



Lone Star Governance

Goal Progress Measure Update

Goal 3: College, Career, & Military Readiness

Board of Education Meeting

Tuesday, March 22, 2022



Fort Worth
INDEPENDENT SCHOOL DISTRICT

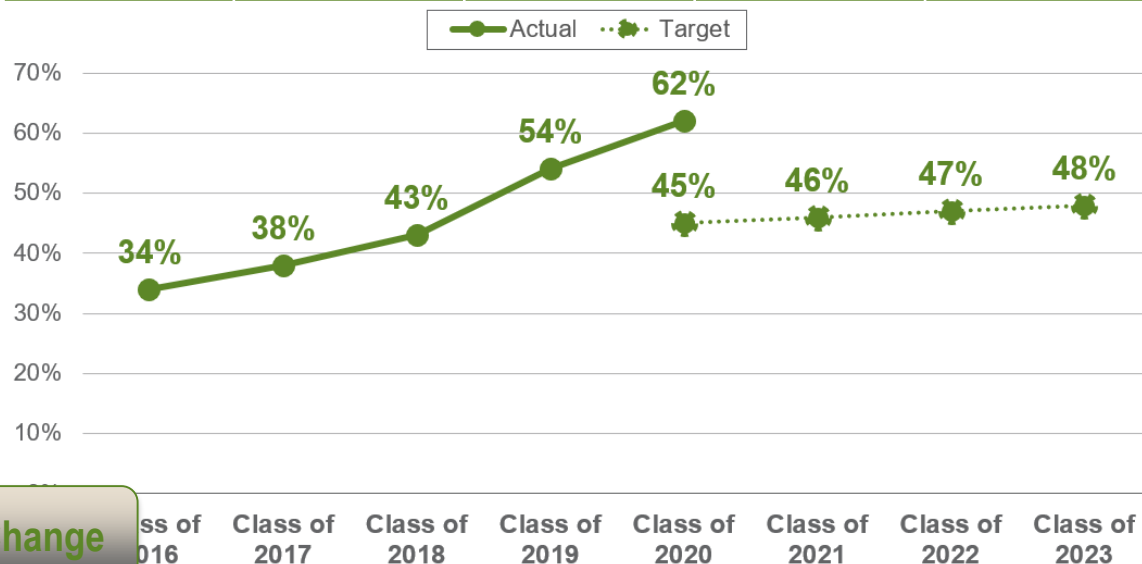
Board Outcome Goal 3: CCMR

Increase the percentage of students graduating with a CCMR indicator from **43%** to **48%** by August 2024.



Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%



No Change

CCMR Indicators:

- SAT / ACT / TSI / College Prep course in Reading and Math
- AP/IB
- Industry certification
- OnRamps course
- IEP and Workforce Readiness
- Associate's degree
- Advanced degree plan for SpEd
- Level I or Level II certificate
- 9 hours of Dual Credit OR 3 hours of ELA or Math

Does not include military or CTE coherent sequence.



Goal Progress Measure 3.1: **Grade 12 CCMR**

Increase the percentage of Grade 12 students who meet the criteria for CCMR from **33%** to **38%** by August 2024.



Goal Progress Measure 3.2: **Grade 9 On-Track**

Increase the percentage of first-time 9th graders on-track towards graduation from **75%** to **80%** by June 2024.



Goal Progress Measure 3.3: **Algebra I Completion by End of 9th Grade**

The percent of students that score approaches or above on STAAR Algebra I EOC by end of 9th grade will increase from **83%** to **85%** by June 2024.



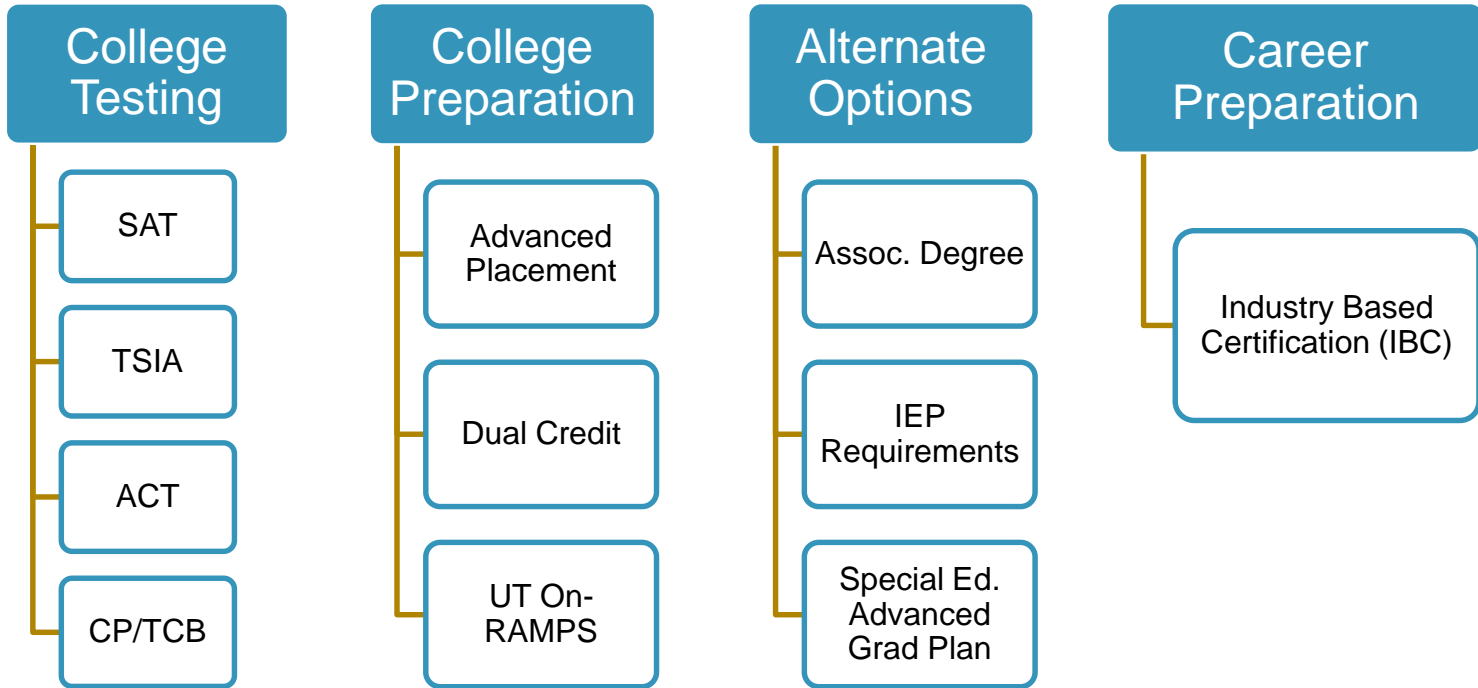
Goal Progress Measure 3.4: **SAT/ACT**

Increase the percentage of graduates who meet the SAT or ACT criteria for CCMR from **22%** to **27%** by August 2024.



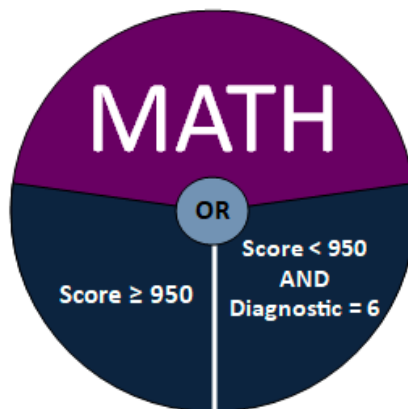
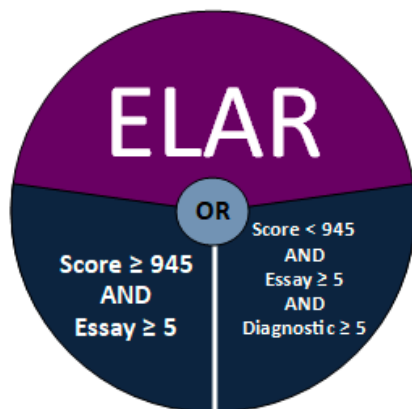
No Change

CCMR Pathways



TSIA 2.0 College Readiness Benchmarks

MINIMUM PASSING
COLLEGE READINESS STANDARDS
ON THE TSIA2



TSIA 2.0 TESTS GIVEN 2021-2022

TSIA 2.0 Units used from 8/16/2021-3/1/2022

Stats		
3352 SESSIONS STARTED FROM: 08/16/2021 - TO: 03/01/2022	3350 SESSIONS COMPLETED FROM: 08/16/2021 - TO: 03/01/2022	8927.88 UNITS USED FROM: 08/16/2021 - TO: 03/01/2022

Remaining Testing Units 50,858

FUTURE TESTING DATES SOPHOMORES

May 17th TSIA 2.0 Testing ELAR in English II

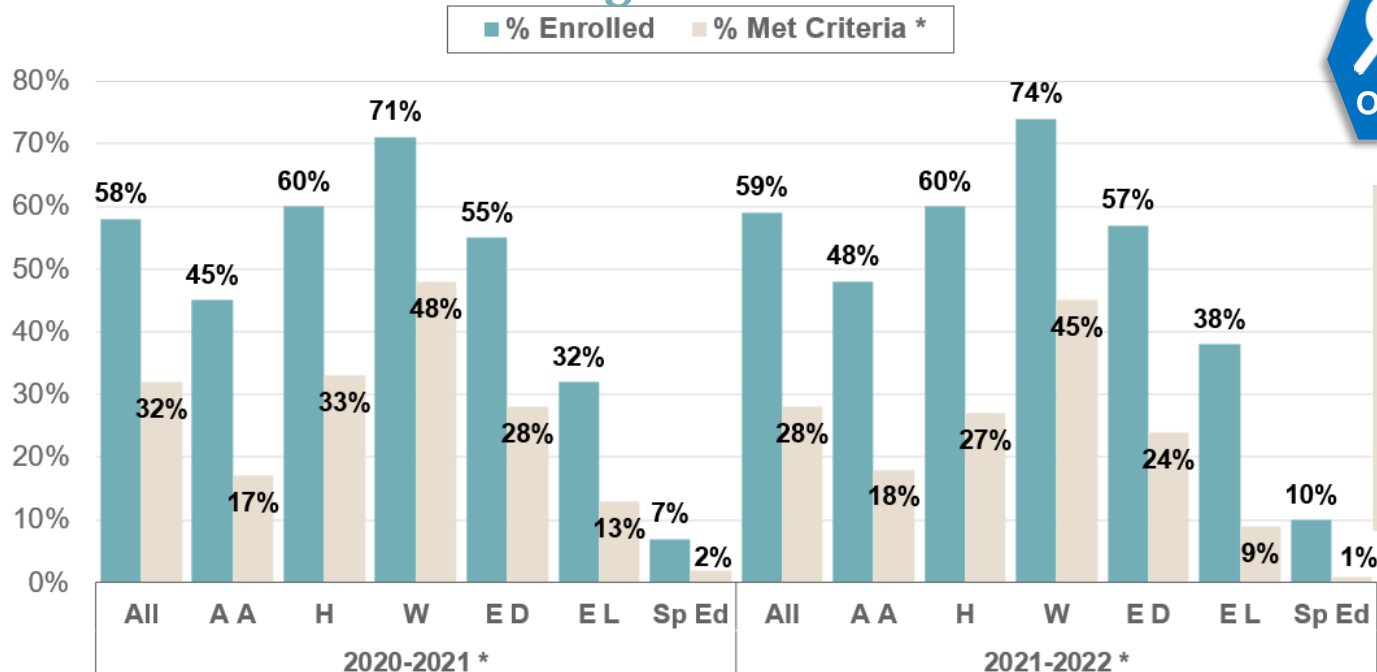
May 18th TSIA 2.0 Testing MATH in Geometry

RETEST JUNIORS & SENIORS - INDIVIDUAL CAMPUS PLANS

✓ Goal 3: Additional Information – Collegiate Course Taking

March 2022 Update: One path for students to meet CCMR is through Collegiate Course Taking, including OnRamps, Dual Credit, or AP/IB courses.

Seniors Who Met CCMR through Collegiate Course Taking Through Semester 1



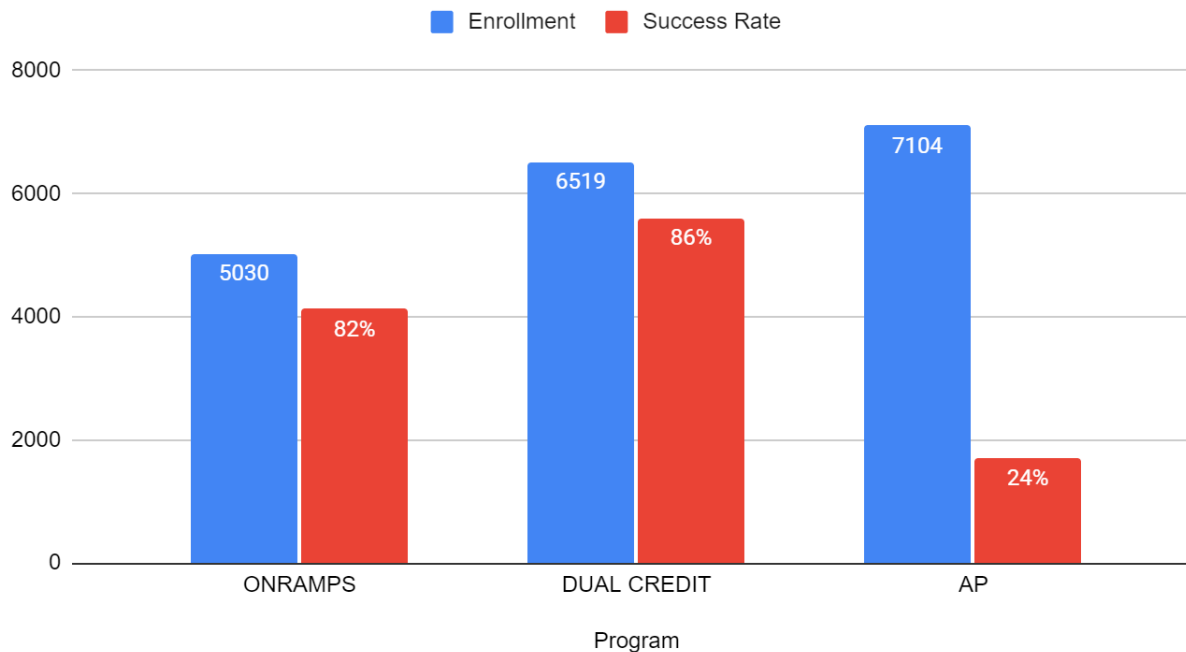
**EVIDENCE
OF PERFORMANCE**

* % Met Criteria will increase at end of year when students currently enrolled complete.

New

Dual Credit / OnRamps / AP

2020-2021 Collegiate Course Enrollment and Success Rate



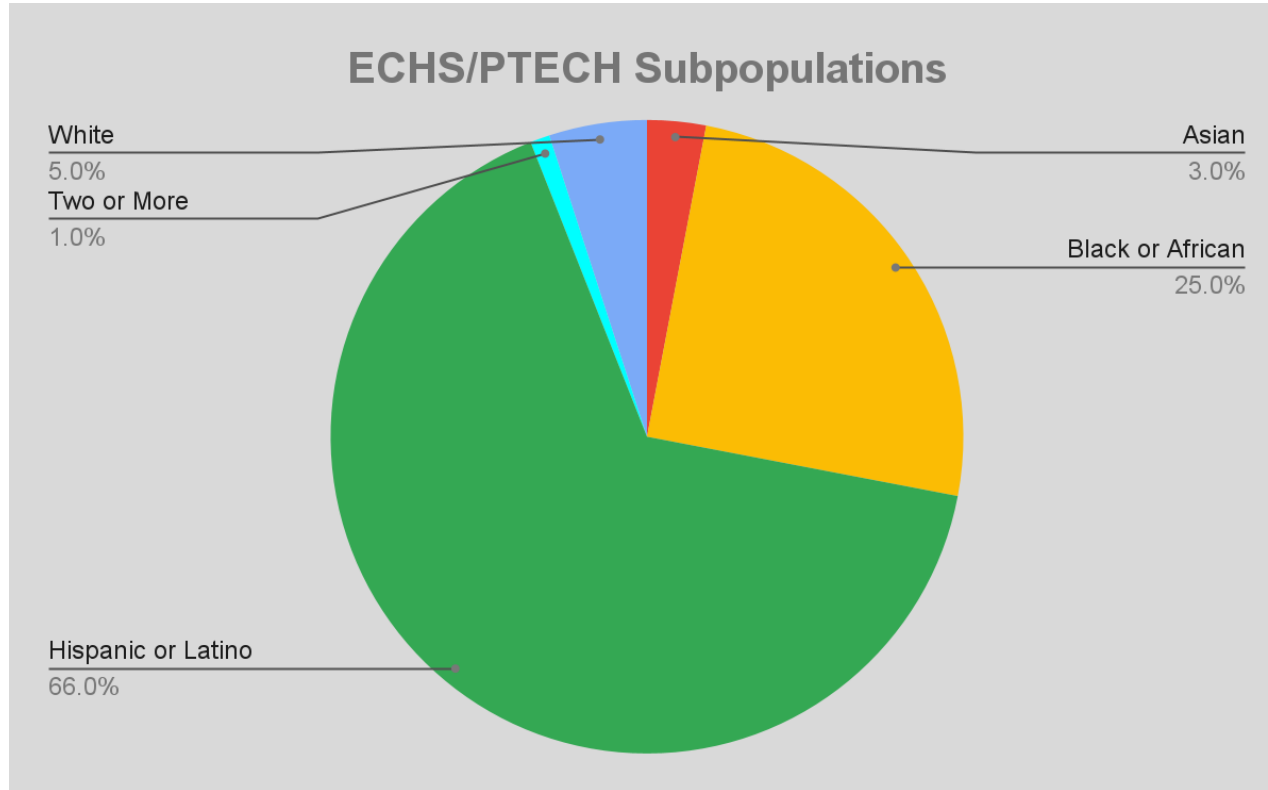
ECHS Enrollment Data by Campus

School	9th	10th	11th	12th	Grand Total
014-Southwest HS	55	76	0	0	131
016-Oscar Dean Wyatt HS	33	36	103	89	261
082-Texas Academy Of Biomedical	99	96	81	98	374
085-Marine Creek Collegiate HS	97	93	83	90	363
Grand Total	284	301	267	277	1129

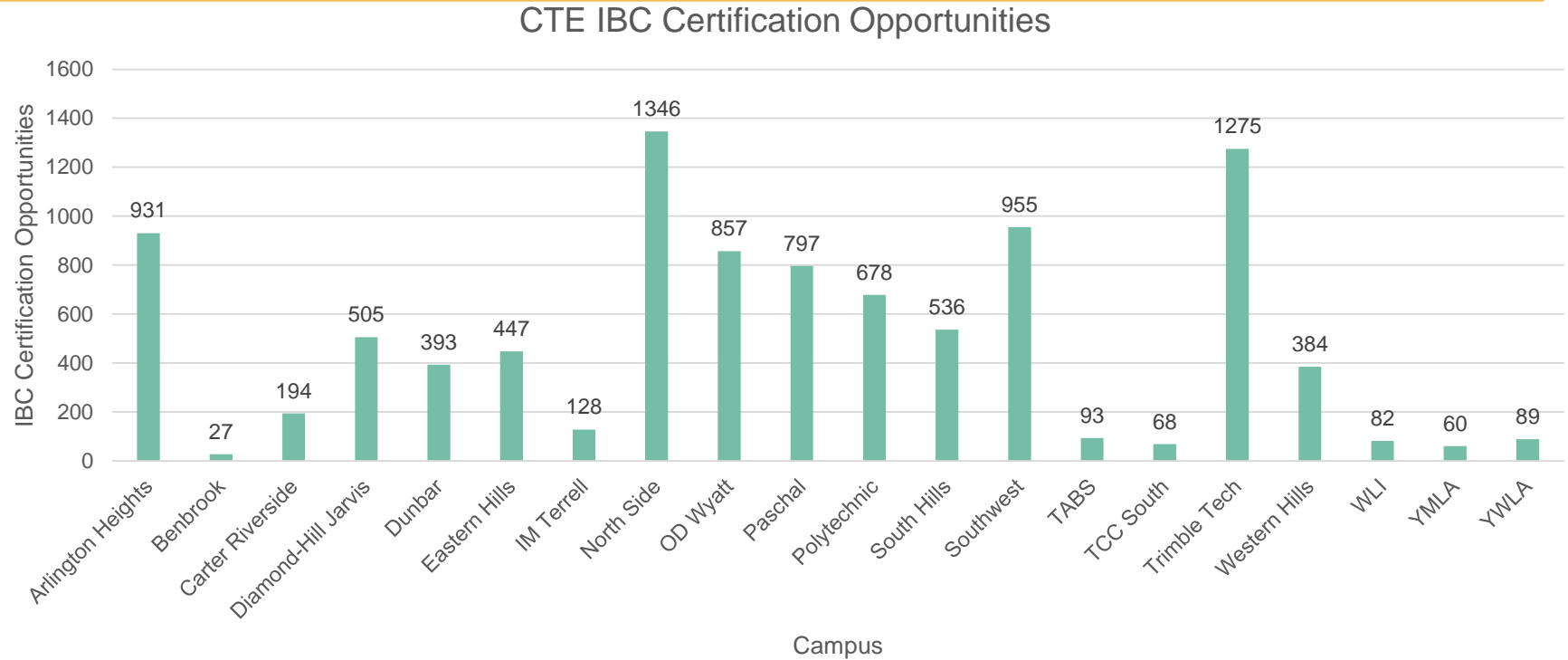
P-TECH Enrollment Data By Campus

School	9th	10th	11th	12th	Grand Total
001-Amon Carter-Riverside HS	17	0	0	0	17
003-South Hills HS	18	0	0	0	18
004-Diamond Hill-Jarvis HS	29	0	0	0	29
005-Paul Laurence Dunbar HS	43	29	44	45	161
006-Eastern Hills HS	22	0	0	0	22
008-North Side HS	44	44	0	0	88
009-Polytechnic HS	39	35	0	0	74
086-Tarrant Co College South/Fort Worth Collegiate H S	97	92	88	81	358
Grand Total	309	200	132	126	767

ECHS/P-TECH BY STUDENT GROUPS



CTE IBC OPPORTUNITIES BY CAMPUS



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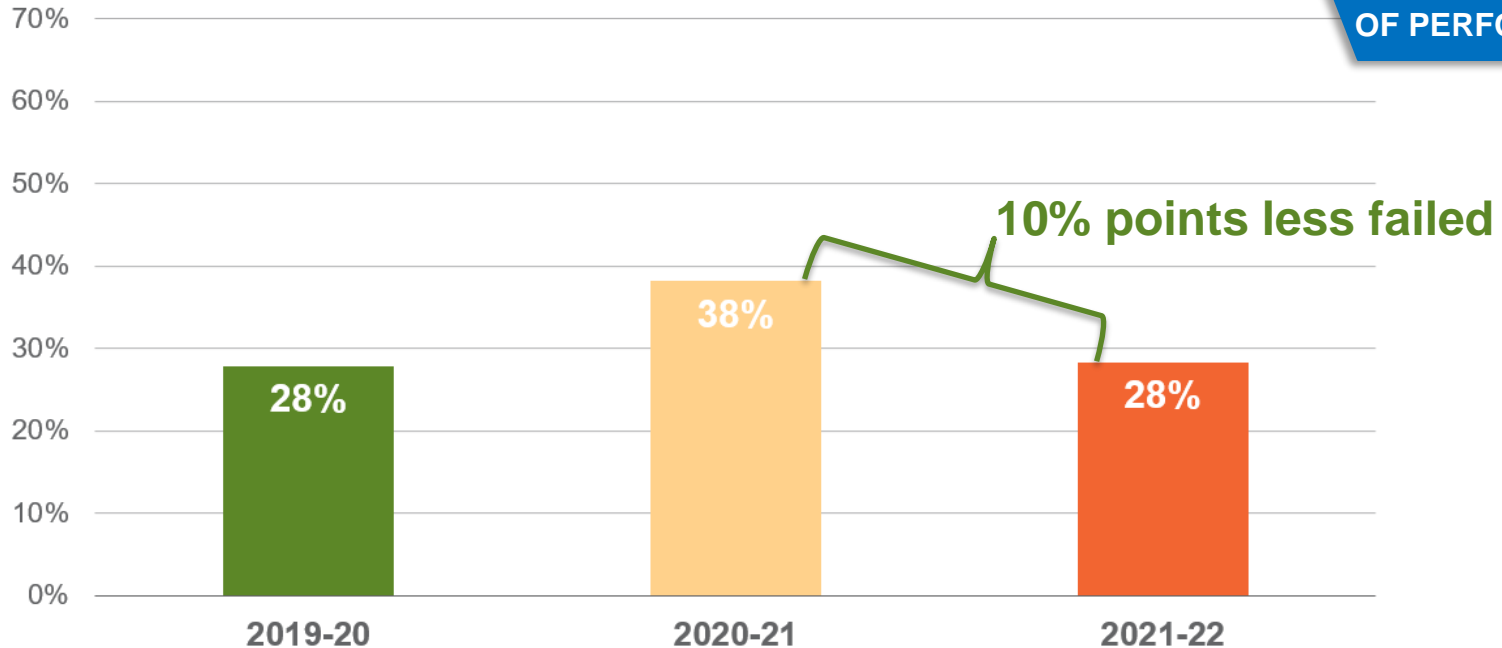


No Change

Goal Progress Measure 3.2: Grade 9 On-Track – Mid-Year Update

Percent of Freshmen who failed at least 1 core course by the end of the 1st semester is lower this year than last year (-10% pts).

% Freshmen Who Failed at Least 1 Core Course by end of 1st Semester



Partnership with The Network for College Success

NCS uses research to design and facilitate professional learning that builds the capacity of school leaders to help all students attain high levels of academic achievement. Through cross-school learning communities and job-embedded coaching, we support district leaders, principals, teachers, and counselors to:

- Strengthen school leadership
- Improve teaching and learning
- Support freshmen transitioning into high school
- Prepare students for quality postsecondary options
- Support culture and climate
- Integrate research and data into daily practice



Evidence of Campus Implementation

Highlighting Freshman Success Teams

Evidence-based practices implemented throughout the district but campus-based ownership, leadership, and differentiation is essential for success and improved outcomes

- Exemplars of campus-based implementation
 - Young Men's Leadership Academy
 - Diamond Hill Jarvis High School
 - Arlington Heights High School
 - Dunbar High School



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Intentional & Strategic District Supports

High Impact Tutoring Systems & Supports

- Algebra I, English I & II, US History, & Biology
- Individualized & differentiated campus plans
- \$40 per hour for teachers (minus fringe + normal deductions)
- Re-testers & first time testers in grades 9-12
- \$2.24 million in ESSER funding for HS support tutoring

Professional Learning

- EOC Professional Learning Series for HS teachers
 - \$400 stipend through ESSER under ***Building Capacity Framework***
- Stipend series professional learning for Math Teachers

Redesign of Reading I & Reading II

- Required Scheduling Drivers for all High Schools
 - Incoming 9th graders who did not pass 8th grade STAAR are required to be scheduled into Reading I
 - Incoming 10th graders who did not pass English I EOC are required to be scheduled into Reading II
 - HS Reading I & Reading II may be stacked courses
 - No more than 25 students per course
 - New materials, new curriculum – focused on adolescent literacy pedagogy and practices with culturally & linguistically responsive practices and materials

New HS Secondary Literacy Adoption

- English I – IV new materials, new curriculum
- Reading I & II – new materials, new curriculum
- Advanced Placement - new materials
- Professional learning opportunities for teachers at all levels focused on TEKS alignment, science of reading, culturally responsive pedagogy, rigor of the standards, heavy focus on writing embedded pedagogy, and linguistically supportive

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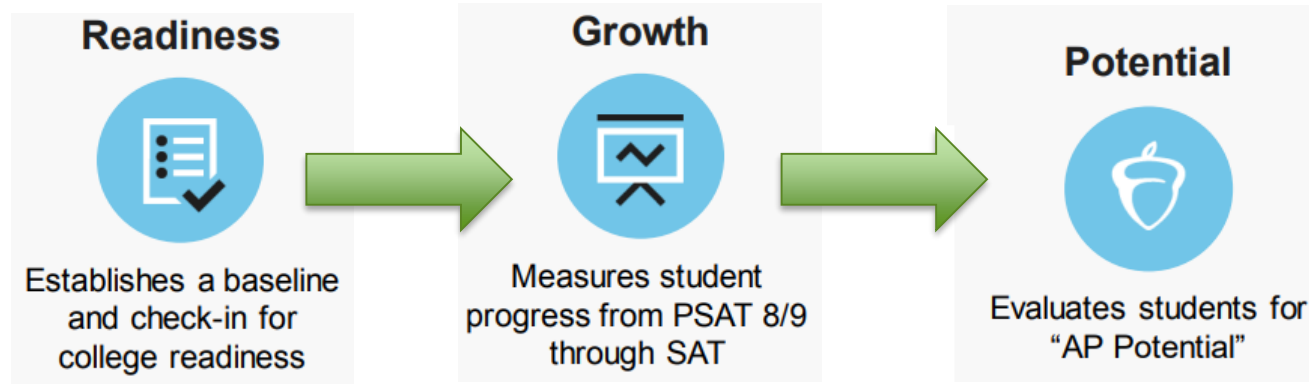
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Benefits of PSAT/SAT



Additional Benefits

Recruitment



Connects students with colleges and universities

Scholarships



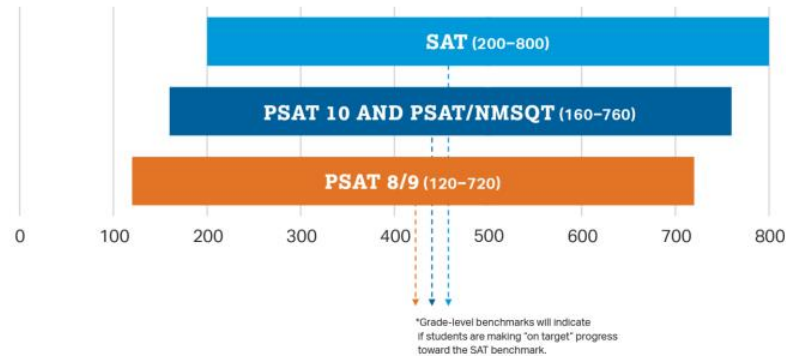
Links students to college scholarships

Success



Supports admission, placement, and student retention

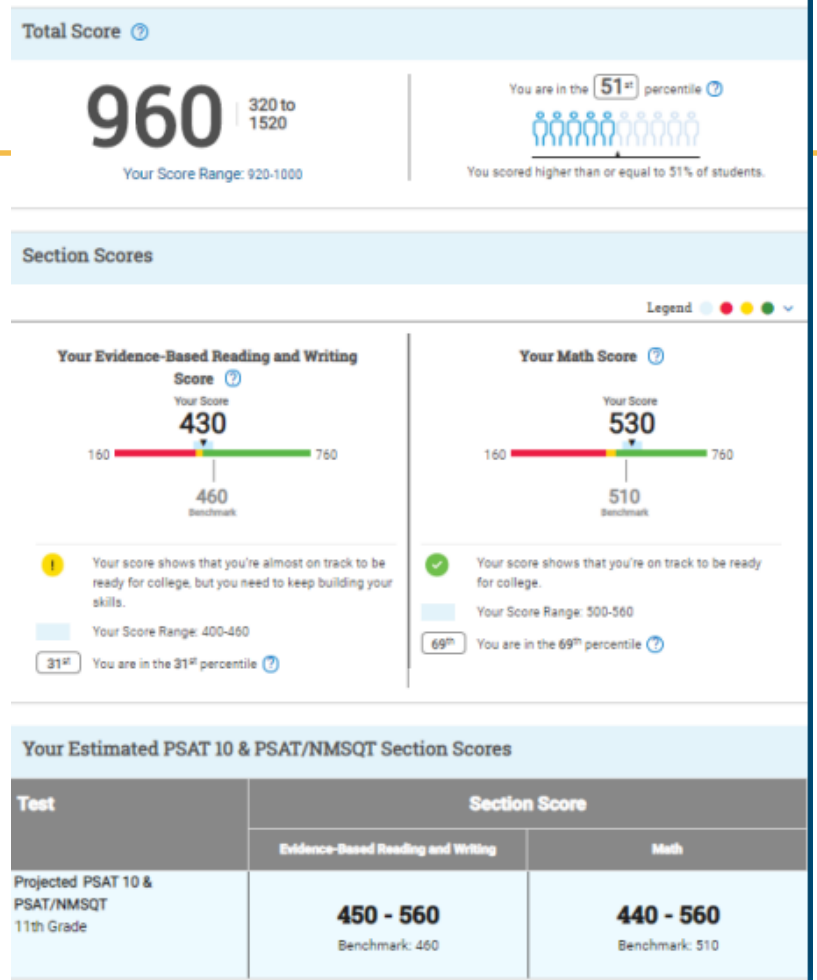
How does PSAT connect to SAT?



All tests in the SAT Suite (SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9) are aligned and focus on the same domain of knowledge and skills.

All tests in the SAT Suite are on a common score scale which provides consistent feedback and enables teachers to adjust instruction to better support students who are ahead or behind to ensure growth.

“What do a student’s scores tell me?”



SAT® College and Career Readiness Benchmarks

- 75% likelihood of earning at least a C in a first-semester, credit-bearing college course in a related subject
- Set at section level
- Grade-level benchmarks are based on expected student growth toward the SAT Benchmarks:

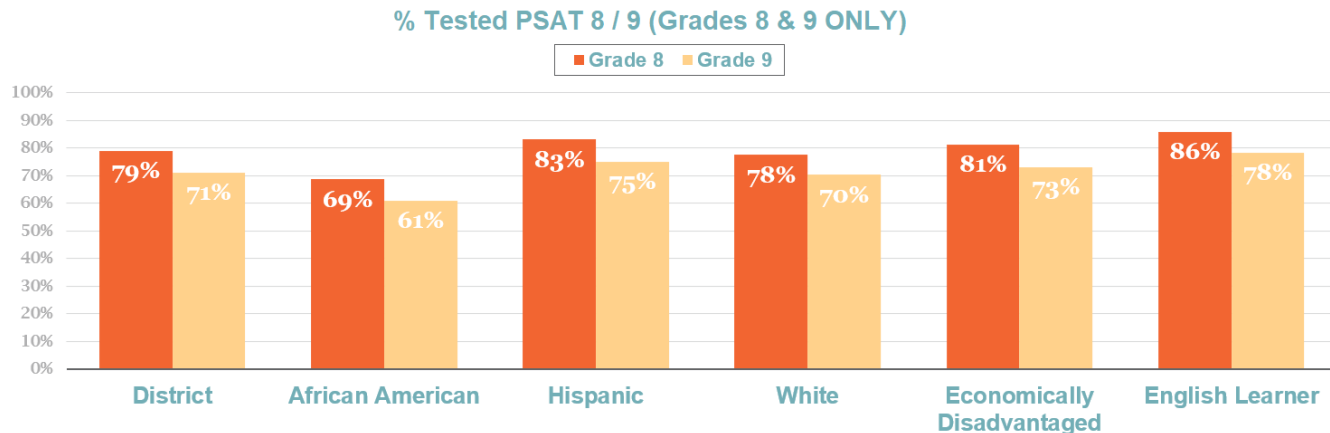
	Grade 8	Grade 9	Grade 10	Grade 11	SAT	
Section Level	390	410	430	460	480	ERW
	430	450	480	510	530	MATH

Alignment to Quality Instruction

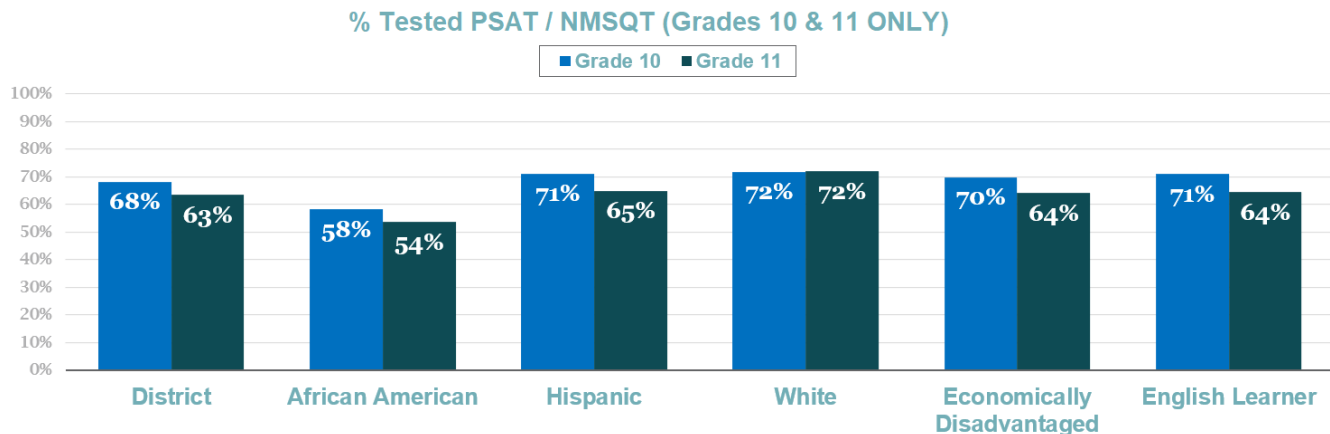
- ✓ The PSAT tests are designed to reflect the work that students are already doing in the classroom.
- ✓ Using a student's complete score report, teachers can understand the student's strengths, and focus learning on the specific areas where the student needs it most.
- ✓ The PSAT continuum of assessment should show the value add of time spent in FWISD. As a result, we should see growth over time as students spend time in our schools receiving high quality instruction each day from our educators in our classrooms on our campuses.
- ✓ Teachers have access to robust data in their College Board accounts that allow them to access student level data to inform instructional decision-making

PSAT Percent Participation

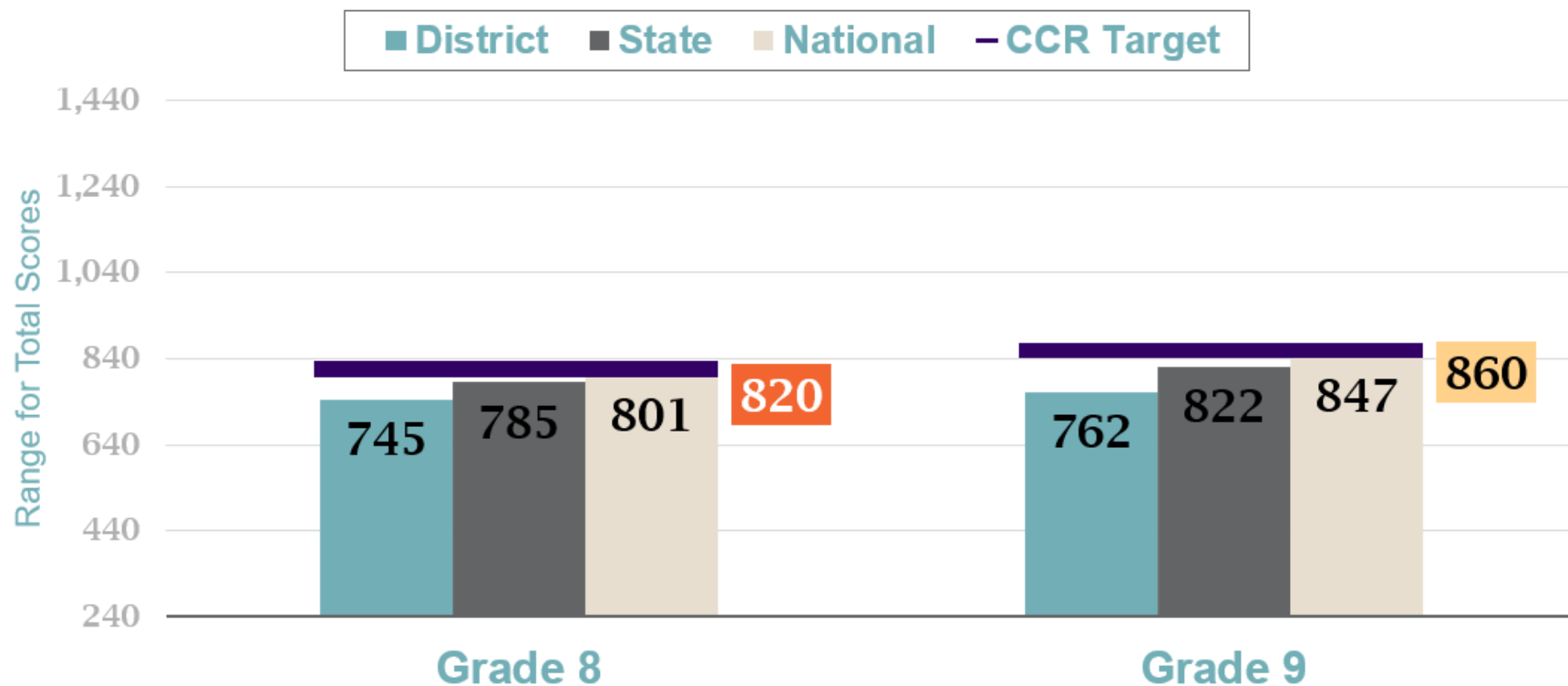
❖ *Participation decreases as grade level increases*



❖ *Campuses are expected to increase participation by students at every grade level on Spring 2022 PSAT testing*

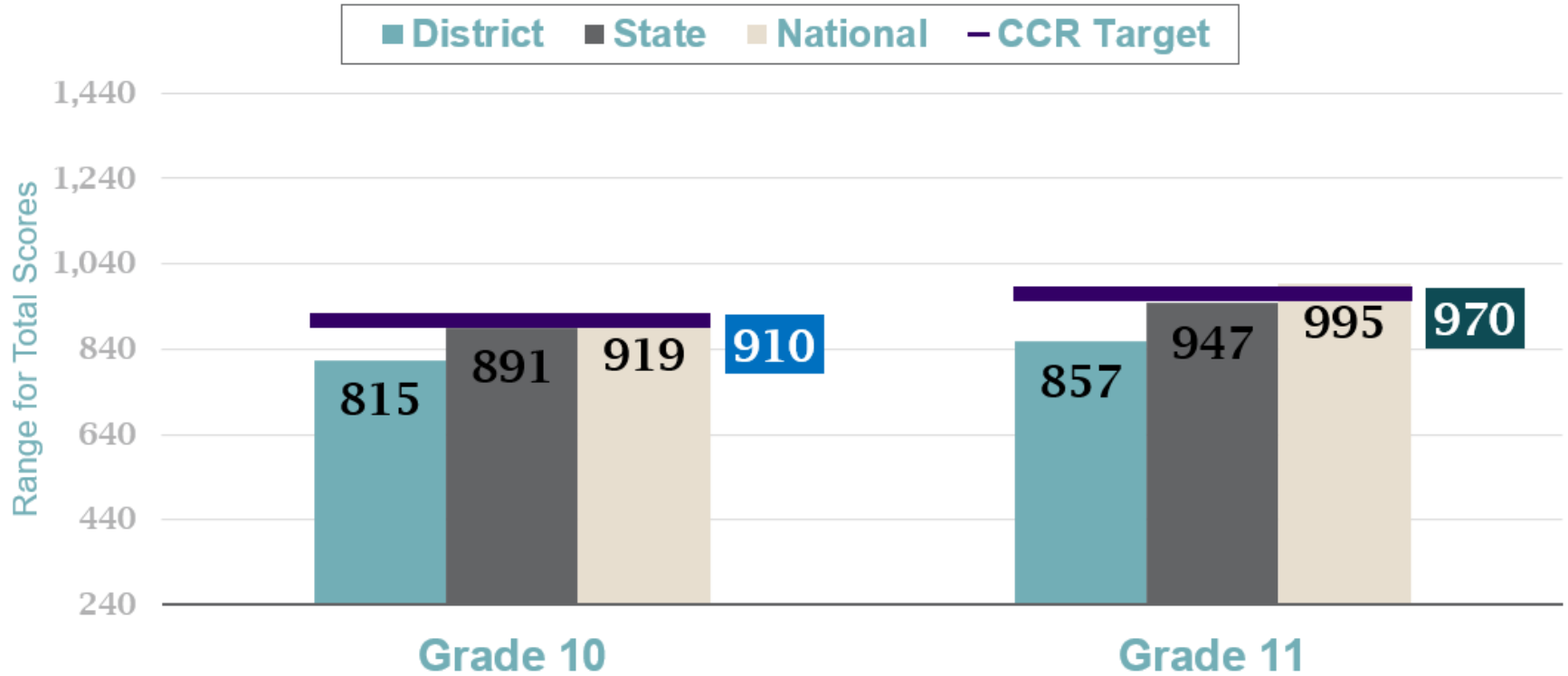


Average PSAT 8/9 Total Scores



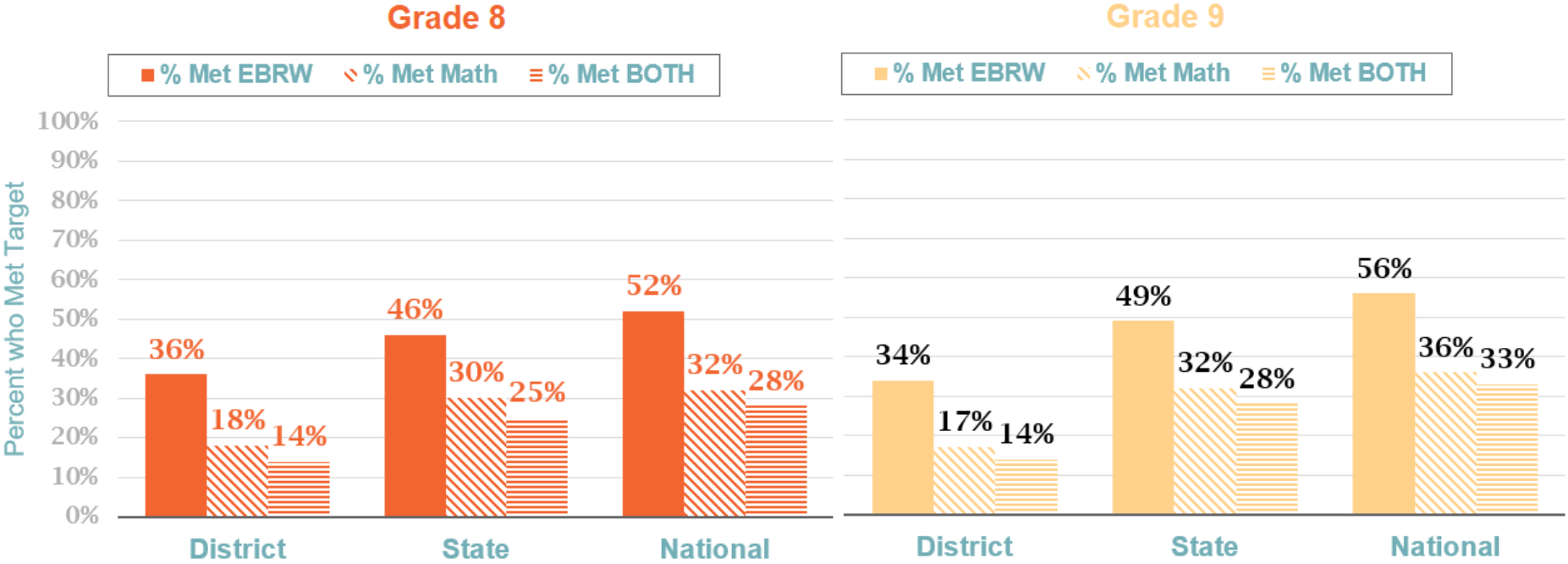
Range for PSAT Grades 8 & 9 = 240-1440

Average PSAT 10/11 Total Scores



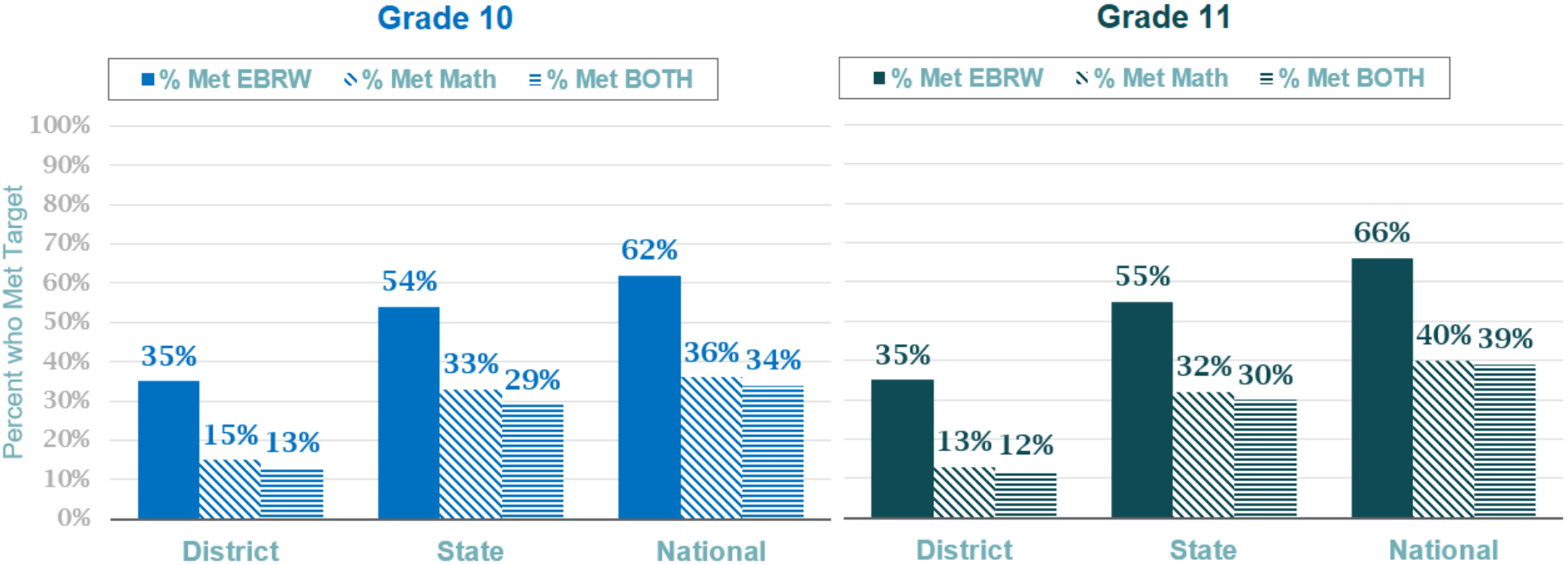
Range for PSAT Grades 10 & 11 = 320-1520

Percent who Met PSAT Targets



EBRW = Evidence-Based Reading & Writing

Percent who Met PSAT Targets

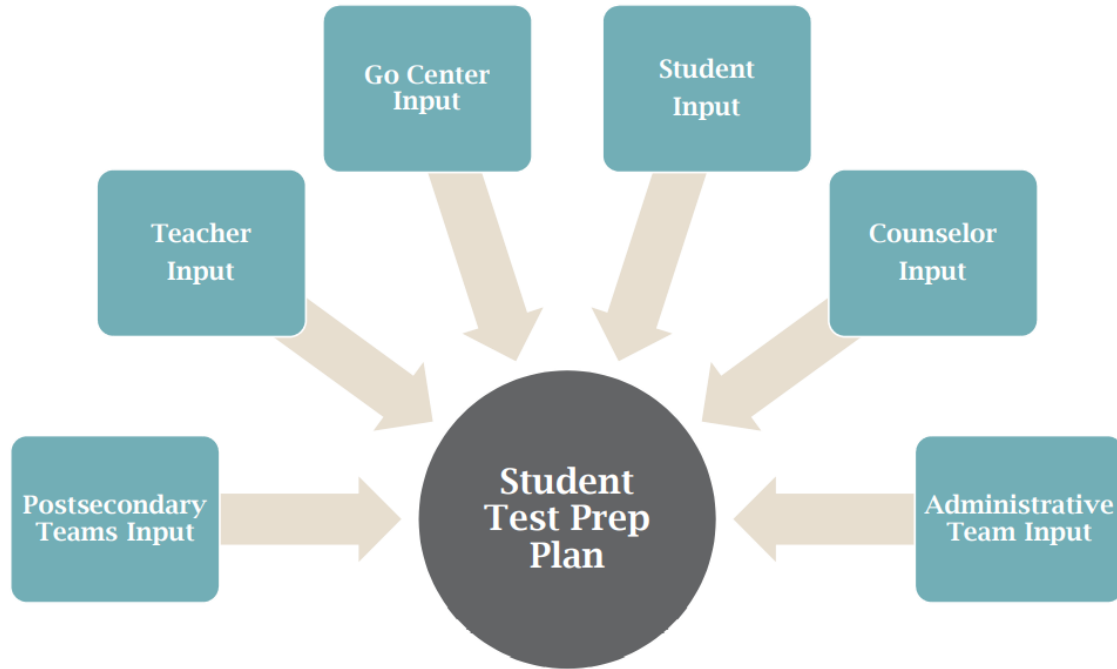


EBRW = Evidence-Based Reading & Writing

Collegiate Testing Preparation Resources

- ✓ **High Quality Tier I Instruction – Daily in all classes**
- ✓ **Reviewing Student Data on Collegiate Testing with Students & Intentional Student Conversations**
- ✓ **Princeton Review** – Online resources, In Person Teacher Led Session, Virtual Teacher Led Sessions
- ✓ **Khan Academy** – Free online resources tied to College Board Reports
- ✓ **Think CERCA** – Reading & Writing Resource (Claim, Evidence, Research, Counterargument, Audience)
- ✓ **High Impact Tutoring Sessions – Starting March 7th**

Avenues for Guiding Students Toward Test Prep Plan



2021-2022 SAT Test Prep Plan Guide

Princeton Review Strategies Test Prep Sessions

Minimal SAT Performance Intervention

- Any student scoring above or within 60 points of PSAT College Readiness Benchmark PSAT Math and English
- Or students who passed TSIA

Princeton Review Online Resources

Moderate SAT Performance Intervention

- Students scoring within 60 points of College Readiness Benchmark PSAT Math or English
- Or students having 3.0 or higher Overall GPA
- Or students who passed TSIA

Khan Academy

Extensive SAT Performance Intervention

- Students scoring below 60 points of College Readiness Benchmark PSAT Math or English
- Or student having Below 3.0 GPA

Campus CCMR Personnel Supports





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