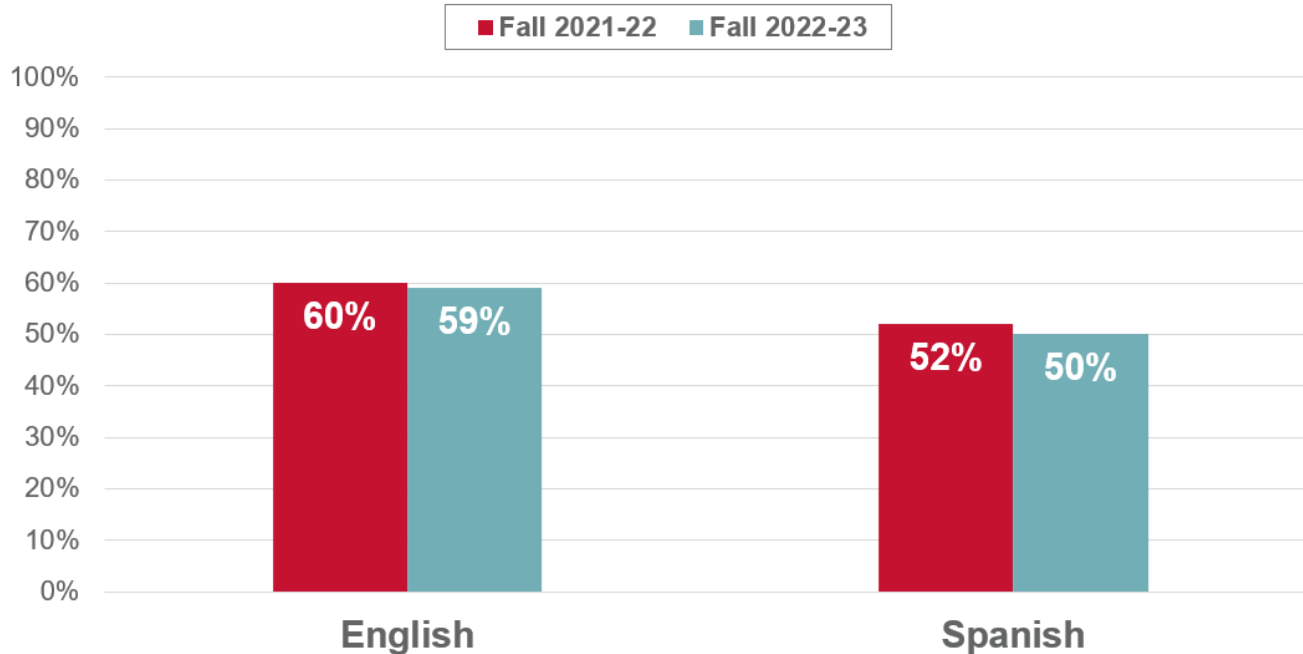
- ✓ Syllabification
- ✓ Alliteration
- ✓ Onset-Rime
- ✓ Rhyming



Goal Progress Measure 1.1: Circle – Pre-K

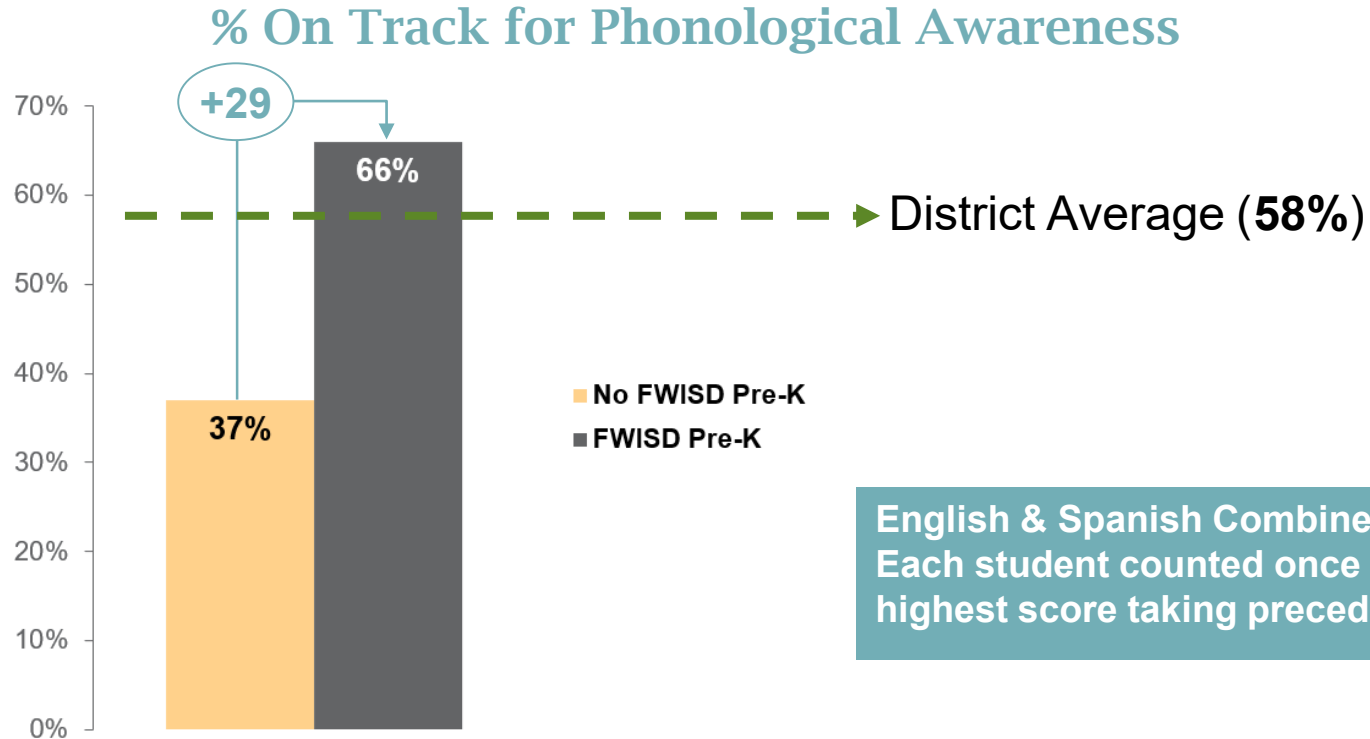
Fall 2022: The percent of PK students “On Track” at the beginning of year this fall is slightly lower than Fall 2021.

% On Track for Phonological Awareness – Pre-K



Additional Information – Texas Kindergarten Entry Assessment (TX-KEA)

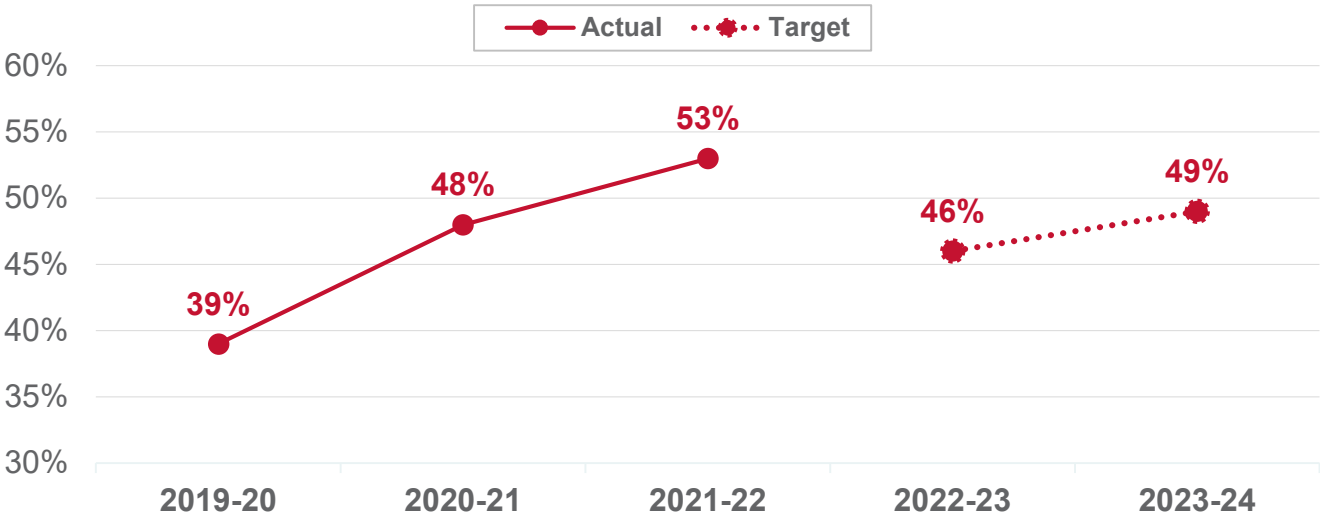
Fall 2022: Students who attended FWISD PK performed better Kindergarten Entry Assessment than students who did not attend FWISD PK.



Goal Progress Measure 1.2: MAP Reading Fluency - Grades K-3

Increase the percent of Kindergarten – Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators from 39% to 49% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
39%	41%	43%	46%	49%



Key Indicators

Kindergarten:
Phonological Awareness

Grades 1-3:
Sentence Reading Fluency

English & Spanish

Goal Progress Measure 1.2: MAP Reading Fluency - Grades K-3

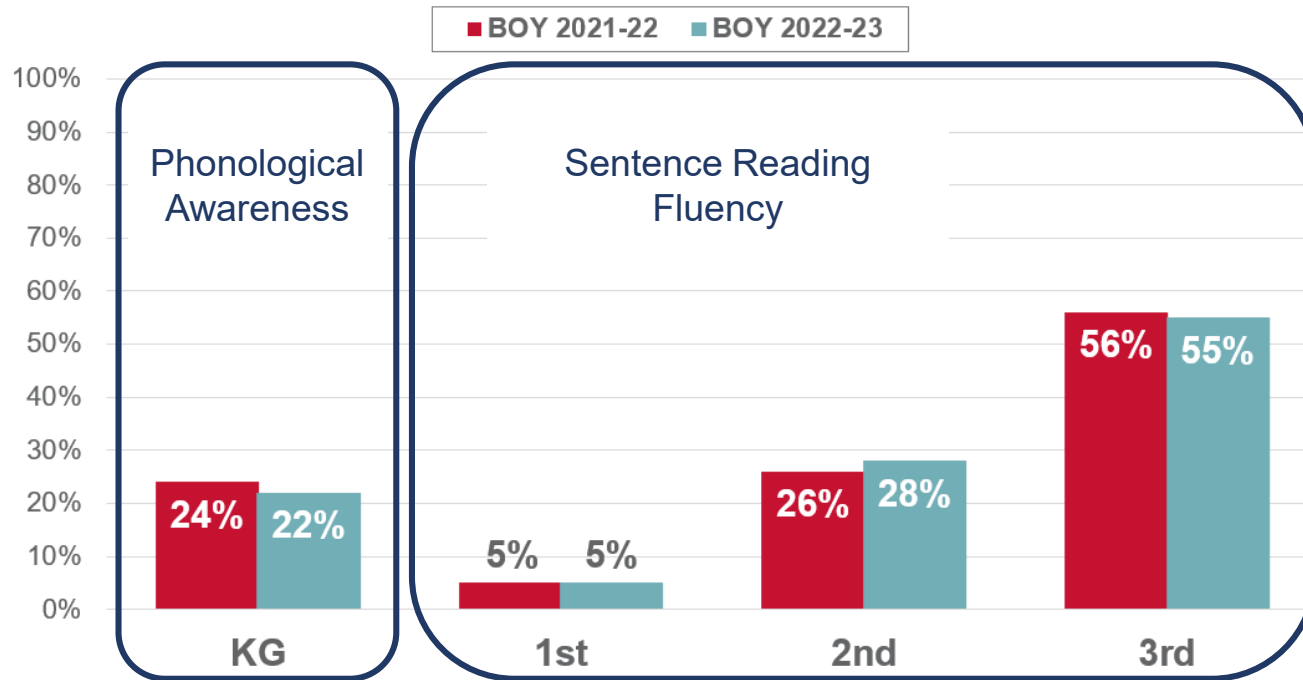
Increase the percent of Kindergarten – Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators from **39%** to **49%** by June 2024.

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2019-20 estimate	39%	35%	37%	55%	--	42%	--	45%	26%	37%	35%
2020-21	48%	40%	47%	66%	--	48%	--	56%	28%	44%	45%
2021-22	53%	45%	52%	70%	35%	52%	55%	57%	35%	49%	49%
2022-23	46%	42%	44%	62%	--	49%	--	52%	33%	44%	42%
2023-24	49%	45%	47%	65%	--	52%	--	55%	36%	47%	45%

English & Spanish

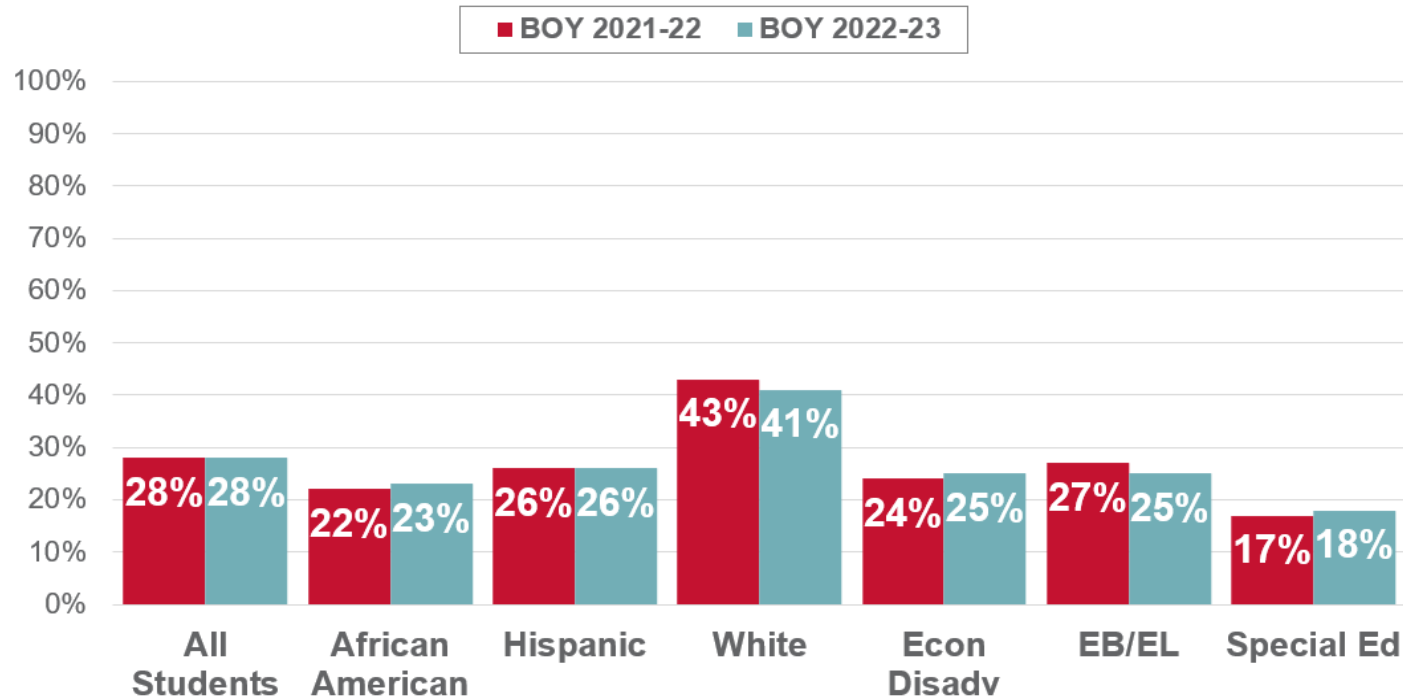
Goal Progress Measure 1.2: MAP Reading Fluency

Fall 2022: Grade 2 students in fall 2022 were **+2%** points higher on Sentence Reading Fluency than last year's grade 2 students. Scores remained steady at Grade 1, and Grades K (-2%) and 3 (-1%) were lower compared to last year..



Goal Progress Measure 1.2: MAP Reading Fluency

Fall 2022: African American, Economically Disadvantaged, and Special Ed student groups each were **+1%** point higher compared to Fall 2021. All other groups held steady or had slight decreases.

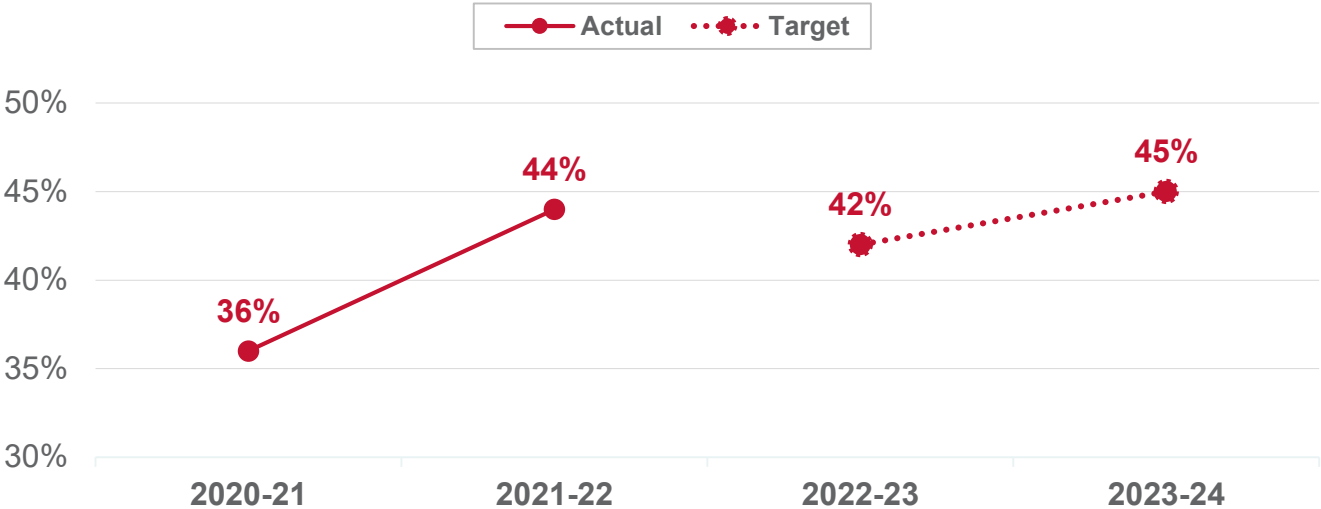


Goal Progress Measure 1.3: MAP Growth Reading - Grades K-3

Increase the percent of Kindergarten – Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from 36% to 45% by June 2024.

Yearly Target Goals			
2021	2022	2023	2024
36%	39%	42%	45%

Baseline:
2020-2021 was
first year of
NWEA MAP
Growth
Reading
Testing in K-3



English
&
Spanish

Goal Progress Measure 1.3: MAP Growth Reading - Grades K-3

Increase the percent of Kindergarten – Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from **36%** to **45%** by June 2024.

Yearly Targets

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2020-21	36%	33%	35%	49%	--	46%	--	43%	28%	35%	35%
2021-22	44%	43%	45%	55%	40%	52%	50%	50%	34%	42%	46%
2022-23	42%	39%	41%	55%	--	52%	--	49%	35%	41%	41%
2023-24	45%	42%	44%	58%	--	55%	--	52%	38%	44%	44%

English & Spanish

Student Growth Summary Report

Aggregate by District

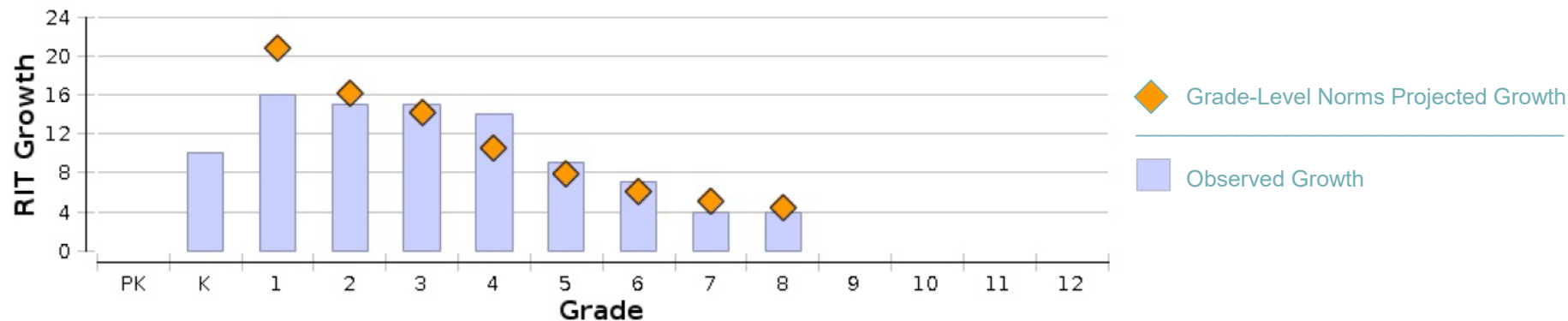
Term: Fall 2022-2023
District: Fort Worth ISD

Norms Reference Data: 2020 Norms.
Growth Comparison Period: Fall 2021 - Fall 2022
Weeks of Instruction: Start - 2 (Fall 2021) ^
End - 2 (Fall 2022) ^
Grouping: None
Small Group Display: No

Language Arts:
Reading

		Comparison Periods									Growth Evaluated Against						
		Fall 2021			Fall 2022			Growth			Grade-Level Norms			Student Norms			
Grade (Fall 2022)	Total Number of Growth Events‡	Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile	

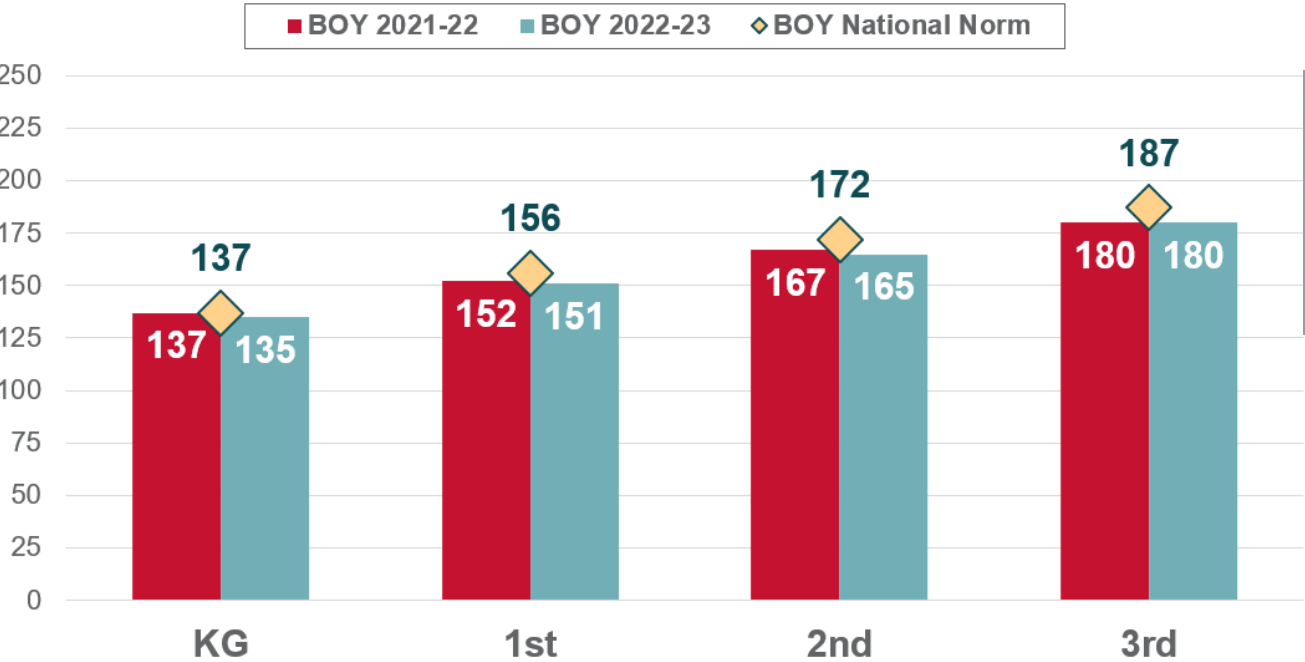
Language Arts: Reading



Goal Progress Measure 1.3: MAP Growth Reading

Fall 2022: On average, students in grades K, 1, and 2 had slightly lower levels of performance, or RIT scores, compared to Fall 2021. Students in grade 3 remained at the same level as students in the prior year.

Mean RIT Score

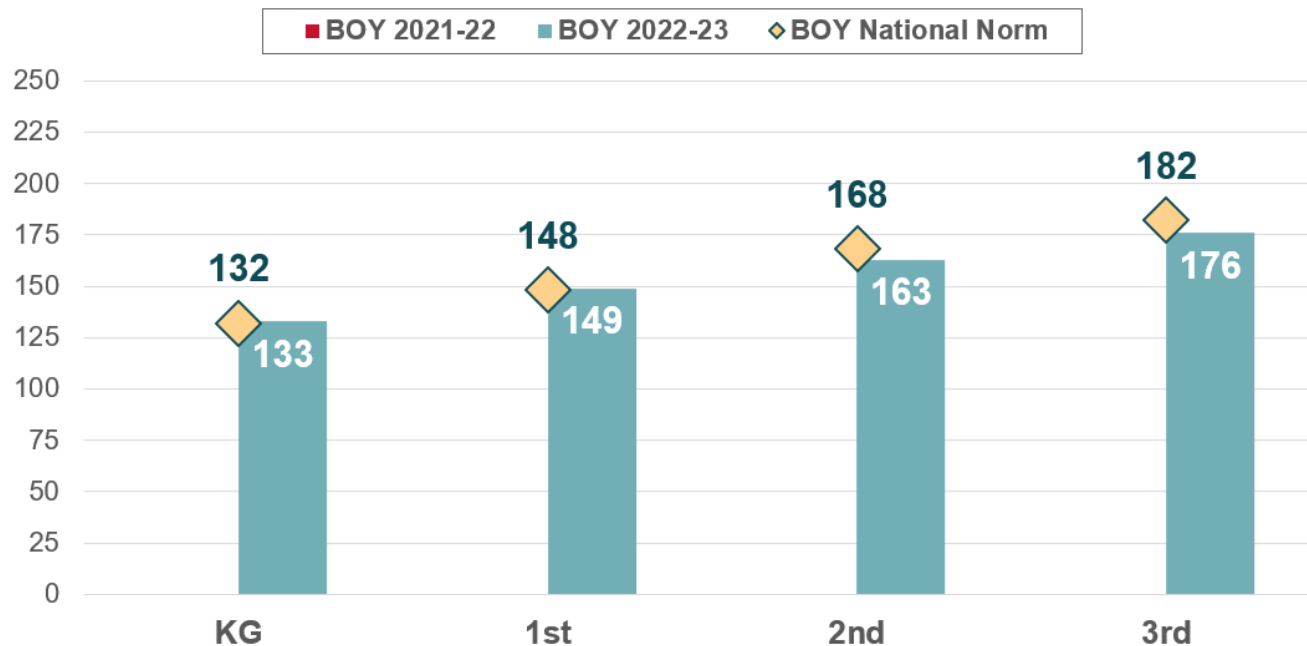


English	
National Norms for BOY:	
KG	137
1st	156
2nd	172
3rd	187

Goal Progress Measure 1.3: MAP Growth Reading

Fall 2022: Students in grades K and 1 performed +1 point above the national norms, or RIT scores, for Fall 2022. National norm data for Reading testers in Spanish was not available for Fall 2021.

Mean RIT Score



Spanish

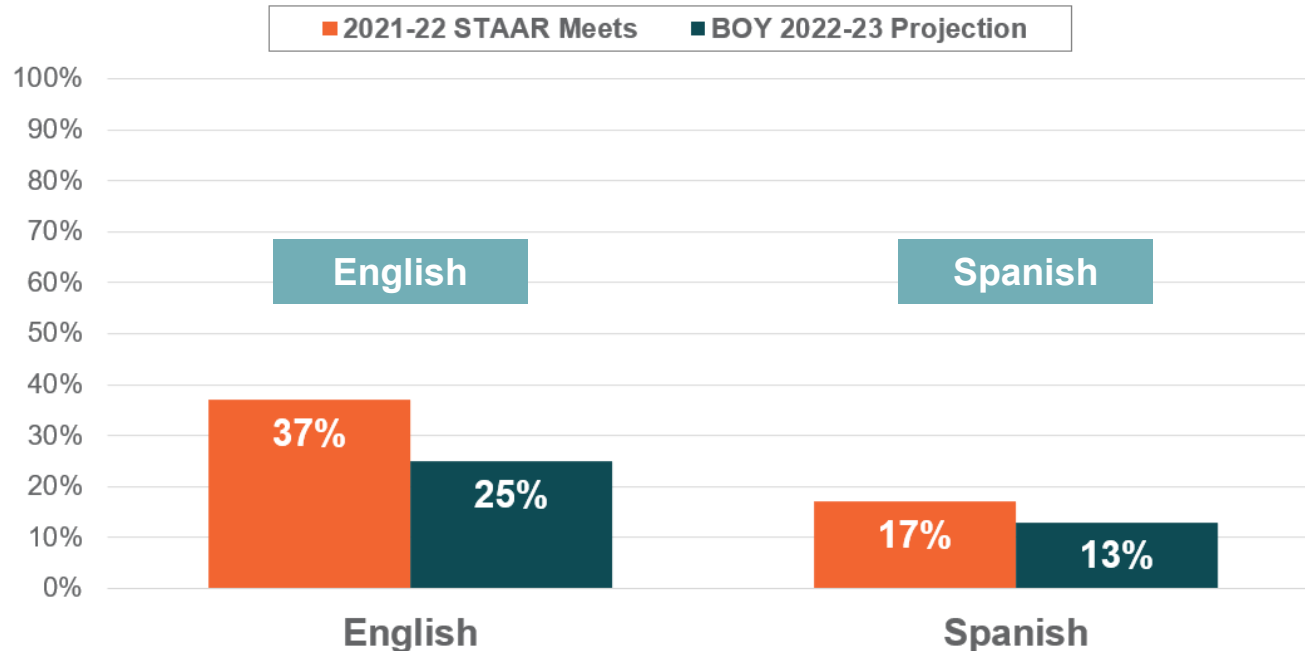
National Norms for BOY:

KG	132
1st	148
2nd	168
3rd	182

Goal Progress Measure 1.3: MAP Growth Reading

Fall 2022: The percent of 3rd grade students projected at *Meets Grade Level* on STAAR Reading based on beginning of year MAP scores is lower than actual STAAR 2022 for *All Students* for testers in English and Spanish.

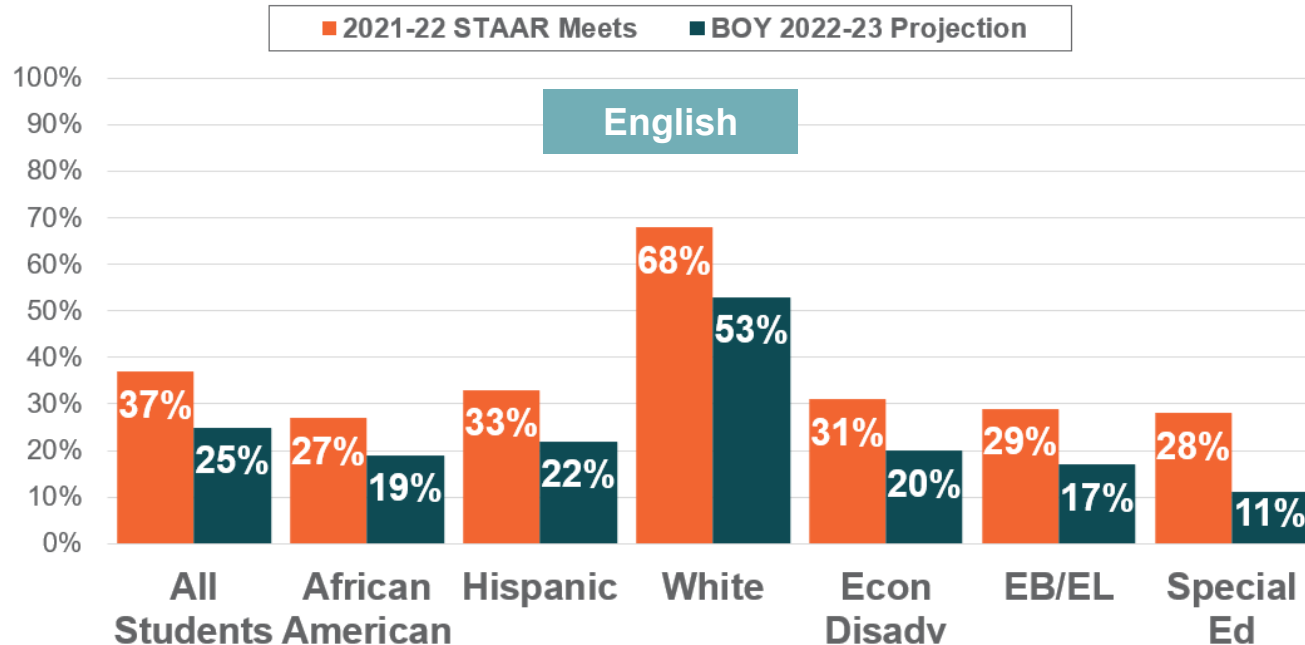
% Projected to be at Meets Grade Level – Grade 3



Goal Progress Measure 1.3: MAP Growth Reading

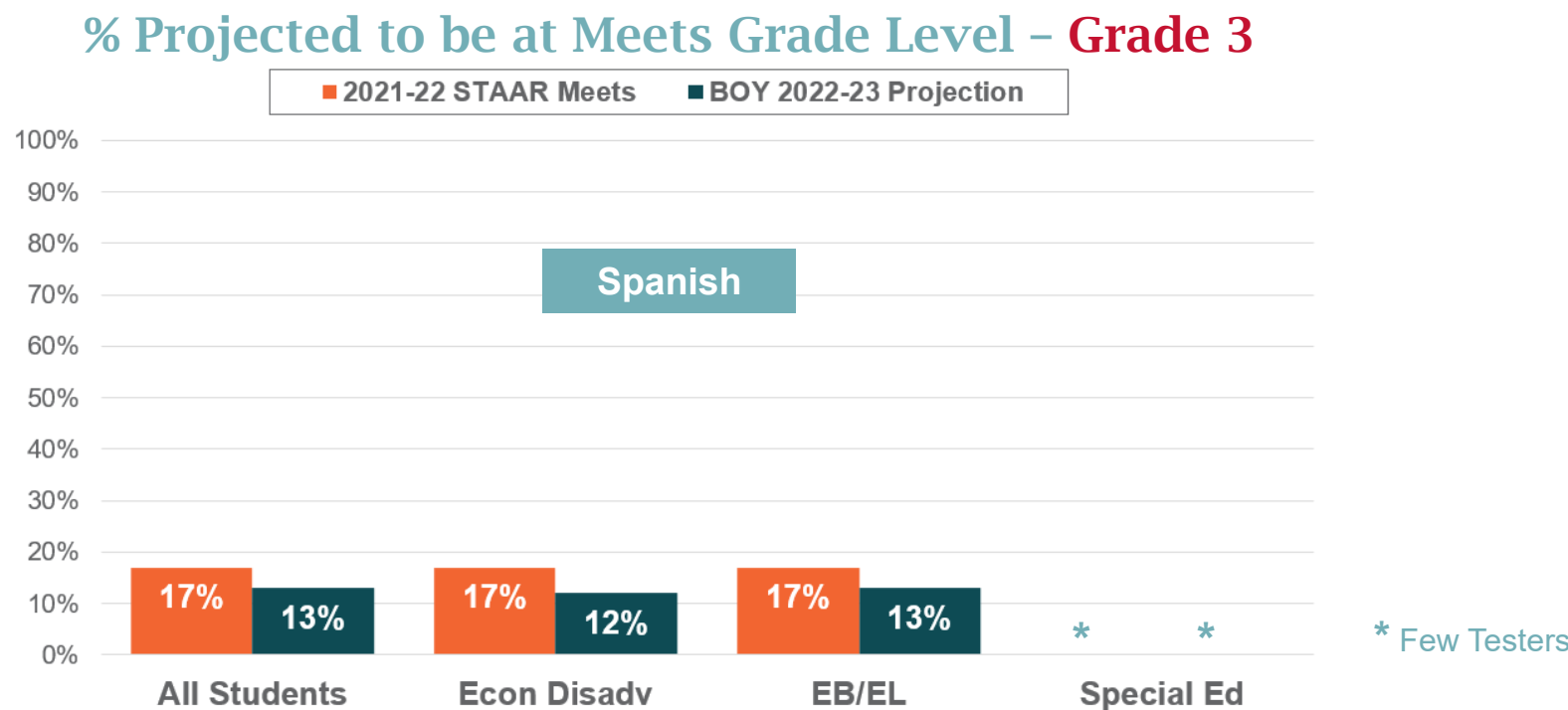
Fall 2022: The percent of 3rd grade students projected at Meets Grade Level on STAAR Reading is lower than STAAR 2022 for All Students.

% Projected to be at Meets Grade Level – Grade 3



Goal Progress Measure 1.3: MAP Growth Reading

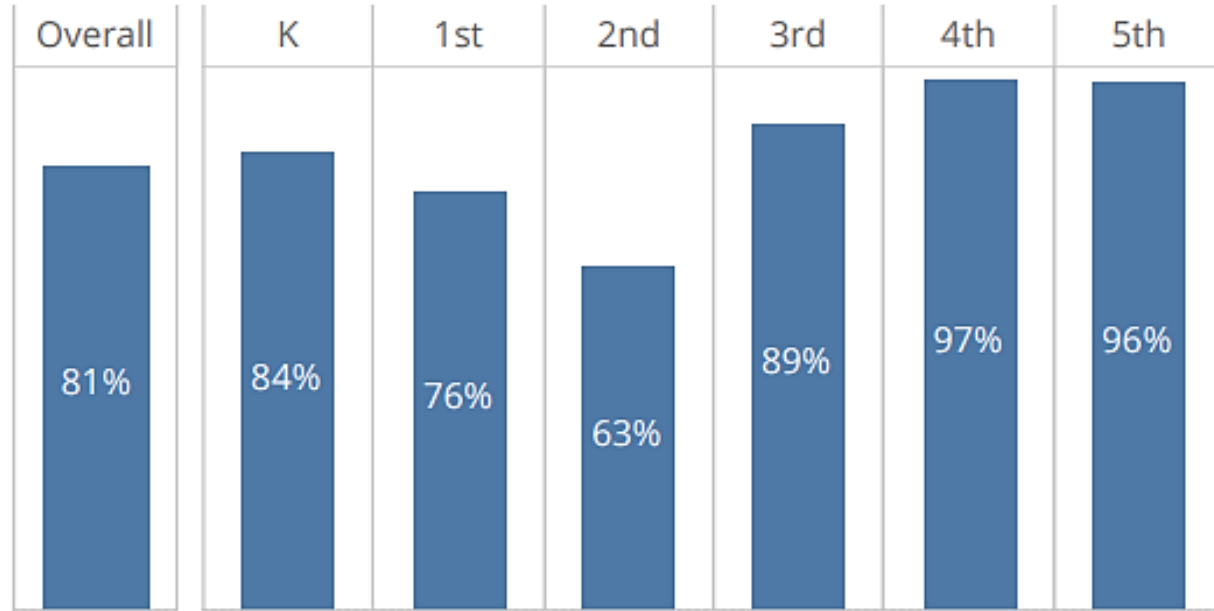
Fall 2022: The percent of 3rd grade students projected at Meets Grade Level on STAAR Reading is lower than STAAR 2022 for All Students.



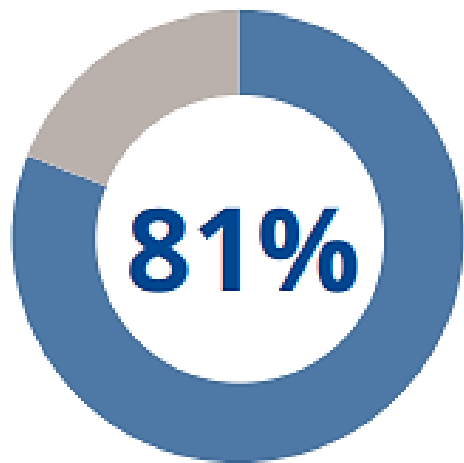
Lexia Core5 is Aligned with NWEA MAP

% of Mid-Year On-Target students who were ultimately proficient on MAP
by Grade Level

Overall,
81%
of Mid-Year
On-Target
students
met profi-
ciency on
MAP.



Lexia Core5 is Aligned with NWEA MAP

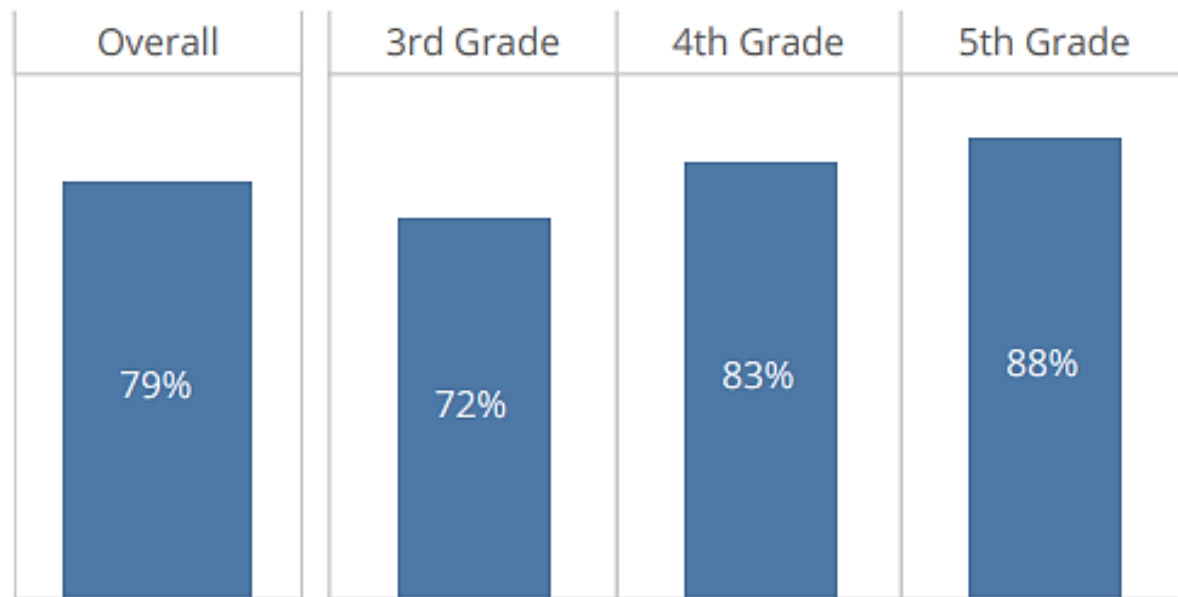


81% (N = 2,053) of students who met Core5 EOY Benchmark were proficient in MAP.

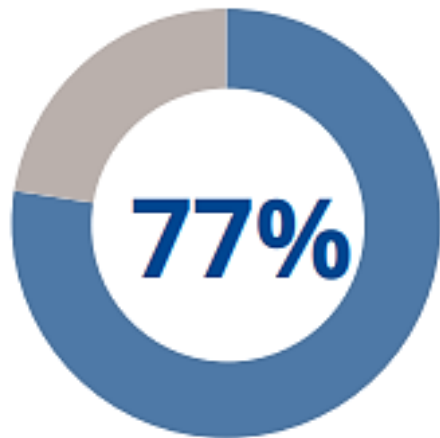
Lexia Core5 Predicts Performance on STAAR

**% of Mid-Year On-Target students
who were ultimately proficient on STAAR**

Overall,
79%
of Mid-Year
On-Target
students met
proficiency on
STAAR.



Lexia Core5: Aligned to STAAR Proficiency



77% (N = 1,758) of students who met Core5 EOY Benchmark were proficient on STAAR.

Support for Early Literacy



Fort Worth
INDEPENDENT SCHOOL DISTRICT

Shift in Thinking....

Early Learning is not just Pre-K in FWISD

- ✓ We have to understand that PK-2 is very significant and must be of the highest priority for us in order to be 3rd grade ready
- ✓ We have to value this space as a District just as we do the tested grades
- ✓ Research & evidence is clear on what we do (or don't do) in the early grades will impact outcomes in 3rd grade and beyond profoundly



HB3 Texas Reading Academies Metrics

Participants	Completed 2020-2022	Currently Enrolled 2022-2023
All Participants	1,494	463
Teachers	1,269	421
Principals	73	13
Assistant Principals	71	11
Campus Instructional Coaches	81	18

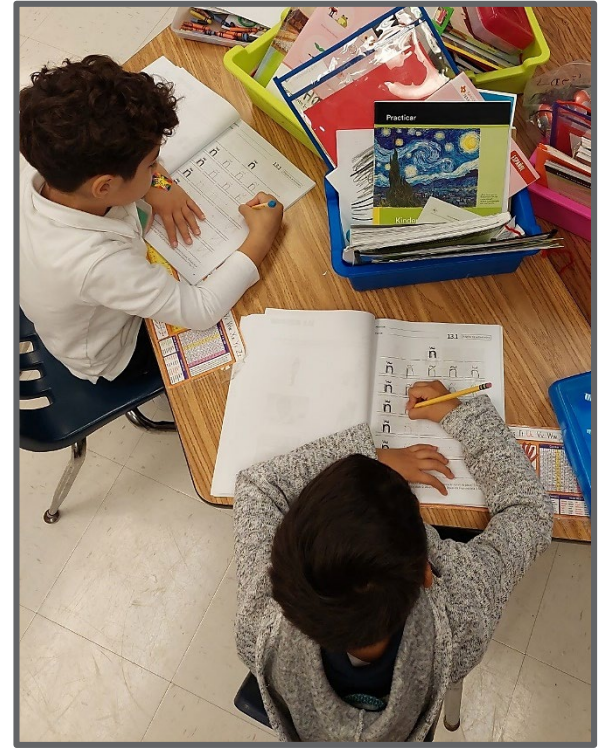
Spanish Intervention

Estrellita:

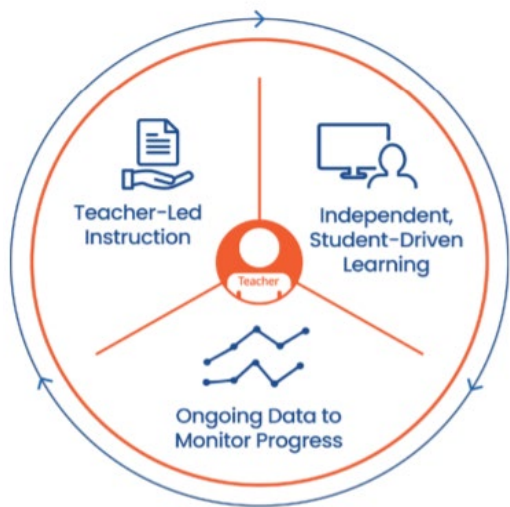
- A beginning Spanish intervention program that provides instructional strategies for teaching beginning Spanish to students in K-1
- Uses a syllabic approach to blending and segmenting in Spanish
- Based on the core structure of the Spanish language

Esperanza:

- Spanish multisensory structured language approach for teaching reading, writing, and spelling
- Early literacy components include phonological awareness, alphabetic principle, early writing skills, phonics, and comprehension
- Designed for students to progress through levels of the program to become proficient in reading, writing, and spelling in their primary language.



Lexia Learning



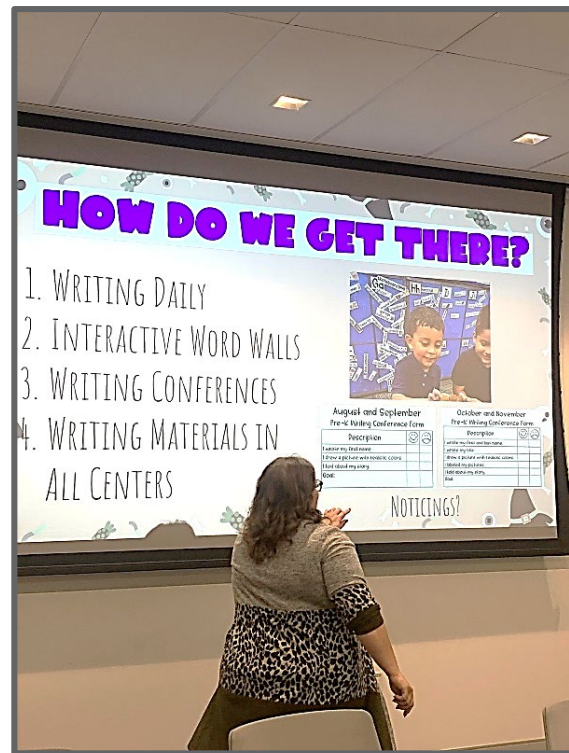
- Core 5 is for students in grades K-5 and Power Up* is for students in grades 6-8.
- Lexia is an adaptive blended learning program that accelerates the development of literacy skills for students, helping them make the critical shift from learning to read to reading to learn.
- The program creates an individualized learning plan for students which allows teachers to prioritize and differentiate instruction to help students to develop and strengthen essential reading skills.

**Power Up is mandatory for 6th and 7th grade Structured Literacy courses as they are intended for our most struggling students with the greatest needs and designed to provide extended time for teachers to scaffold on-grade level instruction.*

Teaching & Learning Campus Supports

The Department builds the capacity of the Instructional Leadership Team and teachers by providing the following supports:

- Demonstration of how to utilize core & supplemental resources in the implementation of daily effective literacy instruction
- Engaging in Unit and Lesson Internalization in Professional Learning Communities and classroom instruction
- Providing guidance Dual Language instruction (“How do I know what to teach in English and, what should I be teaching in Spanish?”)
- Demonstration of effective lesson delivery via co-teaching and model lessons



Professional Learning & Campus Support

Intentionally Designed Supports

- Targeted Support for High Needs Campuses
 - ✓ Tiered supports for campuses with greatest needs
 - ✓ Assigned Content Coaches from Academics Team
- Professional learning based on data and student need
- Professional learning to enhance teacher and leader practices grounded in research and evidence based strategies

Curriculum Expectations

Early Learning Curriculum

- New PK Curriculum with extensive professional learning schedule
- Early Learning Coaching on campuses to ensure foundational skills at PK

Disciplinary Literacy

- Teaching the ways of reading, writing, listening, speaking, and thinking used in each academic discipline to develop academic vocabulary and critical thinking skills

School Leadership Support For Early Literacy



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Action and Determination

Participation in Professional Development

- ✓ Principals and Executive Directors
- ✓ Flex Day Offerings

PLC Plan Focused on Amplify Implementation

- ✓ Campus and Pyramid Plans
- ✓ Focus on Internalizing Lessons
- ✓ Opportunity for teachers to practice their instruction

School Leadership Support For Early Literacy



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Classroom Calibration Walks

- ✓ Principal/Assistant Principal/Executive Director
- ✓ Focus on Feedback and Coaching to Improve Instruction

Literacy Walks with Literacy Department

- ✓ Principal/ Executive Director/Literacy Content Specialist
- ✓ Align on implementation of new curriculum
- ✓ Identify areas of support for campus and teachers

School Leadership Support For Early Literacy



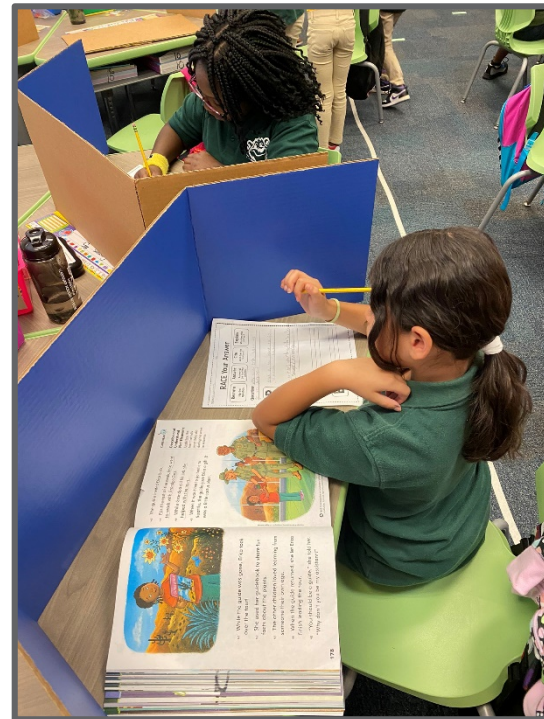
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MAP Data Analysis and Planning

- ✓ Principal Leads Review of Beginning and Middle Year Data with Teachers
- ✓ Data Review Focused on Planning and Instructional Scaffolding

Campus Improvement Plan

- ✓ Plans aligned to Early Literacy District Goal
- ✓ Quarterly Review of Progress Toward Goals





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