

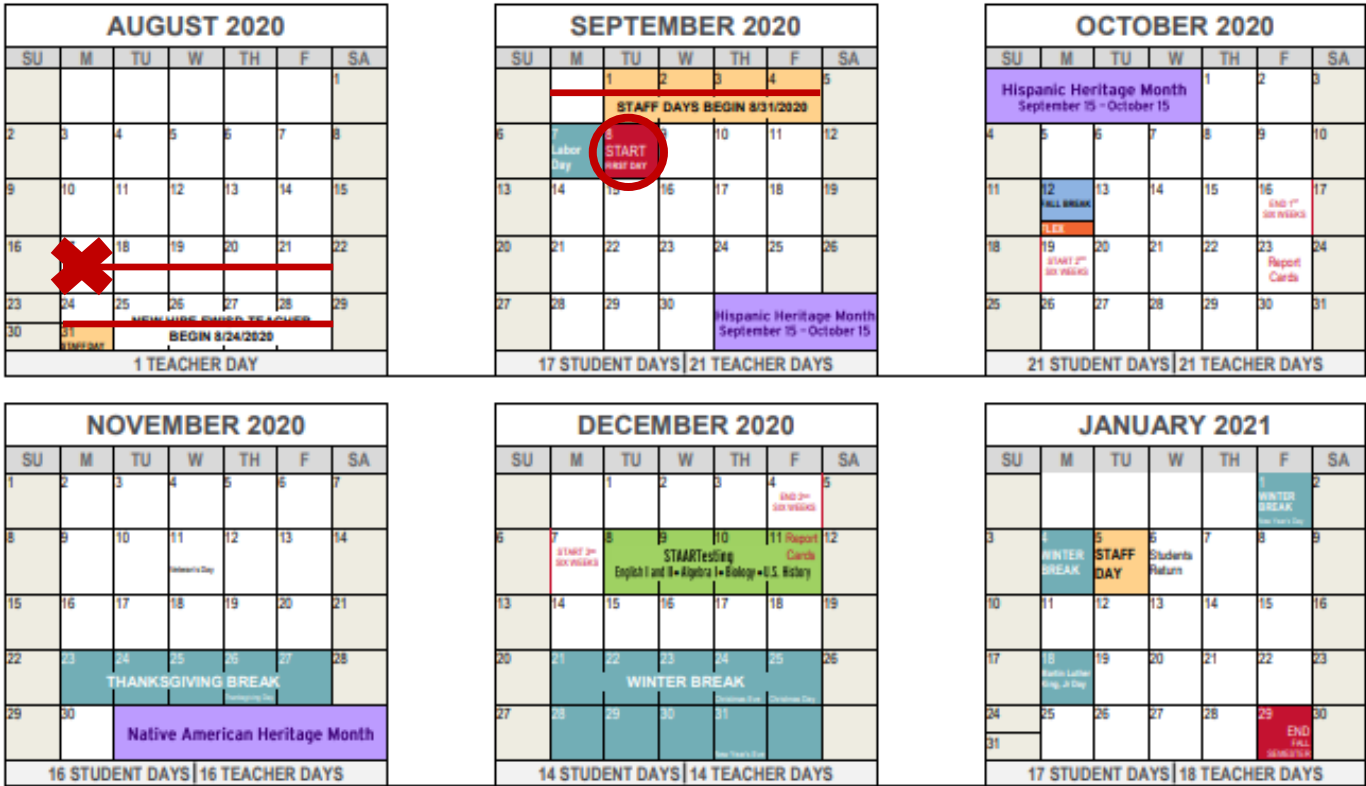
Lone Star Governance: Goal Progress Measure Updates – Goals 1 & 3

Board of Education
March 23, 2021



Late Start in 2020: We started school later this year, so for any year to year comparison, the instructional time is different.

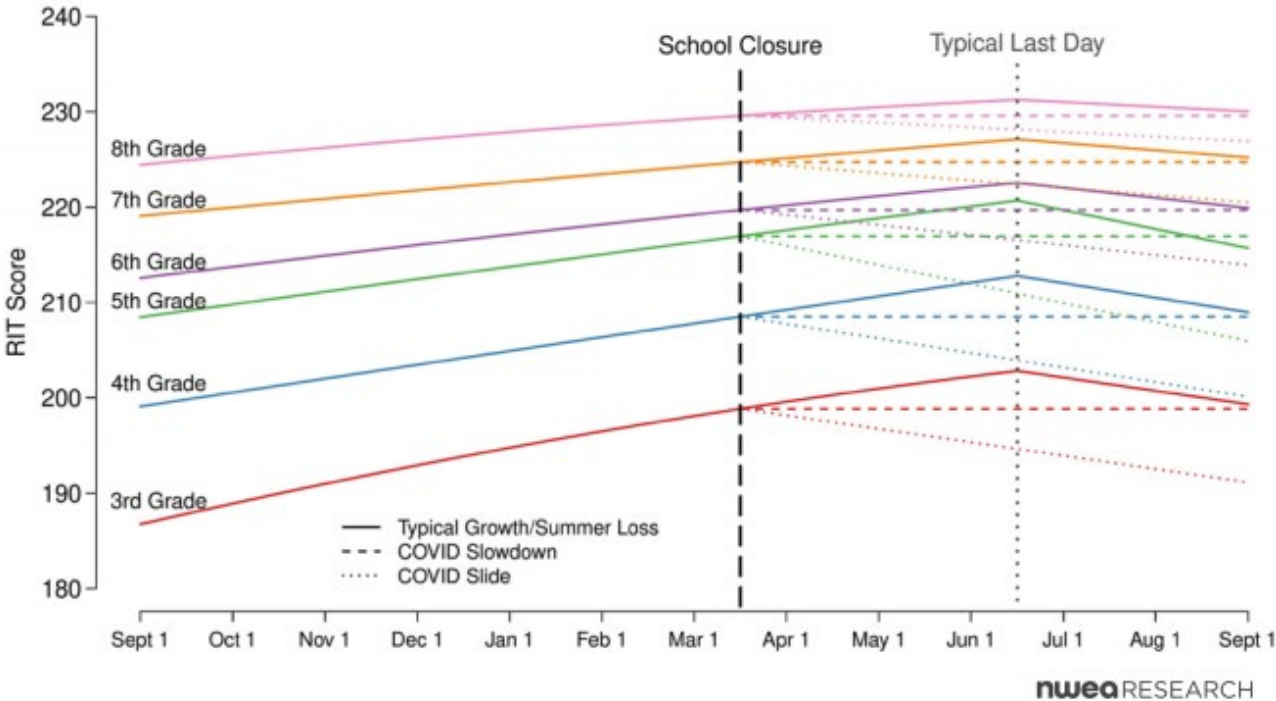
FORT WORTH INDEPENDENT SCHOOL DISTRICT (Revised 8/3/2020)
 2020-2021 TRADITIONAL, ALICE CARLSON ALC, AND JO KELLY CALENDAR



Change in Learning Environment: We have students in various learning modes (in-person, virtual, hybrid) for 2020-2021 compared to 2019-2020 when students were all learning in person.



Unfinished & Lost Learning Time: Many students have unfinished learning and/or lost learning time from the COVID closure in spring 2020 or other access challenges during the pandemic.



Mathematics Forecast

nweaRESEARCH

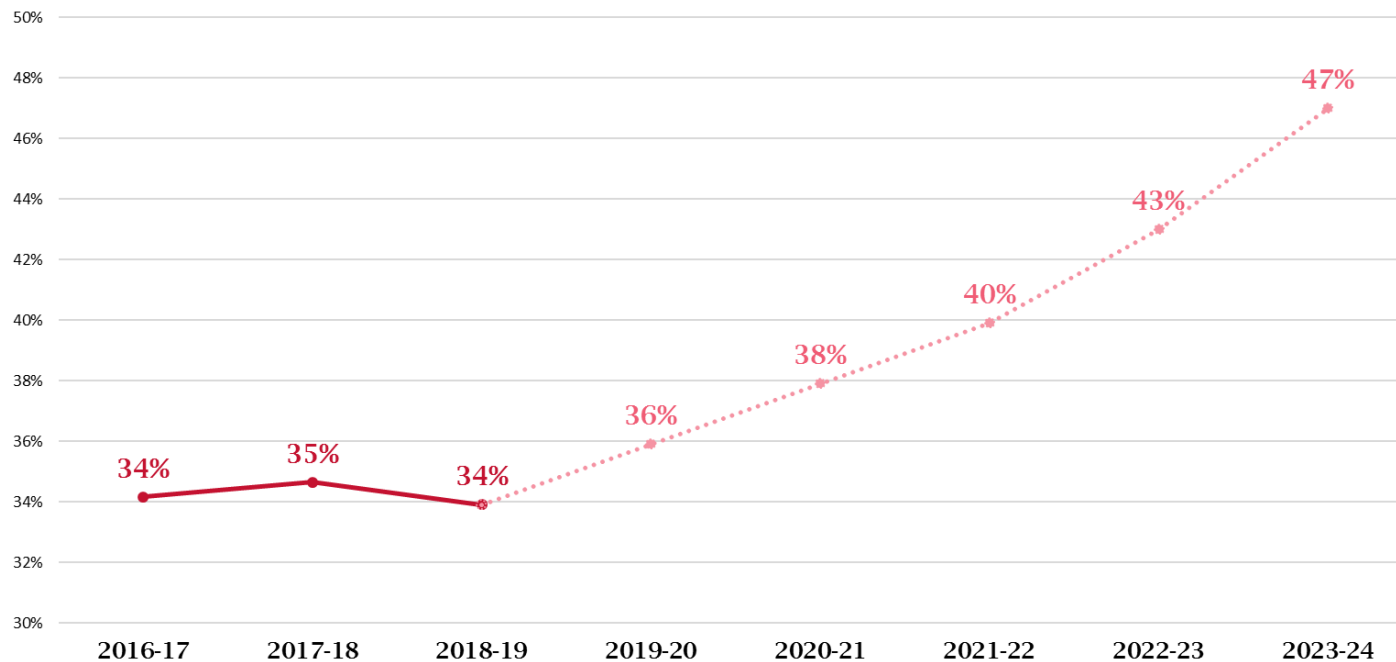


Goal 1: Early Literacy Progress Update

✓ 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

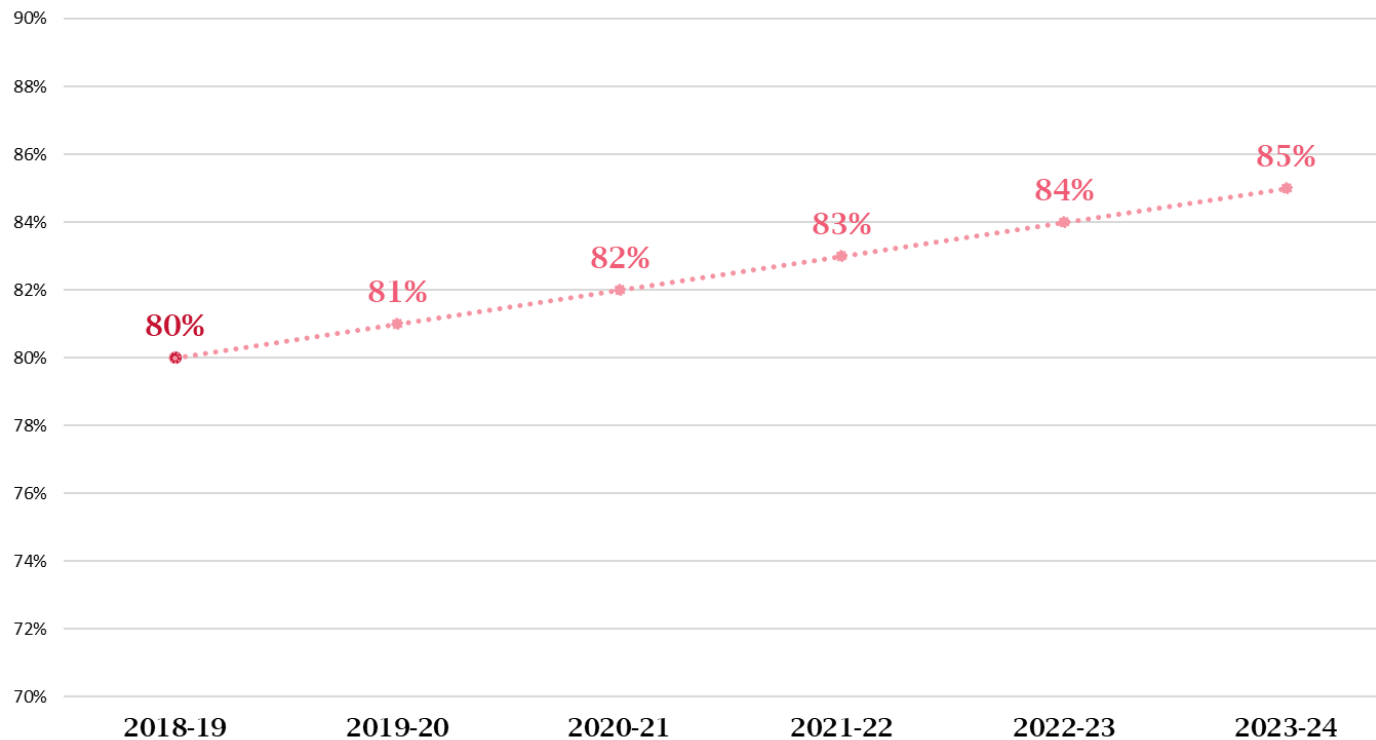
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from **34%** to **47%** by August 2024.

	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL	EL (C & Mon)	Cont Enr	Not Cont Enr
2016-17	34%	21%	34%	63%	--	38%	--	41%	28%	30%	15%	32%	32%	35%	32%
2017-18	35%	23%	34%	61%	--	45%	--	45%	24%	30%	28%	34%	34%	35%	32%
2018-19	34%	22%	33%	58%	--	53%	--	32%	26%	29%	33%	32%	32%	34%	34%
2019-20	36%	24%	35%	60%	--	55%	--	34%	28%	31%	35%	34%	34%	36%	36%
2020-21	38%	26%	37%	62%	--	57%	--	36%	30%	33%	37%	36%	36%	38%	38%
2021-22	40%	28%	39%	64%	--	59%	--	38%	32%	35%	39%	38%	38%	40%	40%
2022-23	43%	31%	42%	67%	--	62%	--	41%	35%	38%	42%	41%	41%	43%	43%
2023-24	47%	35%	46%	71%	--	66%	--	45%	39%	42%	46%	45%	45%	47%	47%

✓ Goal Progress Measure 1.1 – Circle - PreK

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

End of Year Targets				
2020	2021	2022	2023	2024
81%	82%	83%	84%	85%



✓ **Goal Progress Measure 1.1 – Circle - PreK**

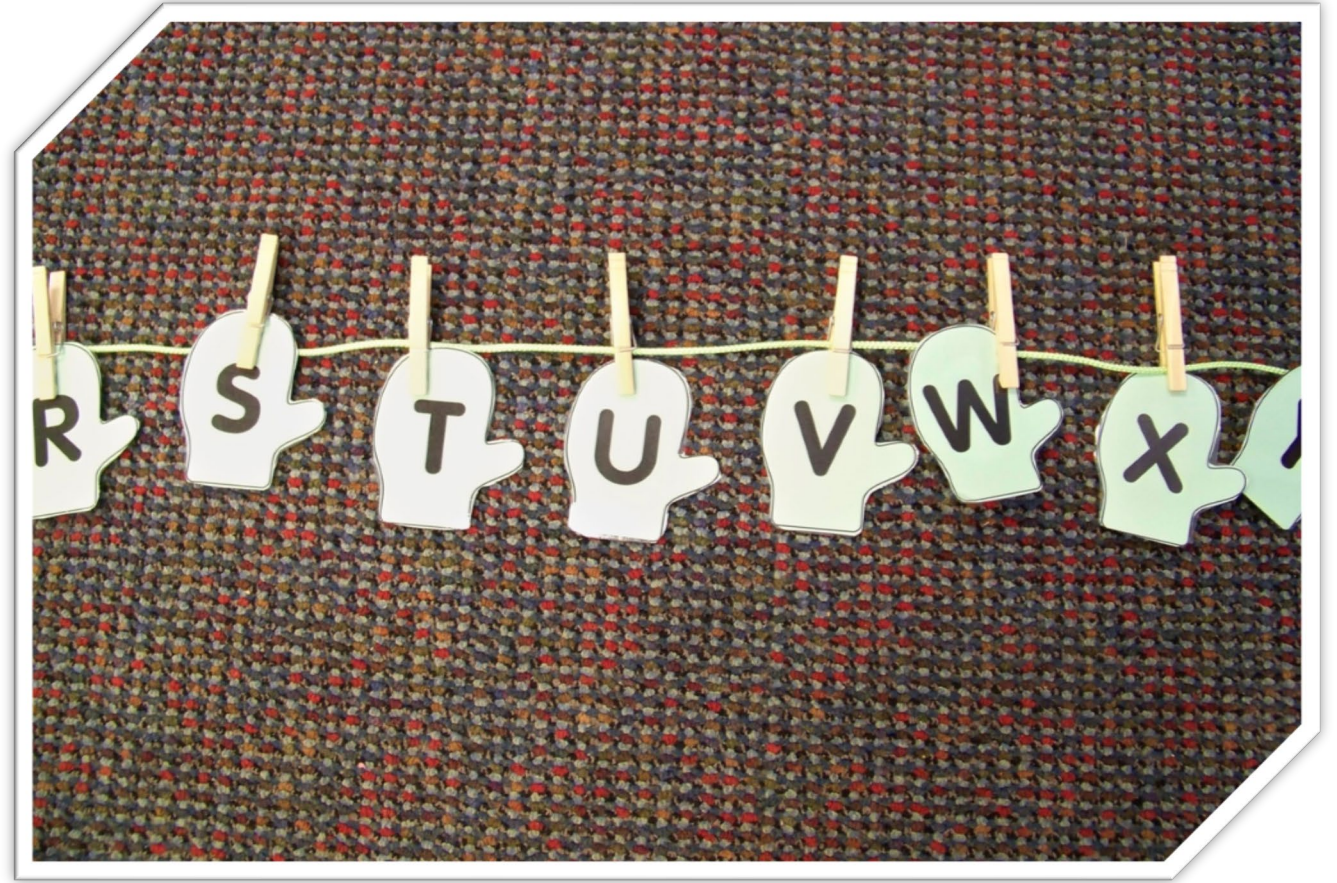
Increase the percent of PK students that score “On Track” on Circle Phonological Awareness from **80%** to **85%** by June 2024.

	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL
2018-19	80%	79%	79%	83%		78%		84%	57%	79%		78%
2019-20	81%	80%	80%	84%		79%		85%	58%	80%		79%
2020-21	82%	81%	81%	85%		80%		86%	59%	81%		80%
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 PreK students

Phonological Awareness Components

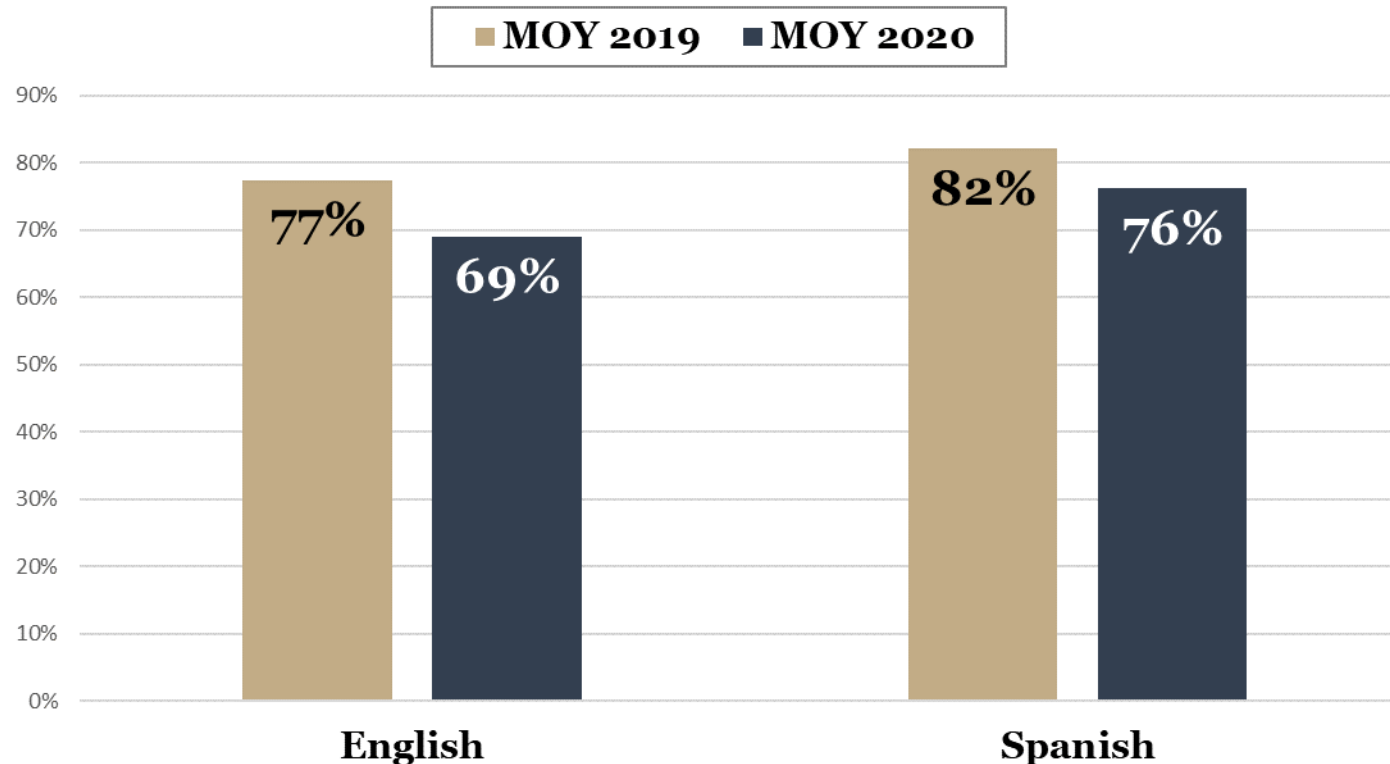
- ❖ Syllabification
- ❖ Onset-Rime
- ❖ Alliteration
- ❖ Rhyming



✓ Goal Progress Measure 1.1 – Circle - PreK

Mid-year Progress: A lower percentage of PreK students were “on track” in phonological awareness at the middle of the current school year than last year.

% On Track for Phonological Awareness - Circle



Number Tested

English

2019 = 3875

2020 = 2403

Spanish

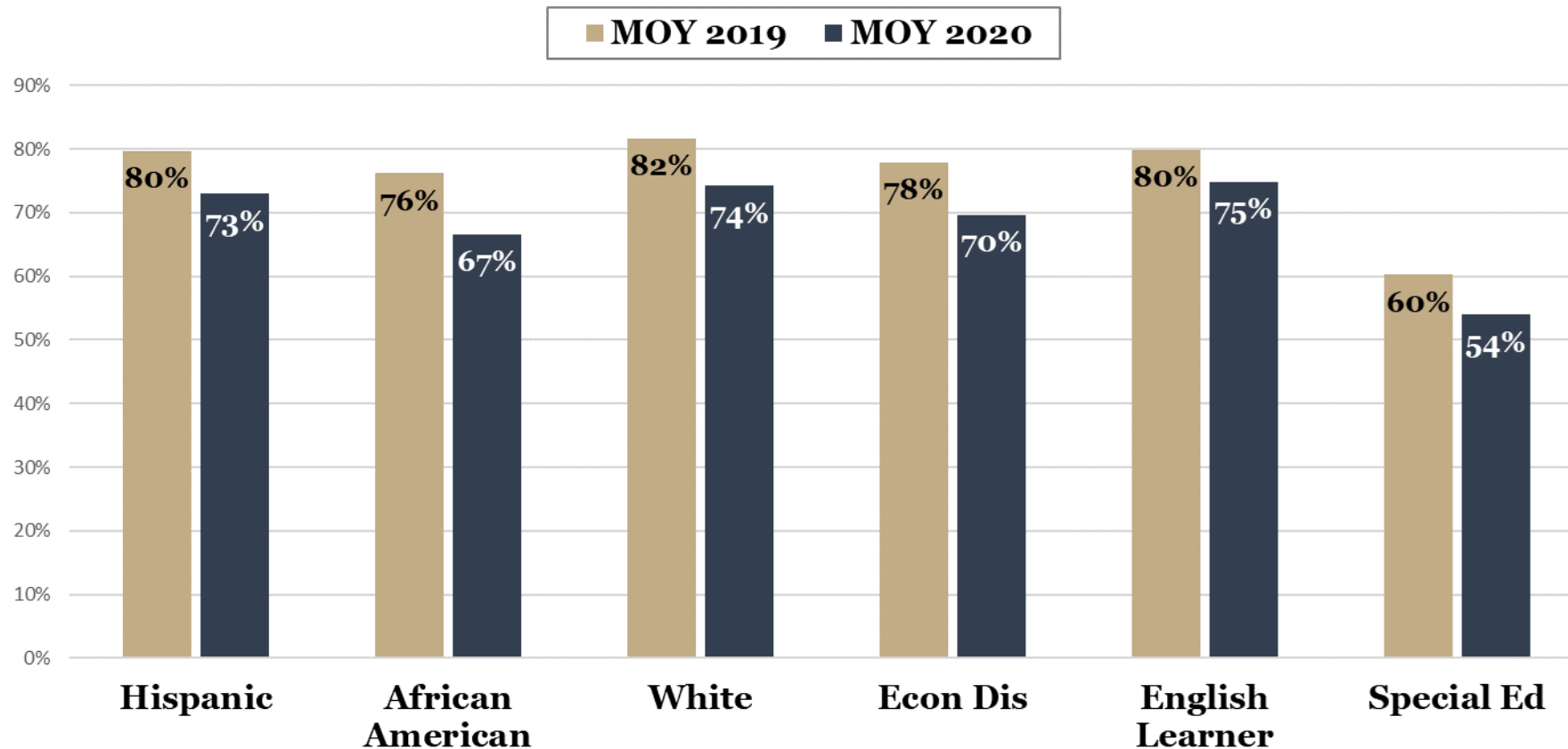
2019 = 101

2020 = 1190

✓ **Goal Progress Measure 1.1 – Circle - PreK**

Mid-year Progress: A lower percentage of PreK students in each student group were “on track” in phonological awareness than last year.

% On Track for Phonological Awareness - Circle
English & Spanish Combined



TX-KEA for Kindergarten Students

Literacy Components

- ❖ Vocabulary
- ❖ Listening Comprehension
- ❖ Letter Names
- ❖ Letter Sounds
- ❖ Blending
- ❖ Spelling
- ❖ Decoding

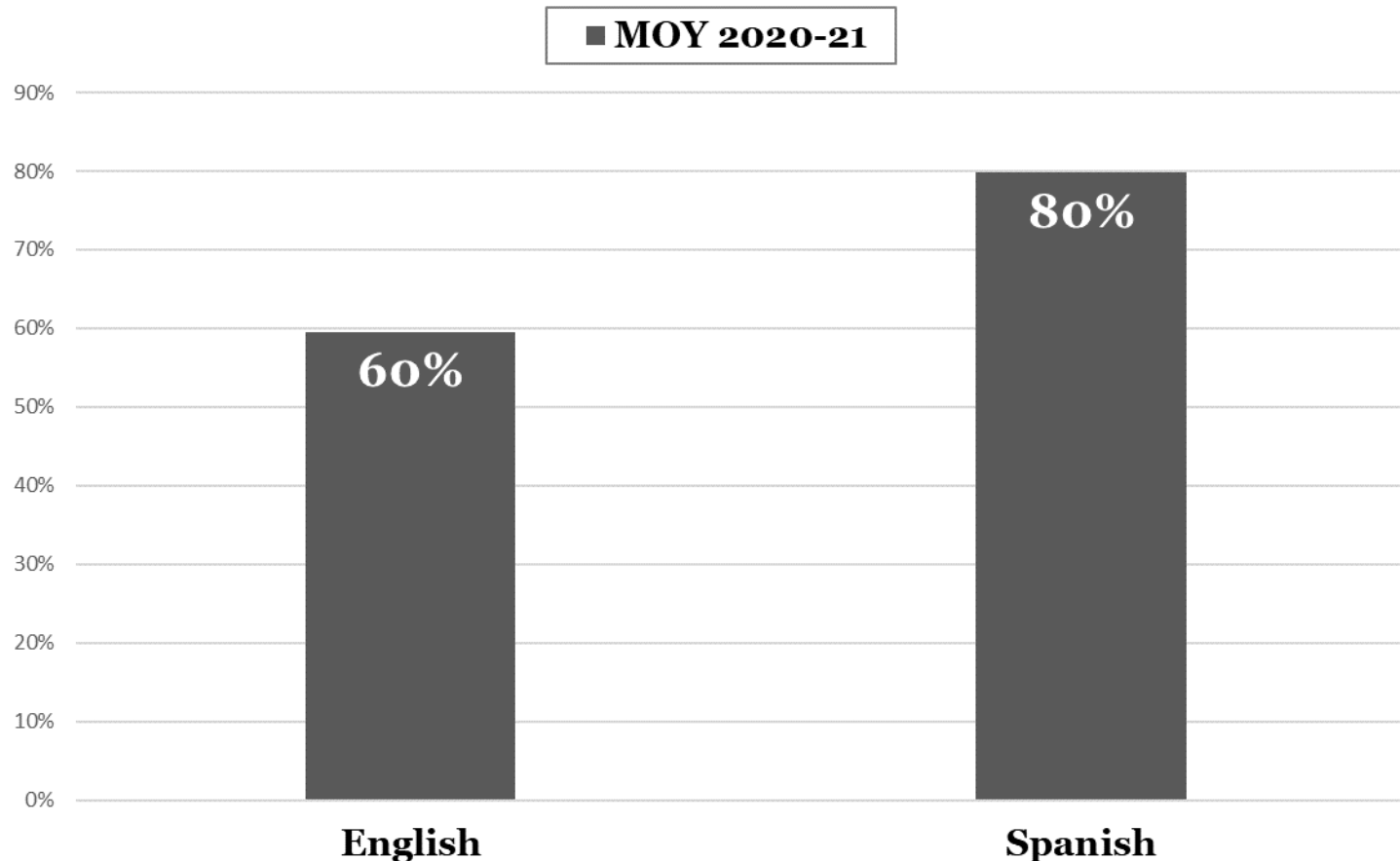


Some components of Literacy are not assessed at Middle of Year

✓ **Additional Information – TX-KEA - Kindergarten**

Mid-year Progress: A greater percent of Kinder students testing on Spanish vocabulary were on track at middle of year than Kinder students testing in English.

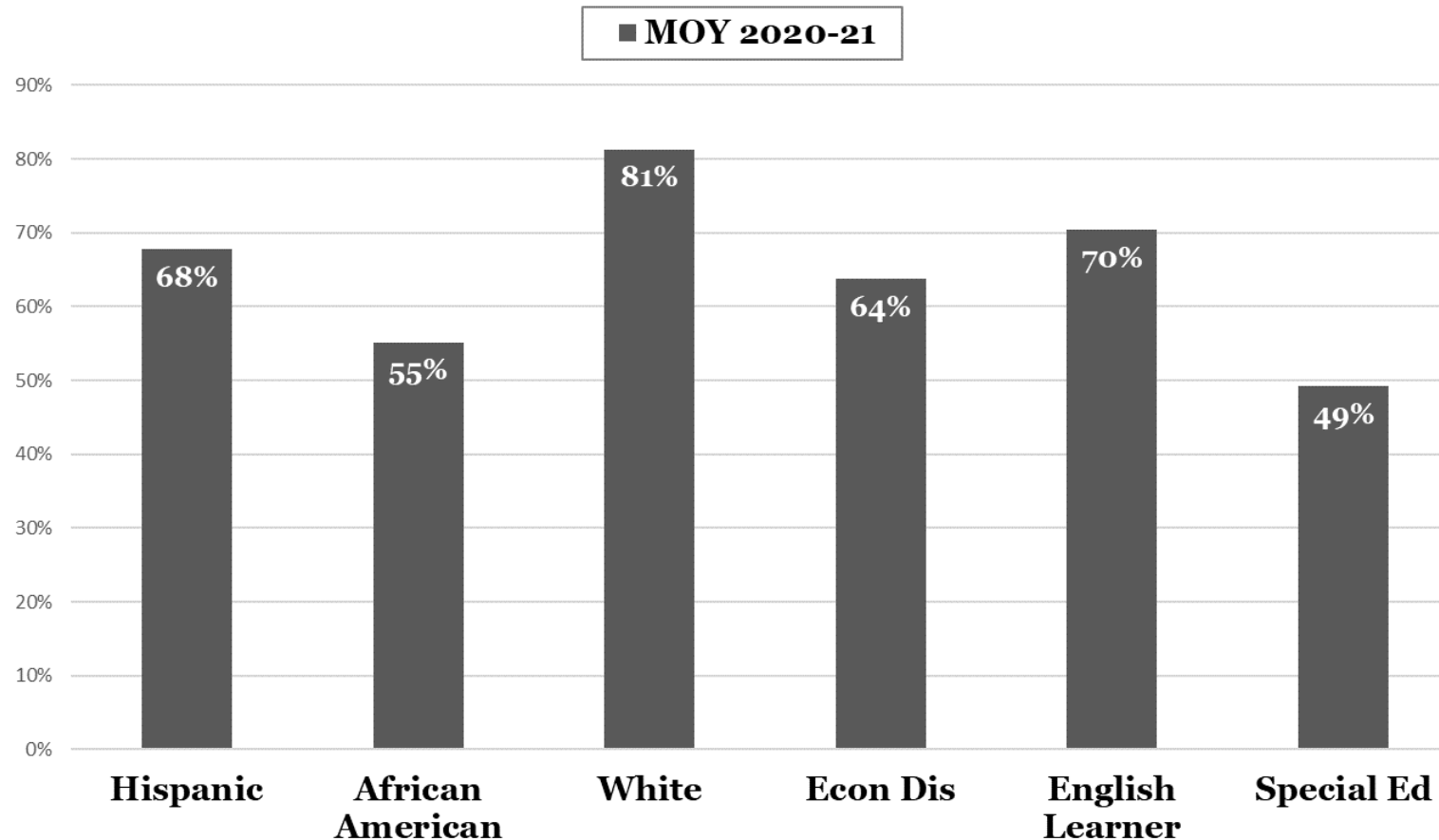
% On Track for Vocabulary–TX-KEA



✓ Additional Information – TX-KEA - Kindergarten

Mid-year Progress: Differences in “on track” performance on vocabulary were noted between Kindergarteners in student groups.

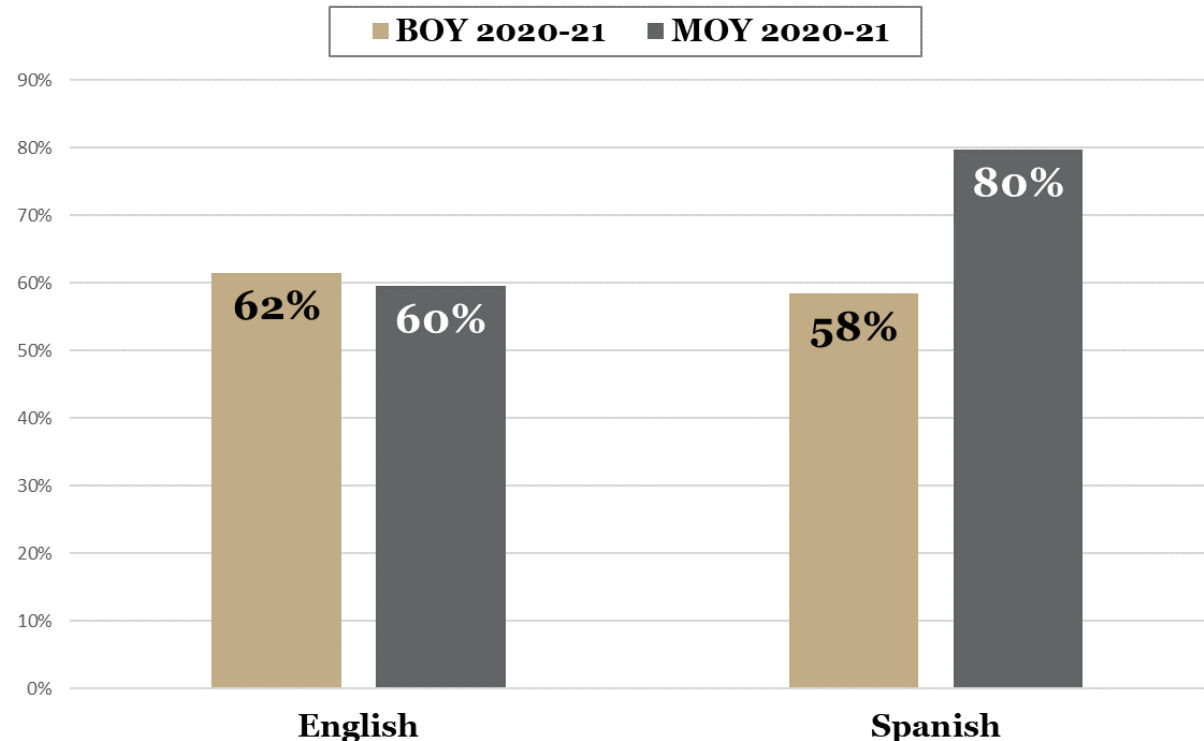
% On Track for Vocabulary–TX-KEA *English & Spanish Combined*



✓ Additional Information – TX-KEA - Kindergarten

Mid-year Progress: Kindergarteners assessed in Spanish showed a 12 point increase from beginning to middle of year, while those tested in English had a 2 point decrease.

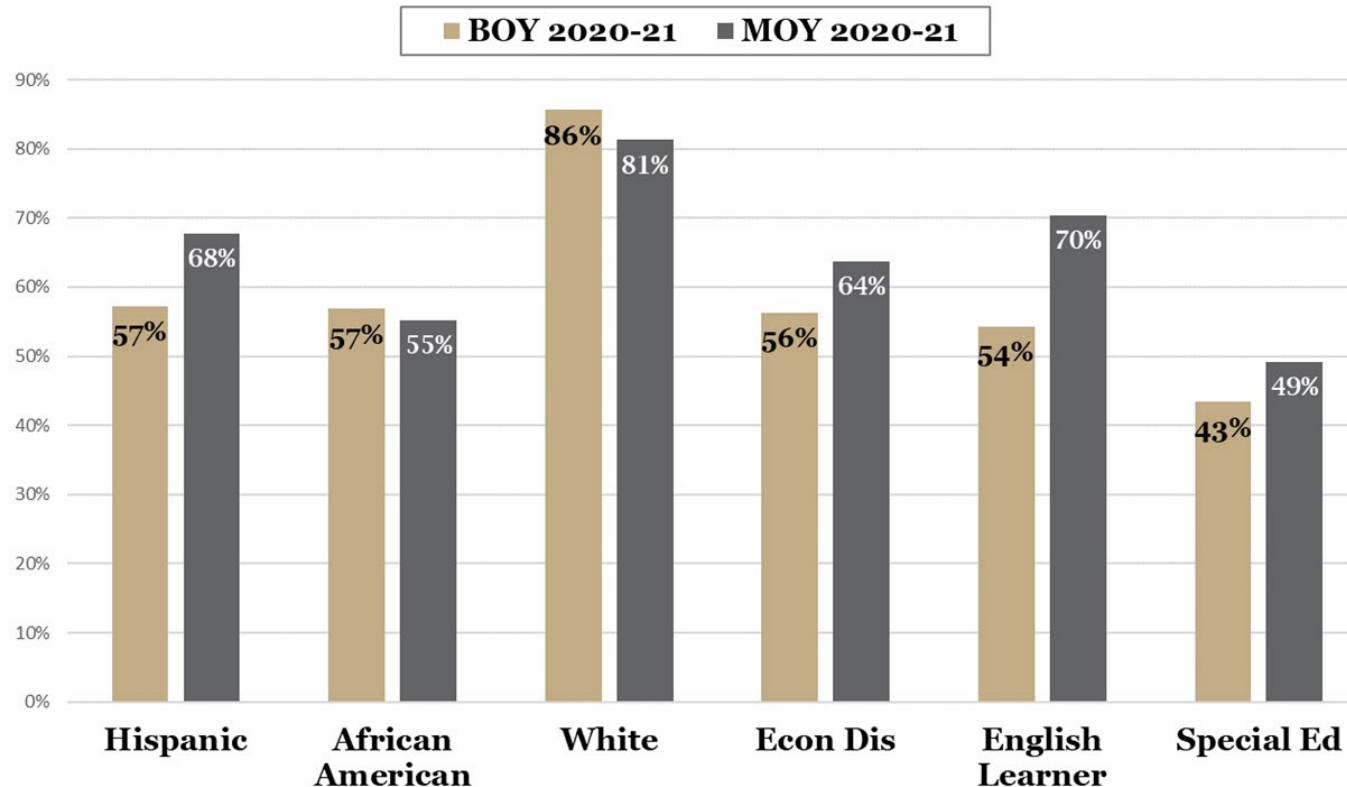
% On Track for Vocabulary–TX-KEA *Change from Beginning to Middle of Year*



✓ **Additional Information – TX-KEA - Kindergarten**

Mid-year Progress: 4 out of 6 groups increased the percent “on track” from beginning to middle of year. A decrease was noted for African American and White.

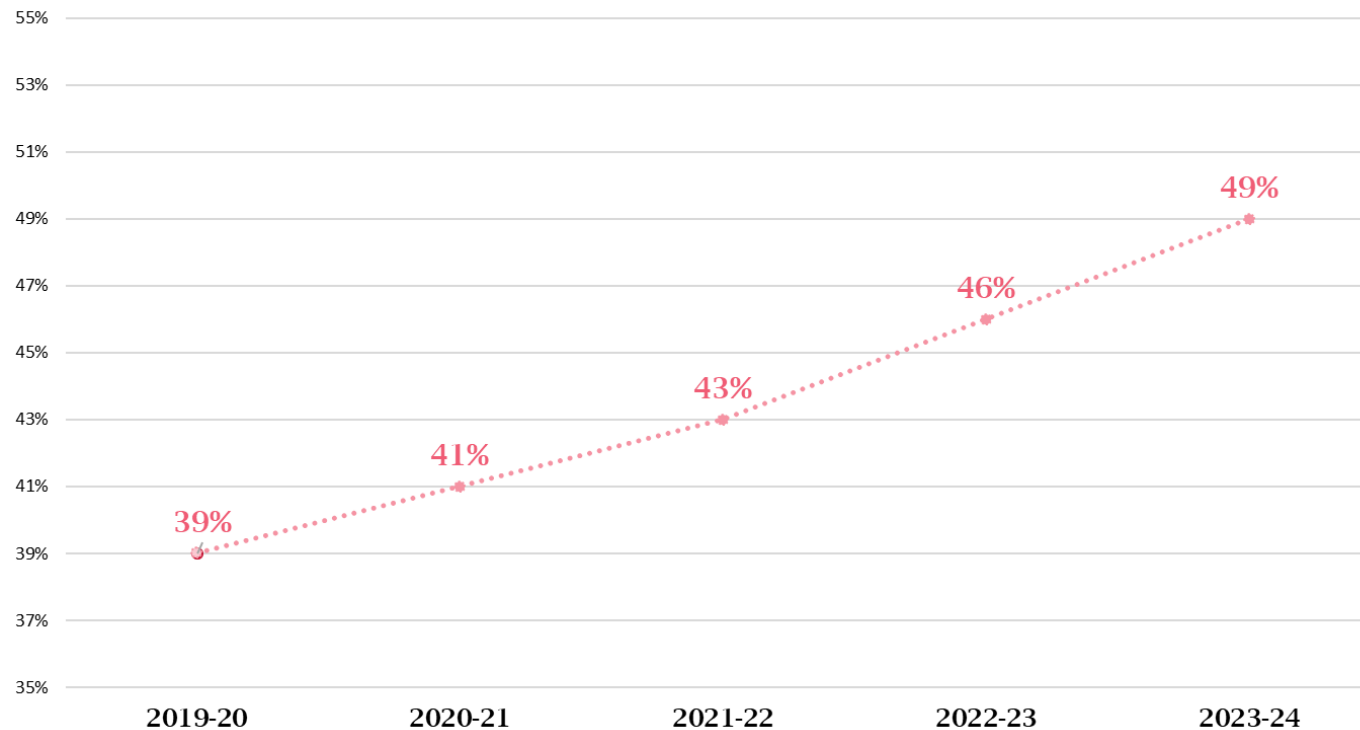
% On Track for Vocabulary–TX-KEA
Change from Beginning to Middle of Year
– *English & Spanish Combined*



✓ 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 Targets				
2020	2021	2022	2023	2024
39%	41%	43%	46%	49%



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

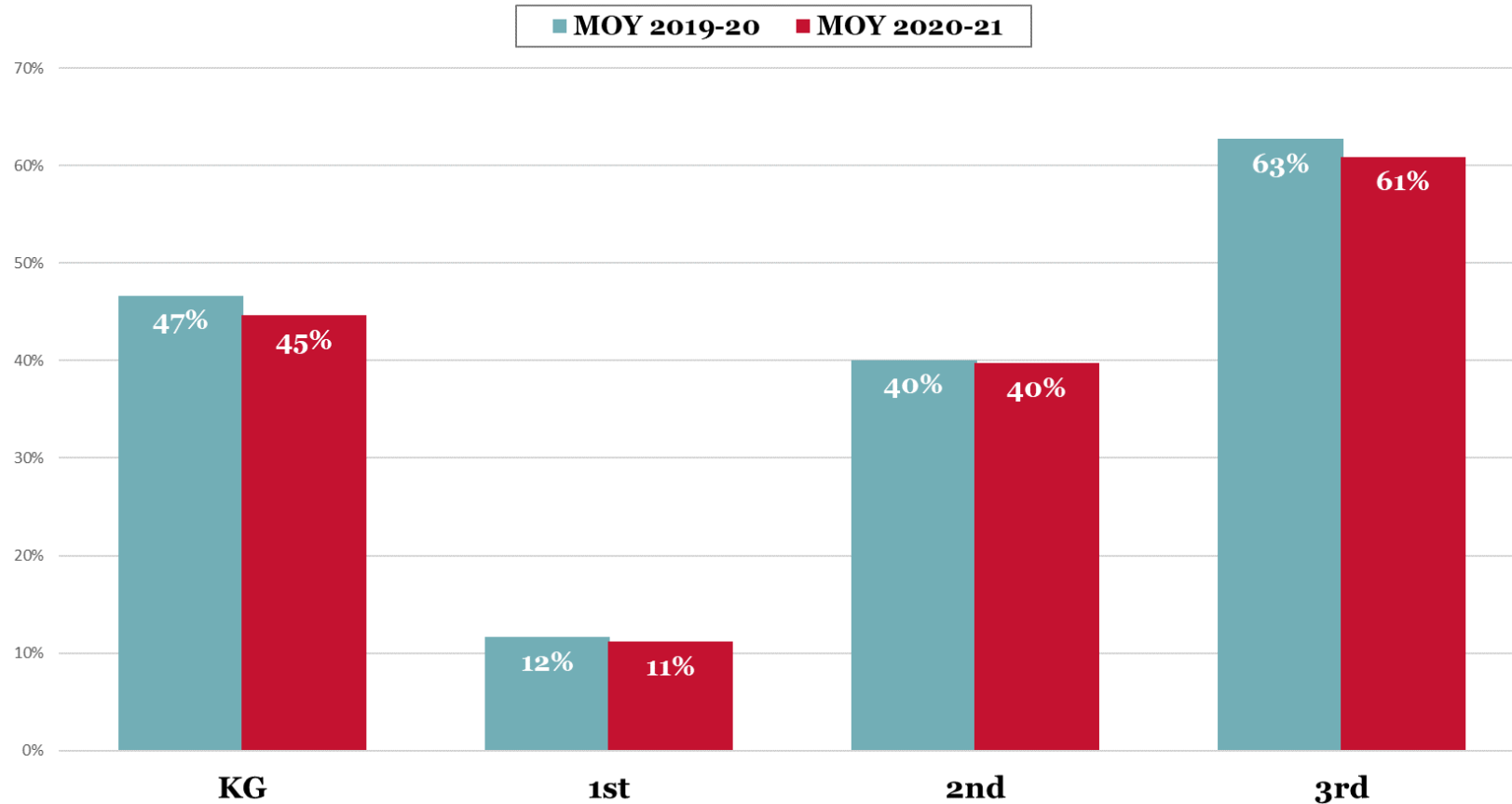
Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed grade level expectations on key MAP Fluency indicators from **39%** to **49%** by June 2024.

	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL
2019-20 estimate	39%	35%	37%	55%		42%		45%	26%	37%	48%	35%
2020-21	41%	37%	39%	57%		44%		47%	28%	39%	50%	37%
2021-22	43%	39%	41%	59%		46%		49%	30%	41%	52%	39%
2022-23	46%	42%	44%	62%		49%		52%	33%	44%	55%	42%
2023-24	49%	45%	47%	65%		52%		55%	36%	47%	58%	45%

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

Mid-year Progress: The percent of students meeting key indicators was comparable with the same time last year.

% Meeting Key Fluency Indicators



KEY INDICATORS

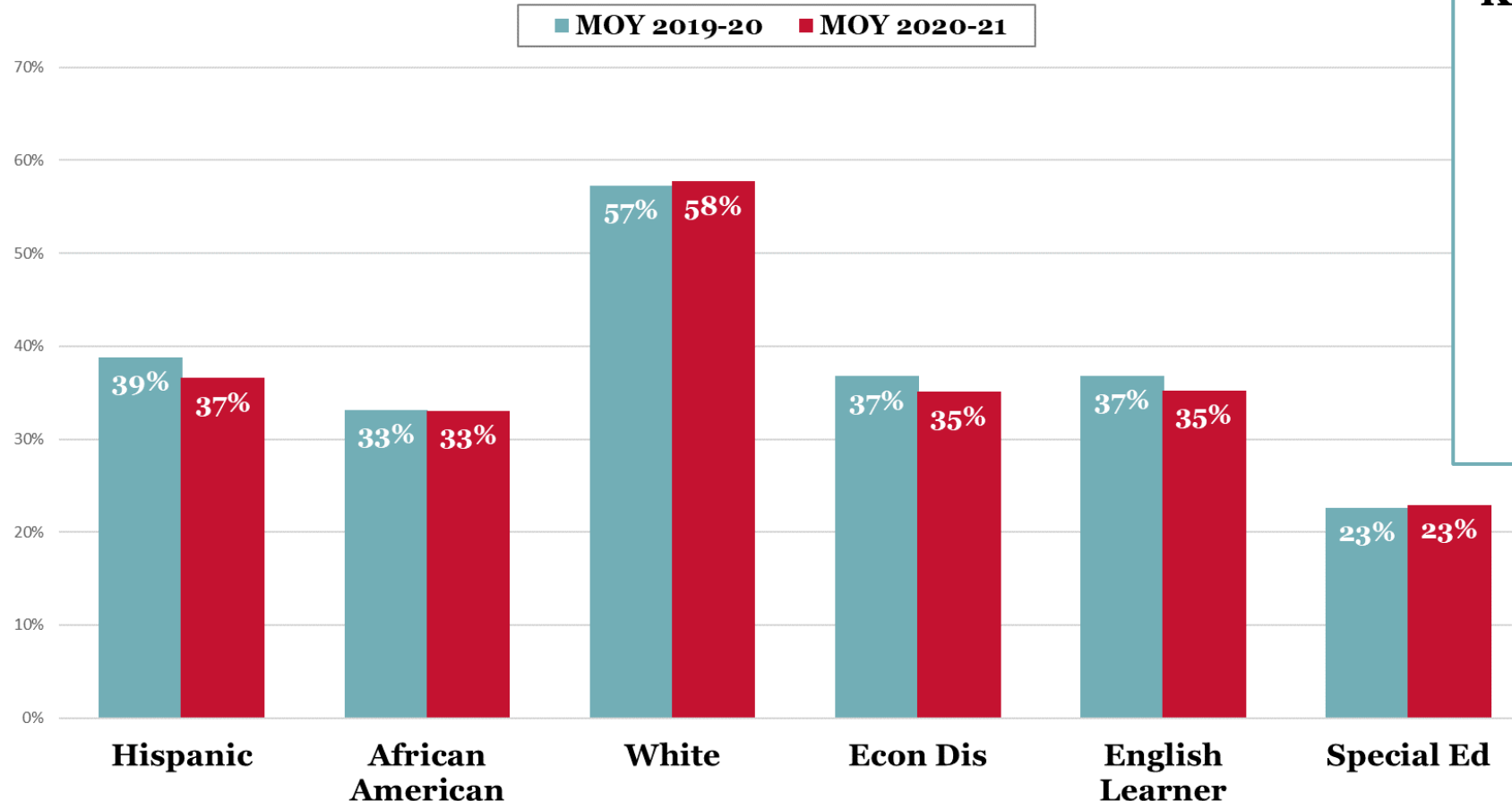
KG:
Phonological
Awareness

Grades 1-3:
Sentence Reading
Fluency

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

Mid-year Progress: The percent of students meeting key indicators was comparable with the same time last year for each student group.

% Meeting Key Fluency Indicators



KEY INDICATORS

KG:
Phonological
Awareness

Grades 1-3:
Sentence Reading
Fluency

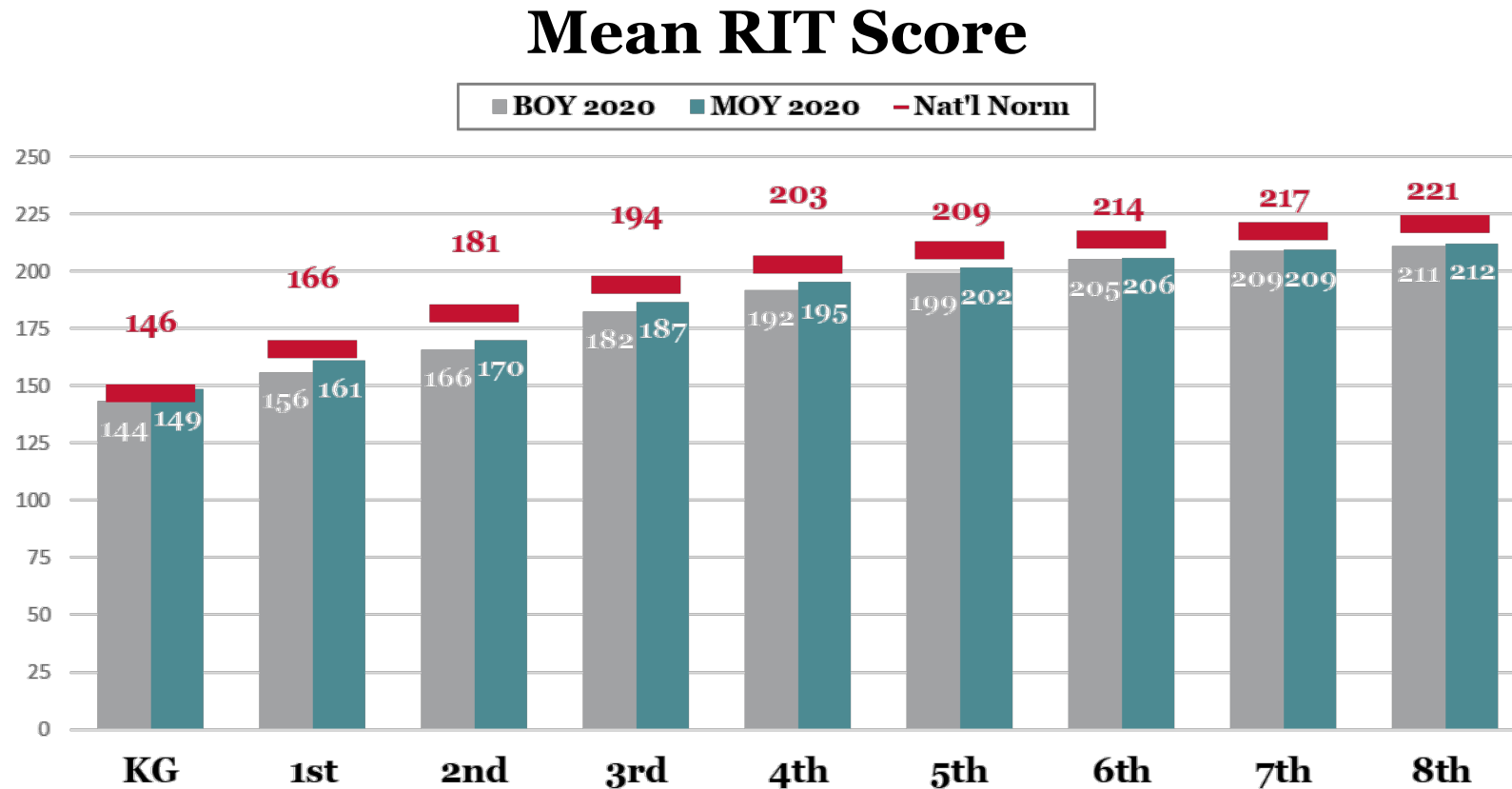
✓ **Goal Progress Measure 1.3 – MAP Growth Reading**

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 Progress Measure 1.3 – MAP Reading Growth

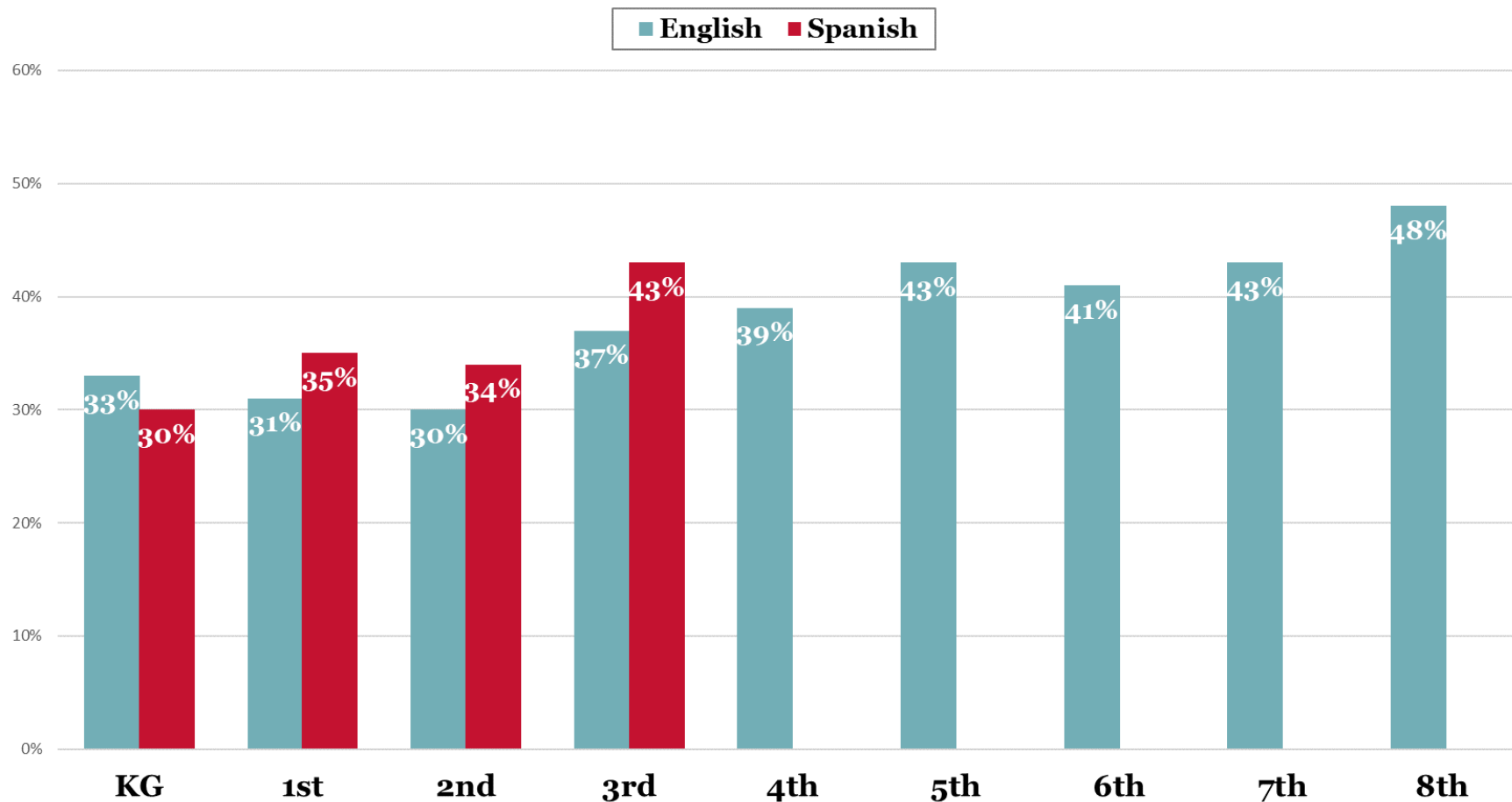
Mid-year Progress: All grade levels except grade 7 saw an increase in average student score from beginning of year to middle of year.



✓ Goal Progress Measure 1.3 – MAP Growth Reading

Mid-year Progress: More students in the upper grades (3-8) met middle of year growth projections than in the lower grade (K-2).

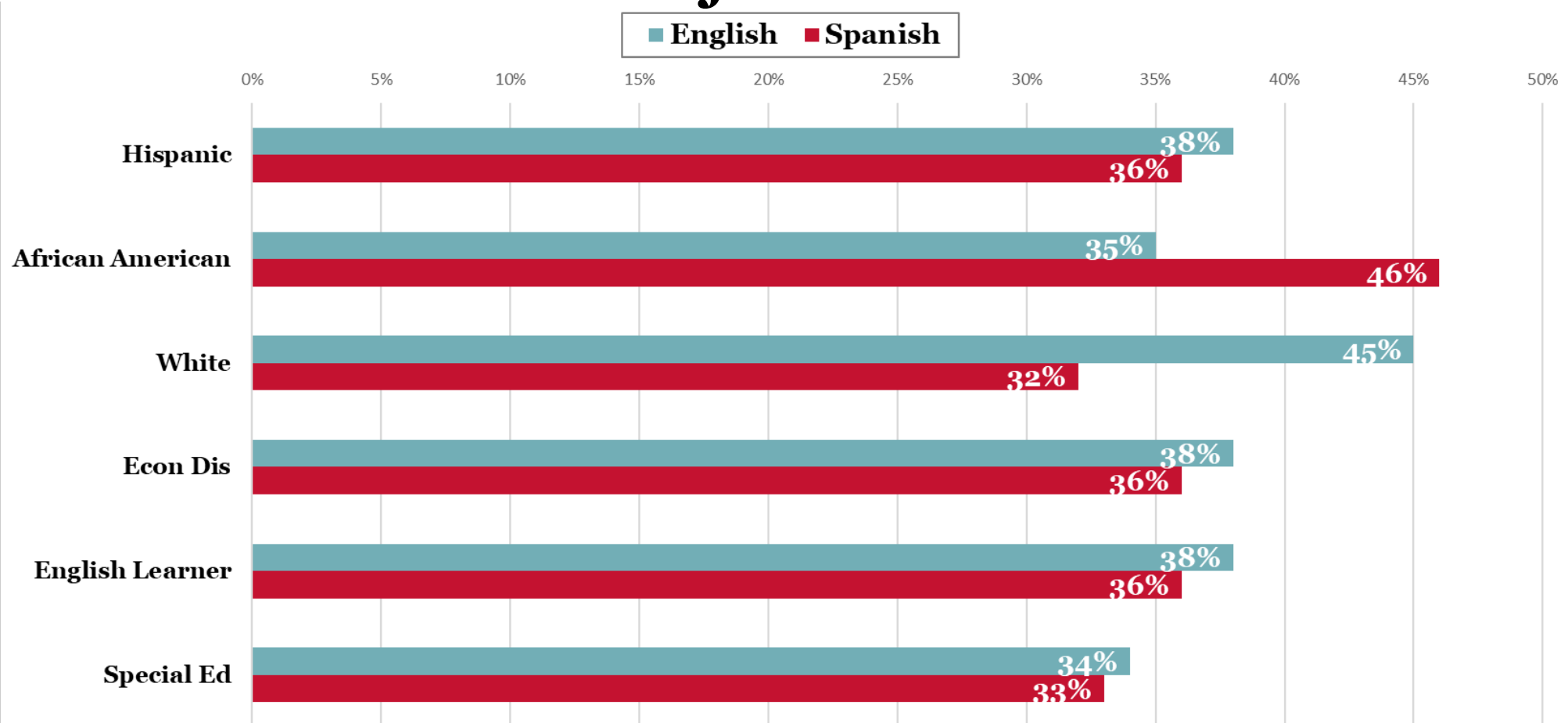
% Met Projected Growth



✓ Goal Progress Measure 1.3 – MAP Growth Reading

Mid-year Progress: The percentage of students who met projected growth was higher in English than Spanish for all groups except African American. A higher percentage of the 35 African American students who tested in Spanish met projected growth than those tested in English.

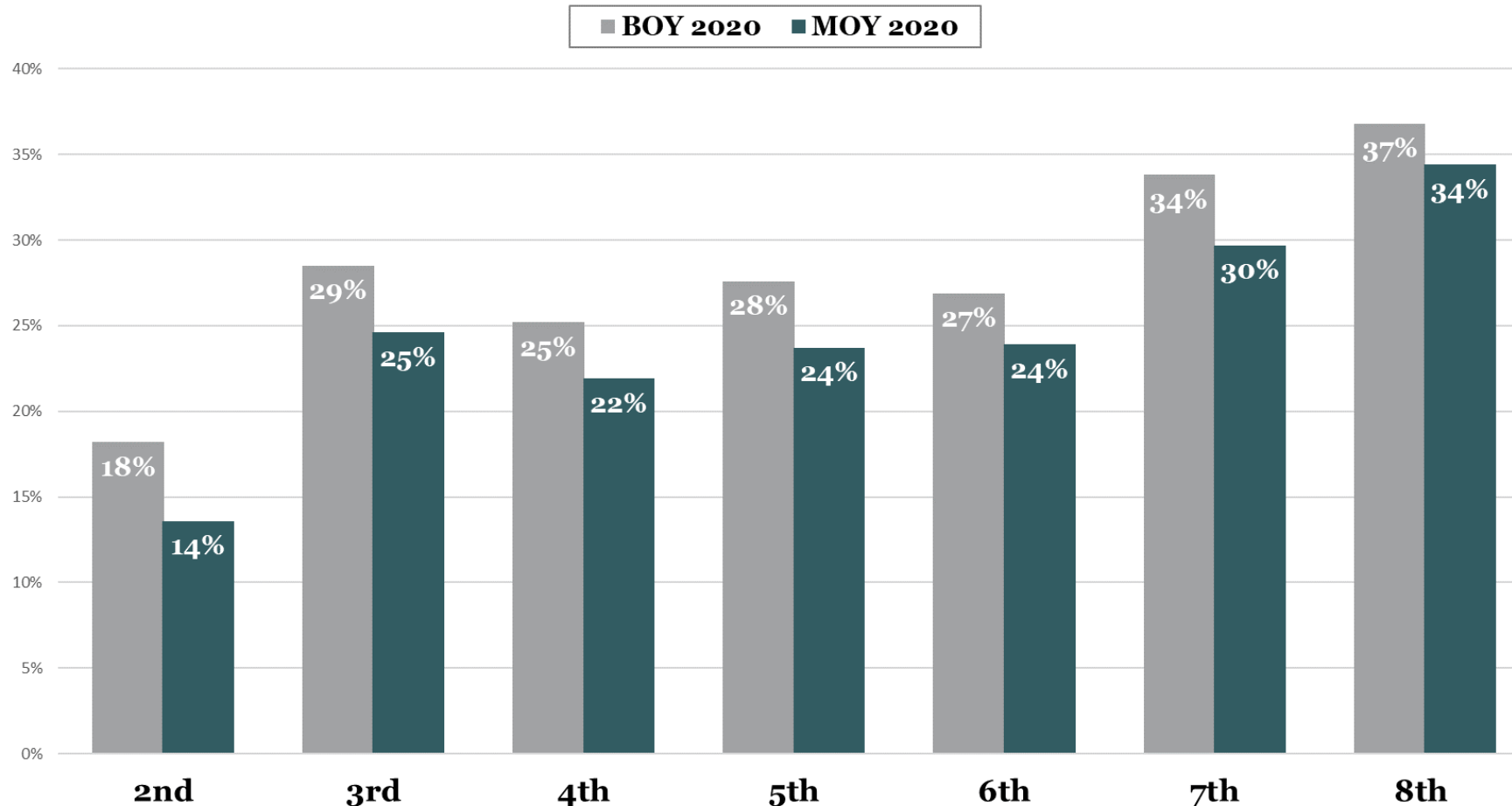
% Met Projected Growth



✓ Goal Progress Measure 1.3 – MAP Reading Growth

Mid-year Progress: Percentage of students projected to perform at *Meets Grade Level* decreased compared to the percentage at beginning of year.

% Projected to be at *Meets Grade Level*

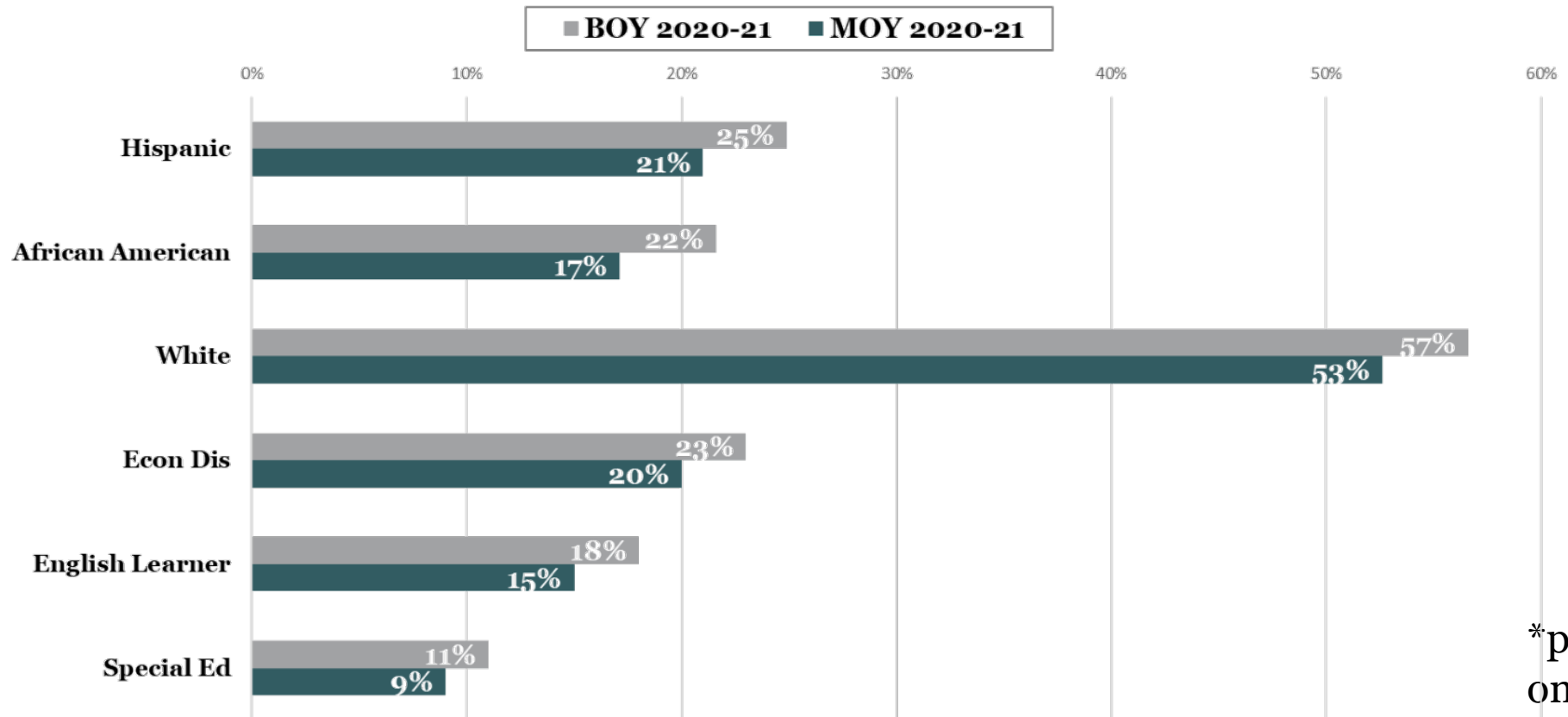


*projections are only available for English Reading

✓ Goal Progress Measure 1.3 – MAP Reading Growth

Mid-year Progress: All student groups saw a decrease in the percentage of students projected at *Meets Grade Level* compared to beginning of year.

% Projected to be at *Meets Grade Level*



*projections are only available for English Reading

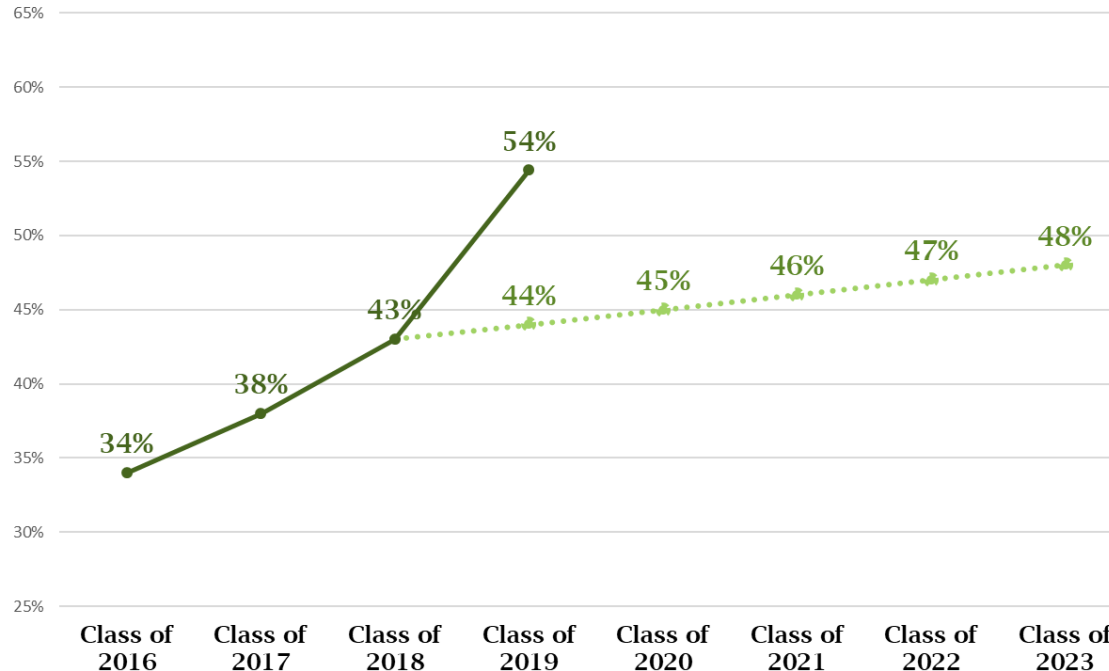
Goal 3: Progress Update



✓ 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%



To count, a student must achieve one of the following:

- Criterion score SAT/ACT/TSI/College Prep course in Rdg *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.

✓ Board Outcome Goal 3: CCMR

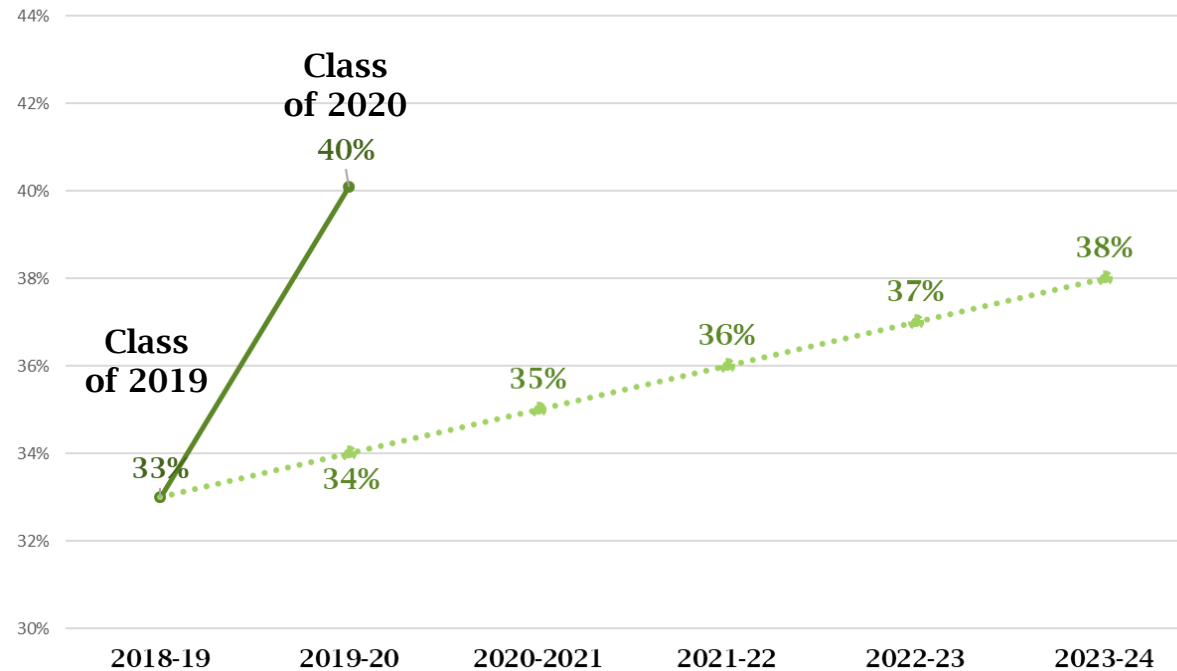
Increase the percentage of students graduating with a CCMR indicator from **43%** to **48%** by August 2024.

<i>Class of</i>	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL	EL (C & Mon)	Cont Enr	Not Cont Enr
2016	34%	18%	33%	62%		42%		45%	18%	31%					
2017	38%	22%	39%	59%		44%		60%	29%	36%					
2018	43%	27%	43%	66%		49%		54%	41%	39%					
2019	44%	28%	44%	67%		50%		55%	42%	40%					
2020	45%	29%	45%	68%		51%		56%	43%	41%					
2021	46%	30%	46%	69%		52%		57%	44%	42%					
2022	47%	31%	47%	70%		53%		58%	45%	43%					
2023	48%	32%	48%	71%		54%		59%	46%	44%					

✓ 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

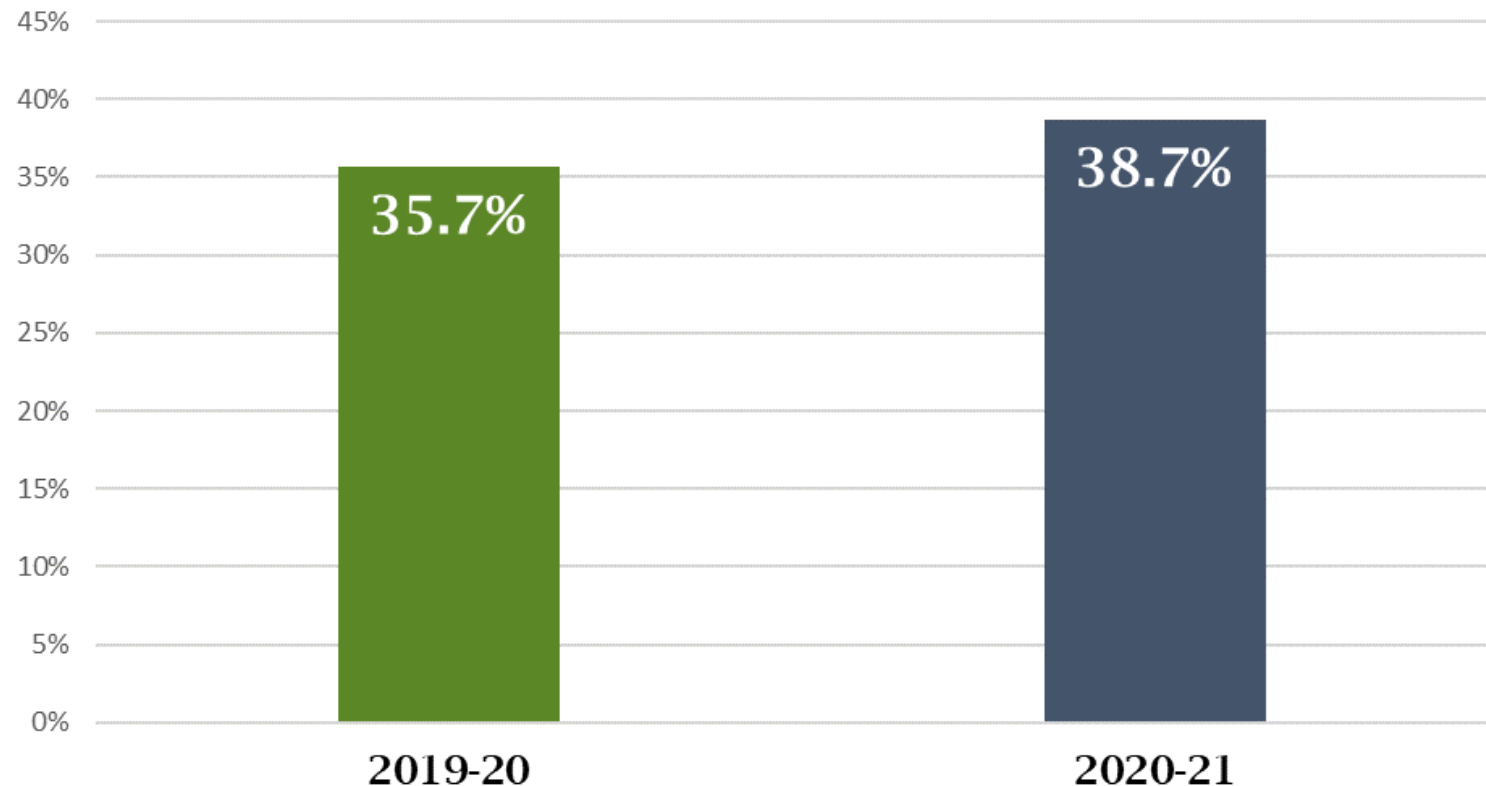
The percentage of Grade 12 students who meet the criteria for CCMR will increase from **33%** to **38%** by August 2024.

	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL	EL (C & Mon)	Cont Enr	Not Cont Enr
Class of 2019	33%	20%	33%	54%	--	58%	--	43%	3%	29%	--	11%	16%	36%	17%
Class of 2020	34%	21%	34%	55%	--	59%	--	44%	4%	30%	--	12%	17%	37%	18%
Class of 2021	35%	22%	35%	56%	--	60%	--	45%	5%	31%	--	13%	18%	38%	19%
Class of 2022	36%	23%	36%	57%	--	61%	--	46%	6%	32%	--	14%	19%	39%	20%
Class of 2023	37%	24%	37%	58%	--	62%	--	47%	7%	33%	--	15%	20%	40%	21%
Class of 2024	38%	25%	38%	59%	--	63%	--	48%	8%	34%	--	16%	21%	41%	22%

✓ Goal Progress Measure 3.1 - Grade 12

Mid-year 2021 Update: The percent of seniors who met at least 1 CCMR indicator this year February is comparable with the same time last year.

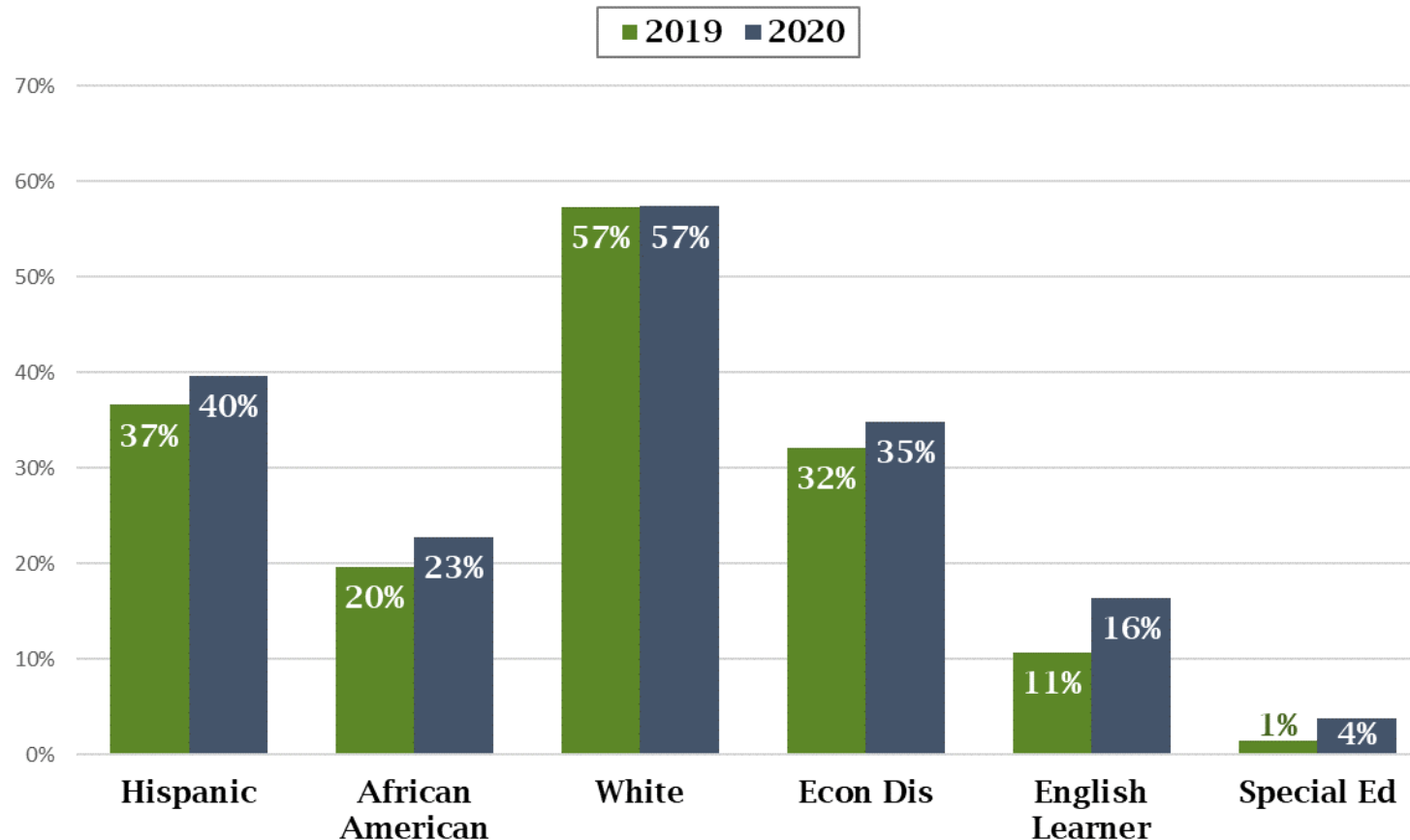
% Seniors Met at Least 1 CCMR Indicator as of February



✓ Goal Progress Measure 3.1 - Grade 12

Mid-year 2021 Update: All student groups except White have higher percentages meeting than the prior year.

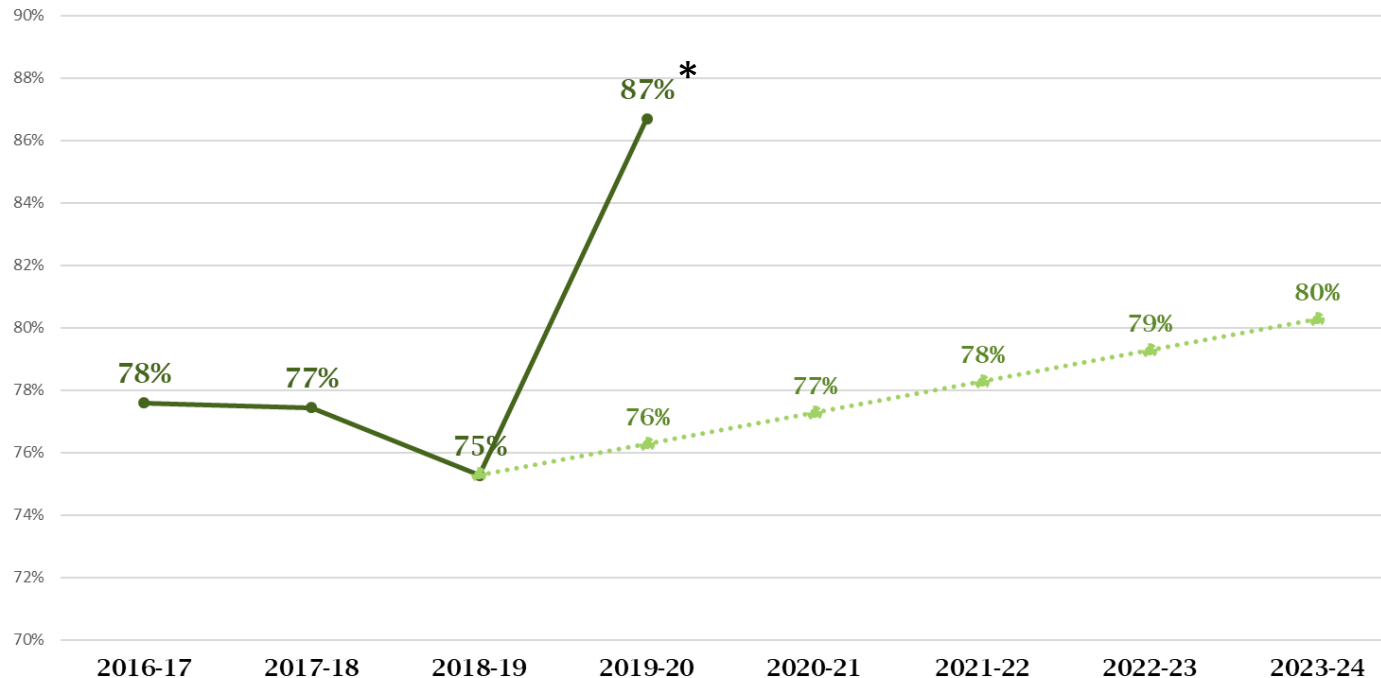
% Seniors Met at Least 1 CCMR Indicator as of February



✓ 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

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

	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL	EL (C & Mon)	Cont Enr	Not Cont Enr
2016-17	78%	73%	78%	89%		77%		80%	70%	78%			78%		
2017-18	77%	70%	78%	86%		89%		82%	71%	77%			77%		
2018-19	75%	69%	75%	86%		92%		77%	68%	76%			76%		
2019-20	76%	70%	76%	87%		93%		78%	69%	77%			77%		
2020-21	77%	71%	77%	88%		94%		79%	70%	78%			78%		
2021-22	78%	72%	78%	89%		95%		80%	71%	79%			79%		
2022-23	79%	73%	79%	90%		96%		81%	72%	80%			80%		
2023-24	80%	74%	80%	91%		97%		82%	73%	81%			81%		

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

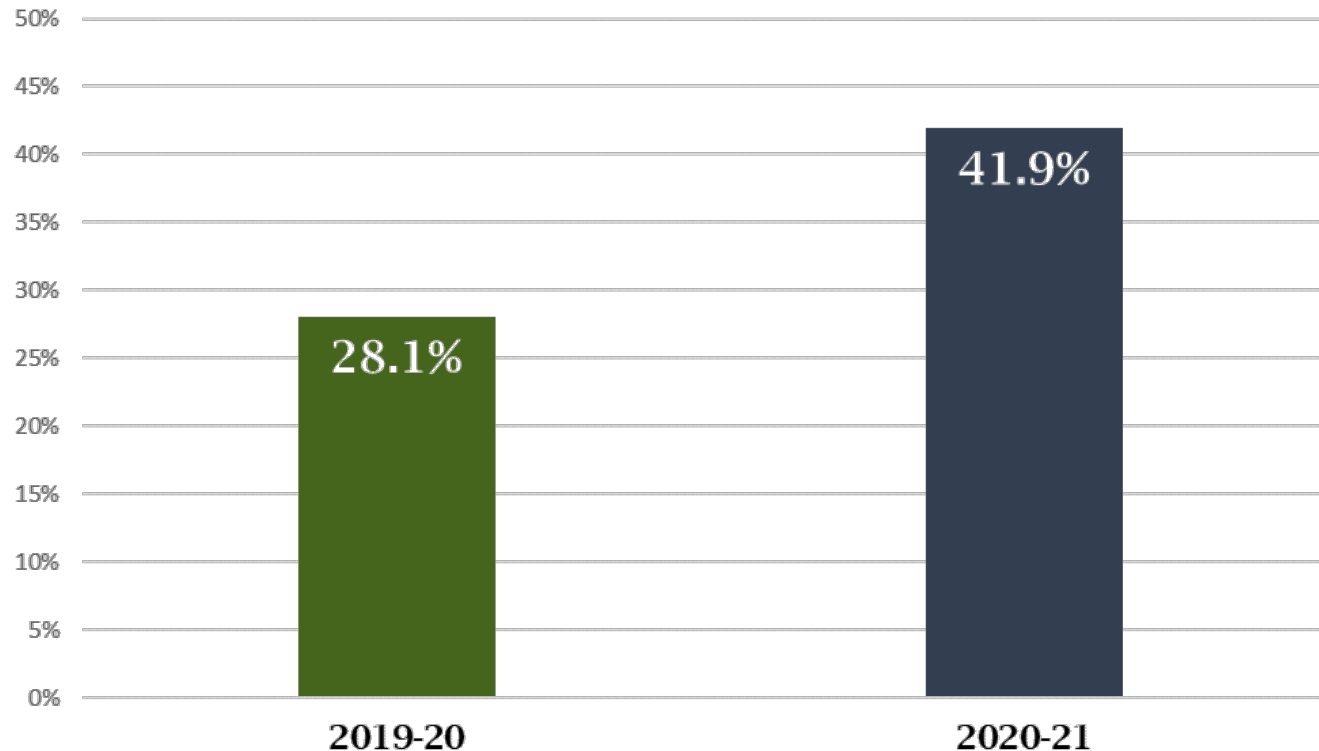
To count as “on track”, a ninth grader must have:

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

✓ **Goal Progress Measure 3.2 - Grade 9 On-Track – Core Course Failure**

Mid-year 2021 Update: The percent of 9th grade students who failed 1 core course during the 1st semester of 2020-2021 was higher than 2019-2020.

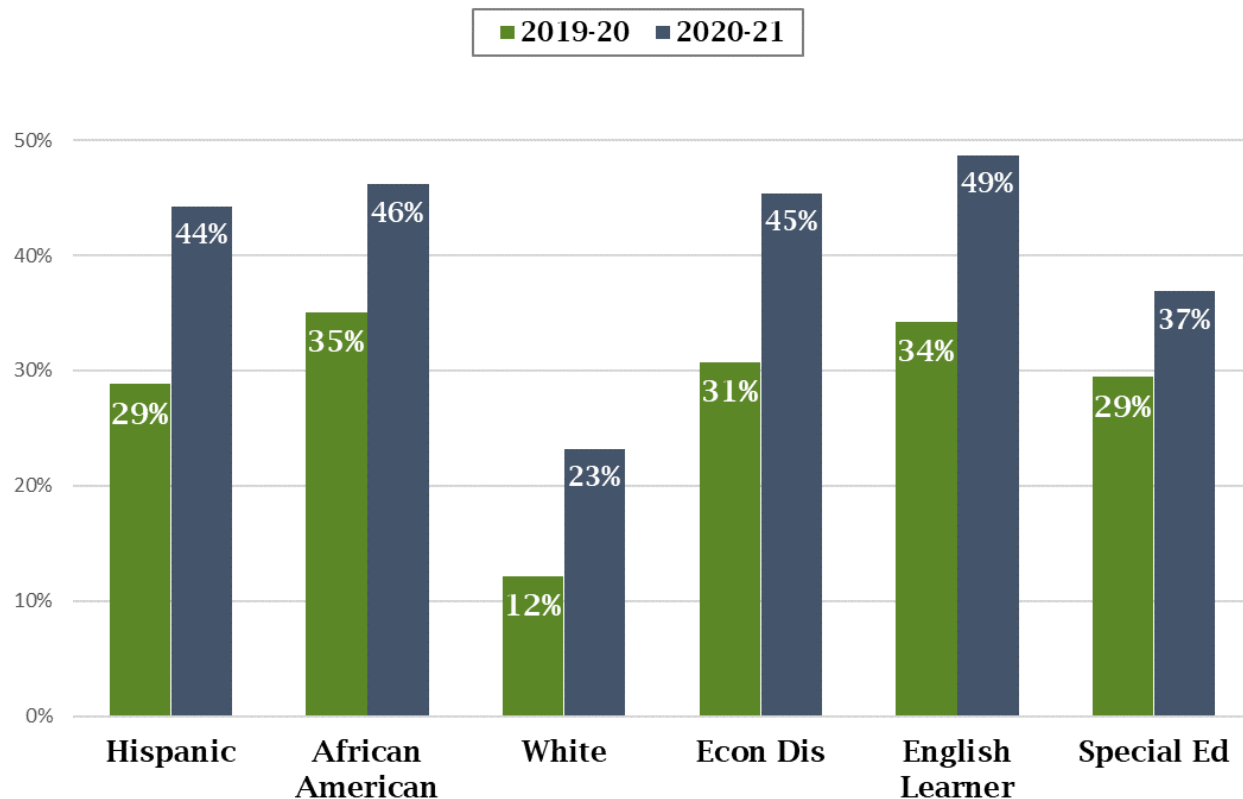
% Freshmen Who Failed at Least 1 Core Course
by end of 1st Semester



✓ Goal Progress Measure 3.2 - Grade 9 On-Track

Mid-year 2021 Update: The percent of 9th grade students in each student group who failed 1 core course during the 1st semester of 2020-2021 was higher than 2019-2020.

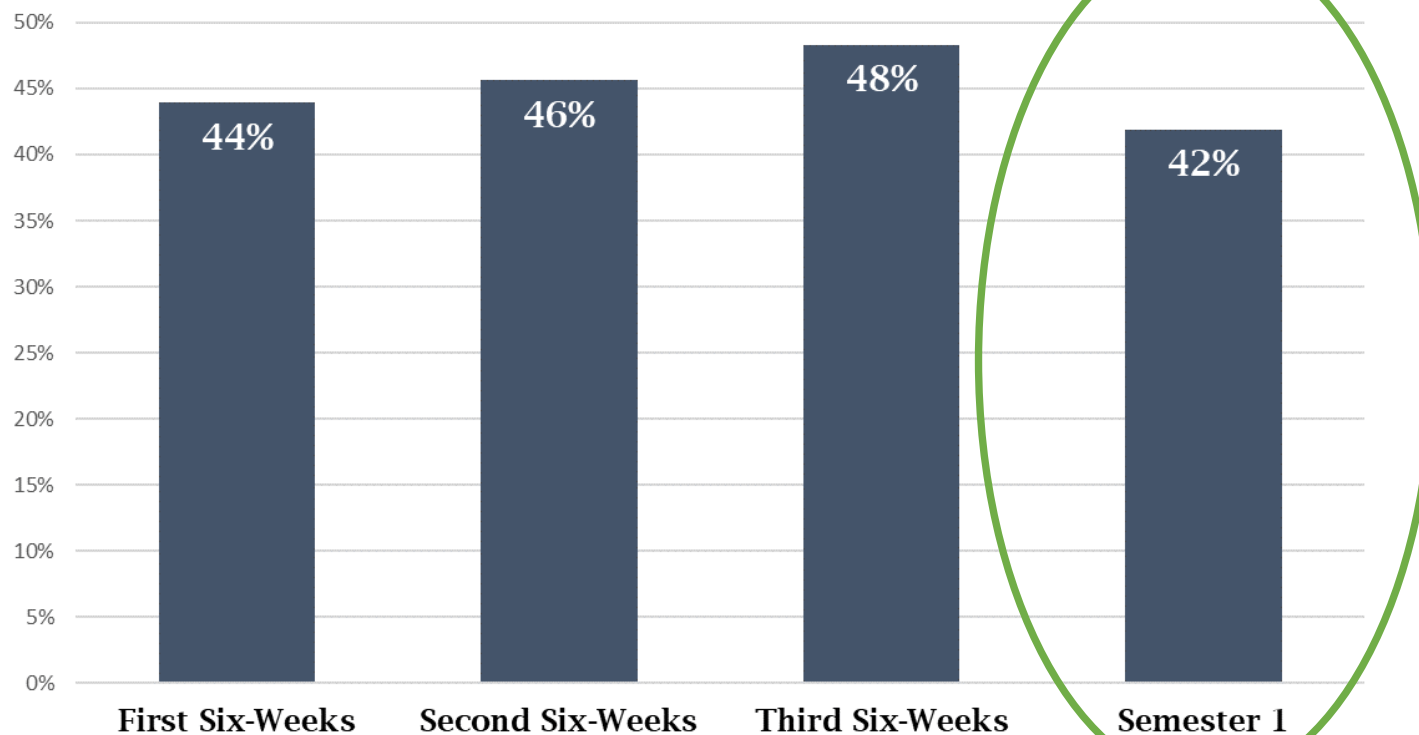
% Freshmen Who Failed at Least 1 Core Course by end of 1st Semester



✓ **Goal Progress Measure 3.2 – Additional Information**

Mid-year 2021 Update: The percent of 9th grade students who failed 1 or more core courses was lower at semester than any 6 weeks period. As students make-up assignments, this percent will continue to decrease.

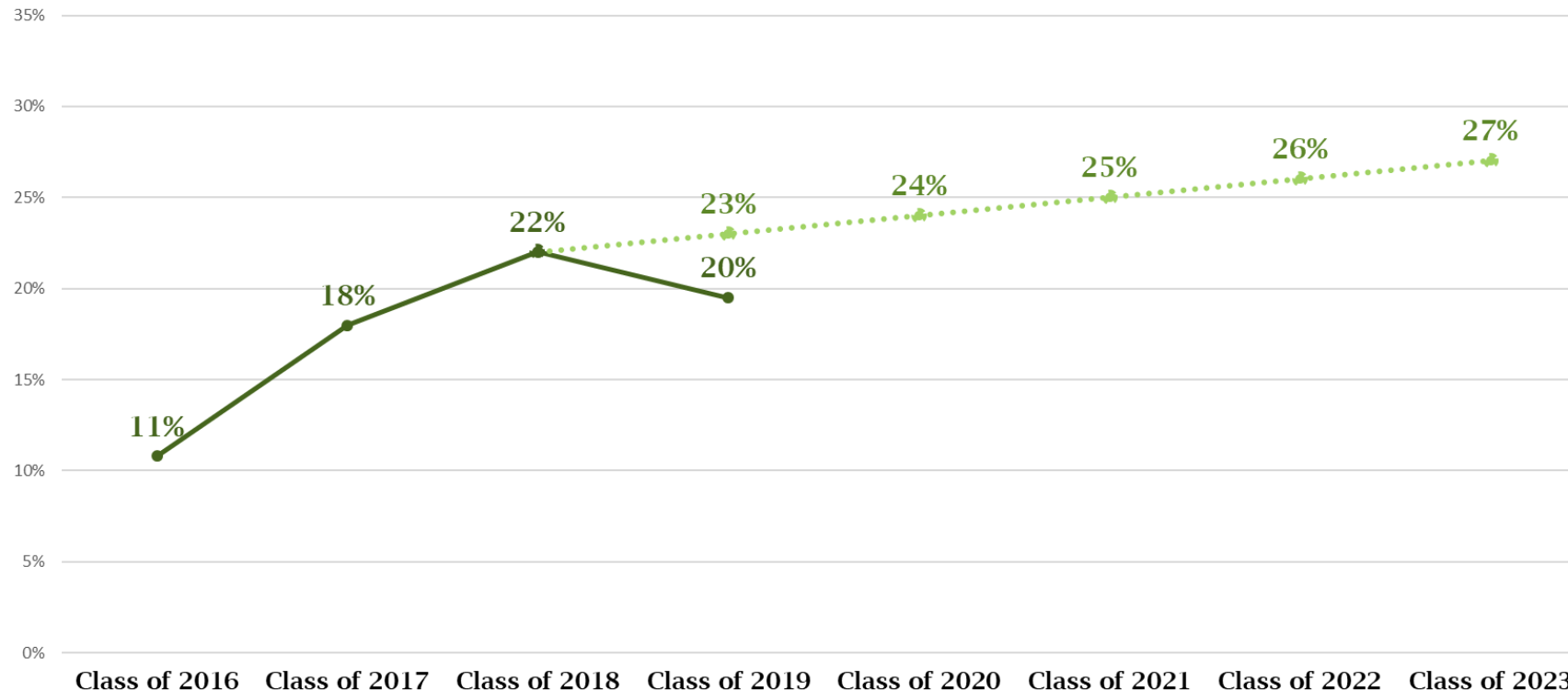
**% Freshmen Who Failed at Least 1 Core Course
By Six-Weeks**



✓ 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

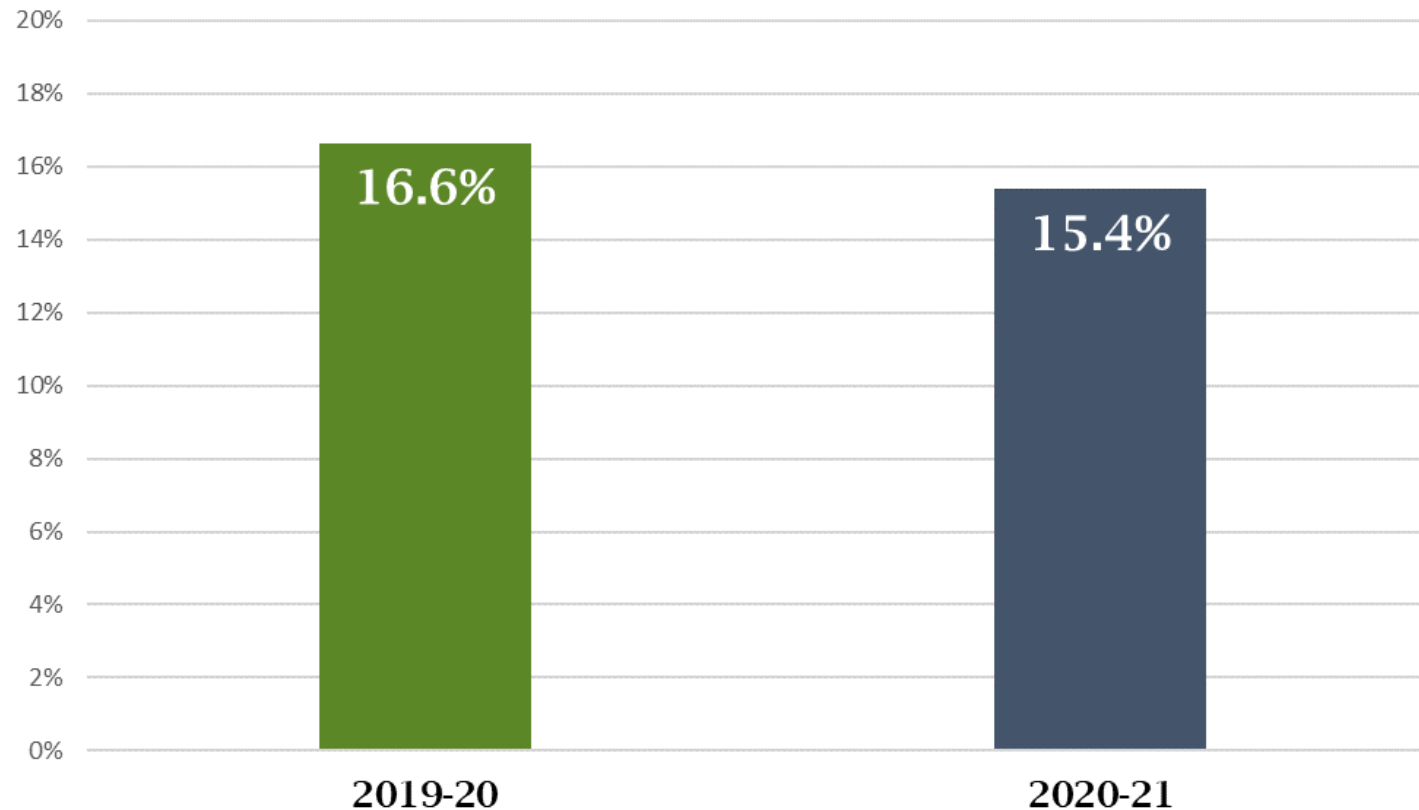
Increase the percentage of graduates who meet the SAT or ACT criteria for CCMR from **22%** to **27%** by August 2024.

	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL	EL (C & Mon)	Cont Enr	Not Cont Enr
2016-17	11%	4%	6%	41%	10%	27%	0%	33%	0%	6%		0%	1%		
2017-18	18%	9%	15%	45%	25%	30%	60%	34%	3%	14%		2%	4%		
2018-19	22%	11%	19%	50%	42%	32%	33%	37%	2%	17%		2%	3%		
2019-20	23%	12%	20%	51%	43%	33%	34%	38%	3%	18%		3%	4%		
2020-21	24%	13%	21%	52%	44%	34%	35%	39%	4%	19%		4%	5%		
2021-22	25%	14%	22%	53%	45%	35%	36%	40%	5%	20%		5%	6%		
2022-23	26%	15%	23%	54%	46%	36%	37%	41%	6%	21%		6%	7%		
2023-24	27%	16%	24%	55%	47%	37%	38%	42%	7%	22%		7%	8%		

✓ Goal Progress Measure 3.4 – SAT/ACT

Mid-year Update: Due to the pandemic and the closure of in-person testing sites, fewer students had the opportunity to test outside of school in Fall 2020.

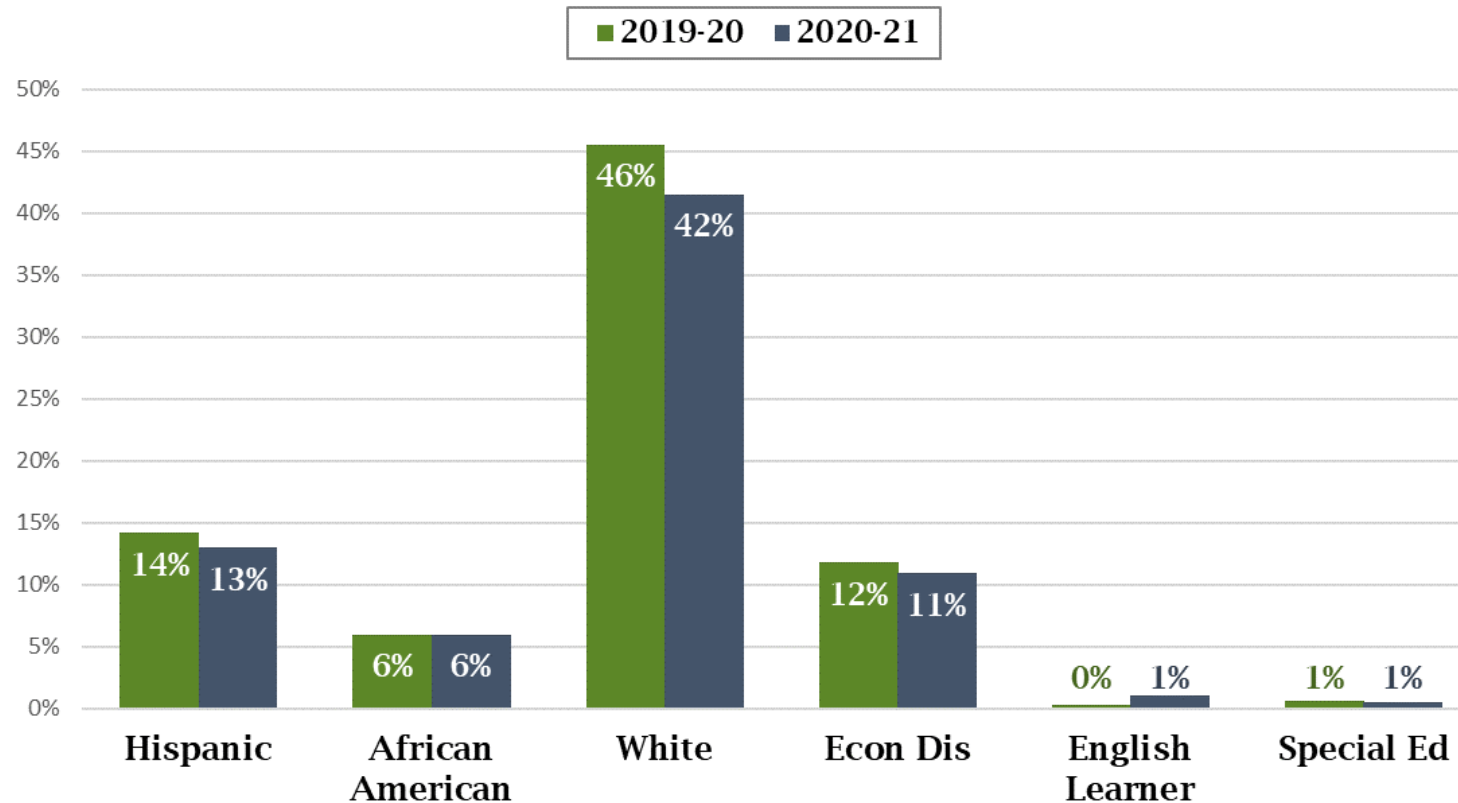
% Seniors Met SAT/ACT CCMR Criteria - Fall



✓ Goal Progress Measure 3.4 – SAT/ACT

Mid-year 2021 Update: Due to the pandemic and the closure of in-person testing sites, fewer students had the opportunity to test & meet CCMR criteria outside of school in Fall 2020.

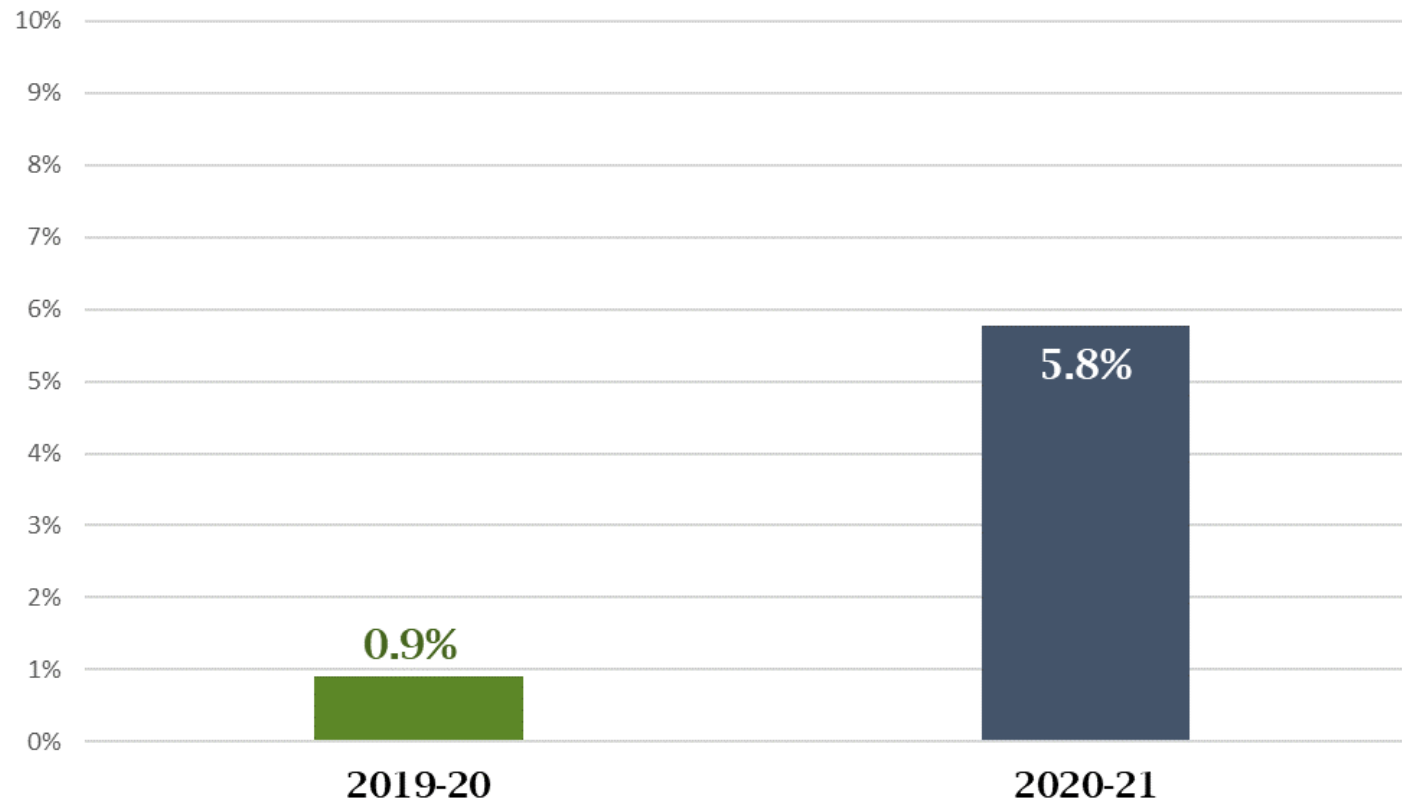
% Seniors Met SAT/ACT CCMR Criteria



✓ Goal Progress Measure 3.4 – **Additional Information**

Mid-year 2021 Update: A higher percentage of seniors have met the TSLIA/College prep course CCMR criteria in 2020-2021 than at the same time in 2019-20.

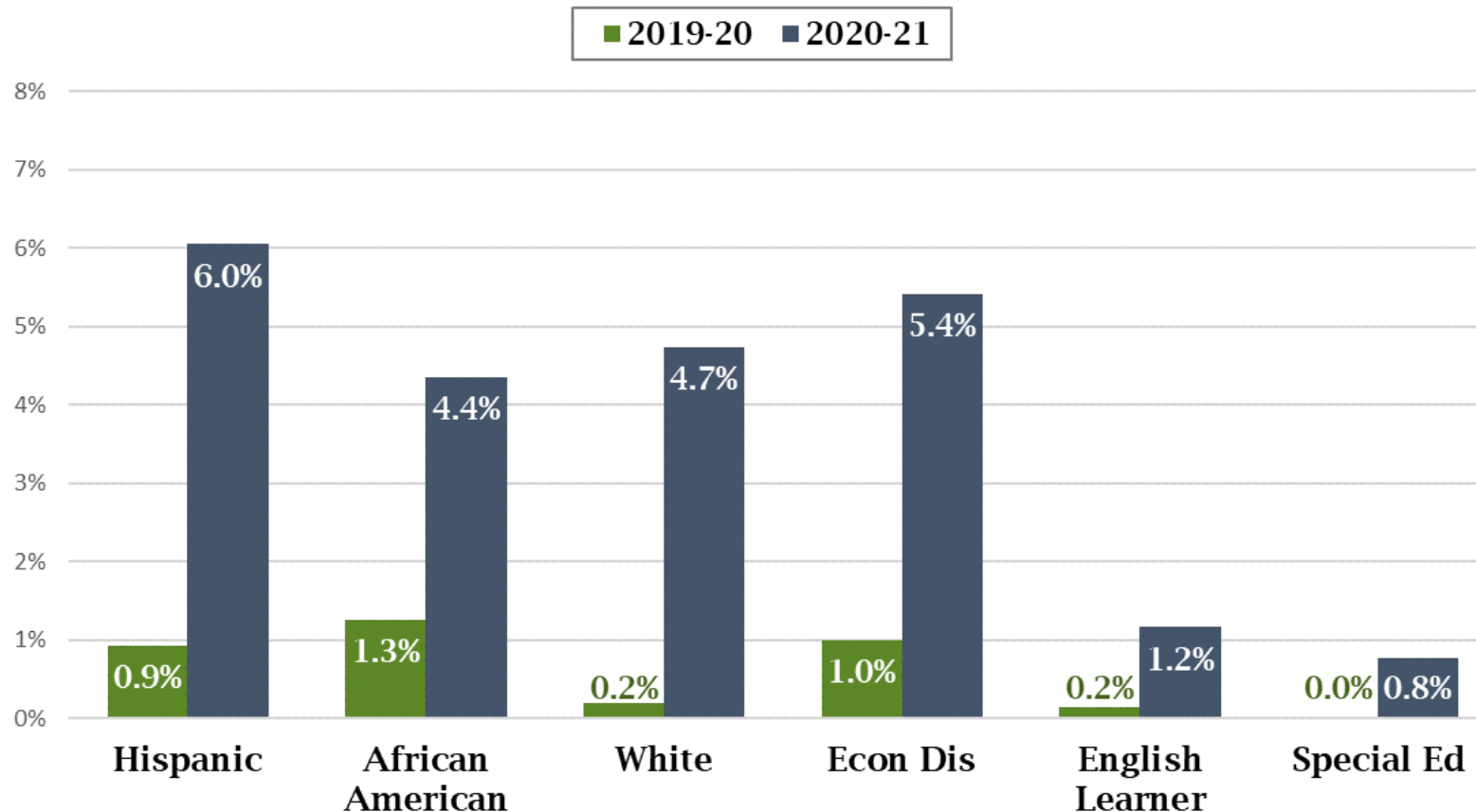
% Seniors Met TSLIA/College Prep Course CCMR Criteria



✓ Goal Progress Measure 3.4 – Additional Information

Mid-year 2021 Update: This increase in percent of seniors meeting CCMR criteria is seen for all student groups.

% Seniors Met TSLA/College Prep Course CCMR Criteria



CCMR Criteria

Assessment	Criteria
TSIA	Reading Score ≥ 351 Math Score ≥ 350
TSIA 2	ELAR Score 945 - 990 & an Essay Score of ≥ 5 Math Score 950 - 990
SAT	ELA Score ≥ 480 Math Score ≥ 530
ACT	English Score ≥ 19 & ≥ 23 Composite Score Math Score ≥ 19 & ≥ 23 Composite Score

District Supports and Goal Priorities



Fort Worth
INDEPENDENT SCHOOL DISTRICT

District Supports and Goal Priorities

- Instructional and Literacy Frameworks
- Professional Learning
- Assessment Planning
- Differentiated Support
- Instructional Leadership
- Engagement



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