



# Goal 1: Early Literacy Progress Update

Board of Education Meeting

Tuesday, October 26, 2021

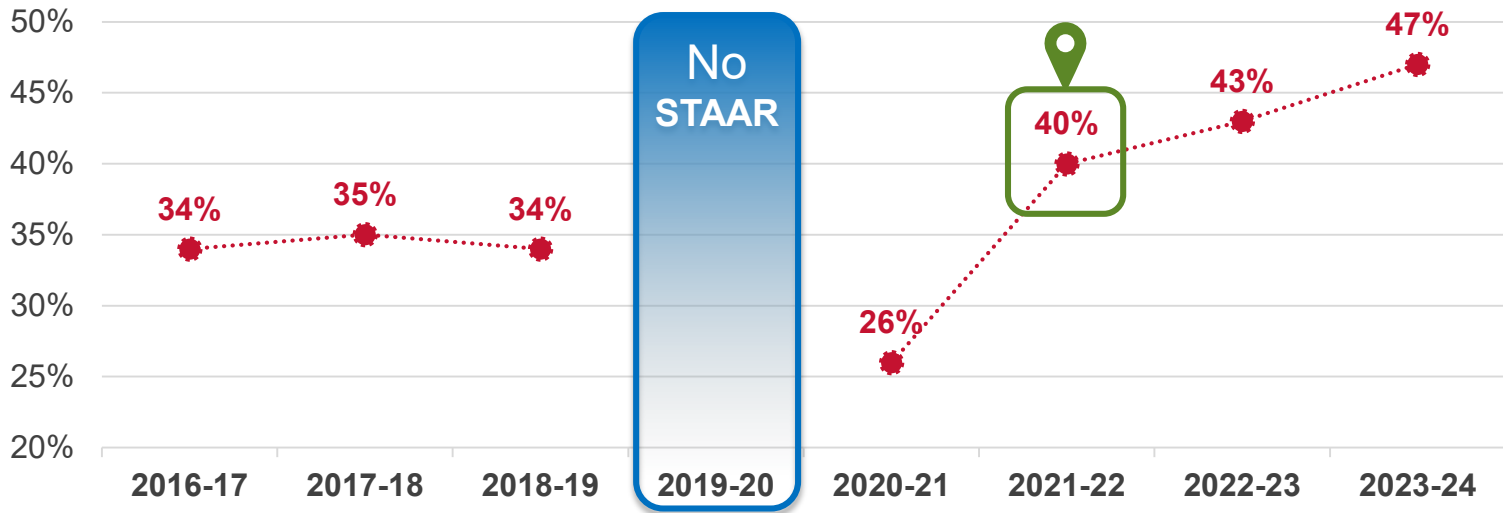


**Fort Worth**  
INDEPENDENT SCHOOL DISTRICT

## 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%  |



## Board Outcome Goal 1: Early Literacy

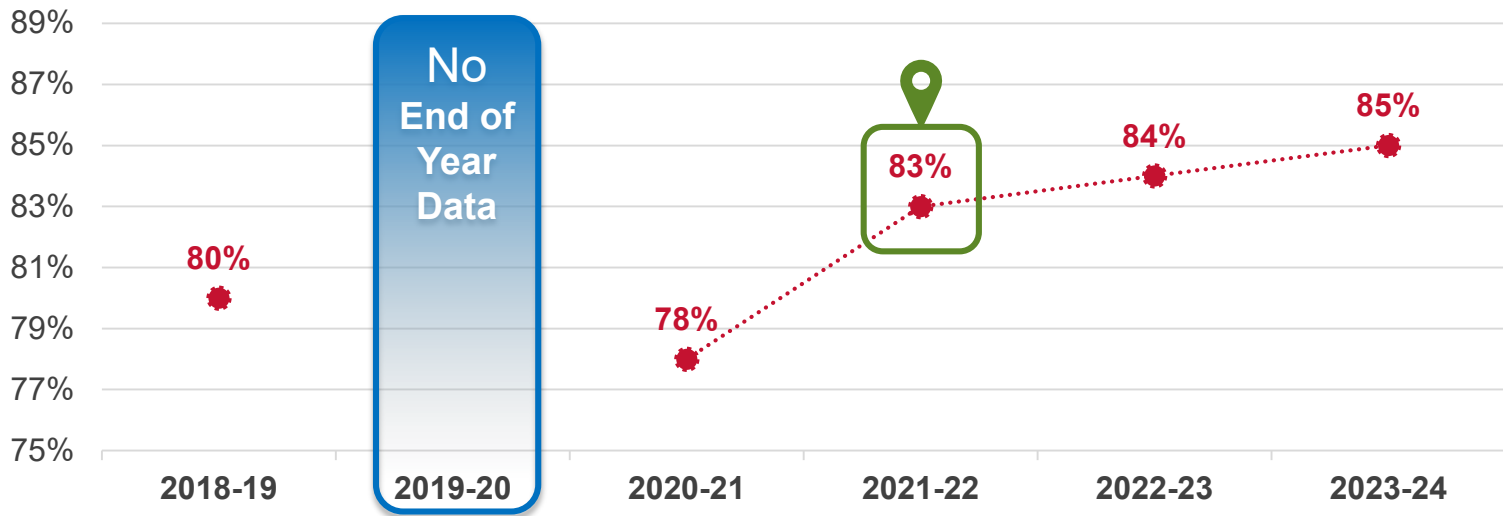
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from **34%** to **47%** by August 2024.

| School Year | All | African American | Hispanic | White | Amer Indian | Asian | Pacific Islander | Two More Races | Special Ed | Econ Disadv | EL (Current) | EL (Current & Monitored) |
|-------------|-----|------------------|----------|-------|-------------|-------|------------------|----------------|------------|-------------|--------------|--------------------------|
| 2016-17     | 34% | 21%              | 34%      | 63%   | --          | 38%   | --               | 41%            | 28%        | 30%         | 32%          | 32%                      |
| 2017-18     | 35% | 23%              | 34%      | 61%   | --          | 45%   | --               | 45%            | 24%        | 30%         | 34%          | 34%                      |
| 2018-19     | 34% | 22%              | 33%      | 58%   | --          | 53%   | --               | 32%            | 26%        | 29%         | 32%          | 32%                      |
| 2019-20     |     |                  |          |       |             |       |                  |                |            |             |              |                          |
| 2020-21     | 26% | 16%              | 23%      | 57%   | --          | 31%   | --               | 47%            | 21%        | 20%         | 19%          | 19%                      |
| 2021-22     | 40% | 28%              | 39%      | 64%   | --          | 59%   | --               | 38%            | 32%        | 35%         | 38%          | 38%                      |
| 2022-23     | 43% | 31%              | 42%      | 67%   | --          | 62%   | --               | 41%            | 35%        | 38%         | 41%          | 41%                      |
| 2023-24     | 47% | 35%              | 46%      | 71%   | --          | 66%   | --               | 45%            | 39%        | 42%         | 45%          | 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.

| End of Year Target Goals |      |      |      |      |
|--------------------------|------|------|------|------|
| 2020                     | 2021 | 2022 | 2023 | 2024 |
| 81%                      | 82%  | 83%  | 84%  | 85%  |



## 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%          |

# Circle Assessment for Pre-K Students

## Phonological Awareness Components

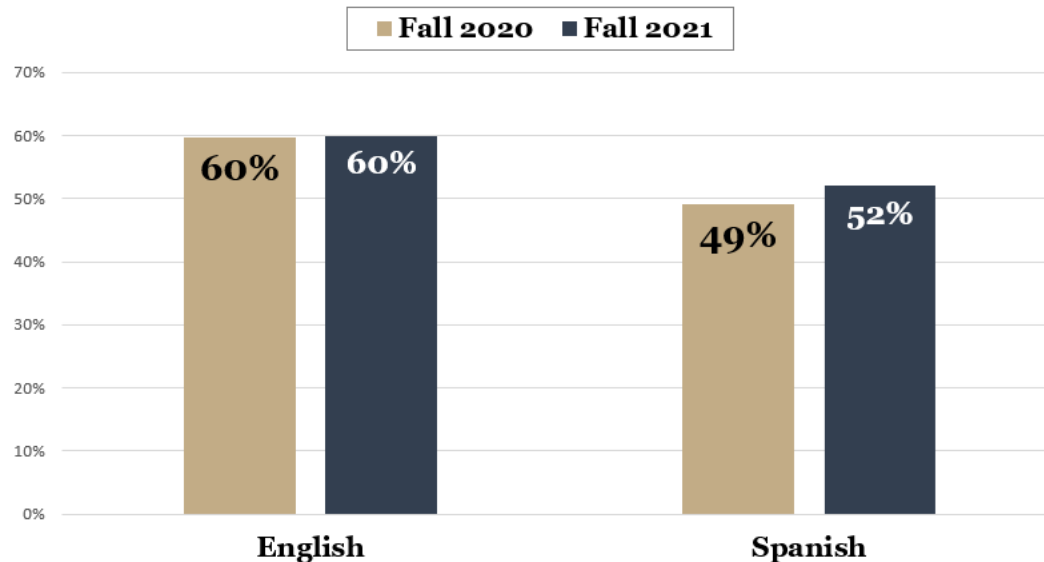
- ✓ Syllabification
- ✓ Alliteration
- ✓ Onset-Rime
- ✓ Rhyming



# Goal Progress Measure 1.1 – Circle

**Fall 2021:** The percentage of PK students “On Track” at the beginning of year for 2021 remained steady for students assessed in English. Students assessed in Spanish had a +3% point increase compared to Fall 2020.

## % On Track for Phonological Awareness - Circle

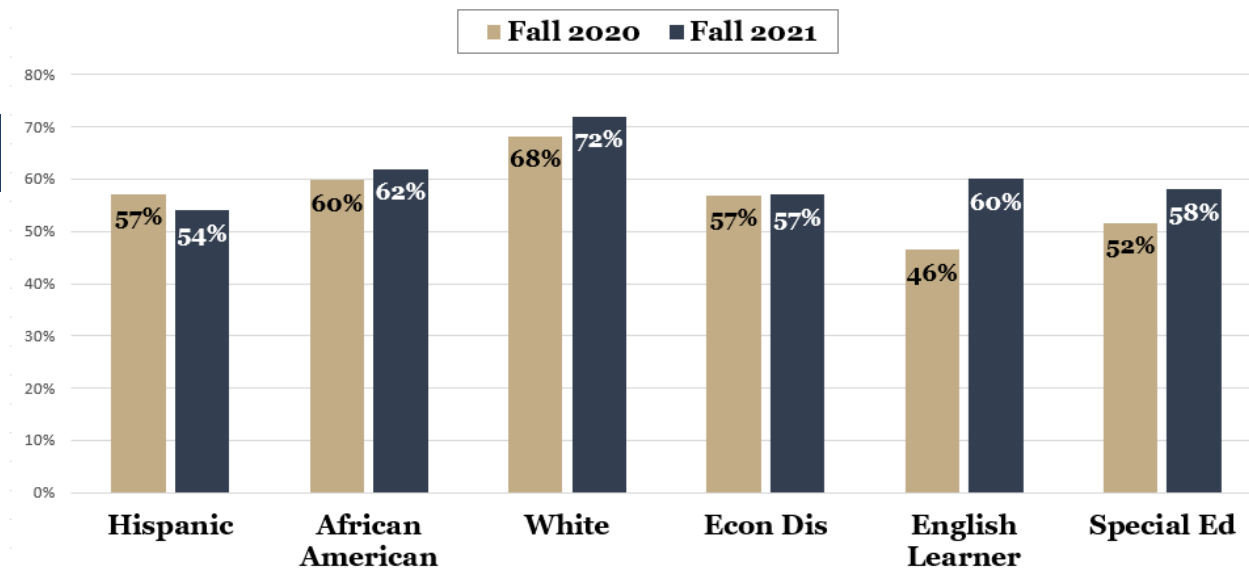


# Goal Progress Measure 1.1 – Circle

**Fall 2021:** The percentage of PK students “On Track” at the beginning of year for 2021 remained steady for students assessed in English.

## % On Track for Phonological Awareness - Circle

English

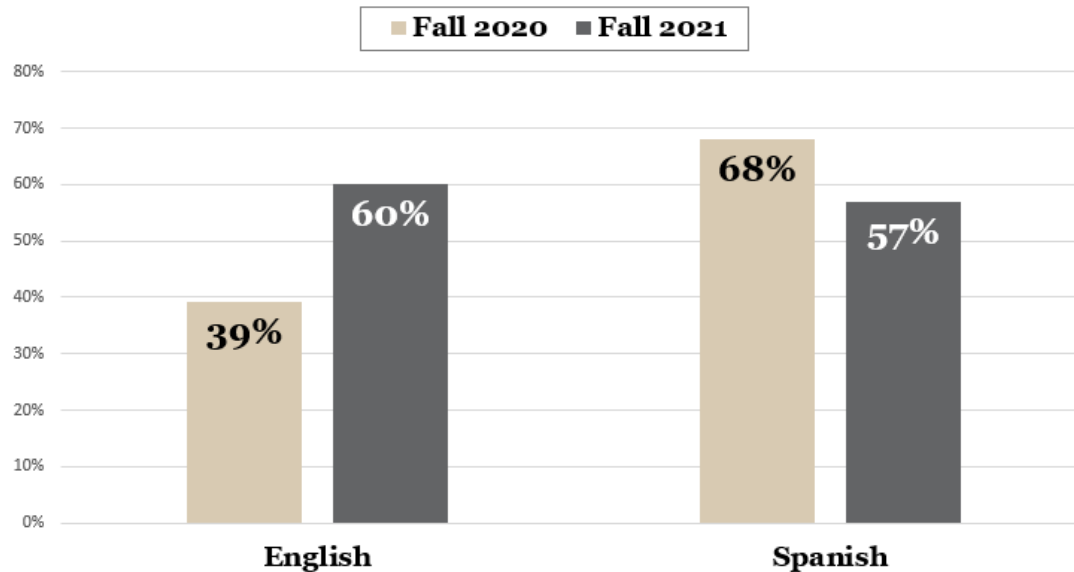




## Additional Information – Texas Kindergarten Entry Assessment (TX-KEA)

**Fall 2021:** The percent of Kindergarten students “On Track” for Phonological Awareness in English showed a significant increase, +21% points, compared to Fall 2020. “On Track” in Spanish saw a -11% point decrease.

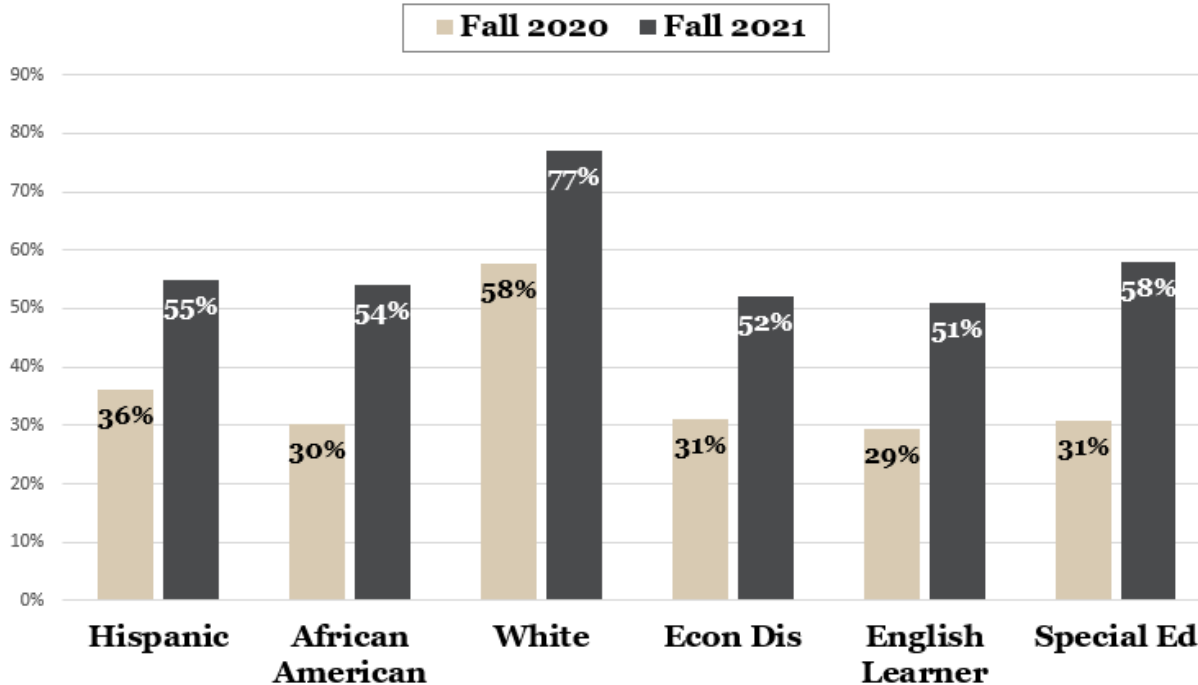
### % On Track for Phonological Awareness – TX-KEA



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

**Fall 2021:** All student groups saw large increases compared to Fall 2020.

## % On Track for Phonological Awareness

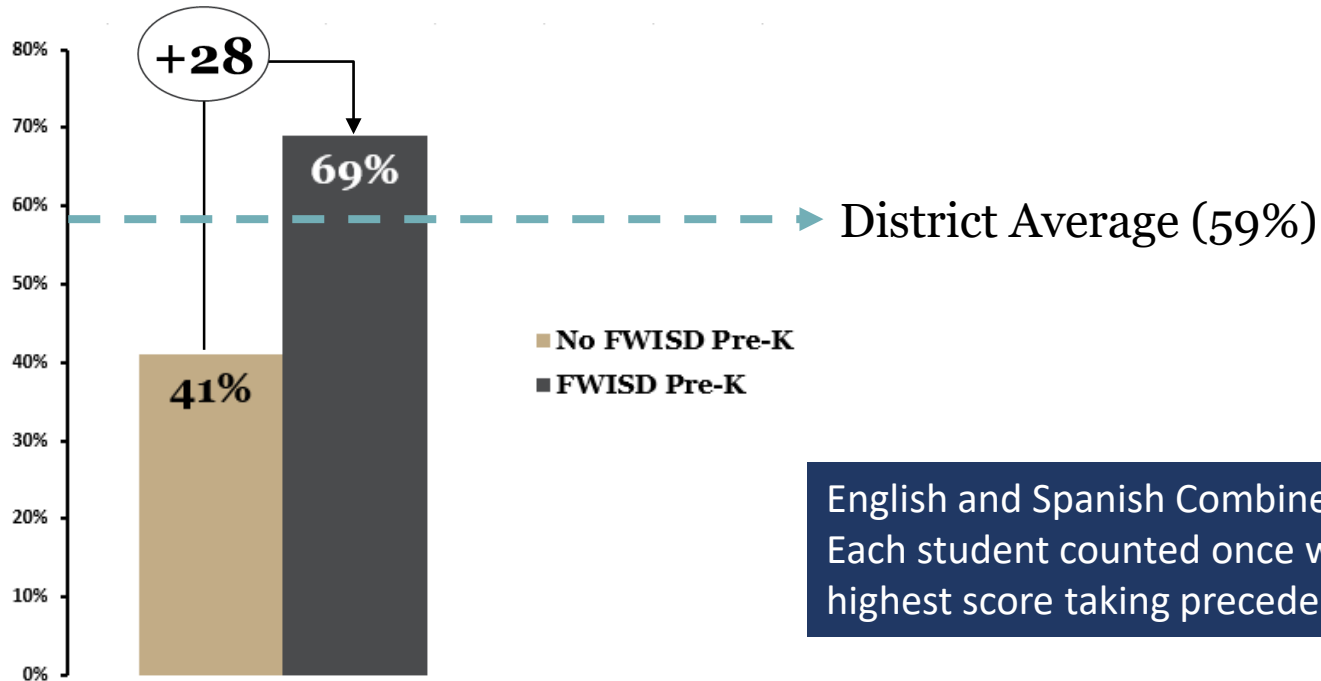


English

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

**Fall 2021:** Students who attend FWISD PK perform better on the TX-KEA.

## % On Track for Phonological Awareness

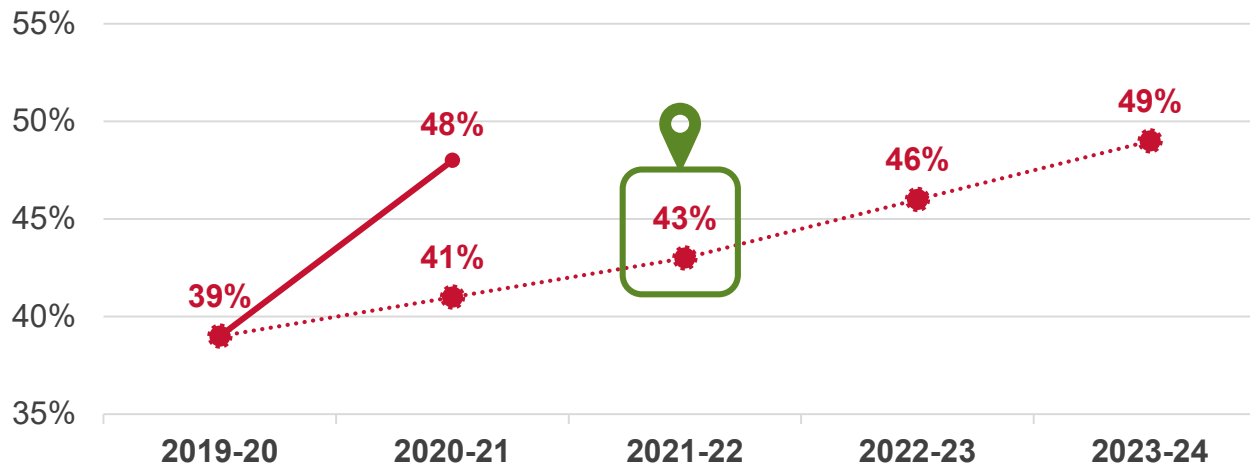


English and Spanish Combined:  
Each student counted once with  
highest score taking precedence.

## 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.

| End of Year Target Goals |      |      |      |      |
|--------------------------|------|------|------|------|
| 2020                     | 2021 | 2022 | 2023 | 2024 |
| 39%                      | 41%  | 43%  | 46%  | 49%  |



**Key Indicators**

Kindergarten:  
Phonological Awareness

Grades 1 -3:  
Sentence Reading Fluency

MAP® - Measures of Academic Progress®

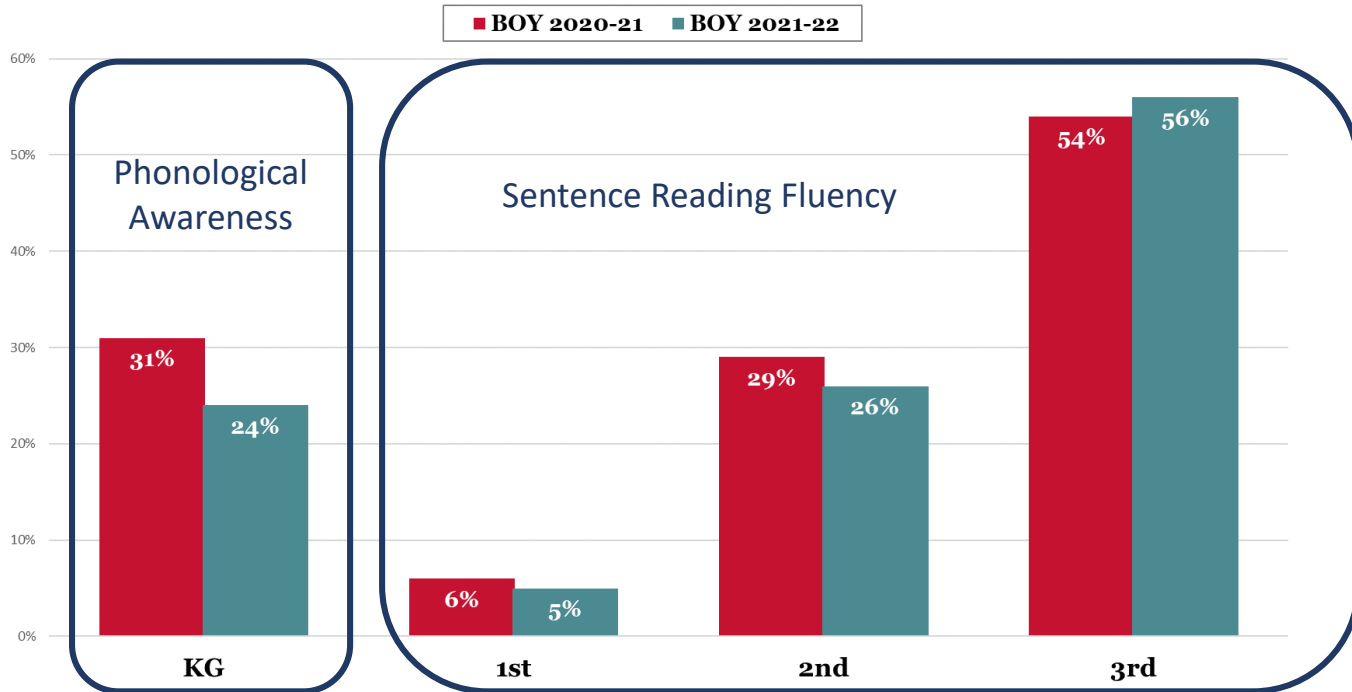
## Goal Progress Measure 1.2 – MAP Reading Fluency – K-3

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%          |

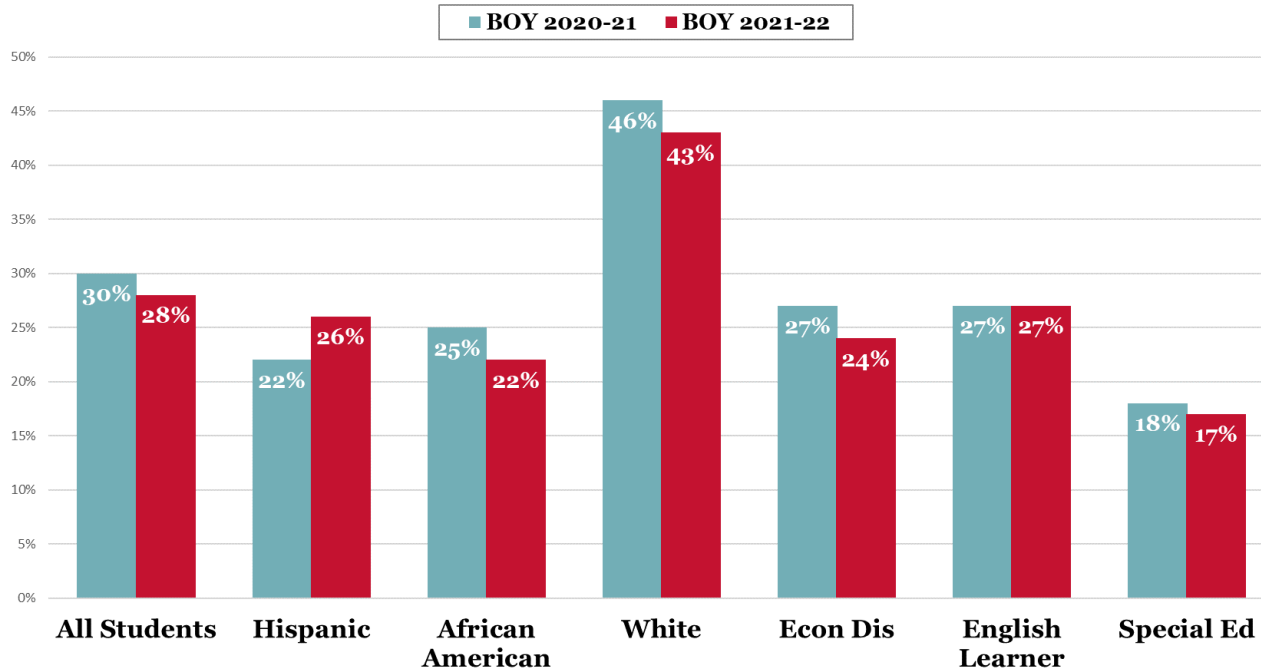
# Goal Progress Measure 1.2 – MAP Reading Fluency

**Fall 2021:** Grade 3 showed an increase in the percentage of students who Met or Exceeded grade level expectations, while there were decreases at grades K, 1, and 2.



# Goal Progress Measure 1.2 – MAP Reading Fluency

**Fall 2021:** Hispanic students showed a +4% point gain compared to Fall 2020. All other groups held steady or had slight decreases.

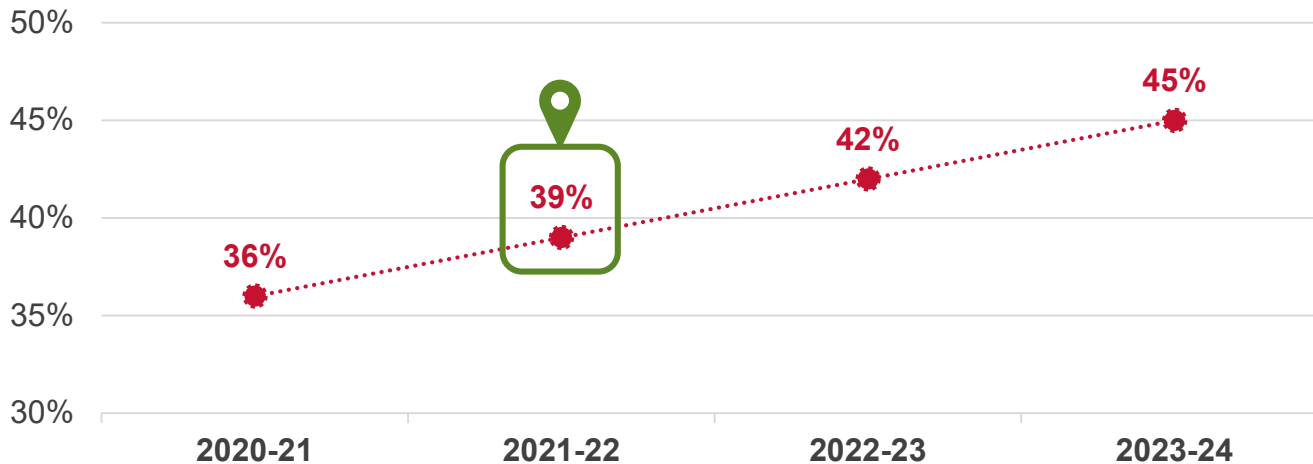


## Goal Progress Measure 1.3 – MAP Growth Reading

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 End of Year Target Goals

| 2021 | 2022 | 2023 | 2024 |
|------|------|------|------|
| 36%  | 39%  | 42%  | 45%  |



**2020-2021  
Baseline:**  
first year  
implementing  
NWEA MAP  
Growth for  
Reading K-3



## Goal Progress Measure 1.3 – MAP Growth Reading

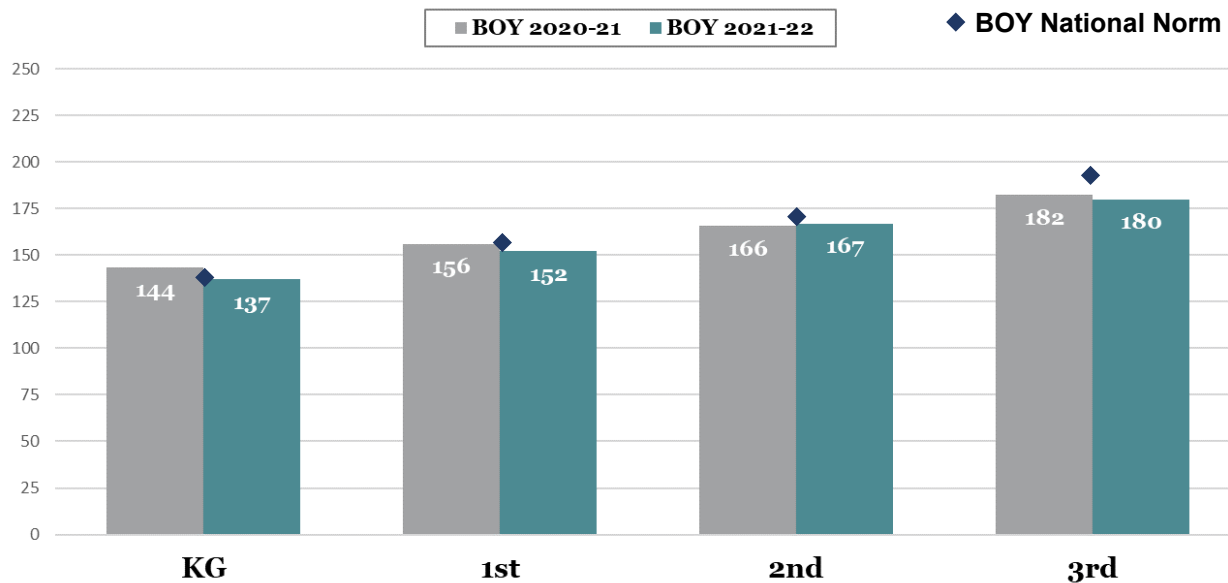
Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from **36%** to **45%** by June 2024.

| 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

**Fall 2021:** On average, students in grades K, 1, and 3 had slightly lower performance, or RIT scores, compared to beginning of year in 2020. However, students in grade 2 had a +1 point increase.

## Mean RIT Score



### National Norms for BOY:

|     |     |
|-----|-----|
| KG  | 137 |
| 1st | 156 |
| 2nd | 172 |
| 3rd | 187 |

### English Reading Only:

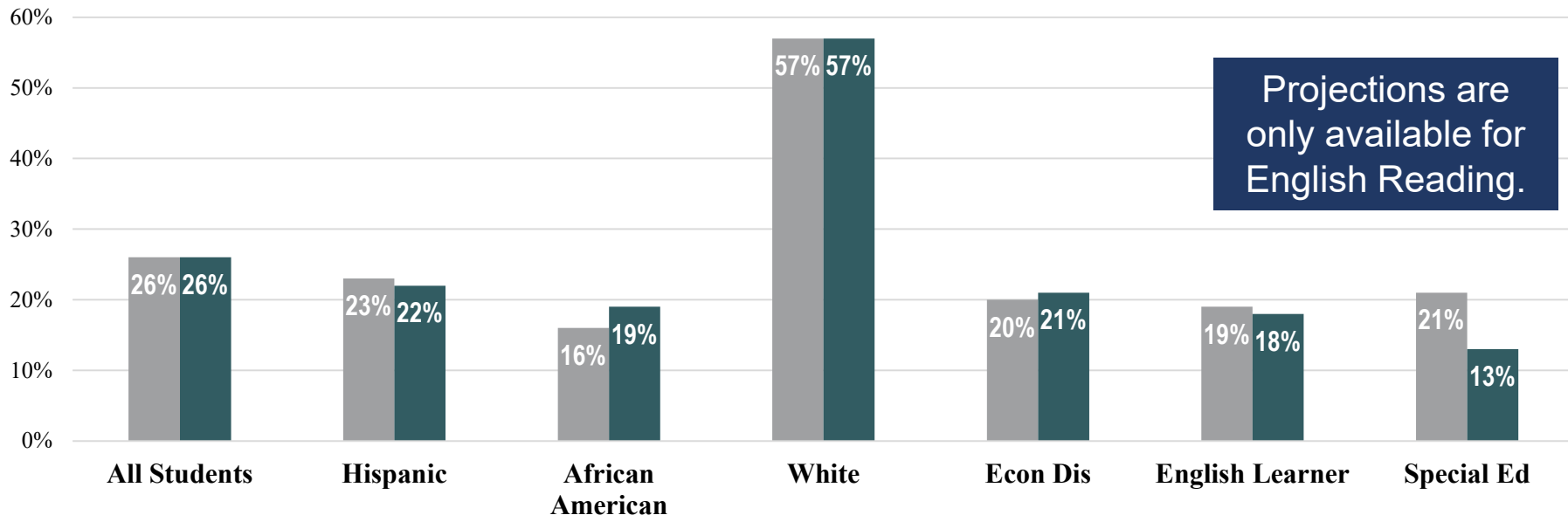
National norm data are not available for Spanish Reading.

# Goal Progress Measure 1.3 – MAP Reading Growth

**Fall 2021:** The percentage of 3rd grade students projected at Meets Grade Level on STAAR Reading is the same as STAAR 2021 for All Students.

## % Projected to be at Meets Grade Level

■ 2020-21 STAAR Meets ■ BOY Projection 2021-22



# Focus on Implementation

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- ✓ Reading Academies
- ✓ New Materials (English and Spanish)
- ✓ Amplify Pilot Adoption  
(O.D. Wyatt, Eastern Hills, Carter Riverside)
- ✓ Professional Learning
- ✓ Year 2 Literacy and Bi-Literacy Frameworks
- ✓ Extended Learning Opportunities for Students

# Fort Worth ISD Approach to Effective Literacy Instruction

Fort Worth ISD is changing instructional practices in Literacy to improve outcomes for all students without regard to race, language, or the zip code in which they reside.



## 6 Guiding Principles

- Comprehensive Literacy Framework
- Systematic, Explicit Instruction
- Curriculum and Instruction Aligned to State Standards
- Data-Informed Decision Making
- Research-Based Practices
- Professional Learning



## 3 Big Shifts

- Increase Instructional Time
- Implement Quality Instructional Practices
- Teach the 4 Fundamentals of Literacy Instruction Daily



## 4 Fundamentals of Literacy Instruction

- Knowledge of Words and Word Parts
- Oral Reading Fluency
- Comprehension
- Writing



## High Quality Instructional Materials

- Standards-Aligned
- Rigorous Instruction
- Evidence-Based
- Culturally Responsive
- Linguistically Accommodating
- Targeted Professional Learning



## Pedagogical Shifts

- Science of Teaching Reading
- Disciplinary Literacy
- Acceleration
- Enhanced Language Allocation (DL)
- Increased Access to Multiple Content Areas

# Fort Worth ISD Approach to Effective Literacy Instruction

**Instructional Framework & Streamlined Assessments**

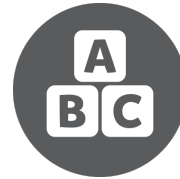


**Increased Learning Opportunities**



**Texas  
Reading  
Academies**

Regardless of background students can learn to read with systematic, sequential, explicit, and cumulative reading instruction aligned with the science of teaching reading.



**Knowledge of Words and Word Parts**

Phonological Awareness, Phonics, Vocabulary



**Oral Reading Fluency**

Accuracy, Automaticity, Prosody



**Comprehension**

Comprehension and Cognitive Strategies, Disciplinary Literacy, Learning from Text



**Writing**

Purpose, Process, Product

Source: Education Advisory Board (EAB) District Leadership Forum (2019). Narrowing the Third-Grade Reading Gap: Embracing the Science of Reading. EAB: <https://eab.com/research/district-leadership/study/narrowing-the-third-grade-reading-gap-research-brief/> NAEP <http://nces.ed.gov/nationsreportcard/reading>

## Aggregate by District

Term: Spring 2020-2021  
 District: Fort Worth ISD

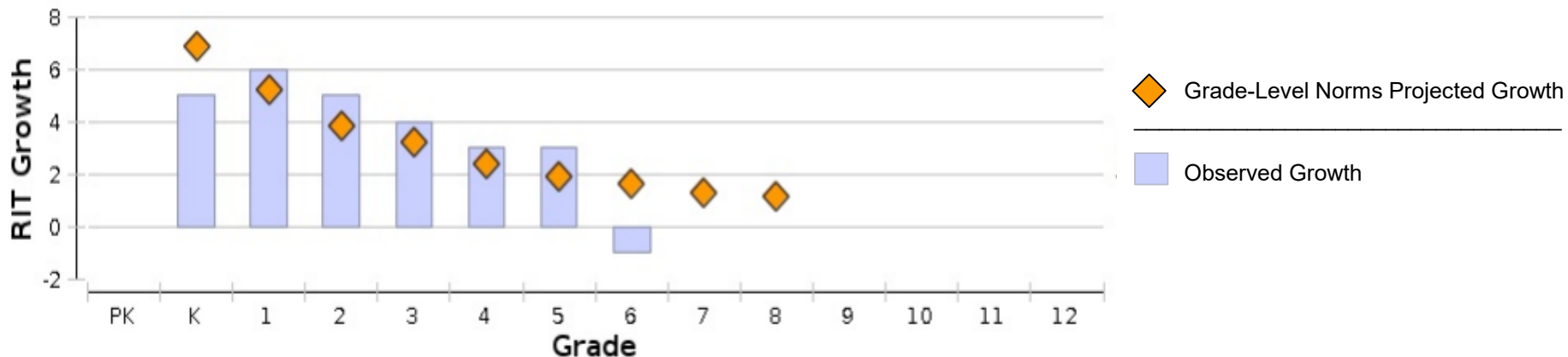
Norms Reference Data: 2020 and User Norms<sup>1</sup>.  
 Growth Comparison Period: Winter 2021 - Spring 2021  
 Weeks of Instruction: Start - 20 (Winter 2021) ^  
 End - 32 (Spring 2021) ^

Grouping: None  
 Small Group Display: No

### Language Arts: Reading

| Grade (Spring 2021) | Growth Count† | Comparison Periods |    |            |             |    |            | Growth Evaluated Against |                    |                   |                                 |                                      |                       |                      |                        |  |
|---------------------|---------------|--------------------|----|------------|-------------|----|------------|--------------------------|--------------------|-------------------|---------------------------------|--------------------------------------|-----------------------|----------------------|------------------------|--|
|                     |               | Winter 2021        |    |            | Spring 2021 |    |            | Growth                   |                    | Grade-Level Norms |                                 |                                      | Student Norms         |                      |                        |  |
|                     |               | Mean RIT           | SD | Percentile | Mean RIT    | SD | Percentile | Observed Growth          | Observed Growth SE | Projected Growth  | School Conditional Growth Index | School Conditional Growth Percentile | Count with Projection | Count Met Projection | Percent Met Projection | Student Median Conditional Growth Percentile |
| PK                  |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| K                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 1                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 2                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 3                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 4                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 5                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 6                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 7                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |
| 8                   |               |                    |    |            |             |    |            |                          |                    |                   |                                 |                                      |                       |                      |                        |  |

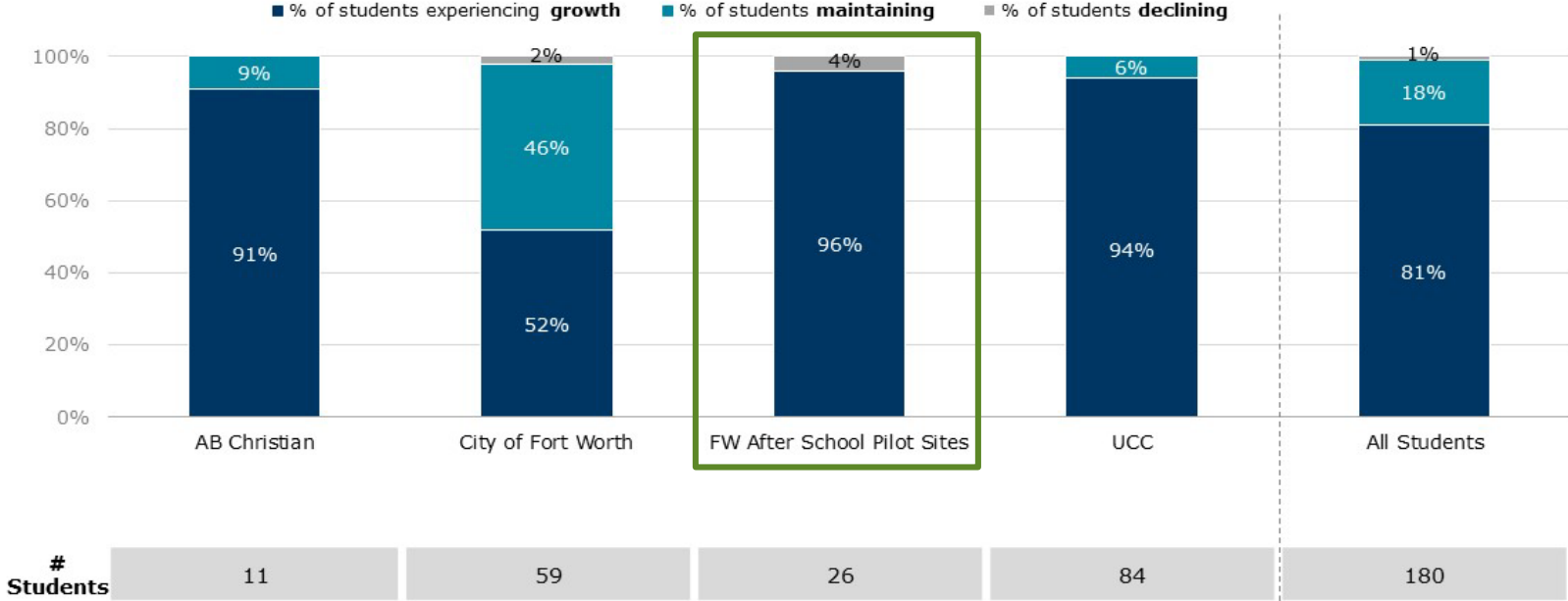
### Language Arts: Reading



# Read Fort Worth 2021 After School Pilot Analysis

## Across Programs, 81% Of Students Experienced Growth, While That Growth Ranged from 52% to 96% Within Programs

% of Students Experiencing Growth, Maintain, or Decline, 2021 After School Pilot Analysis



Source: Read Fort Worth After School Pilot Analysis, 2021



# What is Tier I Instruction?

## Tier I

All students receive instruction on **core curriculum**.

## Tier II

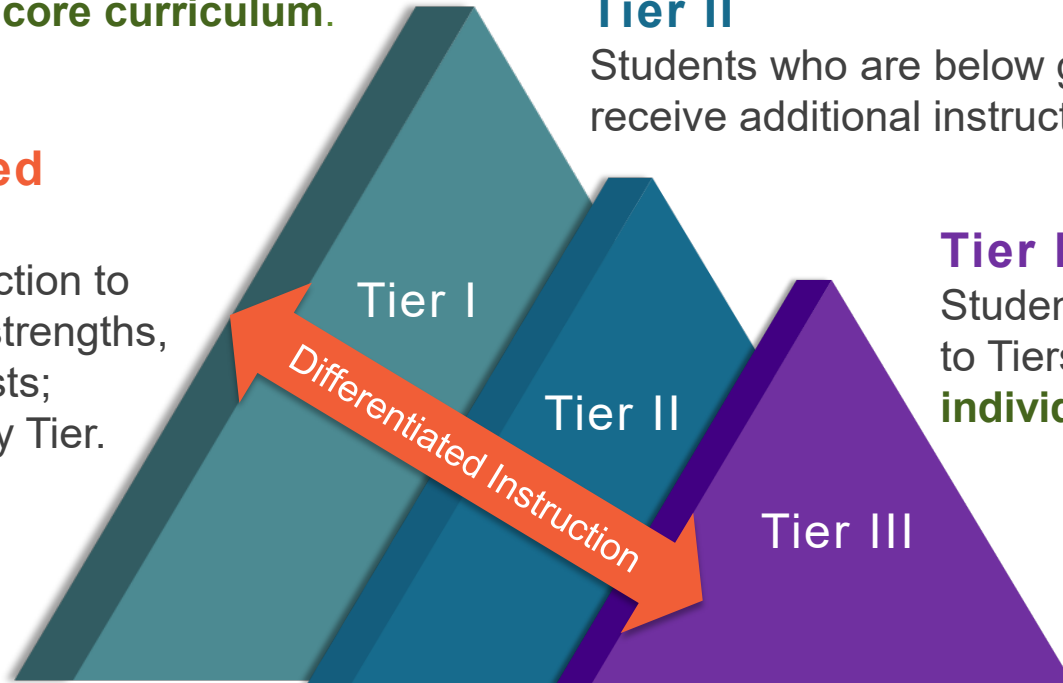
Students who are below grade level receive additional instruction in **small groups**.

## Tier III

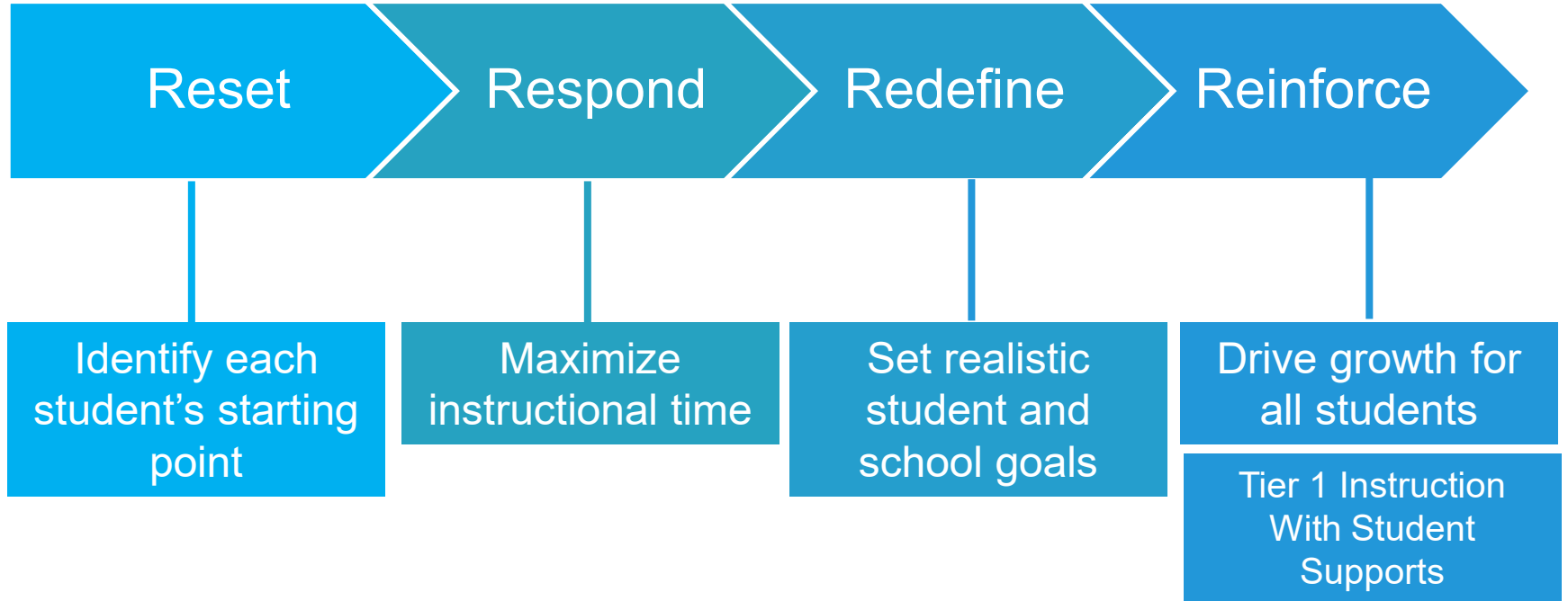
Students who are unresponsive to Tiers I and II also receive **individualized instruction**.

## Differentiated Instruction

Adjusting instruction to match student strengths, needs or interests; can occur at any Tier.

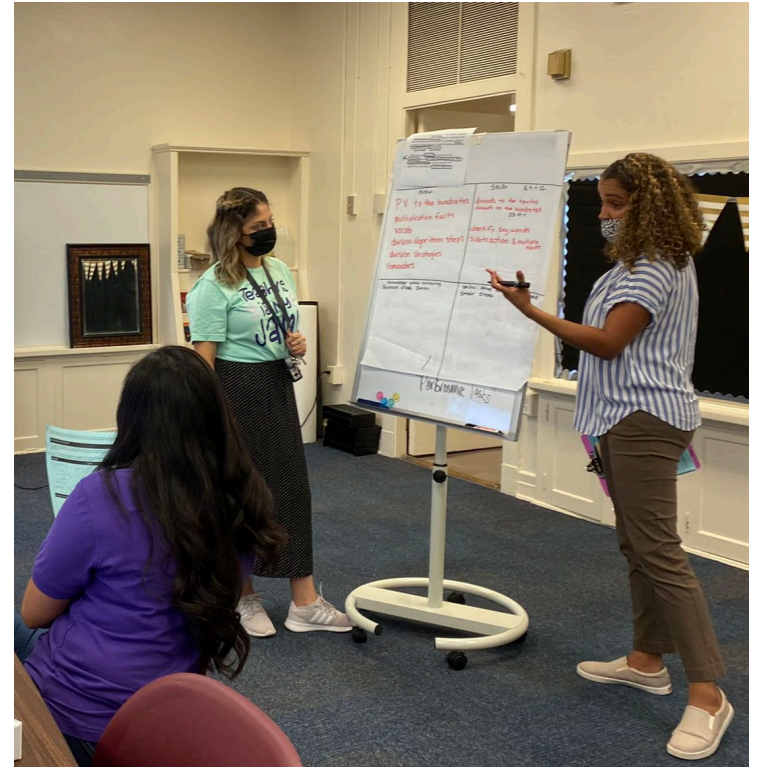


# COVID-19 RECOVERY: Four Themes for Fall Data



# Spring 2021 Instructional Priorities

1. High Quality Tier 1 Instruction
2. Professional Learning
3. Assessment Planning
4. Differentiated Support
5. Instructional Leadership
6. Engagement



# Fort Worth ISD Strategic Priority

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## 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 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





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