Lone Star Governance
Goal Progress Measure Update – Goals 1 & 2

Board of Education Meeting

Tuesday, February 22, 2022

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Learning During COVID-19
An Update on Student Achievement and Growth
Center for School and Student Progress
December 2021

KEY FINDINGS

- Student achievement at the start of the 2021-22 school year was lower compared to a typical year, with larger relative declines in math (9 to 11 percentile points) than reading (3 to 7 percentile points).

- Achievement was lower for all student groups in fall 2021; however, historically marginalized students and students in high-poverty schools were disproportionately impacted, particularly in the elementary grades we studied.

- Student gains across the pandemic (from fall 2019 to fall 2021) lagged norms for pre-pandemic growth, especially in math.

- Normative growth trends across the pandemic varied by pre-pandemic achievement status: higher achievers made gains that were more consistent with projected normative growth, whereas lower-achieving students were more likely to fall short of growth projections.

https://www.nwea.org/research/publication/learning-during-covid-19-an-update-on-student-achievement-and-growth-at-the-start-of-the-2021-22-school-year/

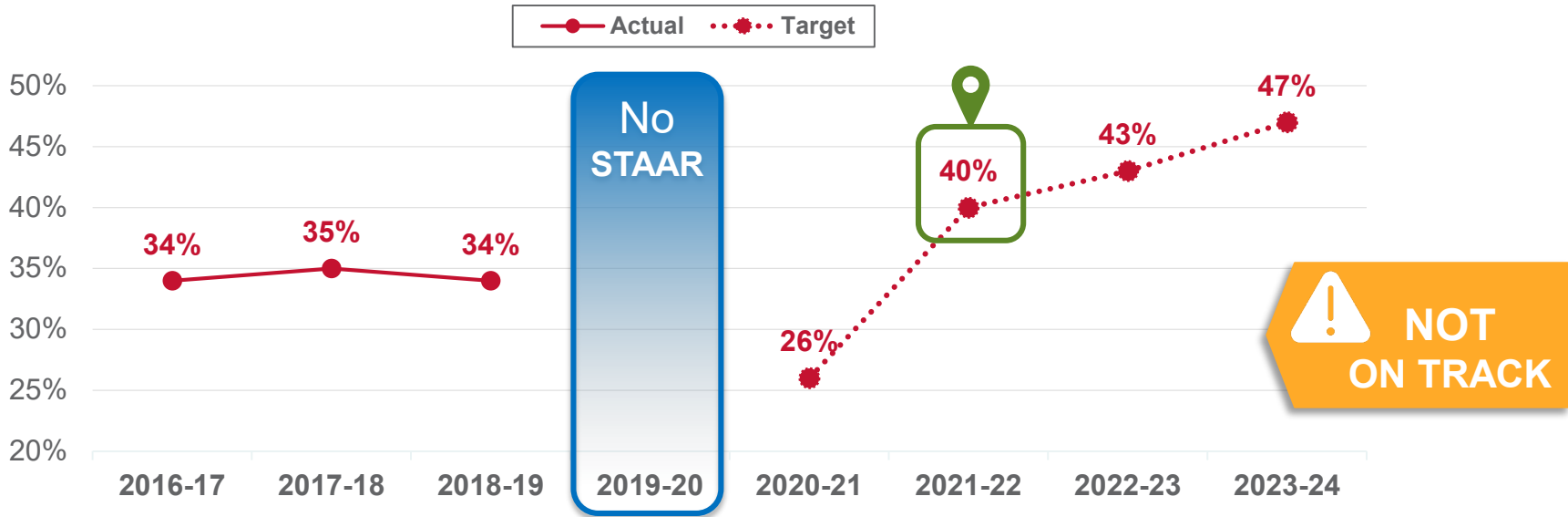# Goal 1: Early Literacy Progress Update

Board of Education Meeting

Fort Worth ISD

Fort Worth
INDEPENDENT SCHOOL DISTRICT

Board Outcome Goal 1: Early Literacy

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from **34%** to **47%** by August 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
36%	38%	40%	43%	47%

Legend: ● Actual ···●··· Target

- 2016-17: 34% (Actual)
- 2017-18: 35% (Actual)
- 2018-19: 34% (Actual)
- 2019-20: No STAAR
- 2020-21: 26% (Target)
- 2021-22: 40% (Target)
- 2022-23: 43% (Target)
- 2023-24: 47% (Target)

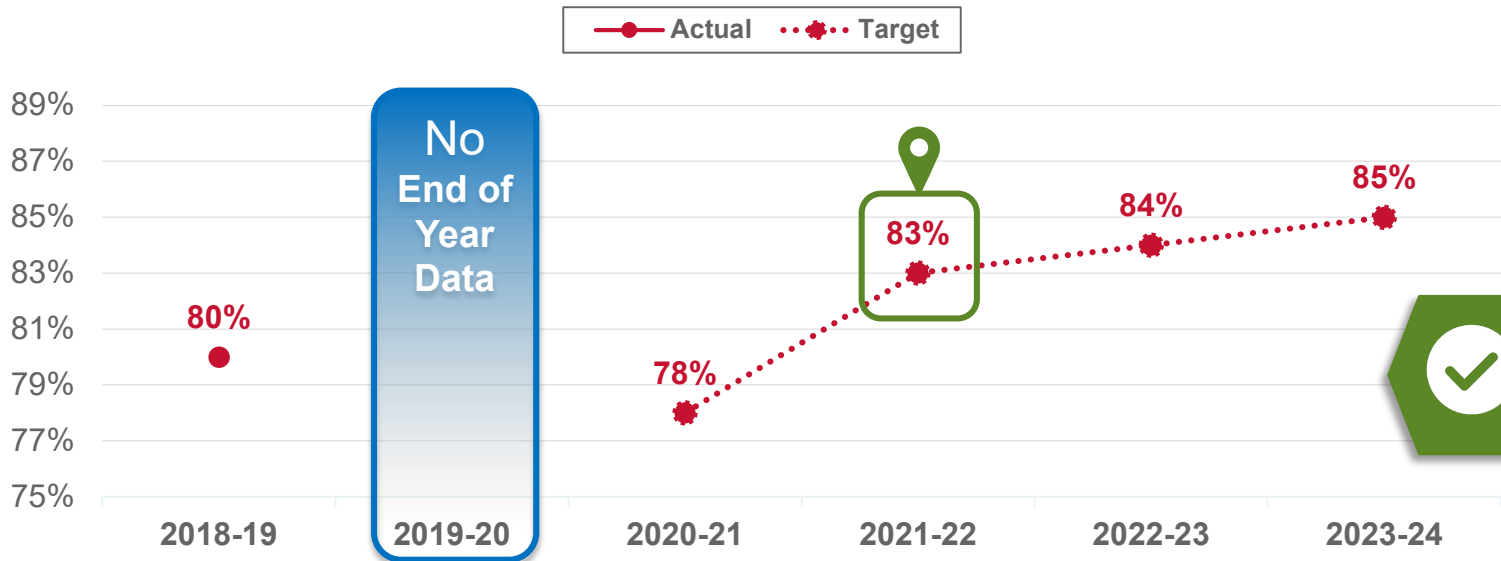⚠ NOT ON TRACK

Board Outcome Goal 1: Early Literacy

Increase the percentage 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	40%	28%	39%	64%	--	59%	--	38%	32%	35%	38%
2022-23	43%	31%	42%	67%	--	62%	--	41%	35%	38%	41%
2023-24	47%	35%	46%	71%	--	66%	--	45%	39%	42%	45%

Goal Progress Measure 1.1 – Circle – Pre-K

Increase the percent of PK students that 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%

— Actual   ⋯ Target

- 2018-19: 80%
- 2019-20: No End of Year Data
- 2020-21: 78%
- 2021-22: 83%
- 2022-23: 84%
- 2023-24: 85%

ON TRACK

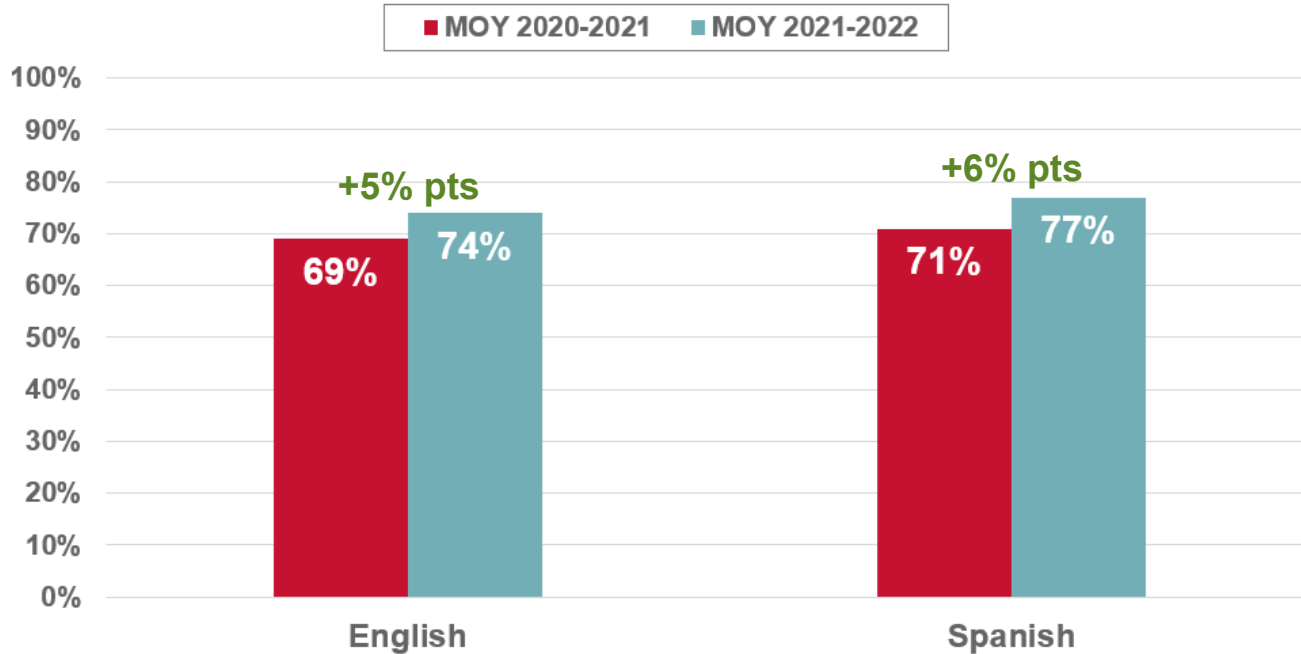# Goal Progress Measure 1.1: Circle – Pre-K

Increase the percent of PK students that 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	83%	82%	82%	86%	--	81%	--	87%	60%	82%	81%
2022-23	84%	83%	83%	87%	--	82%	--	88%	61%	83%	82%
2023-24	85%	84%	84%	88%	--	83%	--	89%	62%	84%	83%

Goal Progress Measure 1.1: Circle – Pre-K

January 2022: The percentage of PK students "*On Track*" at MOY for 2021-22 was **+5%** points higher for students assessed in English than MOY 2020-21. Students assessed in Spanish were **+6%** point higher compared to MOY 2020-21.
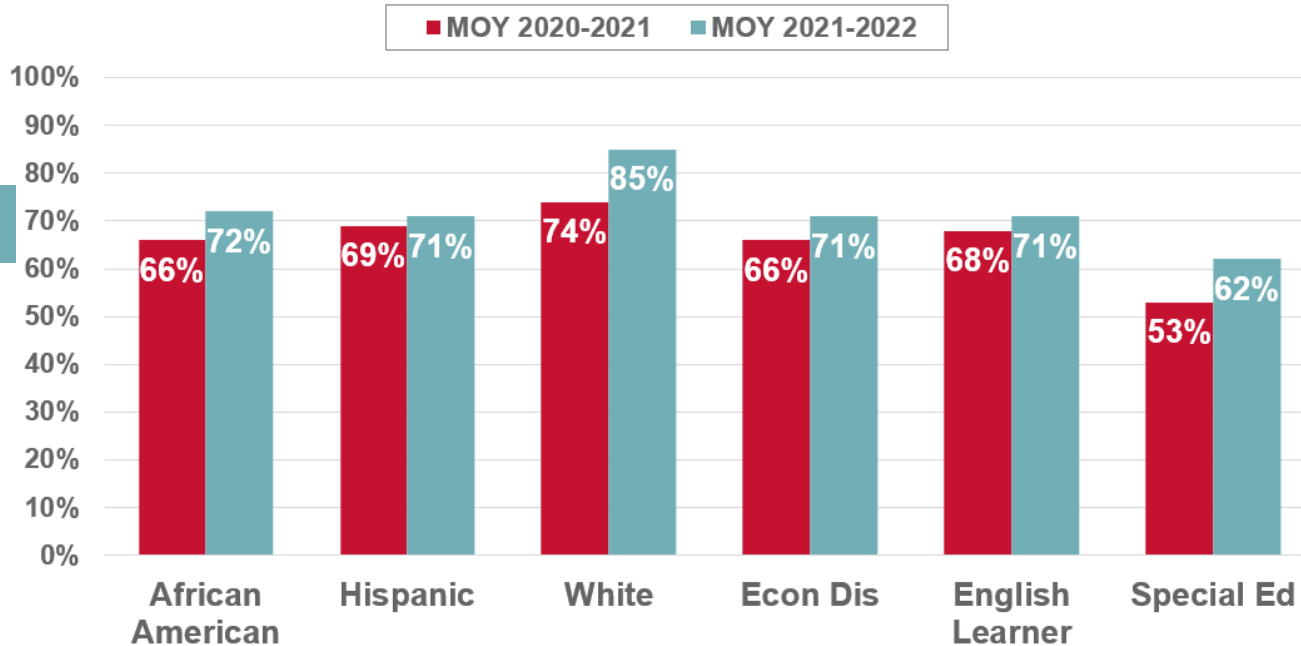
% On Track for Phonological Awareness - Circle

Goal Progress Measure 1.1: Circle – Pre-K

January 2022: The percentage of PK students "*On Track*" at MOY in 2021-22 increased for every student group compared to MOY 2020-21.

% On Track for Phonological Awareness - Circle

English

Legend: ■ MOY 2020-2021 ■ MOY 2021-2022

| Student Group	MOY 2020-2021	MOY 2021-2022
African American	66%	72%
Hispanic	69%	71%
White	74%	85%
Econ Dis	66%	71%
English Learner	68%	71%
Special Ed	53%	62%

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

Increase the percentage 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%
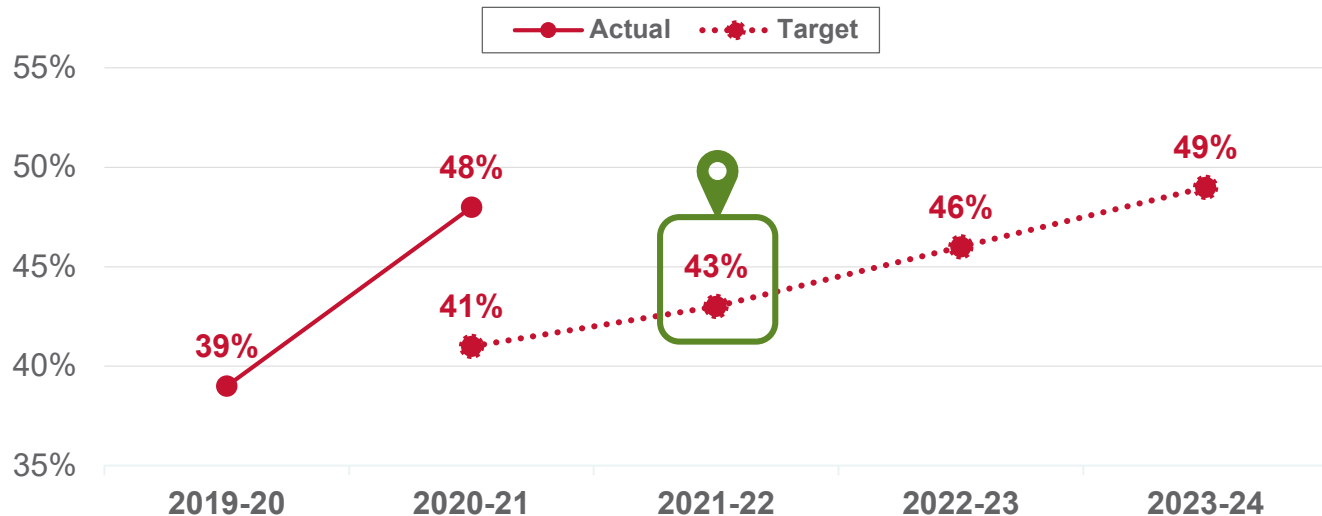
Key Indicators

Kindergarten:
Phonological Awareness

Grades 1 -3:
Sentence Reading Fluency
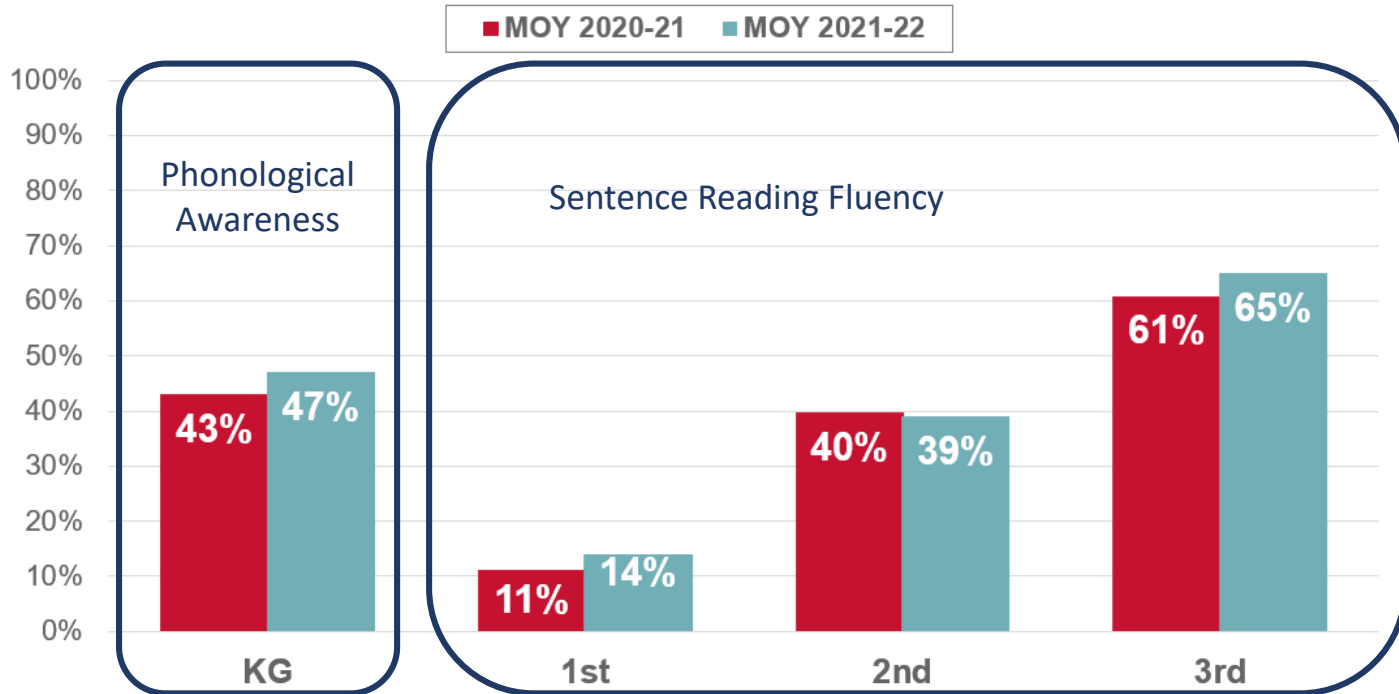

— Actual ······ Target

ON TRACK

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

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

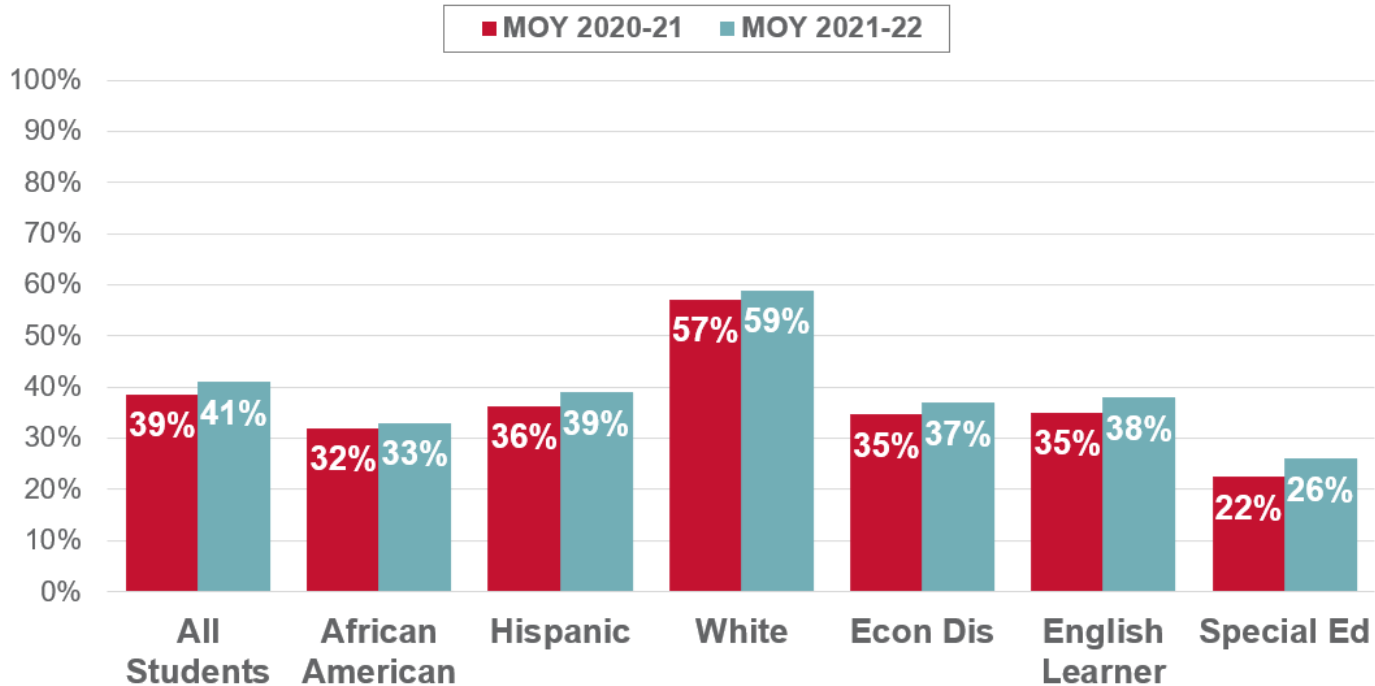| School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2019-20 estimate	39%	35%	37%	55%	--	42%	--	45%	26%	37%	35%
2020-21	48%	40%	47%	66%	--	48%	--	56%	28%	44%	45%
2021-22	43%	39%	41%	59%	--	46%	--	49%	30%	41%	39%
2022-23	46%	42%	44%	62%	--	49%	--	52%	33%	44%	42%
2023-24	49%	45%	47%	65%	--	52%	--	55%	36%	47%	45%

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

January 2022: There were increases at Kindergarten (**+4%** points), Grade 1 (**+3%** points), and Grade 3 (**+4%** points) compared to last year. Grade 2 saw a -1% point decrease.

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

January 2022: All student groups showed increases at MOY this year compared to MOY last year. The greatest increase was **+4%** points by Special Ed students.

Chart legend: ■ MOY 2020-21 ■ MOY 2021-22

|	All Students	African American	Hispanic	White	Econ Dis	English Learner	Special Ed
MOY 2020-21	39%	32%	36%	57%	35%	35%	22%
MOY 2021-22	41%	33%	39%	59%	37%	38%	26%

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

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

PROPOSED 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
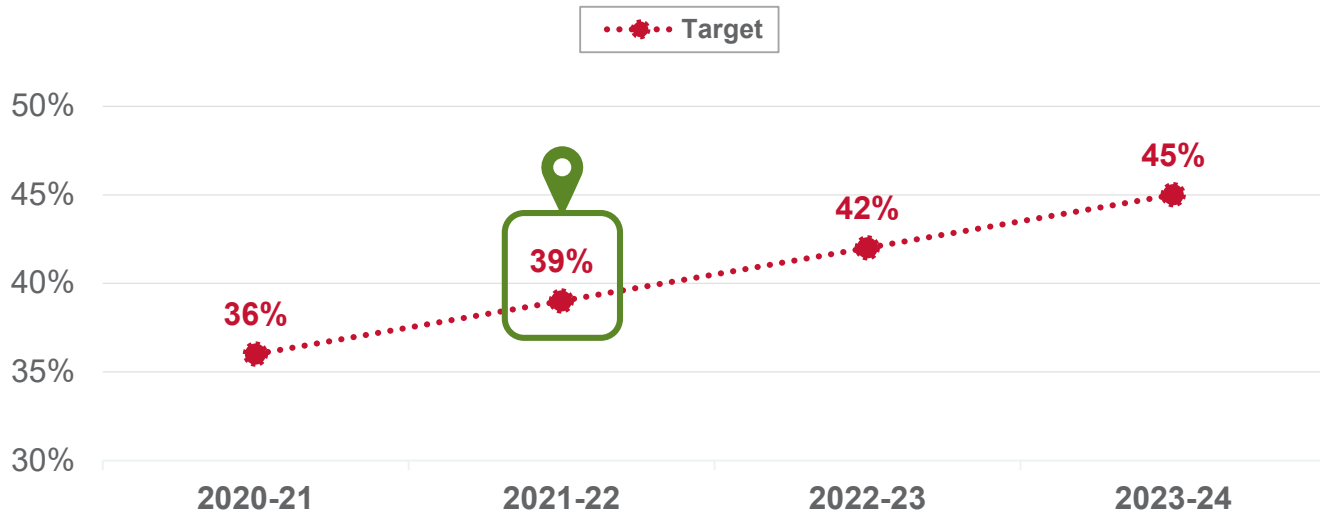
····•···· **Target**

	2020-21	2021-22	2022-23	2023-24
50%				
45%				45%
40%		39%	42%	
35%	36%			
30%				

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

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

PROPOSED 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	39%	36%	38%	52%	--	49%	--	46%	32%	38%	38%
2022-23	42%	39%	41%	55%	--	52%	--	49%	35%	41%	41%
2023-24	45%	42%	44%	58%	--	55%	--	52%	38%	44%	44%

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

January 2022: On average, students in grades K-3 had slightly lower RIT scores than this same time last year.

Mean RIT Score Grades K-3

Legend: ■ MOY 2020-21 ■ MOY 2021-22 ◆ MOY National Norm

Grade	MOY 2020-21	MOY 2021-22
KG	149	144
1st	161	158
2nd	170	169
3rd	187	186
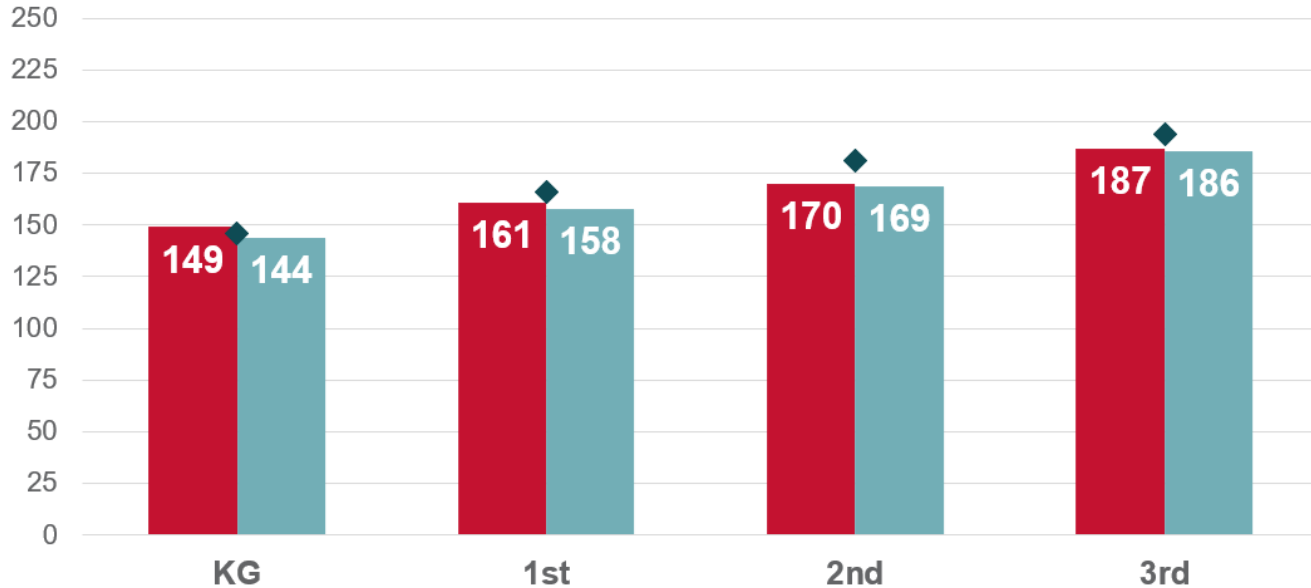
National Norms for MOY Reading:
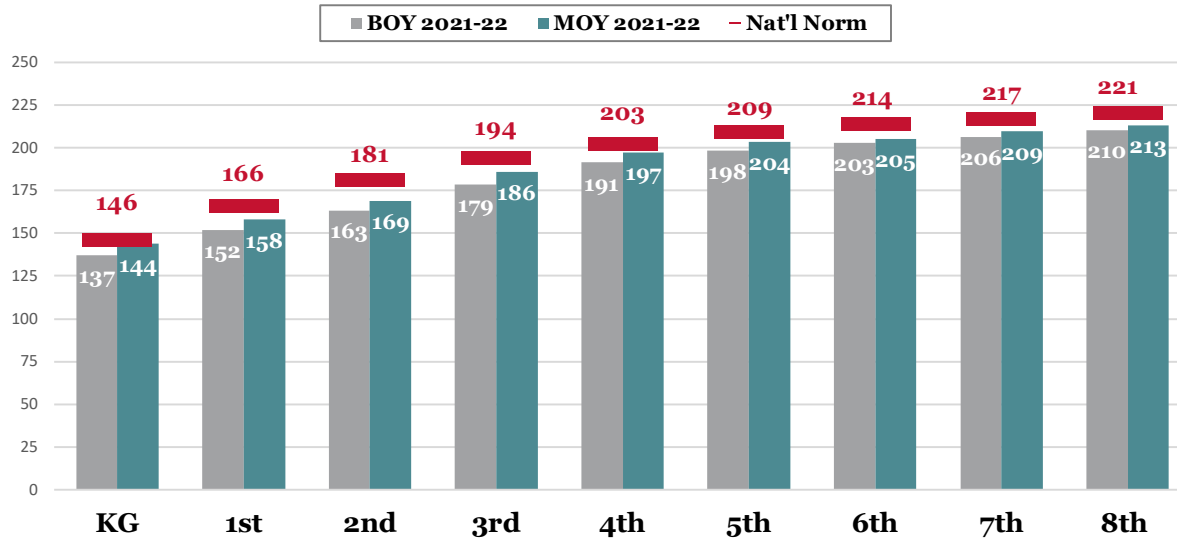KG   146
1st   166
2nd   181
3rd   194

English Reading Only: National norm data are not available for Spanish Reading.

Goal Progress Measure 1.3 – MAP Growth Reading

Mid-year Progress: While all grades saw some increase in average RIT score from BOY, all were below the national norm for growth. Higher grades saw very small increases.

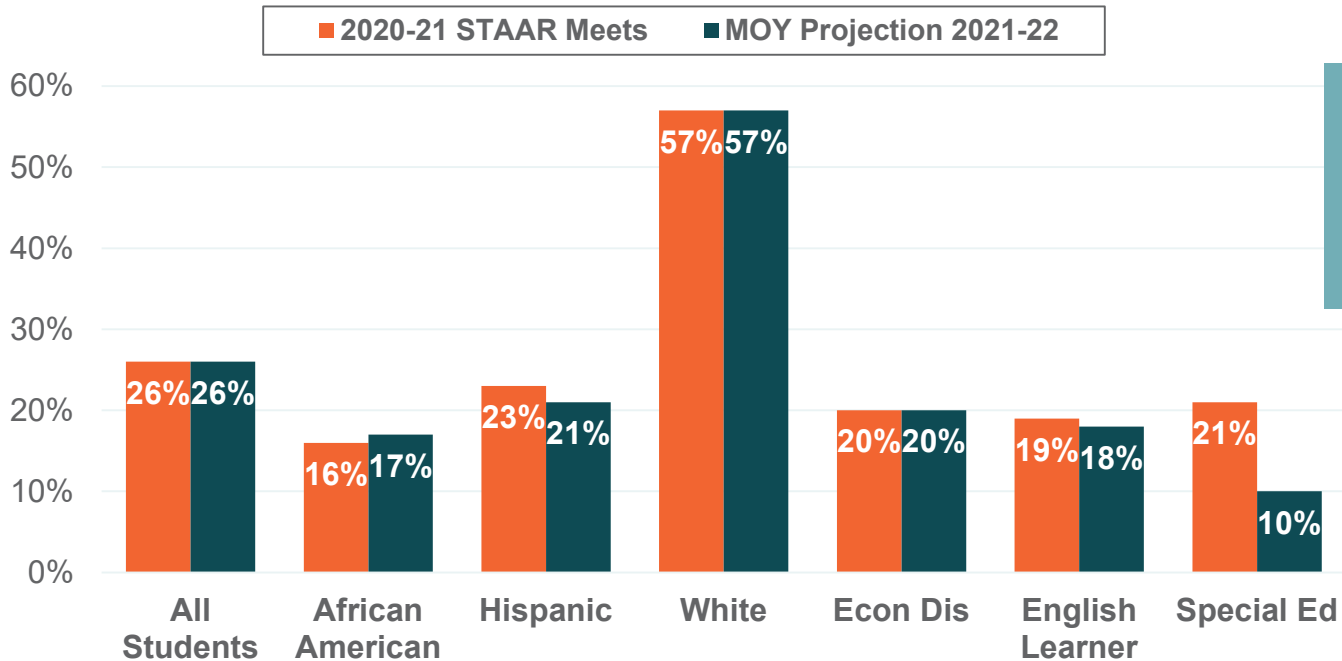## Mean RIT Score – Within Year Comparison

Legend: ■ BOY 2021-22 ■ MOY 2021-22 — Nat'l Norm

	KG	1st	2nd	3rd	4th	5th	6th	7th	8th
BOY 2021-22	137	152	163	179	191	198	203	206	210
MOY 2021-22	144	158	169	186	197	204	205	209	213
Nat'l Norm	146	166	181	194	203	209	214	217	221
Actual Growth	8	8	7	8	6	5	3	3	3
Growth Norm	10.8	11.2	10.1	8.7	6.9	5.6	4.5	3.6	3.2

Includes English Reading only; national norm data are not available for Spanish Reading

Goal 1: Additional Information Reading

January 2022: The percentage of 3rd grade student projected to score Meets Grade Level on STAAR Reading is very close to the actual STAAR in 2021.

% Projected to be at *Meets Grade Level* Grade 3 STAAR

Legend: ■ 2020-21 STAAR Meets ■ MOY Projection 2021-22

- All Students: 26% / 26%
- African American: 16% / 17%
- Hispanic: 23% / 21%
- White: 57% / 57%
- Econ Dis: 20% / 20%
- English Learner: 19% / 18%
- Special Ed: 21% / 10%

Projections are only available for English Reading.

⊕⊗ Goal 2:
⊖÷ Early Mathematics Progress Update

Board of Education Meeting

Tuesday, February 2021

Fort Worth
INDEPENDENT SCHOOL DISTRICT
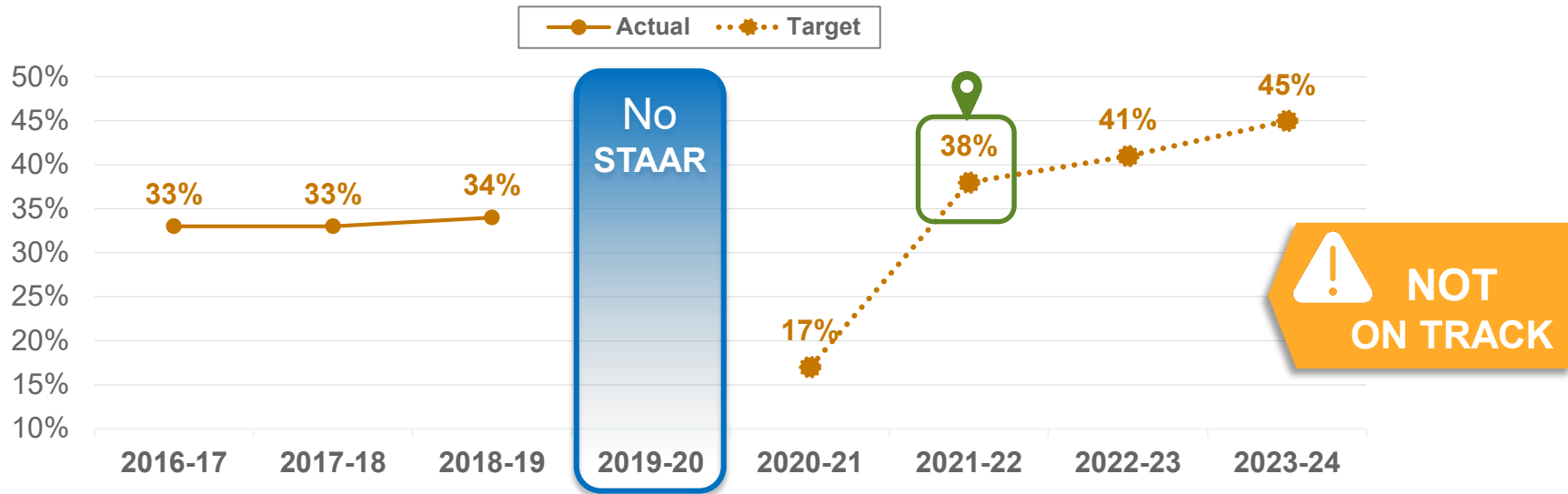
Board Outcome Goal 2: Early Math Grade 3

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from **33%** to **45%** by August 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
35%	36%	38%	41%	45%

Legend: —●— Actual   ·····●····· Target

	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Actual	33%	33%	34%	No STAAR				
Target					17%	38%	41%	45%

NOT ON TRACK

# Board Outcome Goal 2: Early Math Grade 3

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from **33%** to **45%** 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	33%	20%	33%	56%	--	47%	--	32%	32%	29%	33%
2017-18	33%	22%	32%	54%	--	47%	--	44%	25%	29%	33%
2018-19	34%	21%	33%	57%	--	63%	--	39%	28%	29%	33%
2019-20											
2020-21	17%	7%	15%	43%	--	29%	--	28%	21%	12%	14%
2021-22	38%	25%	37%	61%	--	67%	--	43%	32%	33%	37%
2022-23	41%	28%	40%	64%	--	70%	--	46%	35%	36%	40%
2023-24	45%	32%	44%	68%	--	74%	--	50%	39%	40%	44%

Goal Progress Measure 2.1: Circle and TX-KEA
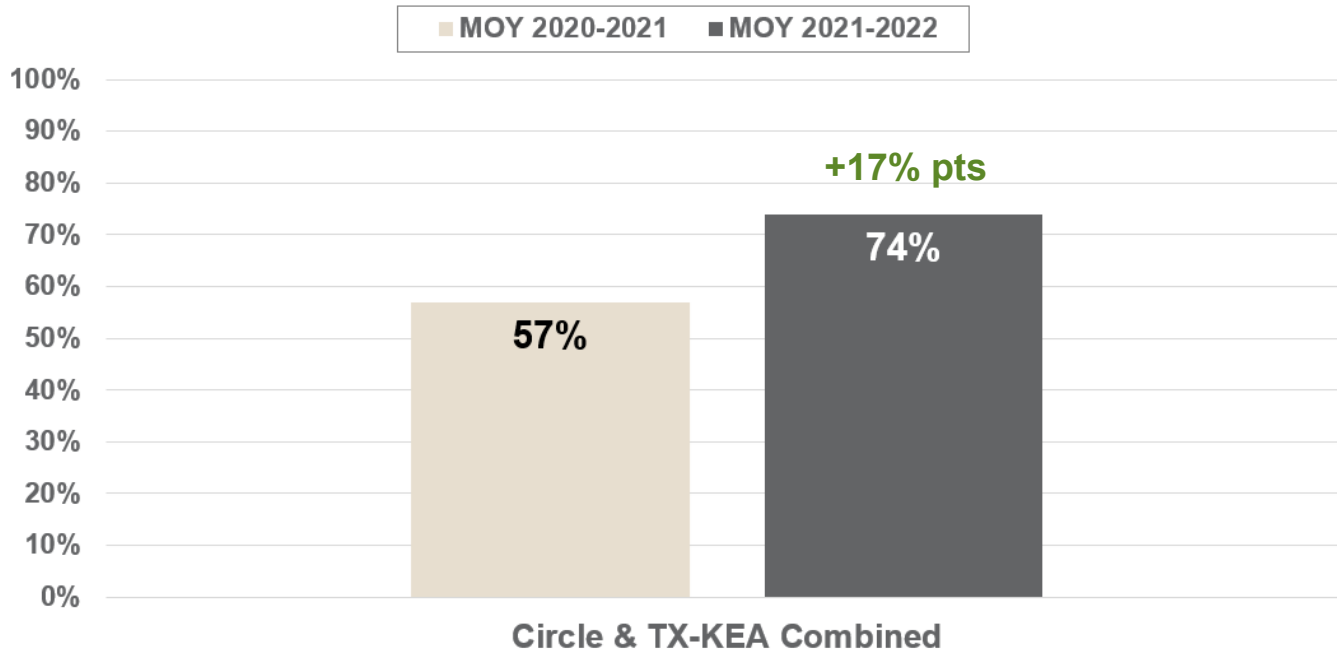
Increase the percent of PK & K students that score "On Track" on Circle and TX-KEA Math from **83%** to **88%** by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
84%	85%	86%	87%	88%
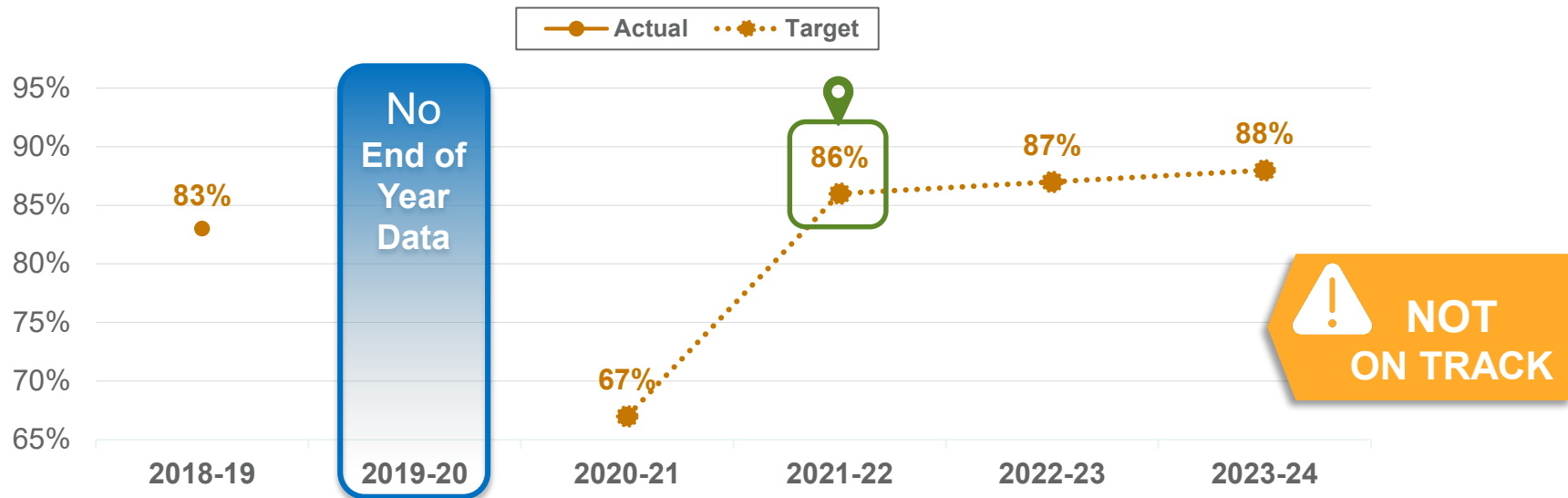
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Goal Progress Measure 2.1: Circle and TX-KEA

Increase the percent of PK & K students that score "On Track" on Circle and TX-KEA Math from **83%** to **88%** 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	83%	79%	81%	89%	--	87%	--	87%	62%	82%	81%
2019-20											
2020-21	67%	64%	65%	79%	--	74%	--	75%	49%	64%	65%
2021-22	86%	82%	84%	92%	--	90%	--	90%	65%	85%	84%
2022-23	87%	83%	85%	93%	--	91%	--	91%	66%	86%	85%
2023-24	88%	84%	86%	94%	--	92%	--	92%	67%	87%	86%

Goal Progress Measure 2.1: Circle and TX-KEA

January 2022: The percent of PK & K students "*On Track*" at MOY this year increased **+17%** points compared to MOY last year.

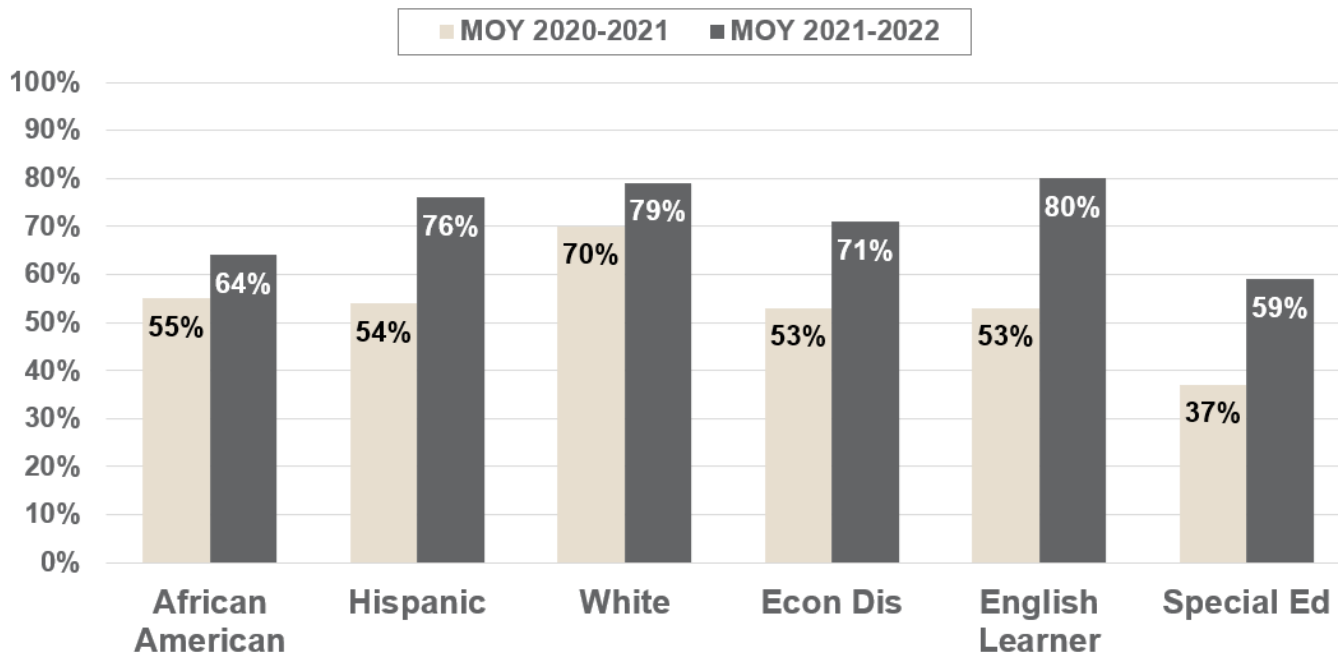## % On Track for Math – PK & K (English & Spanish)

Legend: ■ MOY 2020-2021 ■ MOY 2021-2022

+17% pts

57%

74%

Circle & TX-KEA Combined

Number Tested
2021 = 8,383
2022 = 8,617

Goal Progress Measure 2.1: Circle and TX-KEA

January 2022: The percent of PK & K students "*On Track*" increased from MOY this year to MOY last year for all student groups.
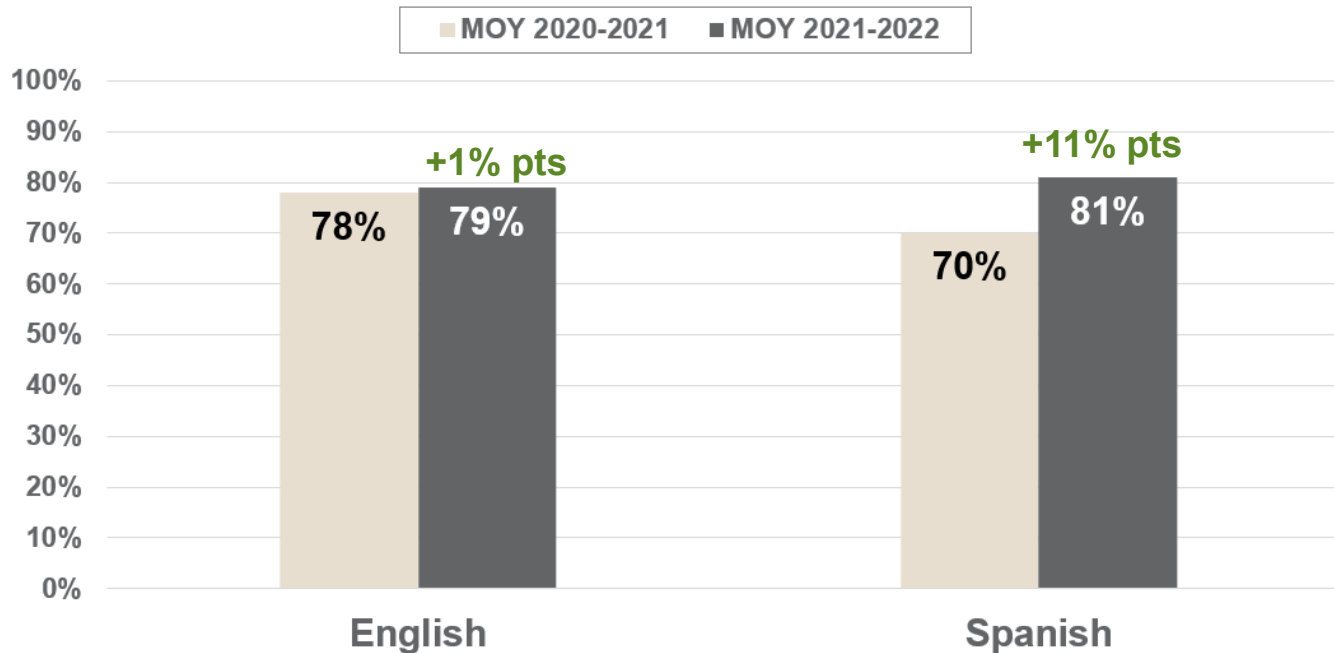
% On Track for Math – PK & K (English & Spanish)

Legend: MOY 2020-2021, MOY 2021-2022

Group	MOY 2020-2021	MOY 2021-2022
African American	55%	64%
Hispanic	54%	76%
White	70%	79%
Econ Dis	53%	71%
English Learner	53%	80%
Special Ed	37%	59%

Goal Progress Measure 2.1: Circle Additional Information

January 2022: The percent of PK students rated "*On Track*" for Math at MOY 2021-22 showed an increase of **+11% points** for those who tested in Spanish.
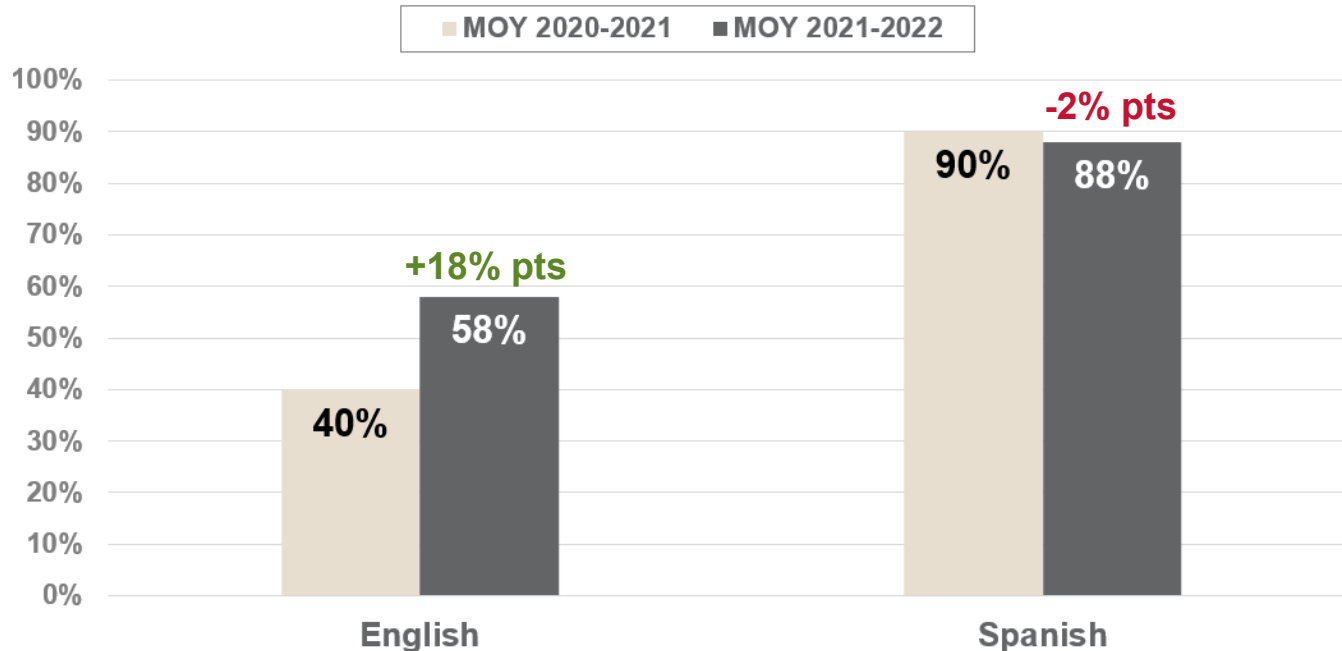
% On Track for Math – PK (Circle)

Legend: ■ MOY 2020-2021 ■ MOY 2021-2022

English:
- 78% (MOY 2020-2021)
- 79% (MOY 2021-2022)
- +1% pts

Spanish:
- 70% (MOY 2020-2021)
- 81% (MOY 2021-2022)
- +11% pts

English Number Tested
2021 = 2,615
2022 = 2,795

Spanish Number Tested
2021 = 1,161
2022 = 1,279

Goal Progress Measure 2.1: TX-KEA Additional Information

January 2022: MOY 2021-22 TX-KEA Math showed a **+18% point** increase in the percent of English testing students "***On Track***" compared to MOY 2020-21. Students testing in Spanish had a **-2%** point decrease.

% On Track for Math – Kindergarten (TX-KEA)

Legend: ■ MOY 2020-2021 ■ MOY 2021-2022

- English: 40% (MOY 2020-2021), 58% (MOY 2021-2022) — **+18% pts**
- Spanish: 90% (MOY 2020-2021), 88% (MOY 2021-2022) — **-2% pts**
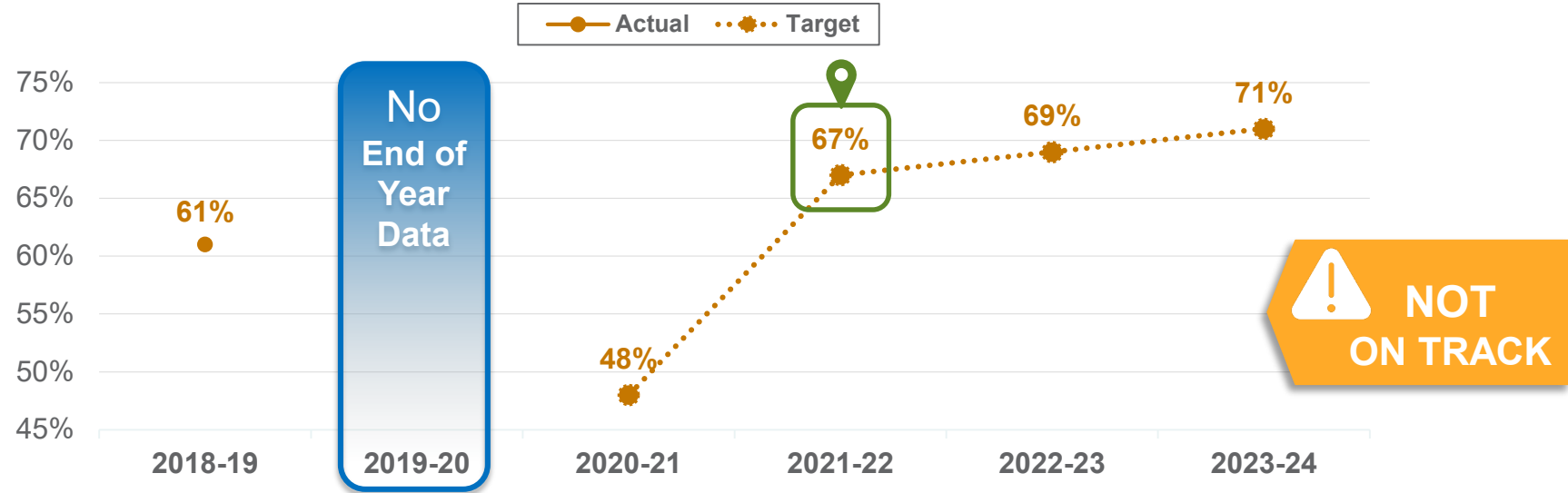
English Number Tested
2021 = 4,328
2022 = 3,189

Spanish Number Tested
2021 = 169
2022 = 1,430

Goal Progress Measure 2.2: MAP Growth Math Grades 1-3

Increase the percent of Grade 1 – Grade 3 students Meet or Exceed projected growth on MAP Growth Math from **61%** to **71%** by June 2024.

Yearly Target Goals				
2020	**2021**	**2022**	**2023**	**2024**
63%	65%	67%	69%	71%

Legend: ● Actual ● Target

Data points:
- 2018-19: 61%
- 2019-20: No End of Year Data
- 2020-21: 48%
- 2021-22: 67%
- 2022-23: 69%
- 2023-24: 71%

⚠ **NOT ON TRACK**

Goal Progress Measure 2.2: MAP Growth Math Grades 1-3

Increase the percent of Grade 1 – Grade 3 students Meet or Exceed projected growth on MAP Growth from **61%** to **71%** 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	61%	52%	62%	70%	--	70%	--	68%	51%	60%	64%
2019-20											
2020-21	48%	41%	47%	61%	--	60%	--	53%	39%	46%	49%
2021-22	67%	58%	68%	76%	--	76%	--	74%	57%	66%	70%
2022-23	69%	60%	70%	78%	--	78%	--	76%	59%	68%	72%
2023-24	71%	62%	72%	80%	--	80%	--	78%	61%	70%	74%

Goal Progress Measure 2.2: MAP Growth Math Grades 1-3

January 2022: MOY performance on MAP Growth Math was lower for students in grades 1 & 3 this year with all students testing in person for MOY 2021-22.

Mean RIT Score Grades 1-3

Legend: ■ MOY 2020-21　■ MOY 2021-22　♦ MOY National Norm

Grade	MOY 2020-21	MOY 2021-22	MOY National Norm
1st	165	162	170
2nd	178	178	184
3rd	189	188	196
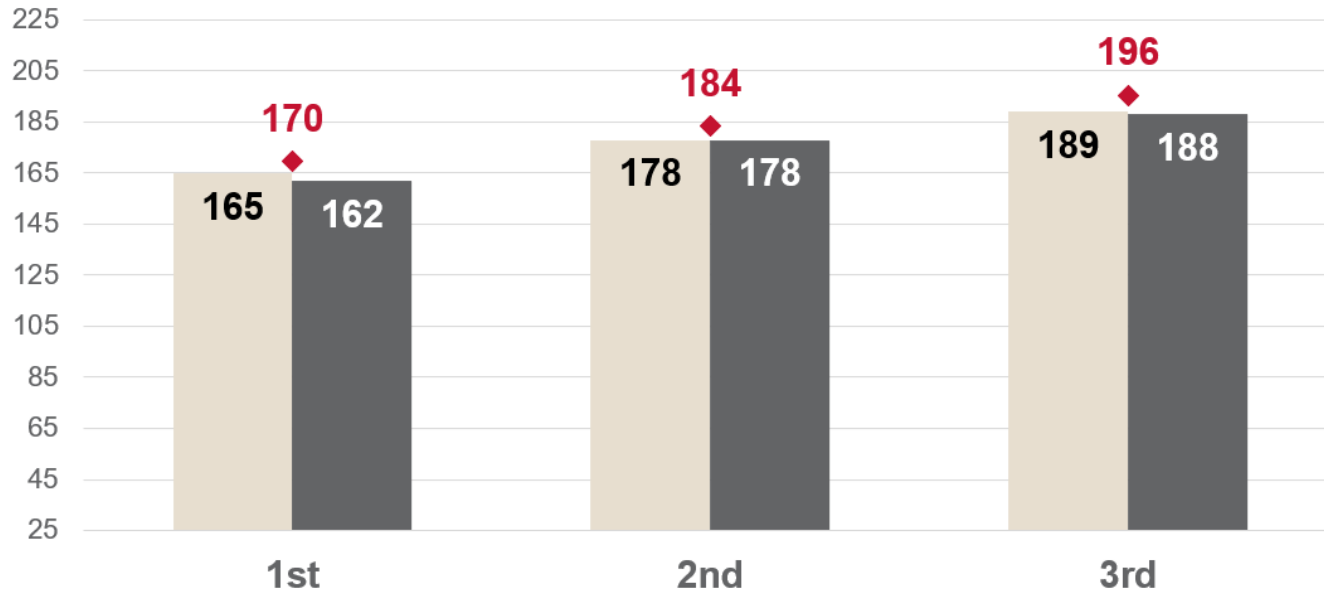
National Norms for MOY Math:
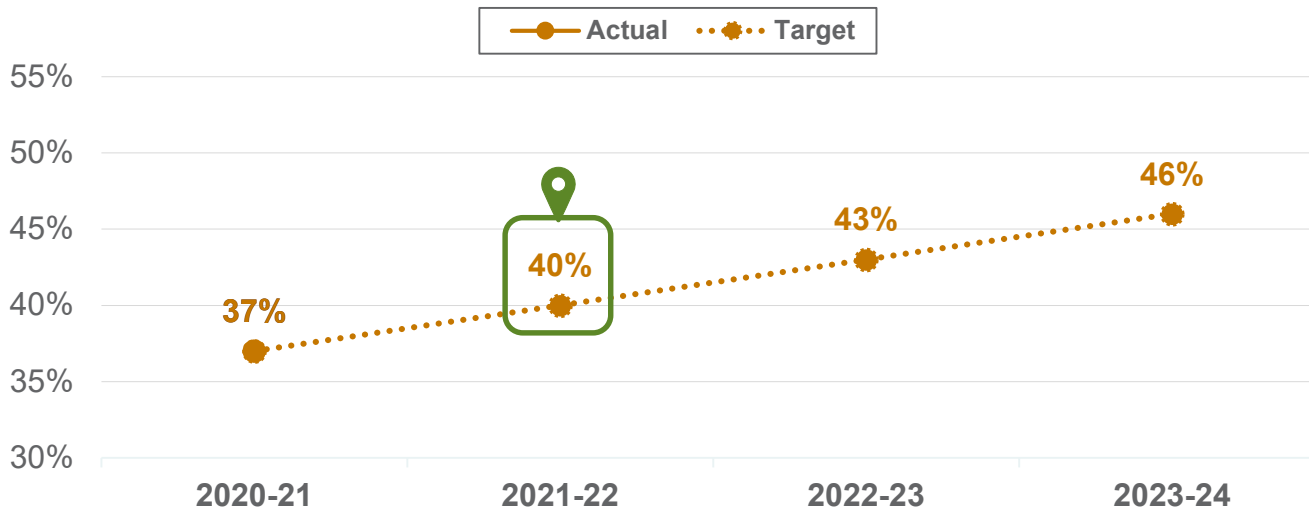- 1st　170
- 2nd　184
- 3rd　196

English Only:
National norm data are not available for Spanish.

Goal Progress Measure 2.3: MAP Growth Math Kindergarten

Increase the percent of Kindergarten students who Meet or Exceed projected growth on MAP Growth from **37%** to **46%** by June 2024.

PROPOSED Yearly Target Goals			
2021	**2022**	**2023**	**2024**
37%	40%	43%	46%

Baseline: 2020-2021 was first year of NWEA MAP Growth Math testing in Kindergarten

Legend: Actual — Target

Goal Progress Measure 2.3: MAP Growth Math Kindergarten

Increase the percent of Kindergarten students who Meet or Exceed projected growth on MAP Growth from **37%** to **46%** by June 2024.
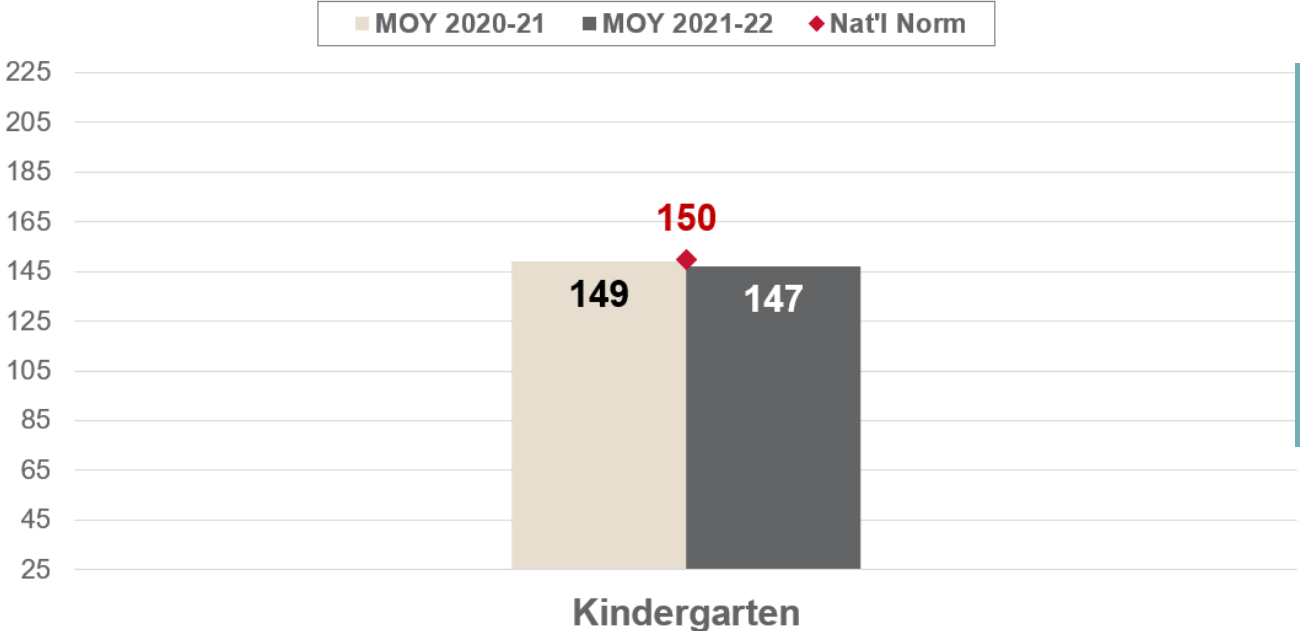
PROPOSED TARGETS

School Year	All	African American	Hispanic	White	Amer Indian	Asian	Pacific Islander	Two More Races	Special Ed	Econ Disadv	EL (Current)
2020-21	37%	36%	36%	48%	--	43%	--	37%	30%	37%	38%
2021-22	40%	39%	39%	51%	--	46%	--	40%	33%	40%	41%
2022-23	43%	42%	42%	54%	--	49%	--	43%	36%	43%	44%
2023-24	46%	45%	45%	57%	--	52%	--	46%	39%	46%	47%

Goal Progress Measure 2.3: MAP Growth Math Kindergarten

January 2022: Mean RIT Score for Kindergarten students was lower at middle of year 2021-22 than MOY 2020-21; all students tested earlier and in person for fall 2021.

Mean RIT Score Kindergarten

Legend: ■ MOY 2020-21 ■ MOY 2021-22 ◆ Nat'l Norm

- MOY 2020-21: 149
- MOY 2021-22: 147
- Nat'l Norm: 150

English Only: National norm data are not available for Spanish.

Goal Progress Measure 2.2 – MAP Growth Math

Mid-year Progress: All grade levels had growth in RIT score from BOY to MOY. However, all grades also had average increases less than the national norm for growth.
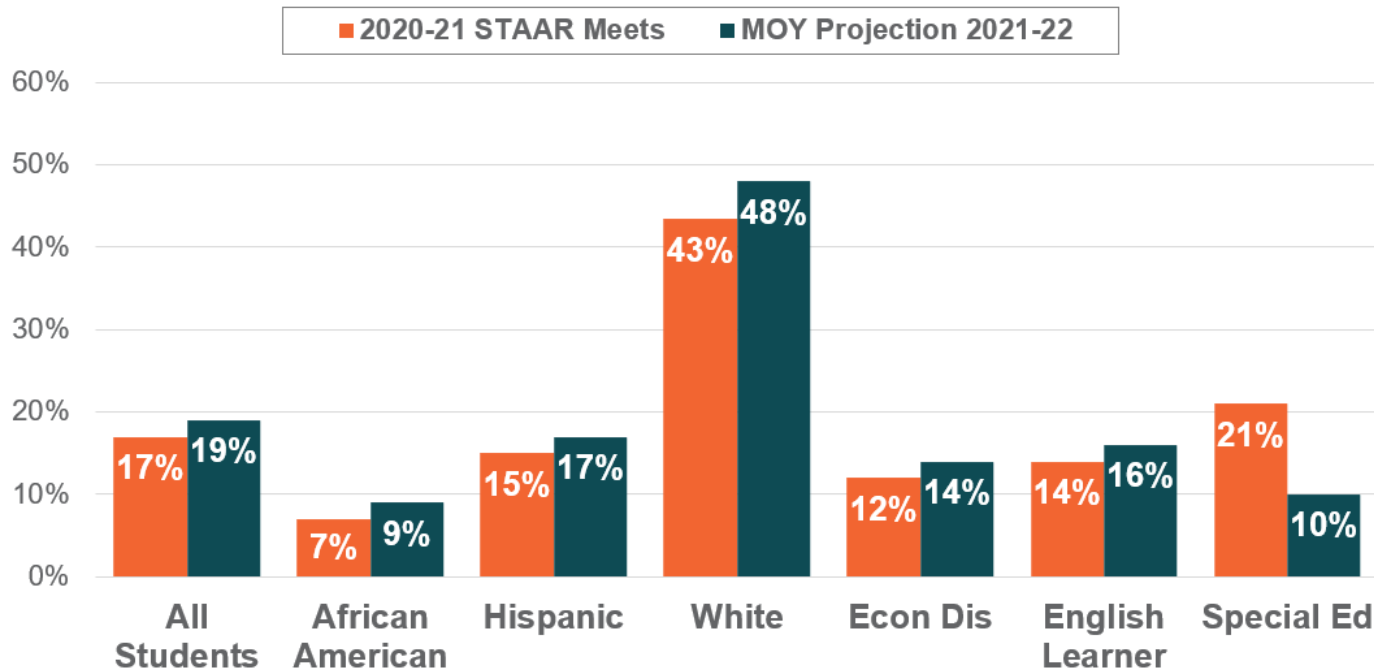
Mean RIT Score Change within Current Year
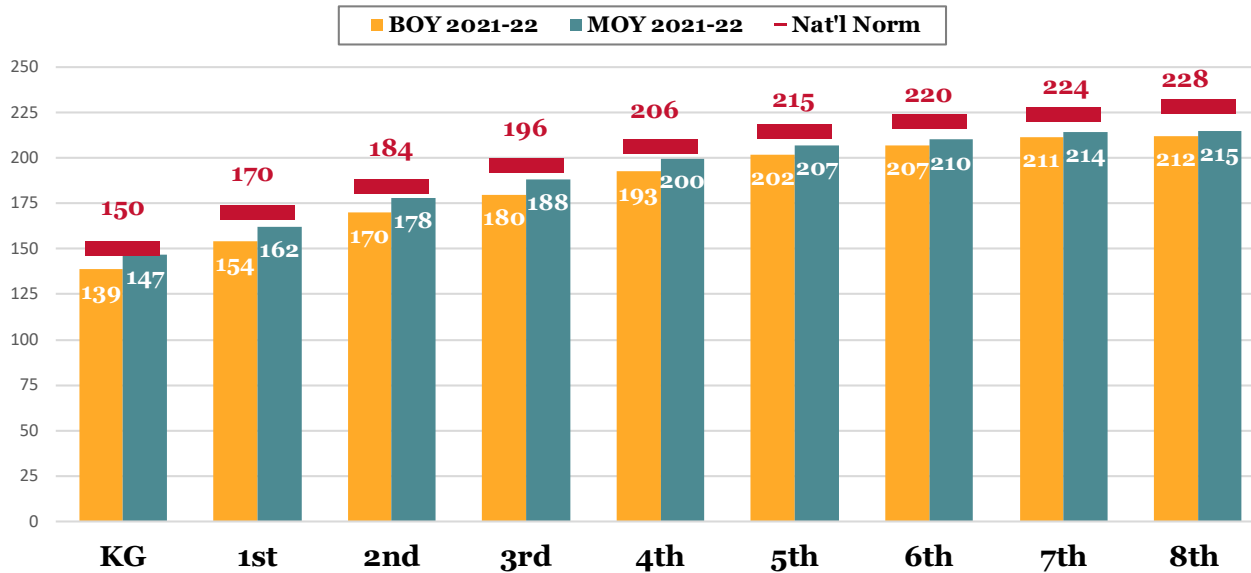
	KG	1st	2nd	3rd	4th	5th	6th	7th	8th
Actual Growth	9	9	9	9	7	5	3	3	3
Growth Norm	12.0	11.7	10.3	8.6	7.1	5.9	5.2	4.1	3.5

Goal 2: Additional Information Math

% Projected to be at *Meets Grade Level* 3rd Grade STAAR

Legend: 2020-21 STAAR Meets | MOY Projection 2021-22

	2020-21 STAAR Meets	MOY Projection 2021-22
All Students	17%	19%
African American	7%	9%
Hispanic	15%	17%
White	43%	48%
Econ Dis	12%	14%
English Learner	14%	16%
Special Ed	21%	10%

Fort Worth ISD Shifts to the Science of Teaching Reading

ACTIONS
RESPONSE TO DATA

Fort Worth
INDEPENDENT SCHOOL DISTRICT

The Science of Teaching Reading (STR)
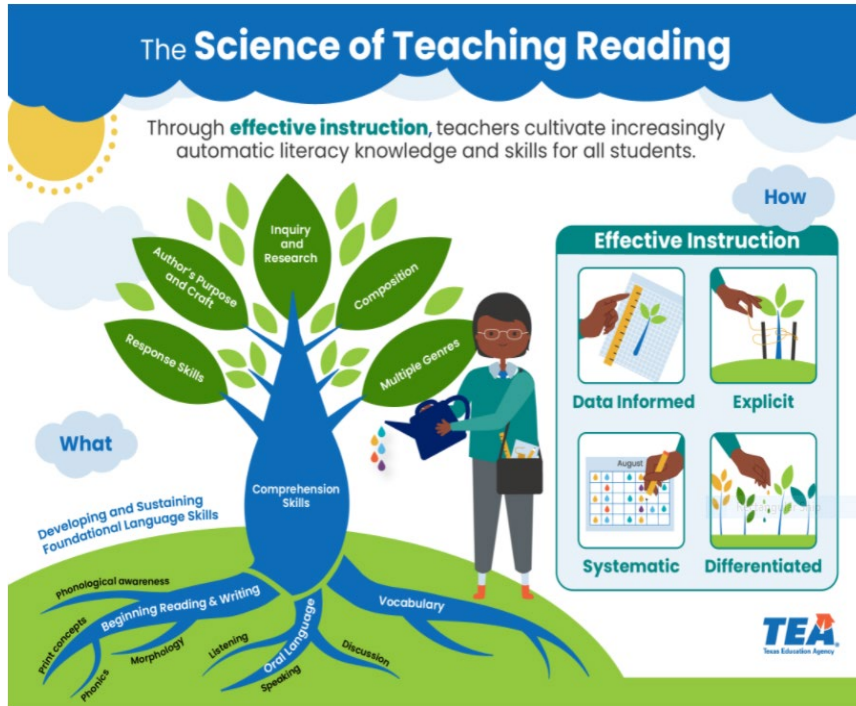
- STR is NOT a specific curriculum or intervention, rather it is a body of research that provides understanding of how students learn to read and the skills needed.

- It describes the essential components of literacy and helps teachers deliver high-quality, evidence-based instruction that supports literacy in all content areas.

Quality Daily Literacy Instruction

Scientific Approach to Reading Instruction

"Research when it is based on sound scientific observation provides reliable information about what works and why and how it works"

The Simple View of Reading

Decoding		Language Comprehension		Reading Comprehension
Ability to apply sound-symbol relationships to read words	X	Ability to understand spoken language	=	

(Gough & Tunmer, 1986; Hoover & Gough, 1990)

Many Strands Are Woven into Skilled Reading

Language Comprehension

- **Background Knowledge**
  facts, concepts, etc.
- **Vocabulary**
  breadth, precision, links, etc.
- **Language Structures**
  syntax, semantics, etc.
- **Verbal Reasoning**
  inference, metaphor, etc.
- **Literacy Knowledge**
  print concepts, genres, etc.

Word Recognition

- **Phonological Awareness**
  syllables, phonemes, etc.
- **Decoding**
  alphabetic principle, spelling-sound correspondence
- **Sight Recognition**
  of familiar words

increasingly strategic

increasingly automatic

Skilled Reading

Fluent execution and coordination of language comprehension and word recognition

Figure 1.9 Reading Rope (Scarborough, 2001)

Quality Daily Literacy Instruction

Explicit + Systematic = Interconnected

Essential Components of Reading Instruction

- Phonological Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

(Teaching Reading Sourcebook 3rd Ed., 2018)

How Do We Teach Literacy in FWISD?

Knowledge of Words and Word Parts

Oral Reading Fluency

Comprehension

Writing

Key Shifts in Pedagogy

FROM		TO
Indirect Teaching	➔	High Degree of Student-Teacher Interaction
Whole Word Memorization	➔	Explicit and Systemic Phonics Instruction
Three Cue System (Guessing)	➔	Mapping Sounds to Letter Patterns
Leveled Readers	➔	Complex Texts

Texts Reading Academies

2021-2022 School Year

Total Participants Enrolled	832
English Pathway	638
Bilingual Pathway	194
Elementary Campuses with Participants Enrolled	77

Principals	45
Assistant Principals	41
Campus Coaches	20
Teachers	726

Reading Academies (60 hours)

Registration and Pre-Work Passport to Canvas Course	
Module 1: Introduction to Texas Reading Academies (1 hour)	**Module 7:** Pre-Reading Skills (3 hours)
Module 2: The Science of Teaching Reading (3 hours)	**Module 8:** Decoding, Encoding, and Word Study (9 hours)
Module 3: Establishing a Literacy Community (3 hours)	**Module 9**: Reading Fluency (3 hours)
Module 4: Using Data to Inform Instruction and Tiered Levels of Support (6 hours)	**Module 10:** Reading Comprehension (Artifact) (9 hours)
Module 5: Oral Language and Vocabulary (6 hours)	**Module 11:** Written Composition (9 hours)
Module 6: Phonological Awareness (Artifact) (6 hours)	**Module 12:** Pulling It All Together (2 hours)

Professional Learning

- Lexia professional learning sessions are mandatory for all teachers, campus instructional coaches, and campus administration teams.

- Participants register for Lexia Core 5 and Power Up professional learning in Eduphoria (STRIVE).

- Lexia professional learning courses may be applied toward district FLEX requirements.

Individual Campus Support

- BOY, MOY, and EOY Success Metrics meetings (data dig, goal setting, instructional response and effective practices)

- Six (6) additional hours of program support from our District Lexia Customer Success Manager

- Additional implementation and instructional support from the literacy department

56 Sessions – 75% Attendance Rate

- Getting Started (New and Refresher)

- Core5 Data Coaching: Using Data to Make Educational Decisions

- Maximizing the Adaptive Blended Learning Model in Your K-5 Classroom

- Monitoring Program Fidelity: Campus Progress + Classroom Observations

Teacher Attendance

75%

Core 5 Sessions

28 Sessions – 15% Attendance Rate

- Getting Started (New and Refresher)

- Power Up Data Coaching: Using Data to Make Educational Decisions

- Maximizing the Adaptive Blended Learning Model in the Structured Literacy Classroom

- Monitoring Program Fidelity: Campus Progress + Classroom Observations
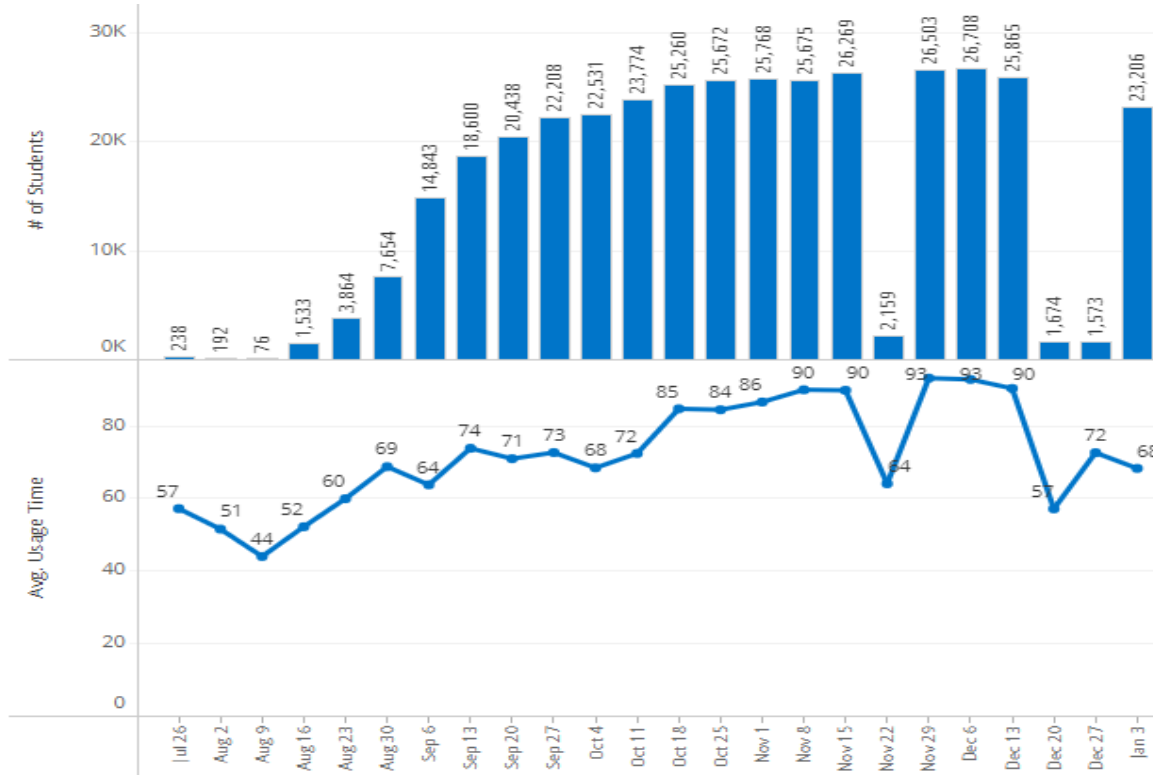
Teacher Attendance

100%
90%
80%
70%
60%
50%
40%
30%
20%
10% — **15%**
0%

Core 5 Sessions

2021-2022 Weekly Core5 Student Usage: Fort Worth Independent School District
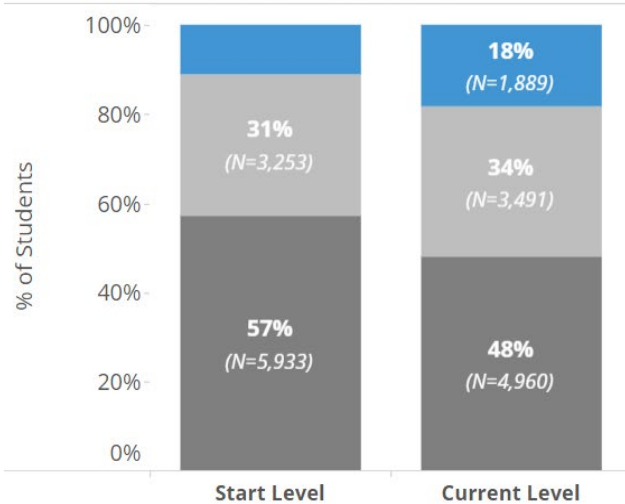

All Students in Grades K-4

In the 2021-22 school year, 59% of Meeting Usage students advanced one or more grade levels of material!

LEXIA CORE5 READING *for Texas*

Not Meeting Usage & Partial Year of Usage Students

Start Level
- 18% (N=1,889) — *Current Level, In Student Grade*
- 31% (N=3,253)
- 57% (N=5,933)

Current Level
- 18% (N=1,889)
- 34% (N=3,491)
- 48% (N=4,960)

% of Students

Meeting Usage & Benchmark-Achieved Students

Start Level
- 17% (N=3,342)
- 36% (N=6,880)
- 46% (N=8,895)

Current Level
- 35% (N=6,766)
- 33% (N=6,411)
- 25% (N=4,839)

Core5 Grade Level of Skills
- ■ Reached EOY Benchmark
- ■ In Student Grade
- ■ 1 Grade Below
- ■ 2+ Grades Below

***Meeting Usage**
At this point in the year, students who have used the online components of Core5 for a minimum of 8 weeks and met their weekly usage targets at least 50% of the time are classified as Meeting Usage.
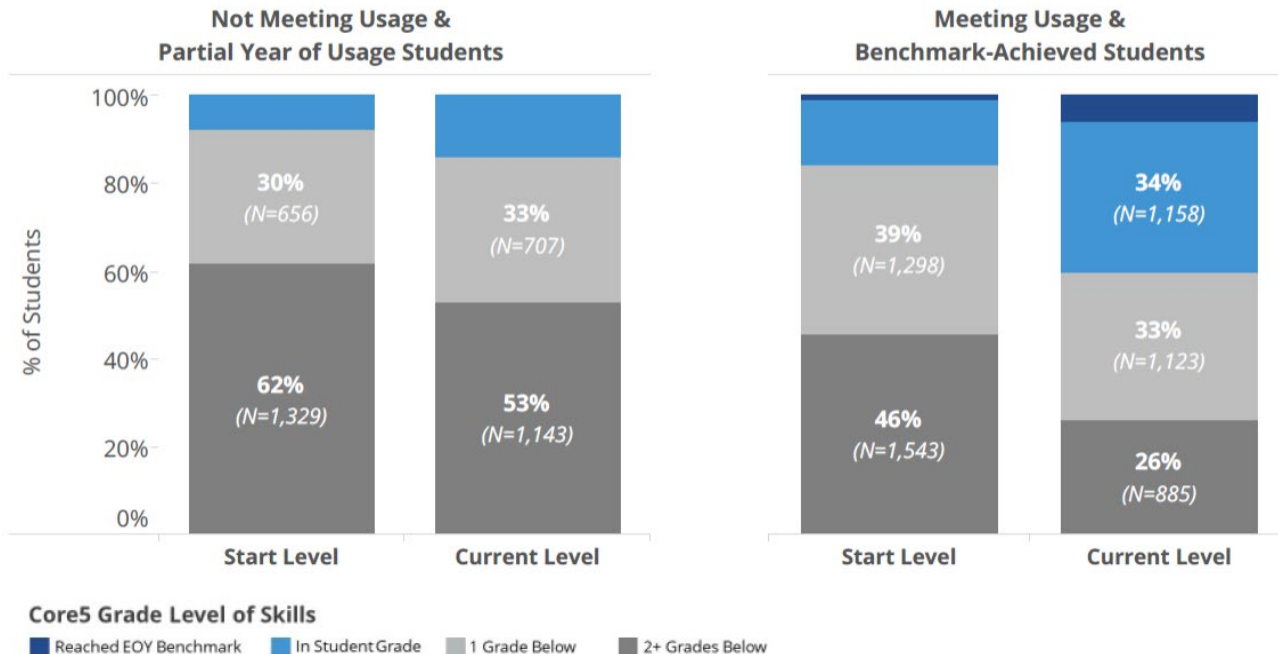
In the 2021-22 school year, 58% of Meeting Usage students advanced one or more grade levels of material!

LEXIA
CORE5
READING
for Texas

**Not Meeting Usage &
Partial Year of Usage Students**

% of Students

100%

80% — 30% (N=656) ... 33% (N=707)

60%

40% — 62% (N=1,329) ... 53% (N=1,143)

20%

0%

Start Level | Current Level

**Meeting Usage &
Benchmark-Achieved Students**

34% (N=1,158)

39% (N=1,298) ... 33% (N=1,123)

46% (N=1,543) ... 26% (N=885)

Start Level | Current Level

Core5 Grade Level of Skills

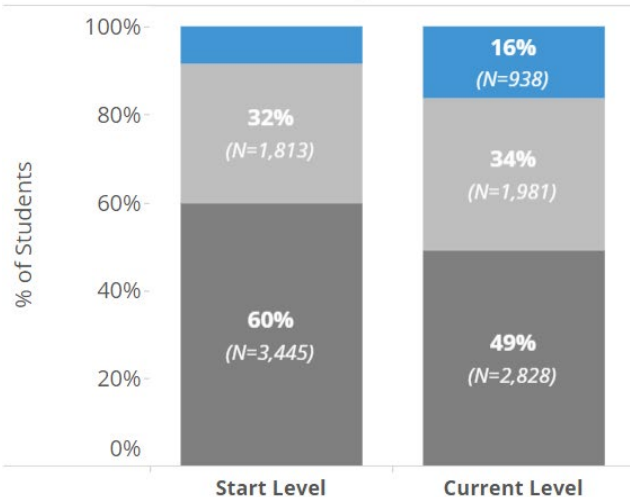■ Reached EOY Benchmark ■ In Student Grade ■ 1 Grade Below ■ 2+ Grades Below

*Meeting Usage
At this point in the year, students who have used the online components of Core5 for a minimum of 8 weeks and met their weekly usage targets at least 50% of the time are classified as Meeting Usage.

Lexia®

In the 2021-22 school year, 61% of Meeting Usage students advanced one or more grade levels of material!

LEXIA
CORE5
READING
for Texas

Not Meeting Usage & Partial Year of Usage Students

% of Students

- Start Level: 60% (N=3,445), 32% (N=1,813)
- Current Level: 16% (N=938), 34% (N=1,981), 49% (N=2,828)

Meeting Usage & Benchmark-Achieved Students

- Start Level: 35% (N=4,552), 50% (N=6,387)
- Current Level: 33% (N=4,253), 35% (N=4,457), 27% (N=3,499)

Core5 Grade Level of Skills
- Reached EOY Benchmark
- In Student Grade
- 1 Grade Below
- 2+ Grades Below

*Meeting Usage
At this point in the year, students who have used the online components of Core5 for a minimum of 8 weeks and met their weekly usage targets at least 50% of the time are classified as Meeting Usage.
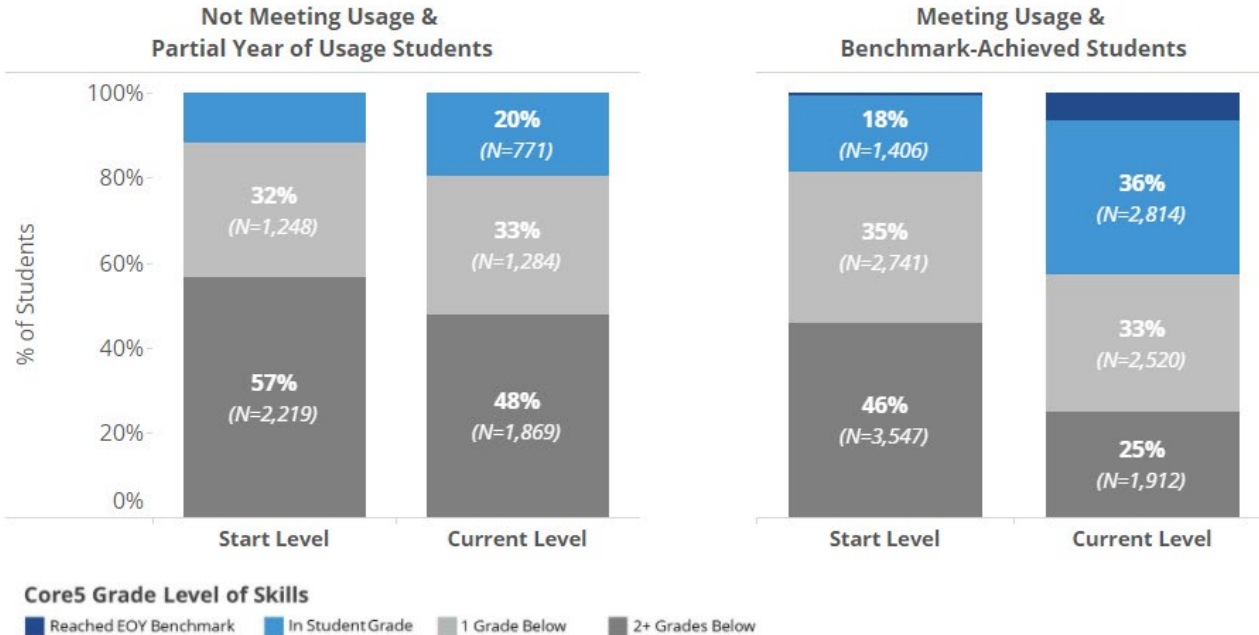
In the 2021-22 school year, 59% of Meeting Usage students advanced one or more grade levels of material!

LEXIA
CORE5
READING
for Texas

Not Meeting Usage & Partial Year of Usage Students

% of Students

	Start Level	Current Level
In Student Grade		20% (N=771)
1 Grade Below	32% (N=1,248)	33% (N=1,284)
2+ Grades Below	57% (N=2,219)	48% (N=1,869)

Meeting Usage & Benchmark-Achieved Students

	Start Level	Current Level
Reached EOY Benchmark		(top band)
In Student Grade	18% (N=1,406)	36% (N=2,814)
1 Grade Below	35% (N=2,741)	33% (N=2,520)
2+ Grades Below	46% (N=3,547)	25% (N=1,912)

Core5 Grade Level of Skills

■ Reached EOY Benchmark ■ In Student Grade ▢ 1 Grade Below ▨ 2+ Grades Below

*Meeting Usage
At this point in the year, students who have used the online components of Core5 for a minimum of 8 weeks and met their weekly usage targets at least 50% of the time are classified as Meeting Usage.

Core5 Usage and Progress Report

LEXIA
CORE5
READING
for Texas

Ft Worth Ind School District

*Data Summary Time Period: 7/26/2021 to 1/1/2022*

Meeting Usage students working on skills in or above grade level increased by 34 percentage points.* Meeting Usage students working on skills two or more grade levels below decreased by 22 percentage points.*

Progress in Core5 During 2021-22 for Meeting Usage Students at Spotlight School (N=336)

Core5 Grade Level of Skills
- Reached EOY Benchmark
- In Student Grade
- 1 Grade Below
- 2+ Grades Below

Start Level

% of Students	
16%	In Student Grade
40%	
42%	

Current Level
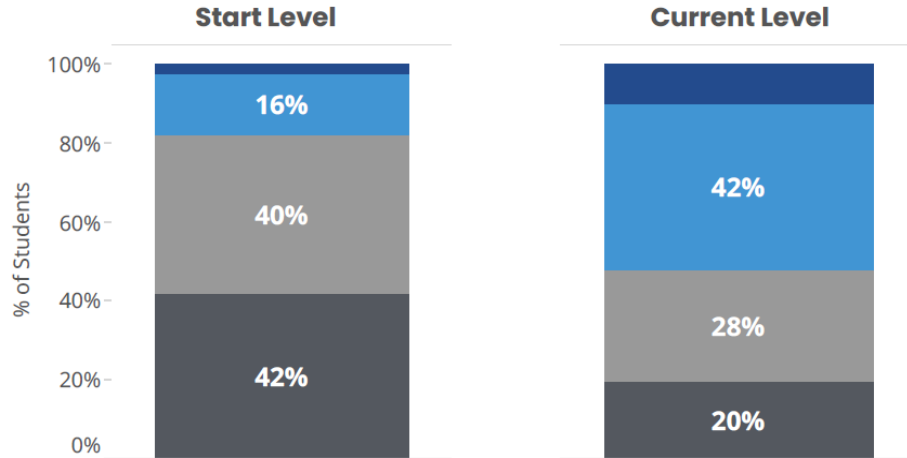
% of Students	
42%	
28%	
20%	

93% of Students at Carroll Peak ES are meeting usage goals, using on average **117 minutes/week** for **14 weeks!**

Fort Worth ISD Strategic Priority

Educational Excellence

1. Implement and monitor the use of the District curriculum and resources.

2. Create a District and Campus culture that is focused on the delivery of high quality instruction and academic success for all students.

3. Implement and monitor District and campus-based professional learning aligned to District priorities.

4. Create and model a data-rich culture on campuses focused on student growth and achievement.

5. Increase instructional opportunities outside the school day/school year.

6. Improve Early Learning instructional practices and environment to increase Kindergarten readiness.

Fort Worth ISD Leadership Priorities

1. Data Informed Culture

2. Instructional Planning

3. Observation, Feedback and Coaching

4. Student Culture

5. Staff Culture

6. Developing School Leadership Teams

7. Professional Learning

Lexia Usage by School Pyramid

REGION 1

	Todd Koppes - Executive Director	% Students Meeting Usage
Arlington Heights Pyramid	Monnig MS Evans	Other - 14% | Structured Lit - 0%
	Stripling MS Evans	Other - 23% | Structured Lit - 17%
	Burton Hill ES Evans	91%
	North Hi Mount ES	80%
	M.L. Phillips ES Evans	60%
	Ridglea Hills ES Ryan	63%
	South Hi Mount ES	66%
	Christine Renteria - Executive Director	**% Students Meeting Usage**
Southwest Pyramid	Wedgwood 6th Darr	Other - 2% | Structured Lit - 0%
	Wedgwood MS Darr	Other - 10% | Structured Lit - 0%
	Hazel Harvey Peace ES Darr	69%
	Bruce Shulkey ES Darr	64%
	Westcreek ES Darr	60%
	J.T. Stevens ES Darr	63%
	Woodway ES Darr	53%
	Valencia Rhines - Executive Director	**% Students Meeting Usage**
Western Hills Pyramid	Leonard MS Ryan	Other - 6% | Structured Lit - 23%
	Waverly Park ES Ryan	57%
	Luella Merrett ES Ryan	40%
	Western Hills ES Evans	45%
	Western Hills Primary Evans	75%
Benbrook Pyramid	Benbrook MS/HS Ryan	Other - 0% | Structured Lit - 8%
	Benbrook ES Ryan	99%
	Westpark ES Ryan	39%

REGION 2

	Hilda Caballero - Executive Director	% Students Meeting Usage
Diamond Hill-Jarvis Pyramid	Meacham MS Martinez	Other - 2% | Structured Lit - 0%
	Diamond Hill ES Martinez	72%
	H.V. Helbing ES Martinez	99%
	M.H. Moore ES Martinez	84%
	Cesar Chavez ES Martinez	78%
	Hilda Caballero - Executive Director	**% Students Meeting Usage**
Amon Carter-Riverside Pyramid	Riverside MS Martinez	Other - 3% | Structured Lit - 0%
	Charles Nash ES Martinez	93%
	Oakhurst ES Martinez	85%
	Natha Howell ES Martinez	68%
	Versia Williams ES Martinez	75%
	Springdale ES Martinez	98%
	Bonnie Brae ES Martinez	76%
	Guadalupe Cortez - Executive Director	**% Students Meeting Usage**
North Side Pyramid	J.P. Elder MS Ramos	Other - 26% | Structured Lit - 50%
	Kirkpatrick MS Ramos	Other - 5% | Structured Lit - 33%
	Manuel Jara ES Ramos	81%
	Rufino Mendoza ES Ramos	88%
	Kirkpatrick ES Ramos	65%
	Sam Rosen ES Ramos	54%
	W.J. Turner ES Ramos	71%
	Washington Heights ES Ramos	87%
	Dolores Huerta ES Ramos	71%

Lexia Usage by School Pyramid

REGION 3

O.D. Wyatt Pyramid	Dr. Marion Mouton - Executive Director	% Students Meeting Usage	
	Carter Park ES Luebanos	89%	
	Harlean Beal ES District 4	91%	
	Glen Park ES District 4	65%	
	W.M. Green ES District 4	49%	
	Oaklawn ES District 4	65%	
	David K.Sellars ES District 4	66%	
	Clifford Davis ES District 4	72%	
South Hills Pyramid	Dr. Dorene Benavidez - Executive Director	% Students Meeting Usage	
	Rosemont MS Luebanos	Other - 8%	Structured Lit - 0%
	Rosemont ES Luebanos	0%	
	Greenbriar ES Luebanos	86%	
	Hubbard Heights ES Luebanos	92%	
	Richard J. Wilson ES Luebanos	53%	
	South Hills ES Luebanos	64%	
	Worth Heights ES Luebanos	71%	
	Seminary Hills Park ES Luebanos	76%	
Paschal Pyramid	Dr. Jill Balzer - Executive Director	% Students Meeting Usage	
	Daggett MS Martinez	Other - 11%	Structured Lit - 0%
	McLean MS Darr	Other - 6%	Structured Lit - 33%
	McLean 6th Darr	Other - 23%	Structured Lit - 0%
	George C. Clarke ES Luebanos	73%	
	Lily B. Clayton ES Darr	71%	
	Daggett ES Martinez	79%	
	De Zavala ES/Insights Martinez	98%	
	Tanglewood ES Evans	65%	
	Westcliff ES Darr	66%	
	Alice D. Contreras ES Luebanos	88%	
	Overton Park ES Evans	13%	

REGION 4

Dunbar Pyramid	Rian Townsend - Executive Director	% Students Meeting Usage	
	Christene C. Moss ES District 4	82%	
	A.M. Pate ES Phillips	78%	
	Maudrie M. Walton ES Phillips	80%	
	Sunrise-McMillan ES Phillips	88%	
Eastern Hill Pyramid	Deborah Traylor - Executive Director	% Students Meeting Usage	
	Meadowbrook MS Jackson	Other - 18%	Structured Lit - 20%
	Jean McClung MS Phillips	Other - 29%	Structured Lit - 39%
	West Handley ES Jackson	86%	
	Eastern Hills ES Jackson	89%	
	East Handley ES Phillips	89%	
	Meadowbrook ES Jackson	98%	
	Sagamore Hill ES Jackson	80%	
	Atwood McDonald ES Phillips	81%	
	Bill J Elliot ES Philips	93%	
	Lowery Road ES Phillips	76%	
Polytechnic Pyramid	Dr. Susan Hernandez - Executive Director	% Students Meeting Usage	
	William James MS Jackson	Other - 25%	Structured Lit - 21%
	Morningside MS District 4	Other - 21%	Structured Lit - 0%
	Carroll Peak ES District 4	95%	
	S.S. Dillow ES Jackson	75%	
	Van Zandt-Guinn ES District 4	91%	
	D. Mcrae ES Jackson	45%	
	Morningside ES District 4	49%	
	T.A. Sims ES District 4	70%	
	Edward J. Briscoe ES District 4	90%	
Innovation Schools	Benjamin Leos - Executive Director	% Students Meeting Usage	
	Como Montessori Evans	Other - 50%	Structured Lit - 43%