

Lone Star Governance: Goals 1, 2, and 3 Formative Evaluation

Board of Education Meeting

Tuesday, April 27, 2021



Fort Worth
INDEPENDENT SCHOOL DISTRICT

Leading Through COVID-19 Impact



Late Start in 2020

We started school later this year, so for any year-to-year comparison, the instructional time is different.



Change in Learning Environment

We have students in various learning modes (in-person, virtual, hybrid) for 2020-2021 compared to all students learning in person for 2019-2020.



Unfinished and Lost Learning Time

Many students have unfinished learning and/or lost learning time from the COVID-19 closure in Spring 2020 or other access challenges during the pandemic.

Leading Through COVID-19 Impact

Getting Started: Fort Worth ISD Forward

Parent Feedback Opportunities:

- Parent Pulse Survey - Instruction, Devices, Connectivity, Virtual and Social Emotional Learning Support
- Virtual Town Halls

Attendance Options:

- In-Person, Hybrid or Virtual
- Transition Weeks



Constraint 1: Access to Learning

Leading Through COVID-19 Impact

Supporting Students and Families

Unprecedented Response:

- FWISD: Meals To Go Service
- Community Food Distribution with Tarrant Area Food Bank



Constraint 2: Health and Safety

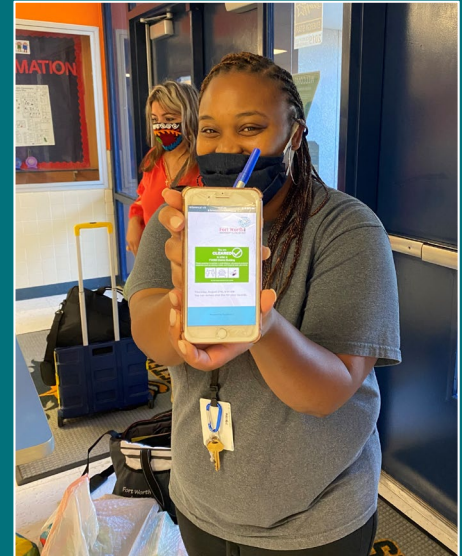


Leading Through COVID-19 Impact

COVID-19 Mitigation Strategies

Prevent, Respond, Mitigate:

- Training and Support for Health and Safety Practices
- COVID-19 Protocols, PPE, Disinfection, and Cleaning
- Student and Employee Dashboards
- Free COVID-19 Rapid Testing for Employees
- Vaccination Drive-Through Clinics and Resources
<https://www.fwisd.org/covidvaccine>
- Advocacy for Vaccination of Teachers



Constraint 2: Health and Safety

Leading Through COVID-19 Impact 'Staying the Course'

**Preparing ALL students for success
in college, career, and community leadership.**

- Focus on Racial Equity
Racial Equity Walks and
Virtual Racial Equity Summit
- Virtual College Fairs for High School Students
- In-Person and Virtual
Financial Aid Sessions



Constraints 4 and 5: Equity Policy

Leading Through COVID-19 Impact

‘Staying the Course’

Preparing ALL students for success in college, career, and community leadership.

- Mobilized Enrollment and Attendance Support Read Fort Worth and Community Partners
- Early and Aggressive Pre-K Enrollment Plan for 2021-22
- Pre-K Outreach to Faith-based Community



Constraint 1: Access to Learning

Leading Through COVID-19 Impact

‘Staying the Course’

Preparing ALL students for success
in college, career, and community leadership.

- Leadership Academy Network Expansion
Glencrest 6th
- Phalen Leadership Academy at
J. Martin Jacquet Middle School
- Leadership Academy 2022-23
Leonard MS
Morningside MS



Constraint 1: Access to Learning
Constraints 4 and 5: Equity Policy

Leading Through COVID-19 Impact

‘Staying the Course’

Preparing ALL students for success in college, career, and community leadership.

- Boundary Changes (Feeder Alignment)
Prioritizing School Programs and Facilities
- 2020 TRE
Compensation, Security, Connectivity
- Winter Storm Emergency
Response and Recovery



Constraint 3: Transparency and Communication

Leading Through COVID-19 Impact

Social Emotional Learning (SEL) Survey for Teachers and Students

Survey Focus:

- Student: SEL experiences, peer-adult relationships, engagement as well as diversity, equity and inclusion, and cultural awareness in school
- Teacher: work environment, professional relationships, quality of feedback, and readiness to support diversity, equity, and inclusion



Survey Participation:

- 66% Student Response Rate
- 81% Teacher Response Rate



Constraint 2: Health and Safety
Constraints 4 and 5: Equity Policy

Leading Through COVID-19 Impact

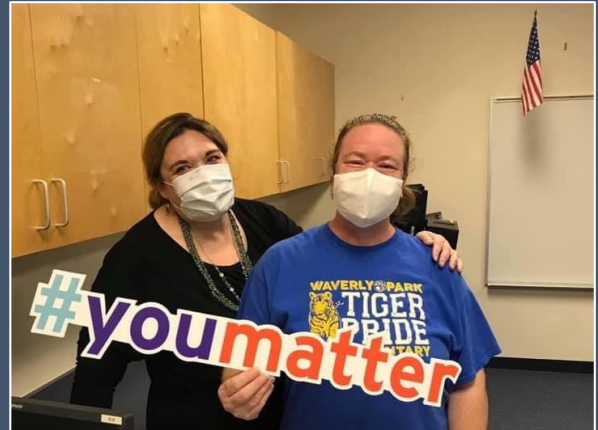
Social Emotional Learning (SEL) Survey for Teachers and Students

Survey Analysis and Response Training:

- Academic and School Leadership – February 1st
- Equity Support Teams – February 10th
- Intervention Specialist – April 7th
- Counselors, Special Education, and Family Liaisons – April 21st

Campus Response Planning:

- Campus Needs Assessment
- Campus Educational Improvement Plan



Constraint 2: Health and Safety



Leading Through COVID-19 Impact

Caution from the Texas Education Agency
March 12, 2021



2021 Assessment Results

Districts should exercise caution when using 2021 assessment outcomes for evaluating or planning purposes. Assessment data from 2021 should be used in conjunction with other, more stable data points and local data that documents the impact of COVID-19 on instruction.

Performance Reporting will *not* publish a 2021 A–F Estimator. The impact of COVID-19 will vary greatly among districts and campuses, and the scaling set in 2018 may not appropriately account for variations in 2021 outcomes.

Leading Through COVID-19 Impact

Shift in Practice for 2020-2021 Assessment Plan

- Reduced Number of Assessments (Focus on Informing Instructional Plans)
- Assessment Plan Aligned to Nationally Normed Standards (NWEA) versus District Created Common Assessments
- Cancelled Spring 2021 Benchmark Assessments to Focus on Instruction
 - ✓ Instructional Framework
 - ✓ Quality Tier 1 Instruction
 - ✓ Increase Instructional Time with Students

Board Monitoring Calendar

2020-2021 Progress Monitoring Reports

- September 22, 2020: Goals 1, 2, and 3
- October 20, 2020: Emergency Constraints
- December 8, 2020: Goals 1 and 2
- January 26, 2021: Goals 1 and 3
- February 23, 2021: Goal 2
- March 23, 2021: Goals 1 and 3

April 27, 2021

Goals 1, 2 and 3

Formative Evaluation

- ✓ Progress monitoring abbreviated reporting from February and March reports
- ✓ Refer to original reports for full details and student group breakdown. (fwisd.org/Page/5418)



Goal 1: Early Literacy



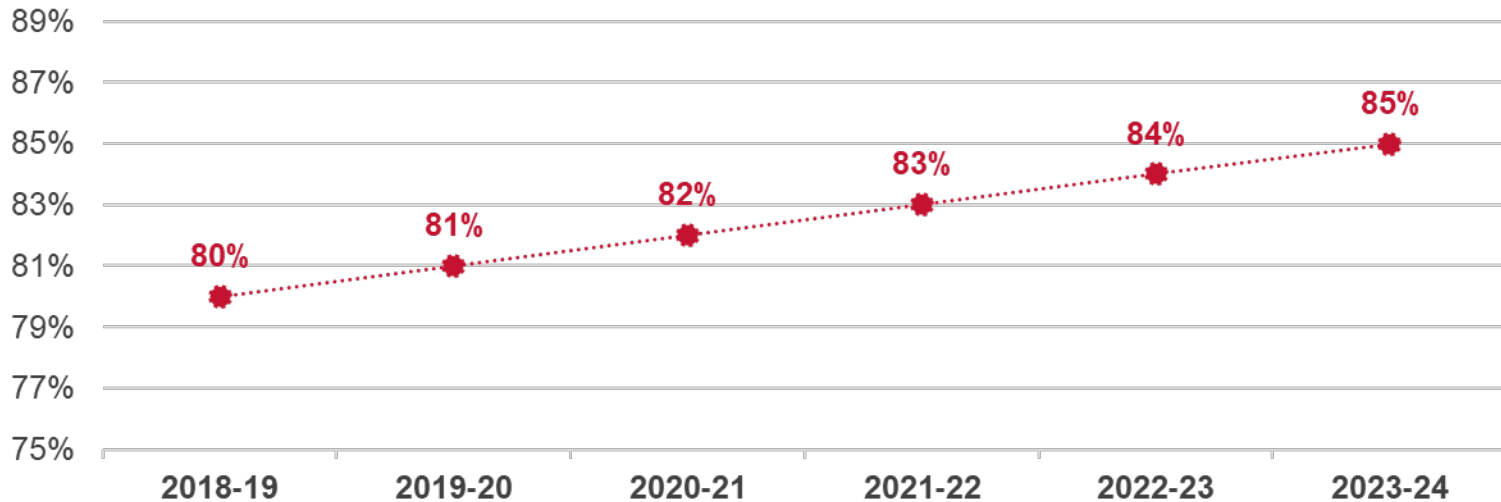
Fort Worth
INDEPENDENT SCHOOL DISTRICT

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%

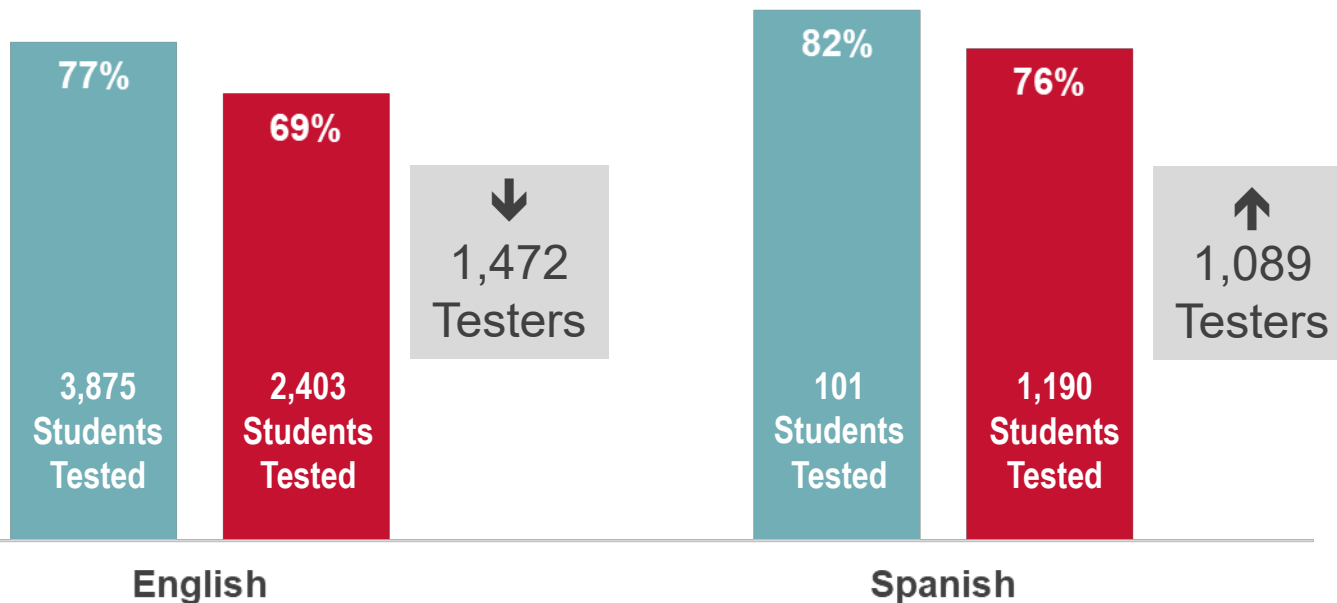


Goal Progress Measure 1.1 – Circle – Pre-K

% “On Track” for Phonological Awareness - Circle

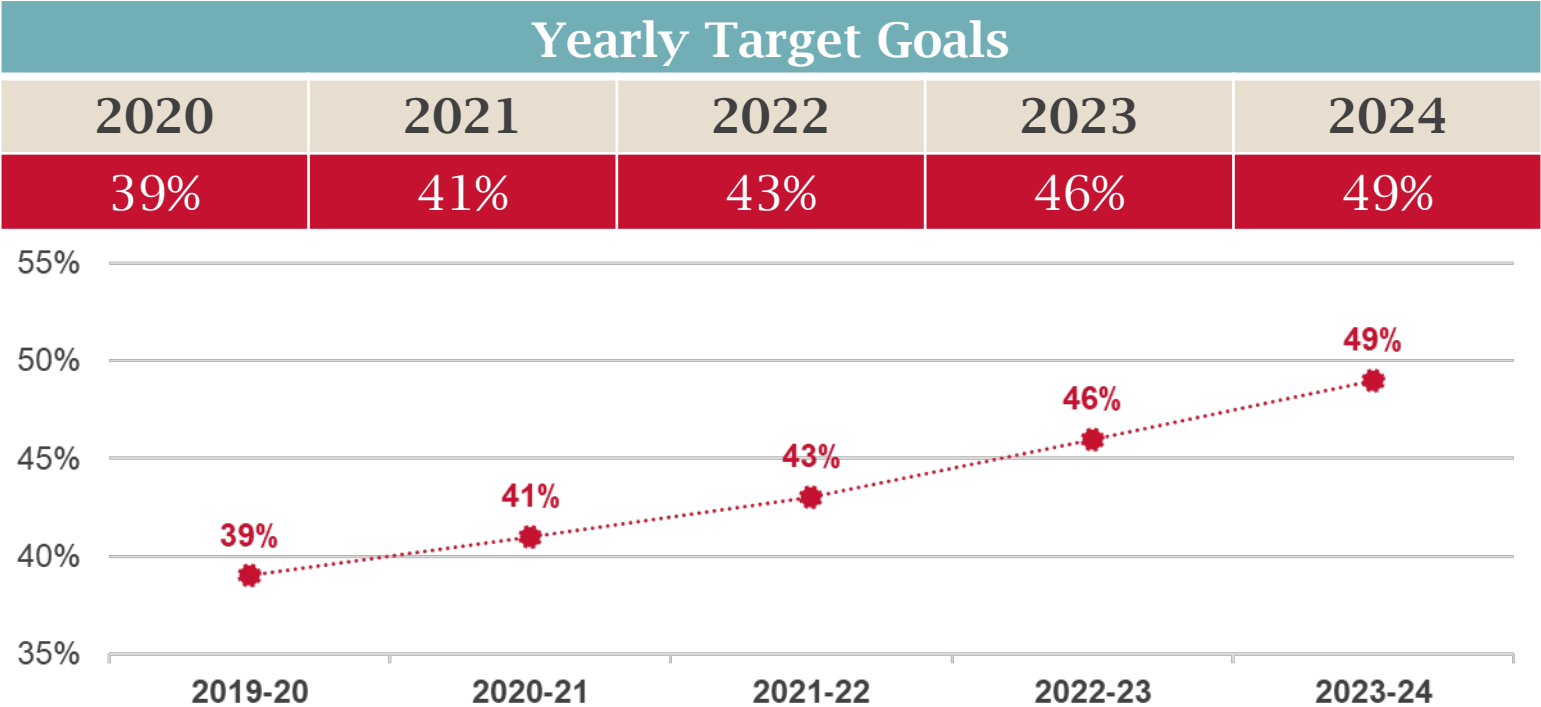


■ MOY 2019 ■ MOY 2020



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.



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

% Meeting Key Fluency Indicators

KEY INDICATORS

KG: Phonological Awareness

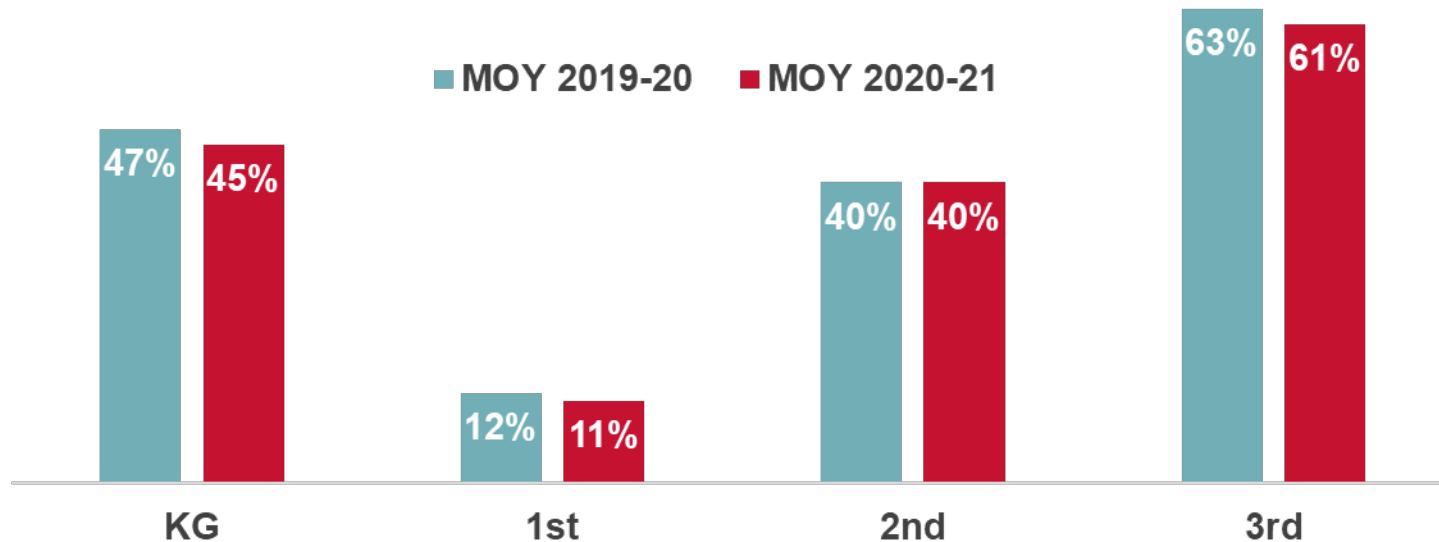
Grades 1-3: Sentence Reading Fluency

Formative Evaluation



ON TRACK

COVID-19 Impact
Considered



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 **X%** to **Y%** by June 2024.

BASELINE:
New measure in 2020-2021



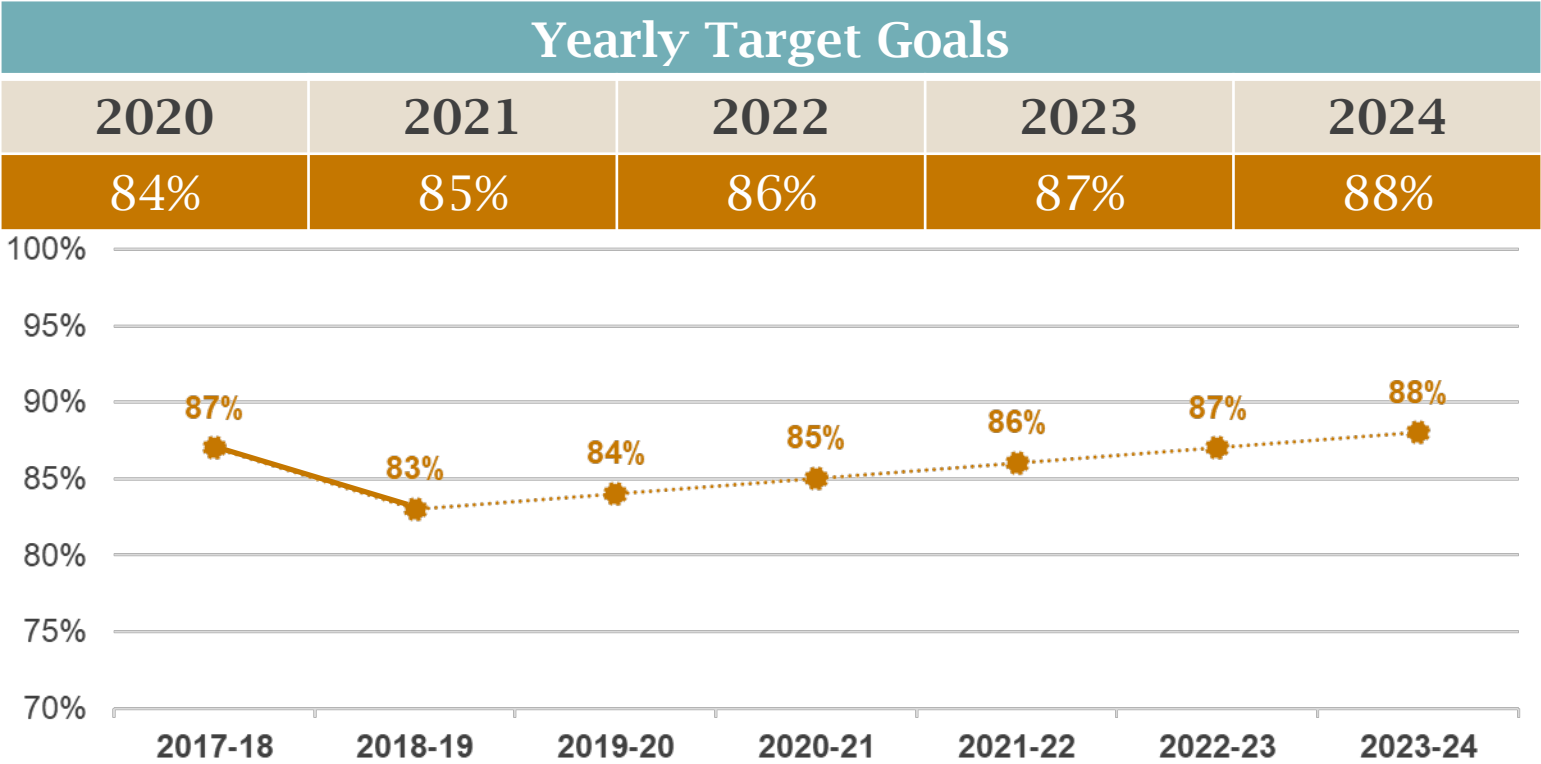
Goal 2: Early Mathematics



Fort Worth
INDEPENDENT SCHOOL DISTRICT

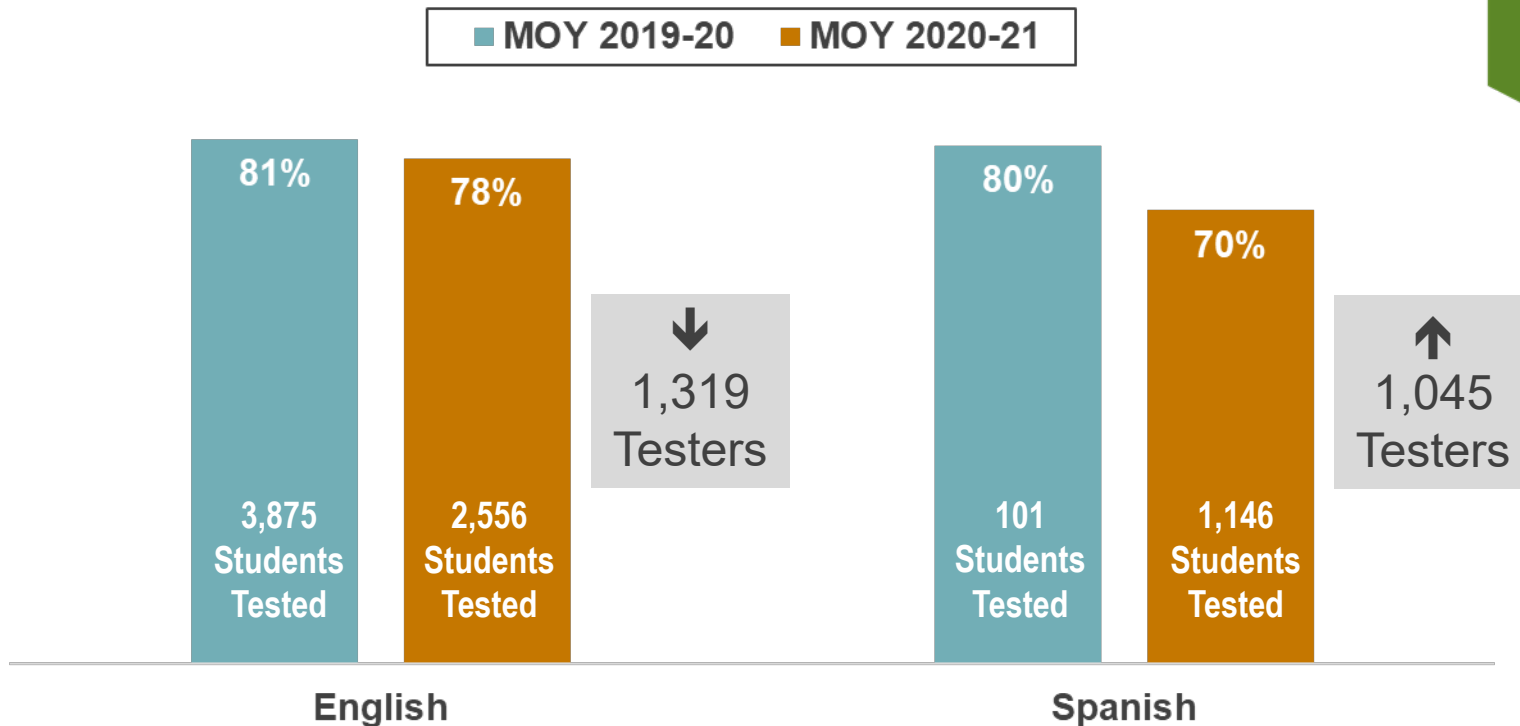
Goal Progress Measure 2.1 – Circle and TX-KEA

Increase the percent of PK and KG students that score “On Track” on Circle and TX-KEA Math from 83% to 88% by June 2024.



Goal Progress Measure 2.1 – PK Circle Assessment

% “On Track” for Math – PK Year-to-Year Comparison

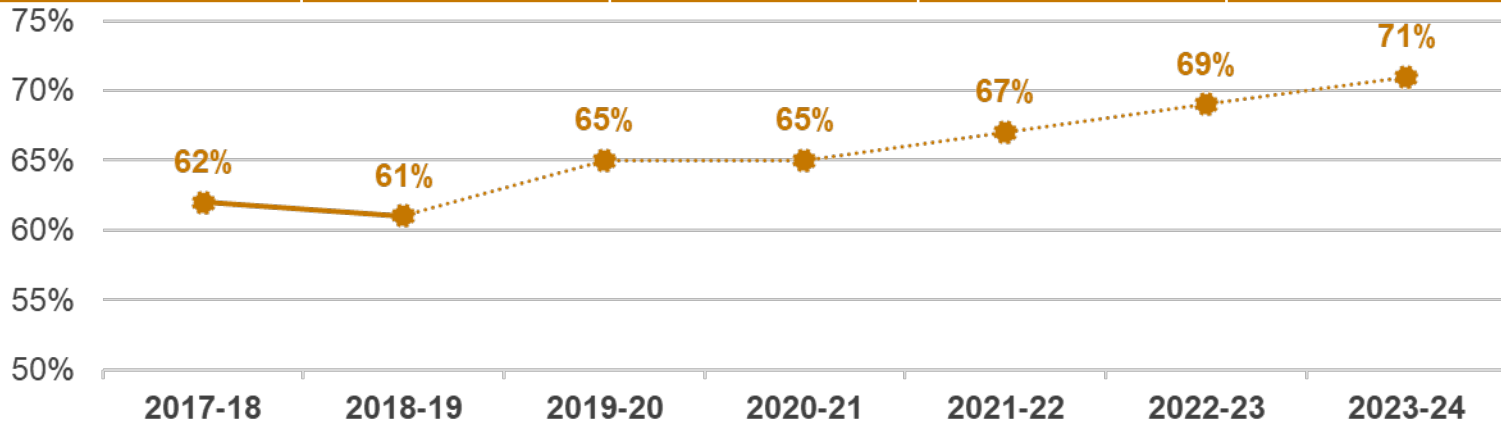


Goal Progress Measure 2.2 – MAP Growth Grades 1-3

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

Yearly Target Goals

2020	2021	2022	2023	2024
63%	65%	67%	69%	71%



MAP Growth was implemented MOY 2017-18 and so result includes growth measured from MOY to EOY; 2018-19 includes growth from BOY to EOY



NOT ON TRACK

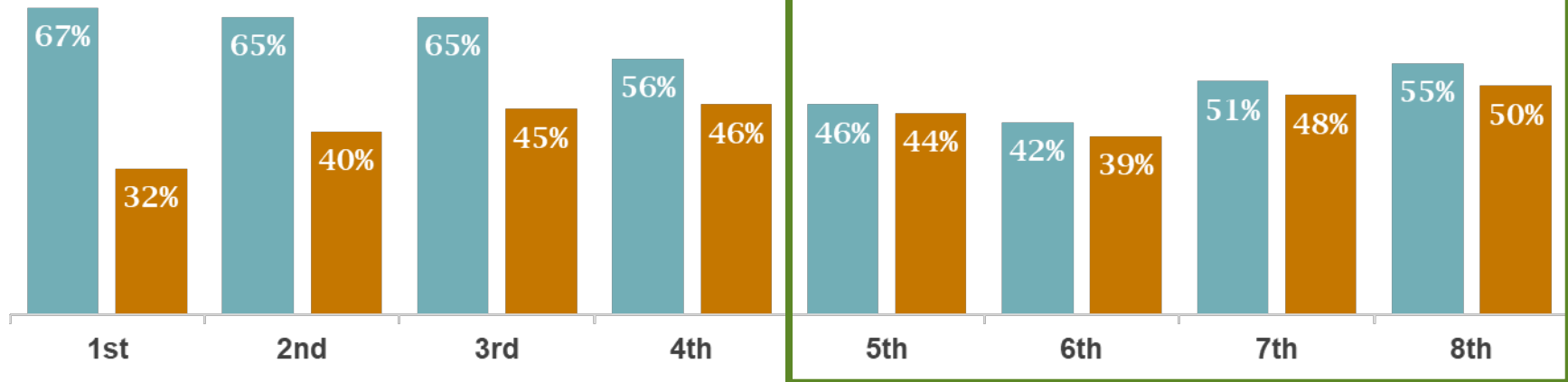
COVID-19
Significant Impact

Goal Progress Measure 2.2 – MAP Mathematics Growth

% Met Projected Growth – Year-to-Year Comparison

School closures and virtual learning environments impacted our youngest learners the most.

■ MOY 2019-20 ■ MOY 2020-21



Formative Evaluation



ON TRACK

COVID-19 Impact
Considered

Goal Progress Measure 2.3 – **MAP Mathematics Growth Kindergarten**

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

BASELINE:
New measure in 2020-2021



Goal 3: College, Career, and Military Readiness

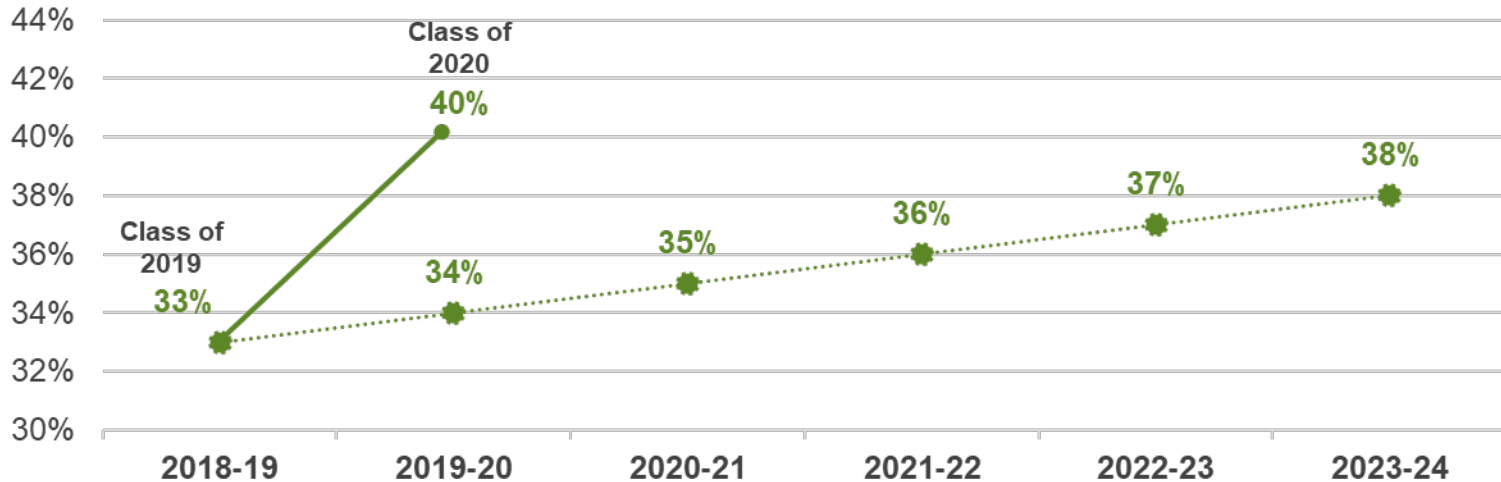


Fort Worth
INDEPENDENT SCHOOL DISTRICT

Goal Progress Measure 3.1 – Grade 12

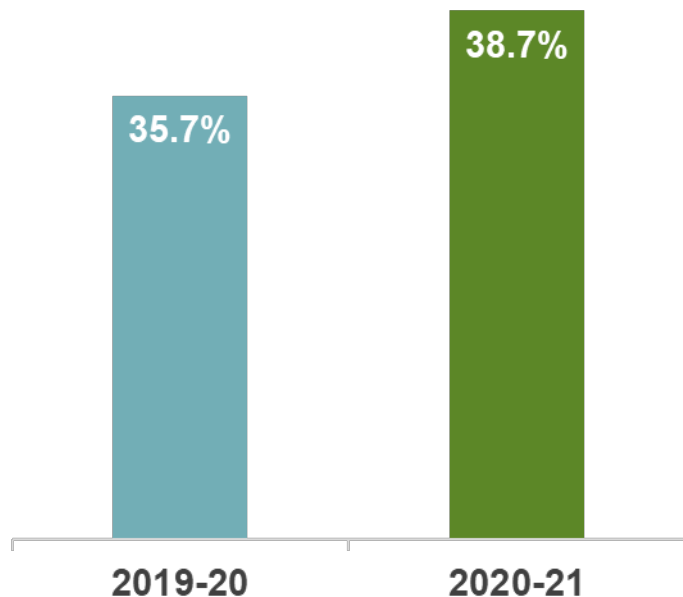
Increase the percentage of Grade 12 students who meet the criteria for CCMR from **33%** to **38%** by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
34%	35%	36%	37%	38%



Goal Progress Measure 3.1 – Grade 12

% Seniors Met at Least 1 CCMR Indicator as of February year-to-year comparison



CCMR Indicators:

- Criterion score SAT/ACT/TSI/ College Prep course in Reading and Math
- Criterion score AP/IB
- Industry certification
- OnRamps course completed
- Completed IEP and Workforce Readiness
- Associate's Degree
- Special Ed student graduating with advanced degree plan
- A 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.

Formative Evaluation



ON TRACK

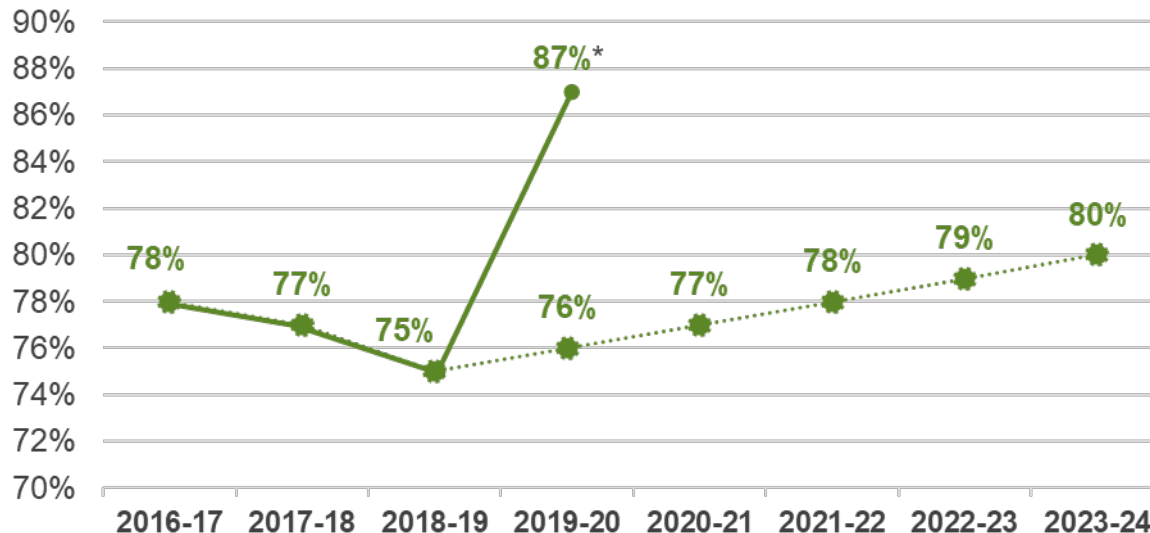
COVID-19 Impact
Considered

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.

Yearly Target Goals

2020	2021	2022	2023	2024
76%	77%	78%	79%	80%



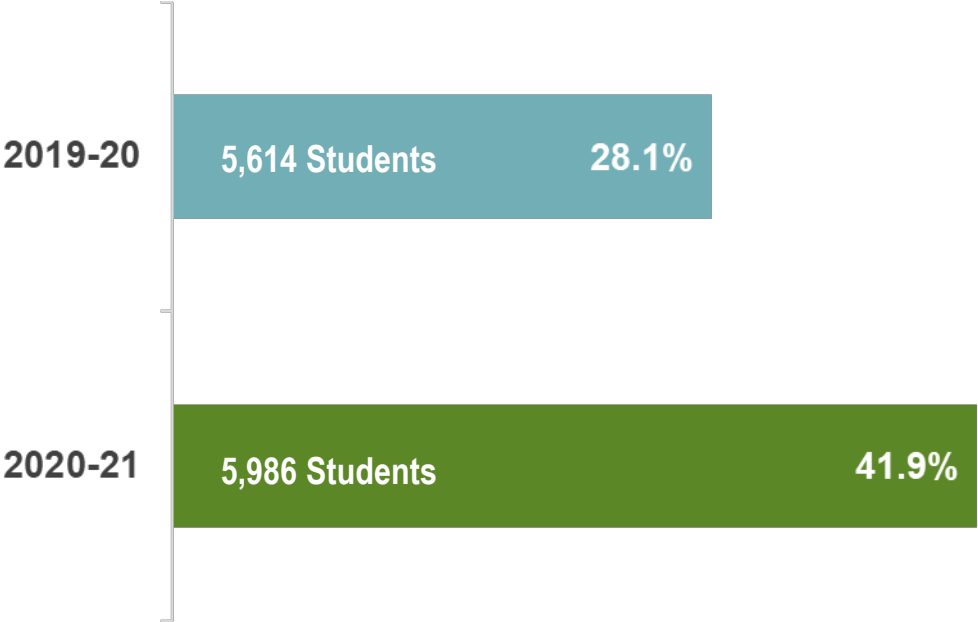
***To count as “on-track”,
a ninth grader must have:***

- Earned at least six credits
- Not failed more than one semester of a core course
- Not be a repeating ninth grade student

* Emergency pass/fail grading guidelines applied in Spring 2020

Goal Progress Measure 3.2 – Grade 9 On-Track Core Course Failure Component ONLY

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



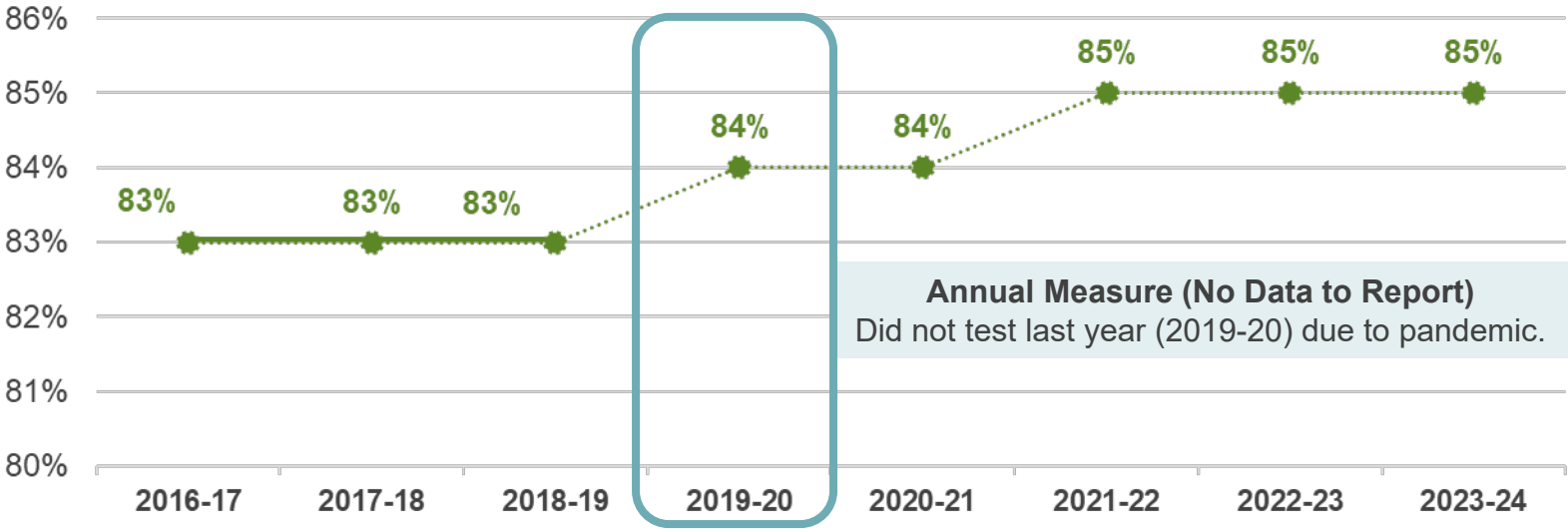
Grade Recovery Plan January 2021

This allows students to make up assignments and tests scored lower than a 70. Students have until the last day of school this year to make up the assignments or tests.

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

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

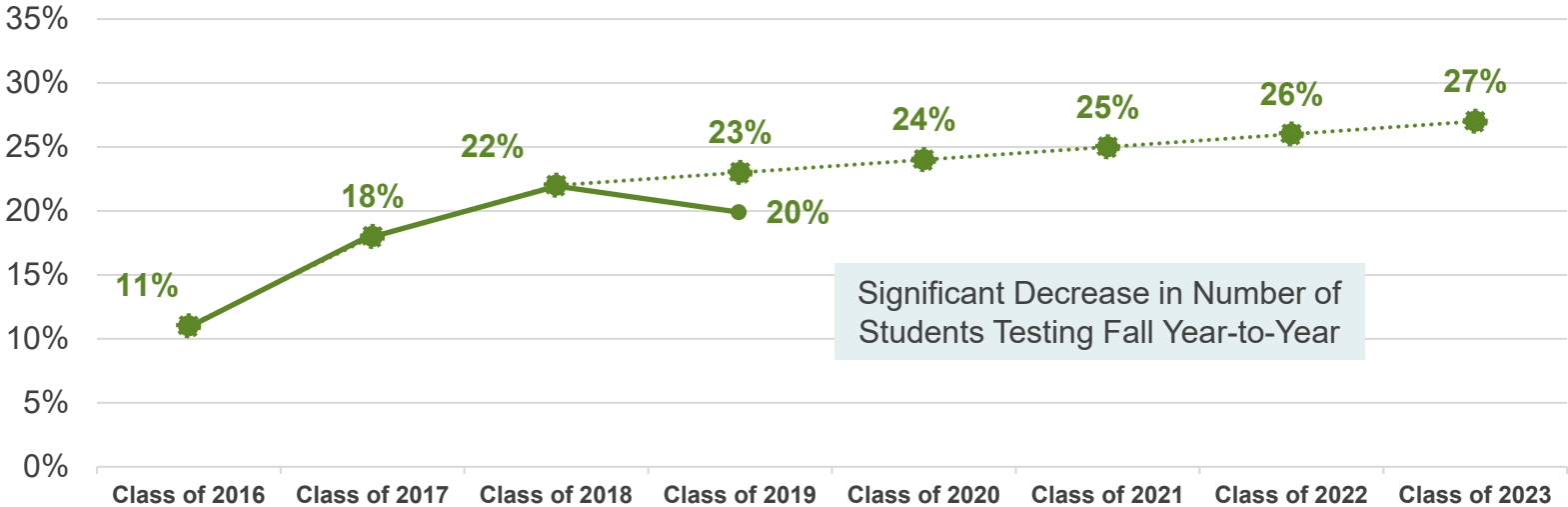
Yearly Target Goals				
2020	2021	2022	2023	2024
84%	84%	85%	85%	85%



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.

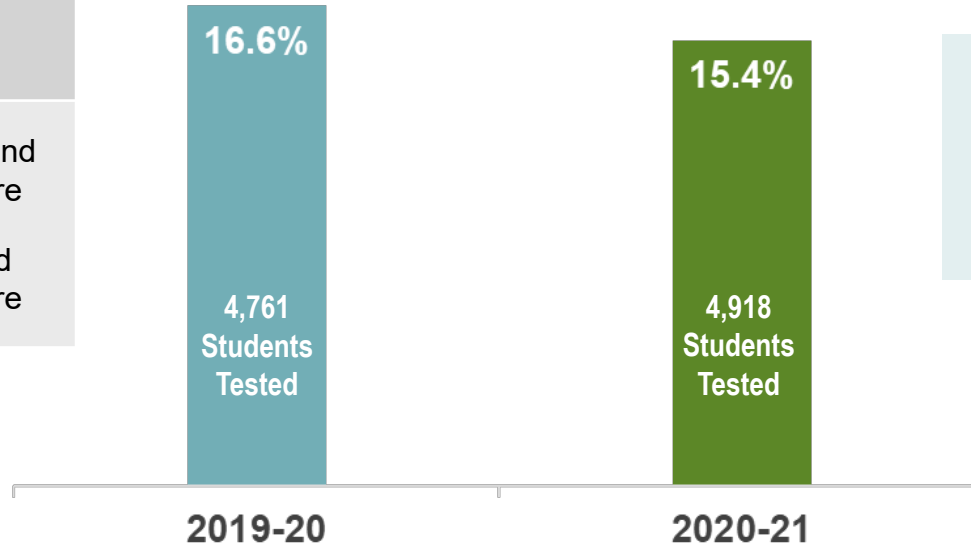
Yearly Target Goals				
2020	2021	2022	2023	2024
23%	24%	25%	26%	27%



Goal Progress Measure 3.4 – SAT/ACT

% Seniors Met SAT/ACT CCMR Criteria
– Fall Year-to-Year Comparison

CCMR Criteria Score	
SAT	ELA Score ≥ 480
	Math Score ≥ 530
ACT	English Score ≥ 19 and ≥ 23 Composite Score
	Math Score ≥ 19 and ≥ 23 Composite Score



Formative Evaluation



ON TRACK

COVID-19 Impact
Considered

Fewer Retesting Opportunities

In-person testing sites closed due to pandemic.



Follow us on
Facebook and Twitter
@FortWorth_ISD