

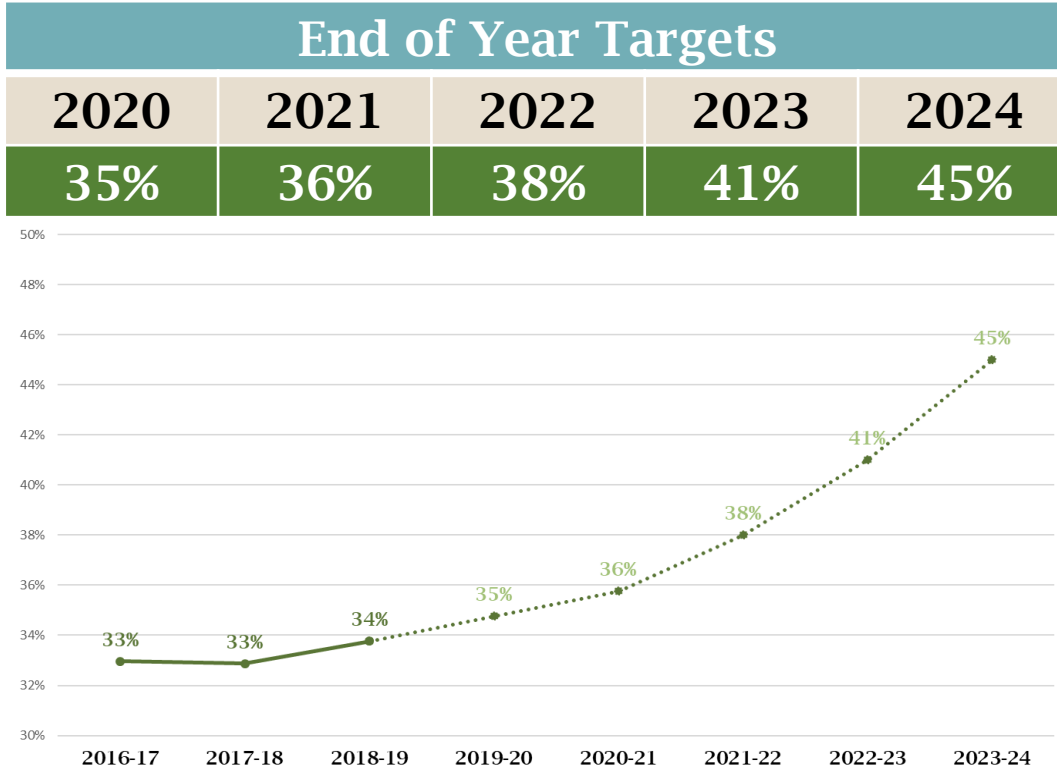
Lone Star Governance Goal 2: Early Mathematics Progress Update

Board of Education
December 8, 2020



✓ Board Outcome Goal 2: Early Math

Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.



✓ Board Outcome Goal 2: Early Math

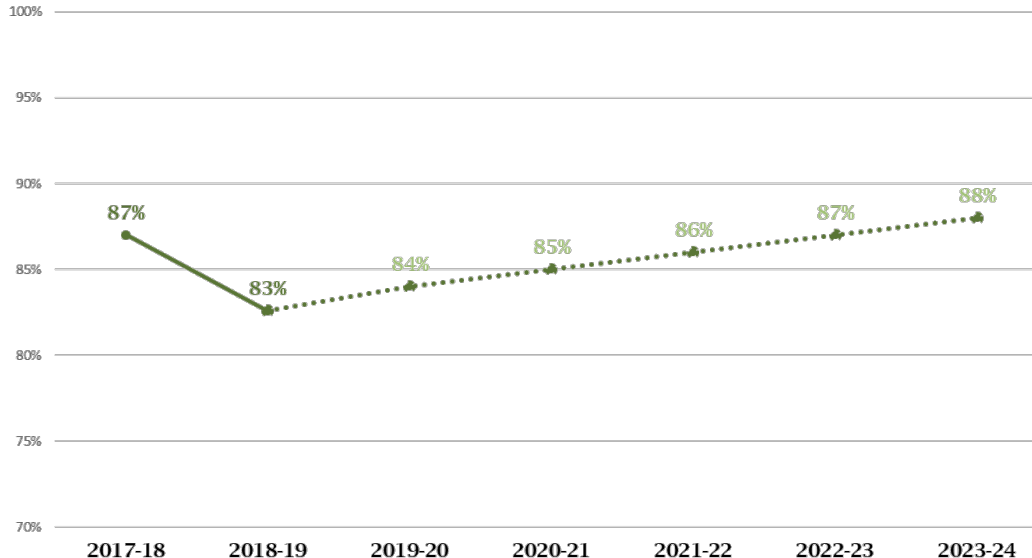
Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from **34%** to **45%** by August 2024.

	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	33%	20%	33%	56%	--	47%	--	32%	32%	29%	26%	33%	33%	34%	29%
2017-18	33%	22%	32%	54%	--	47%	--	44%	25%	29%	22%	33%	33%	34%	27%
2018-19	34%	21%	33%	57%	--	63%	--	39%	28%	29%	37%	33%	33%	35%	30%
2019-20	35%	22%	34%	58%	--	64%	--	40%	29%	30%	38%	34%	34%	36%	31%
2020-21	36%	23%	35%	59%	--	65%	--	41%	30%	31%	39%	35%	35%	37%	32%
2021-22	38%	25%	37%	61%	--	67%	--	43%	32%	33%	41%	37%	37%	39%	34%
2022-23	41%	28%	40%	64%	--	70%	--	46%	35%	36%	44%	40%	40%	42%	37%
2023-24	45%	32%	44%	68%	--	74%	--	50%	39%	40%	48%	44%	44%	46%	41%

✓ 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.

End of Year Targets				
2020	2021	2022	2023	2024
84%	85%	86%	87%	88%



✓ Goal Progress Measure 2.1 – Circle and TX-KEA

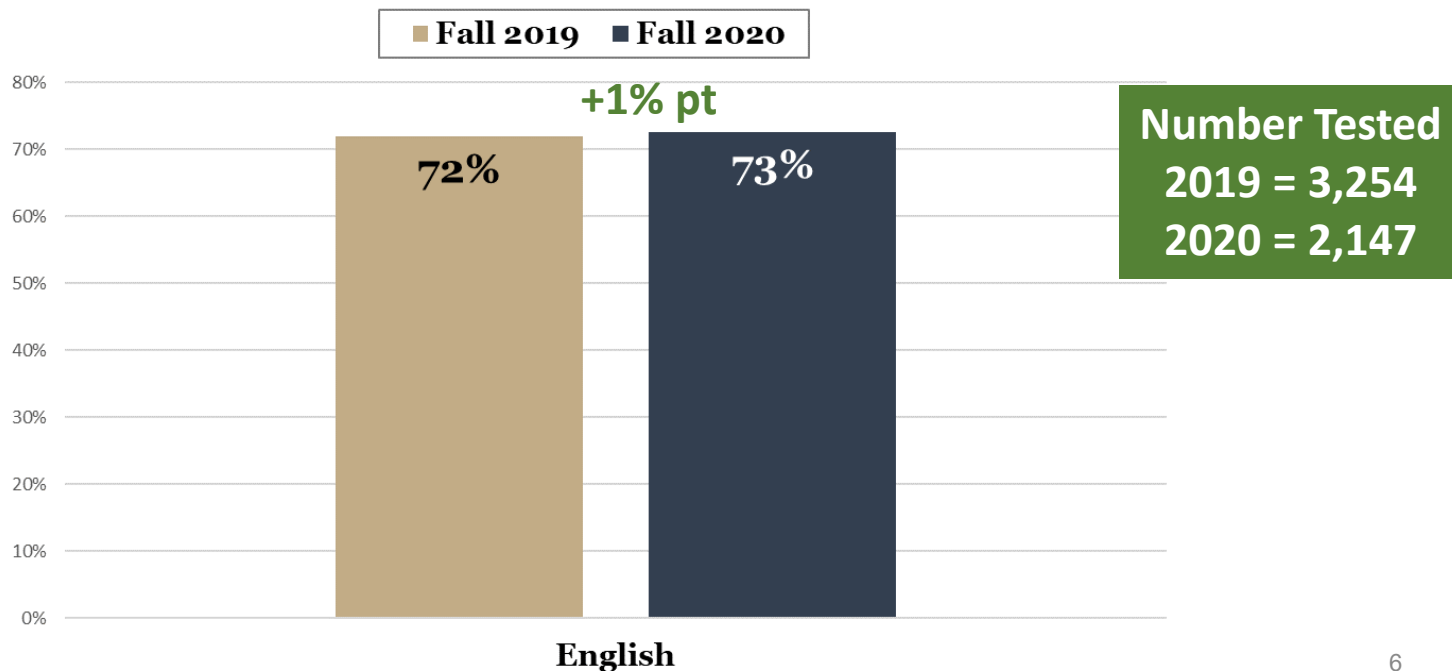
Increase the percent of PK and KG students that score “On Track” on Circle and TX-KEA Math from **83%** to **88%** by June 2024.

	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
2017-18	87%	86%	86%	91%	--	92%	--	91%	77%	86%	--	84%			
2018-19	83%	79%	81%	89%	--	87%	--	87%	62%	82%	--	81%			
2019-20	84%	80%	82%	90%	--	88%	--	88%	63%	83%	--	82%			
2020-21	85%	81%	83%	91%	--	89%	--	89%	64%	84%	--	83%			
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

Fall 2020 Update: The percent of PK students rated “on track” for Math in fall 2020 was one point higher (+1% point) than in fall 2019.

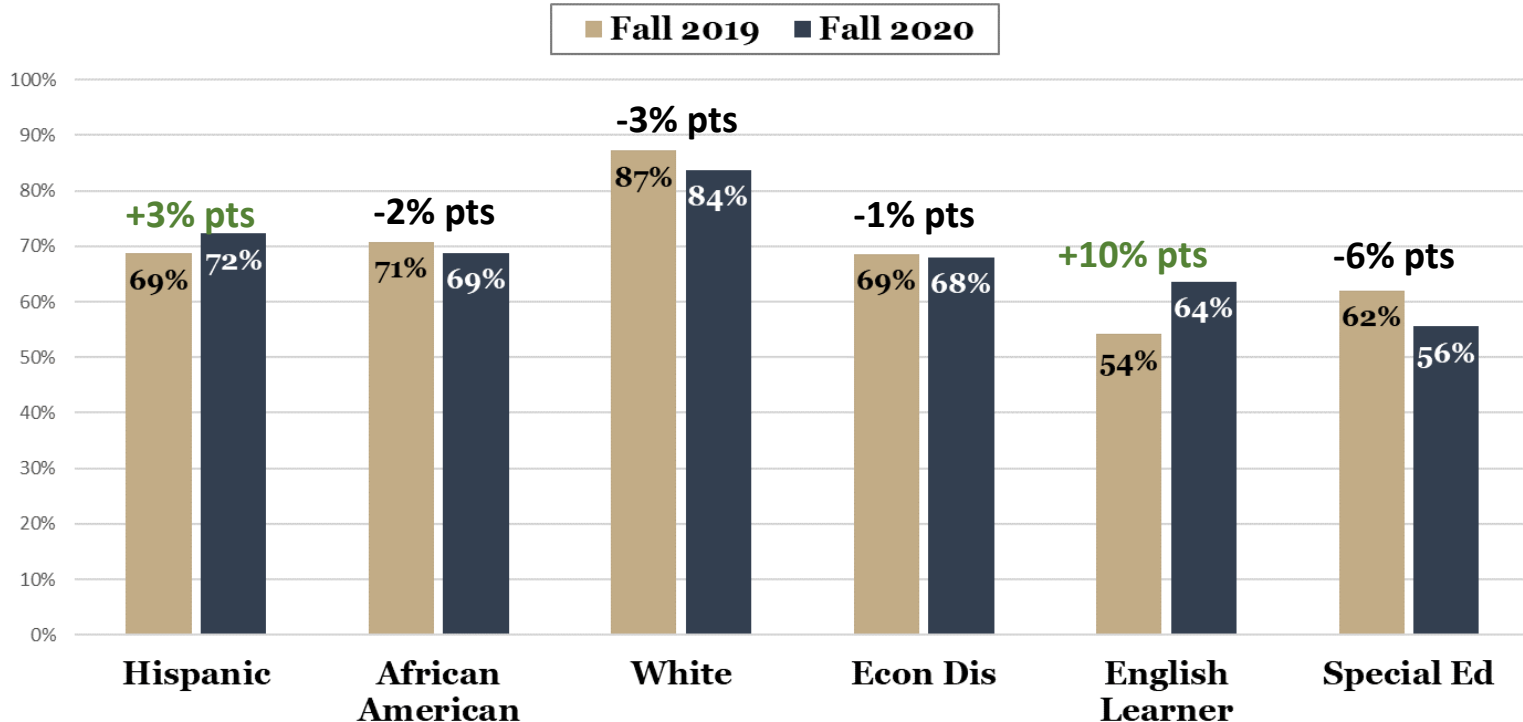
% On Track for Math – PK Circle Assessment



✓ Goal Progress Measure 2.1 – Circle and TX-KEA

Fall 2020 Update: The percent of Hispanic and English Learner students “on track” showed increases of +3% points and +10% points compared to fall 2019.

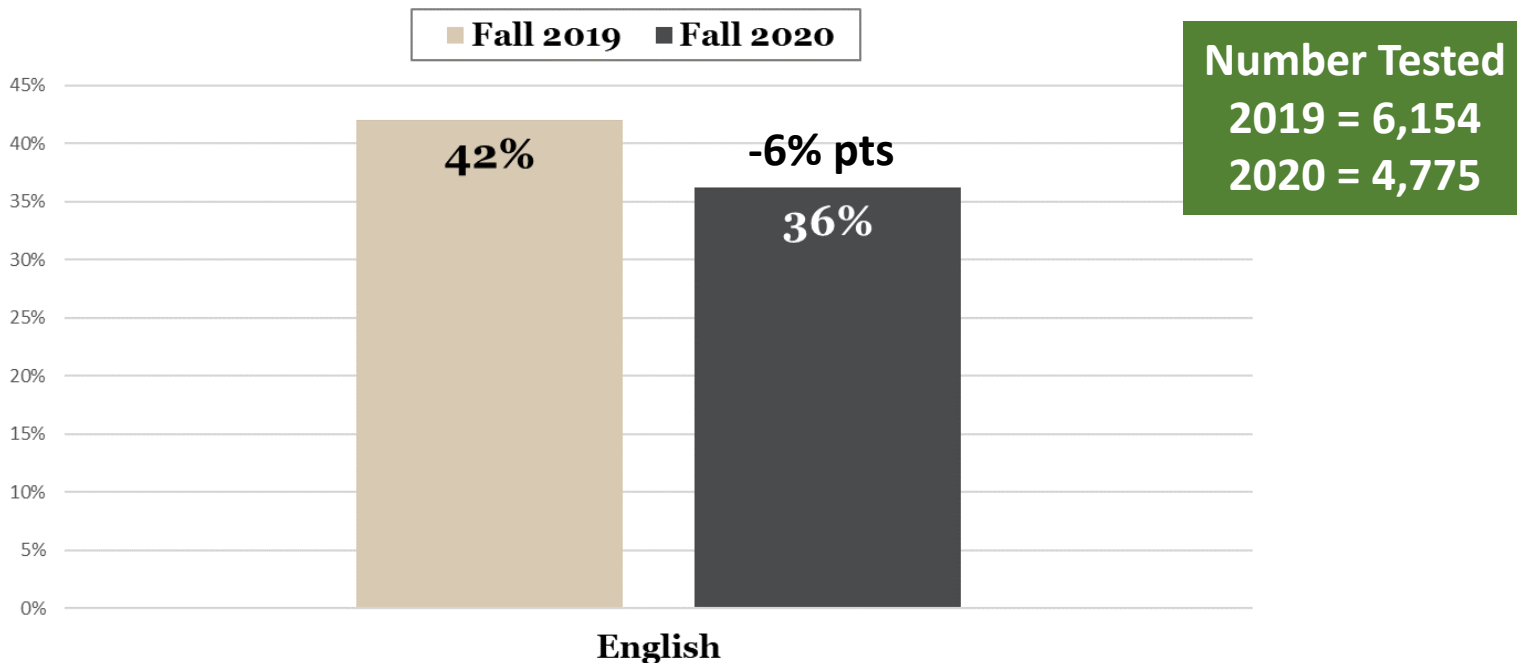
% On Track for Math - PK



✓ Goal Progress Measure 2.1 – Circle and TX-KEA

Fall 2020 Update: Fall 2020 TX-KEA Math showed a decrease in the percent of students “on track” compared to fall 2019.

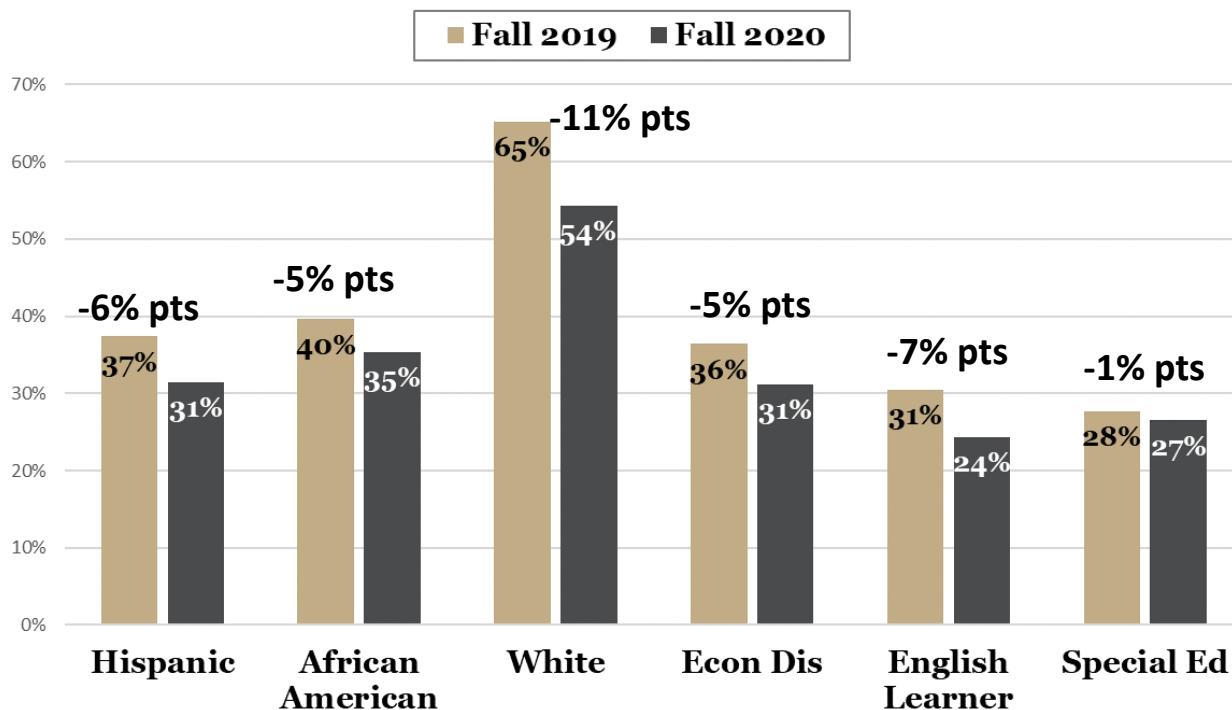
% On Track for Math - Kindergarten



✓ Goal Progress Measure 2.1 – Circle and TX-KEA

Fall 2020 Update: All student groups declined relative to the prior year, with the largest decline for White students (-11% points).

% On Track for Math - Kindergarten



✓ 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.



MAP Growth
2017-18 includes
MOY to EOY only.

✓ 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.

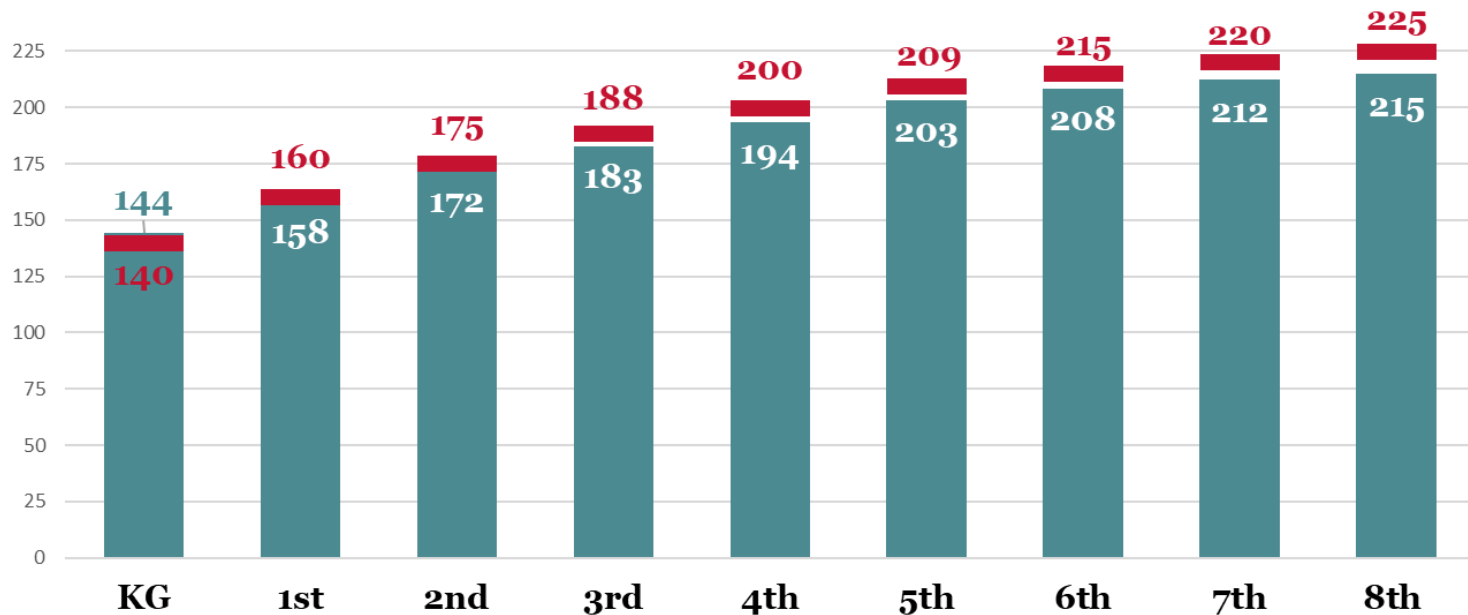
	All	Af Amer	Hisp	White	Am Ind	Asian	Pacific Isl	Two More	Special Ed	Econ Dis	Form SE	Curr EL	EL (C & Mon)	Cont Enr	Not Cont Enr
2017-18	62%	57%	62%	69%		72%		65%	55%	61%	59%	64%	64%	62%	65%
2018-19	61%	52%	62%	70%		70%		68%	51%	60%		64%	64%		
2019-20	63%	54%	64%	72%		72%		70%	53%	62%		66%	66%		
2020-21	65%	56%	66%	74%		74%		72%	55%	64%		68%	68%		
2021-22	67%	58%	68%	76%		76%		74%	57%	66%		70%	70%		
2022-23	69%	60%	70%	78%		78%		76%	59%	68%		72%	72%		
2023-24	71%	62%	72%	80%		80%		78%	61%	70%		74%	74%		

✓ Goal Progress Measure 2.2 – MAP Growth Grades 1-3

Fall 2020 Progress: For fall of 2020, overall math performance on MAP Growth was slightly lower than the national norm and the prior fall for most grade levels.

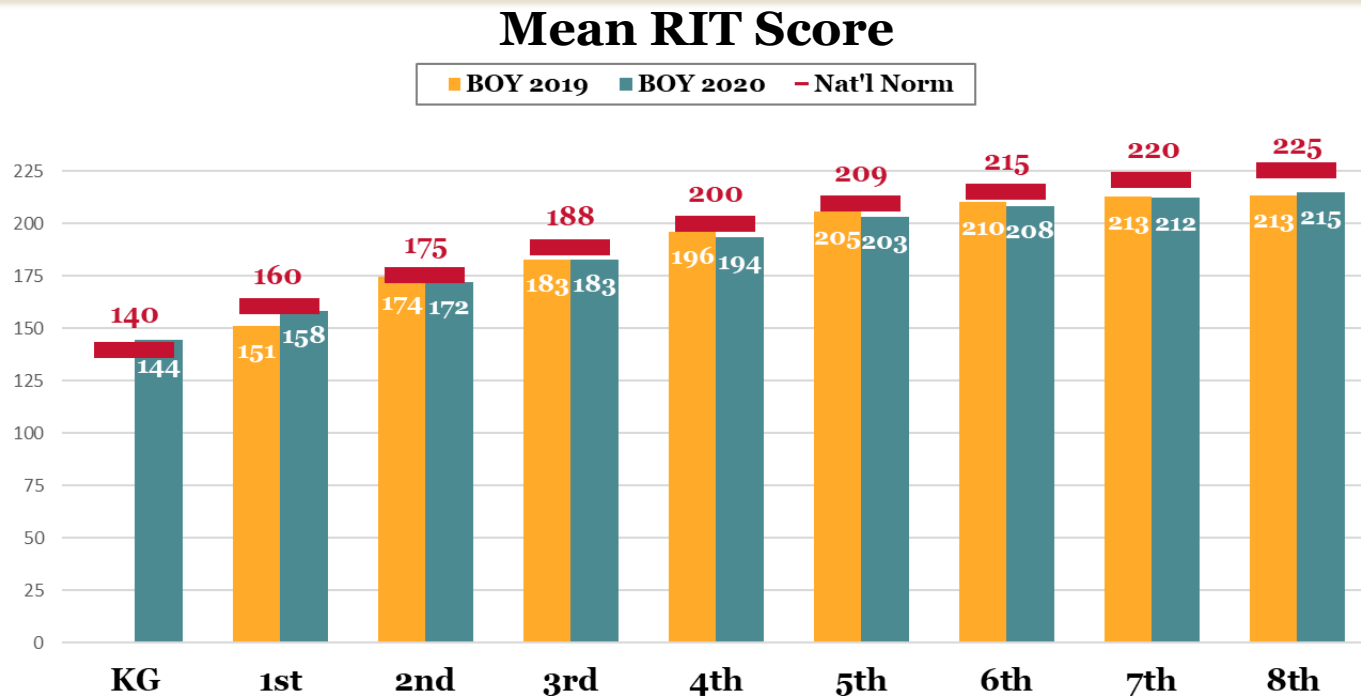
Mean RIT Score

■ BOY 2020 ■ Nat'l Norm



✓ Goal Progress Measure 2.2 – MAP Growth Grades 1-3

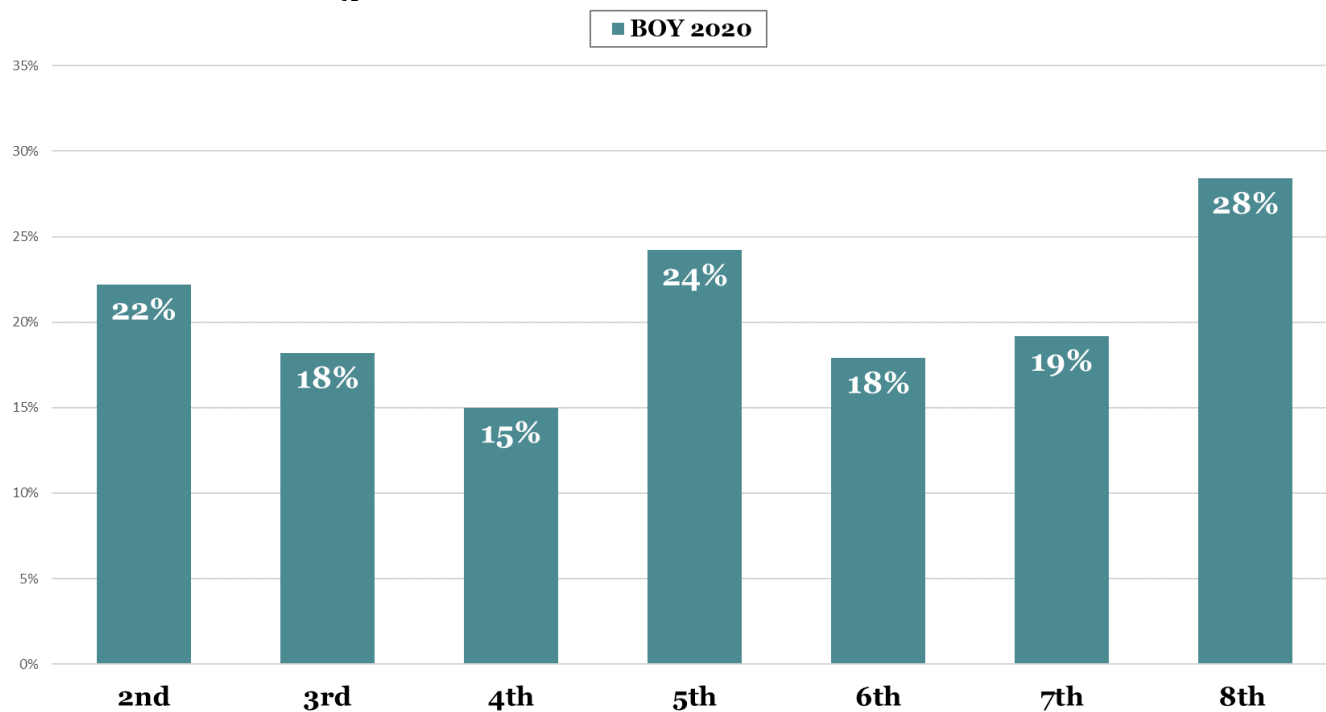
Fall 2020 Progress: At Grades 1 & 8, mean RIT scores were actually slightly higher than those at the same time the prior year but still lower than the national norm.



✓ Goal Progress Measure 2.2 – MAP Growth Grades 1-3

Fall 2020 Progress: Percent of students projected to achieve *Meets* Grade Level or higher on STAAR based on their MAP Growth performance.

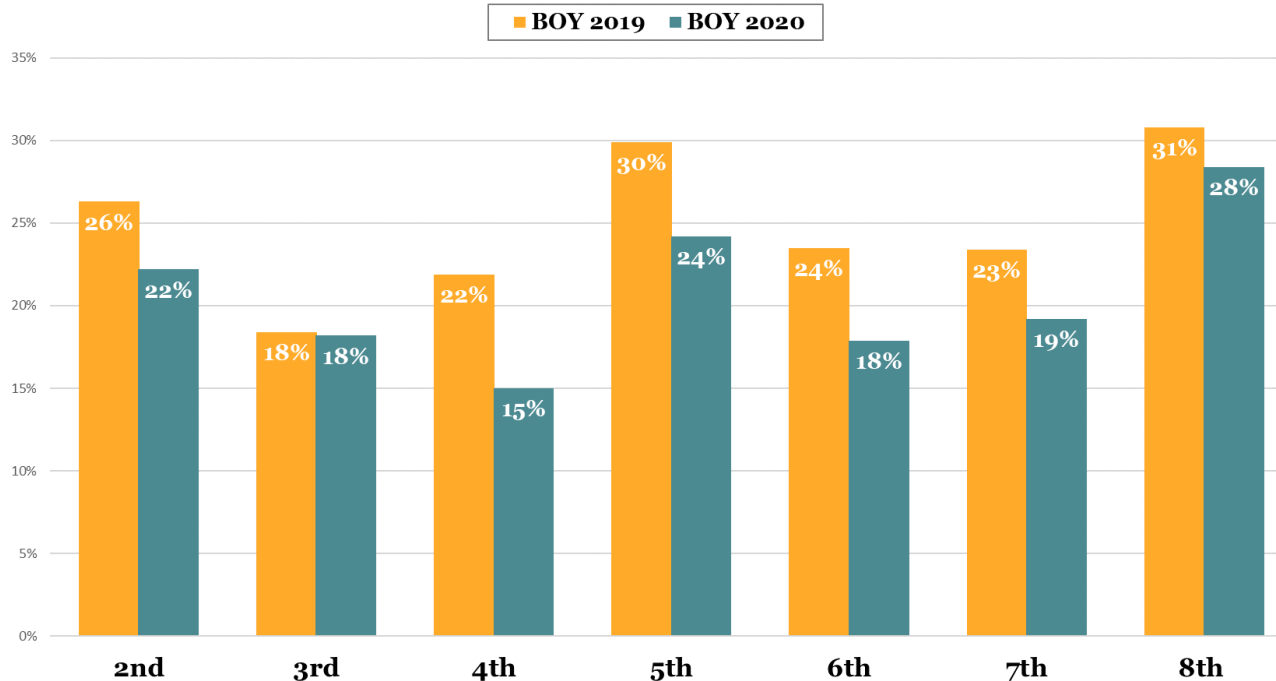
% Projected to be at *Meets* Grade Level



✓ Goal Progress Measure 2.2 – MAP Growth Grades 1-3

Fall 2020 Progress: At every grade level, our fall 2020 MAP projects fewer students will achieve *Meets* Grade Level on Spring 2021 STAAR.

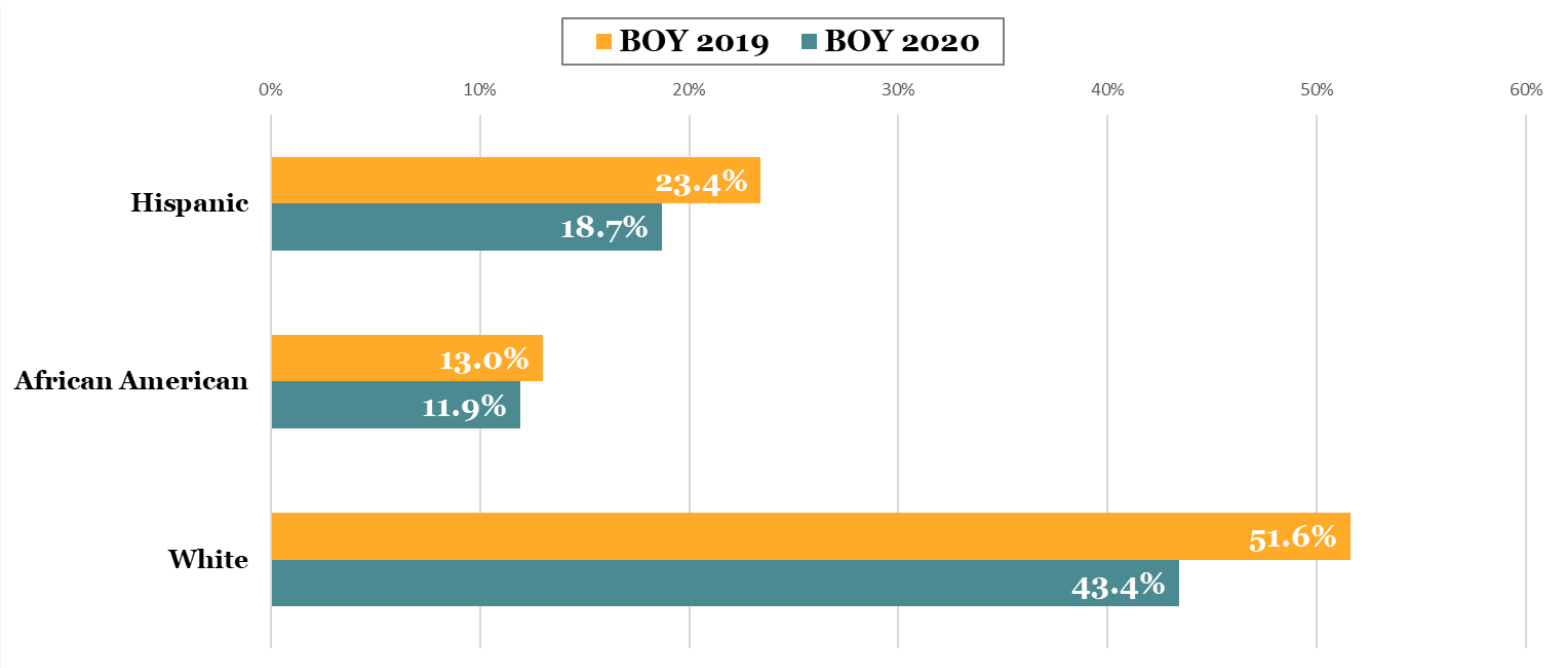
% Projected to be at *Meets* Grade Level



✓ Goal Progress Measure 2.2 – MAP Growth Grades 1-3

Fall 2020 Progress: Looking at performance for ethnicity groups, all groups saw declines in projections as compared to the prior year.

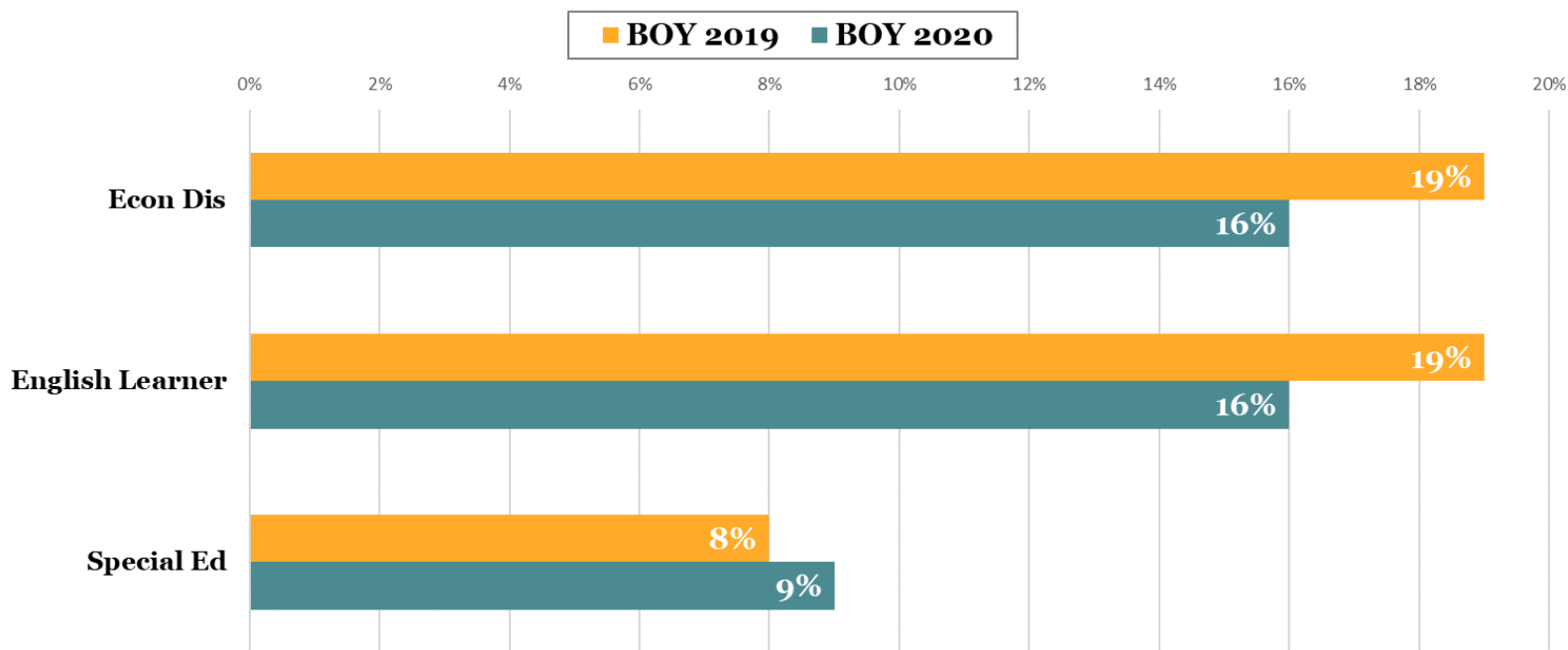
% Projected to be at *Meets* Grade Level



✓ Goal Progress Measure 2.2 – MAP Growth Grades 1-3

Fall 2020 Progress: Economically disadvantaged students and English learners saw declines in projections from the prior year. Special Education students saw a slight increase.

% Projected to be at *Meets* Grade Level



✓ Goal Progress Measure 2.3 – MAP 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 in 2020-2021

Goal 1: Early Literacy Progress Update

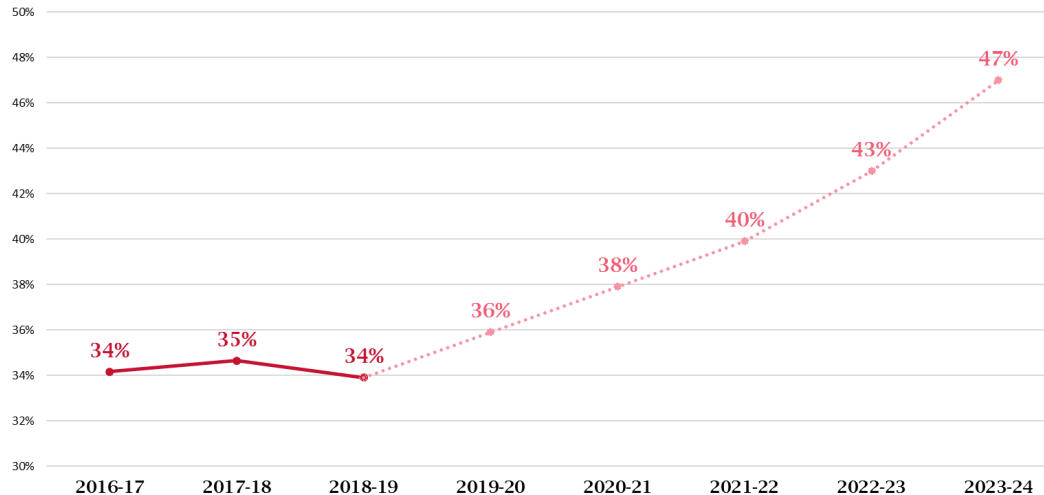


Fort Worth
INDEPENDENT SCHOOL DISTRICT

✓ 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%



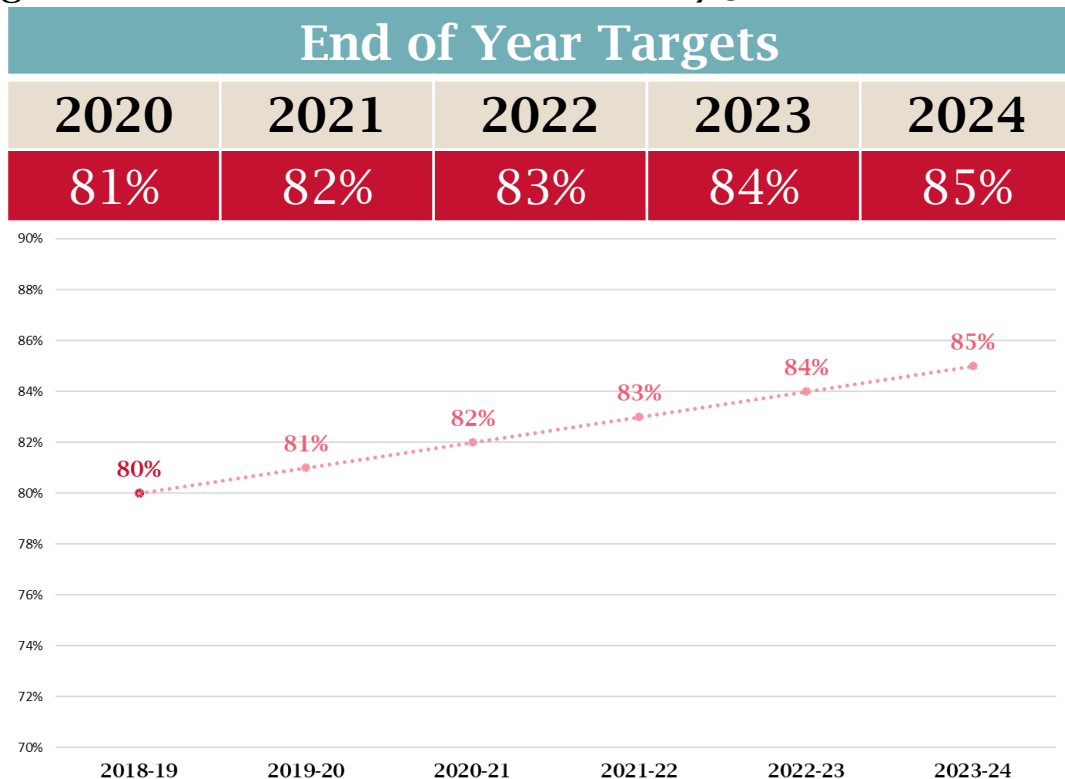
✓ Board Outcome Goal 1: Early Literacy

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.

	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

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



✓ Goal Progress Measure 1.1 – Circle

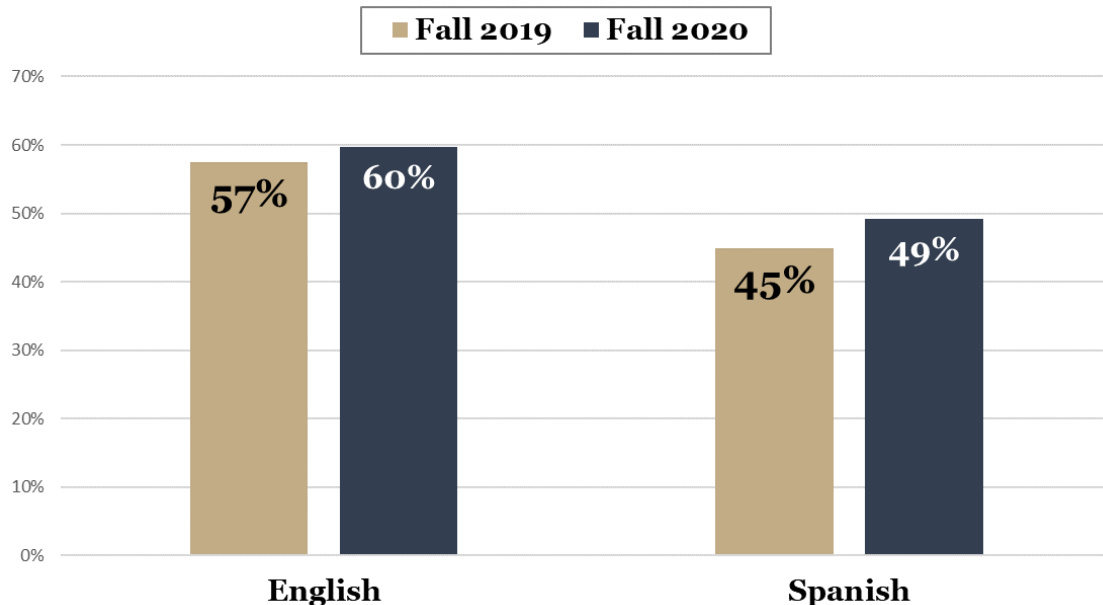
Increase the percent of PK students that score “On Track” on Circle Phonological Awareness from **80%** to **85%** by June 2024.

	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%

✓ Goal Progress Measure 1.1 – Circle

Fall 2020 Progress: BOY Circle 2020 Phonological Awareness (both English & Spanish) had a slightly higher percent of students rated “On Track” compared to fall 2019.

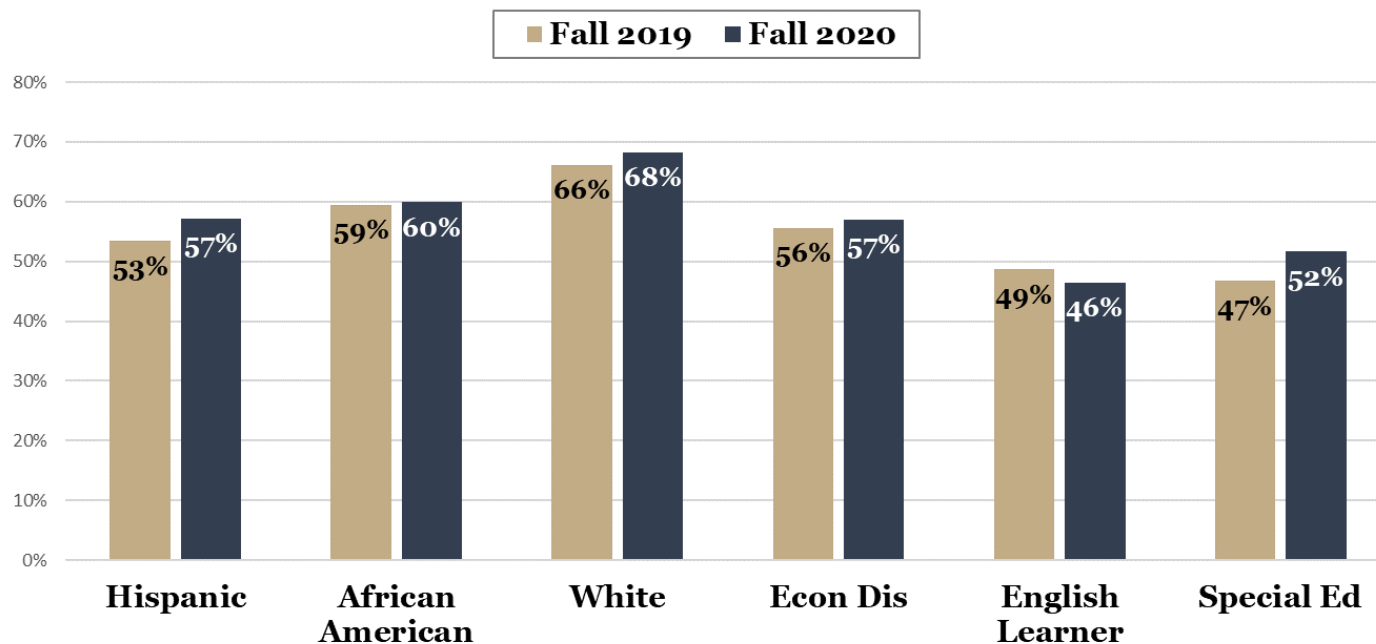
% On Track for Phonological Awareness - Circle



✓ Goal Progress Measure 1.1 – Circle

Fall 2020 Progress: Only English Learners showed a decrease in the percent “On Track” compared with fall 2019.

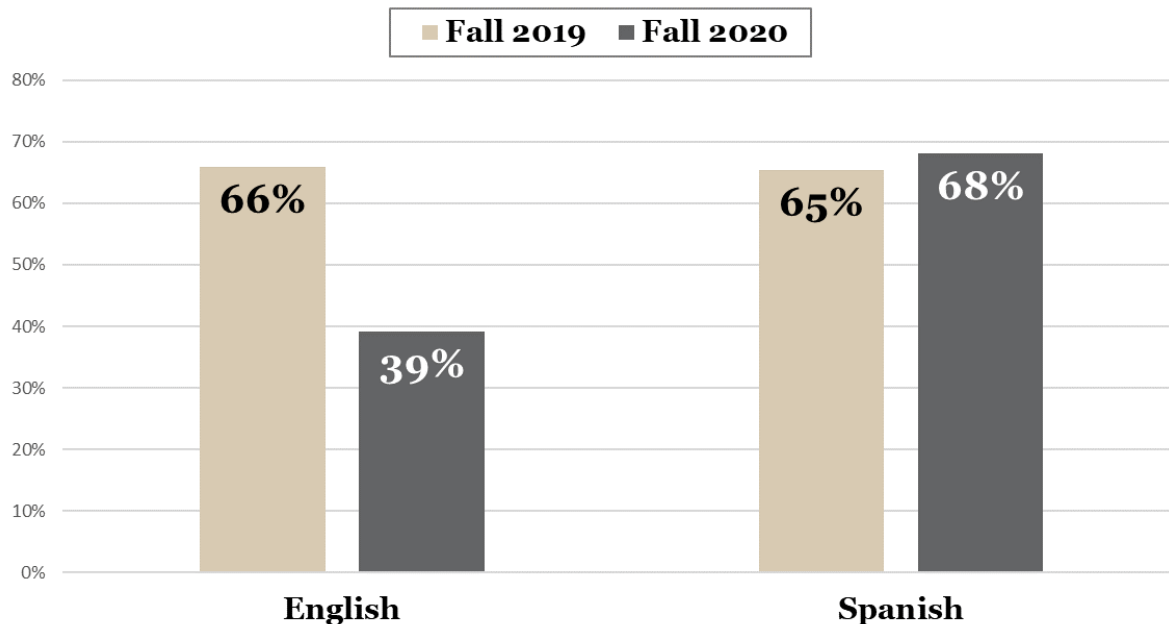
% On Track for Phonological Awareness - Circle *English*



✓ Additional Information – TX-KEA

Fall 2020 Progress: While percent “On Track” for Spanish Phonological Awareness showed a slight increase compared to fall 2019, English Phonological Awareness showed a large decline (-27% points).

% On Track for Phonological Awareness –TX-KEA

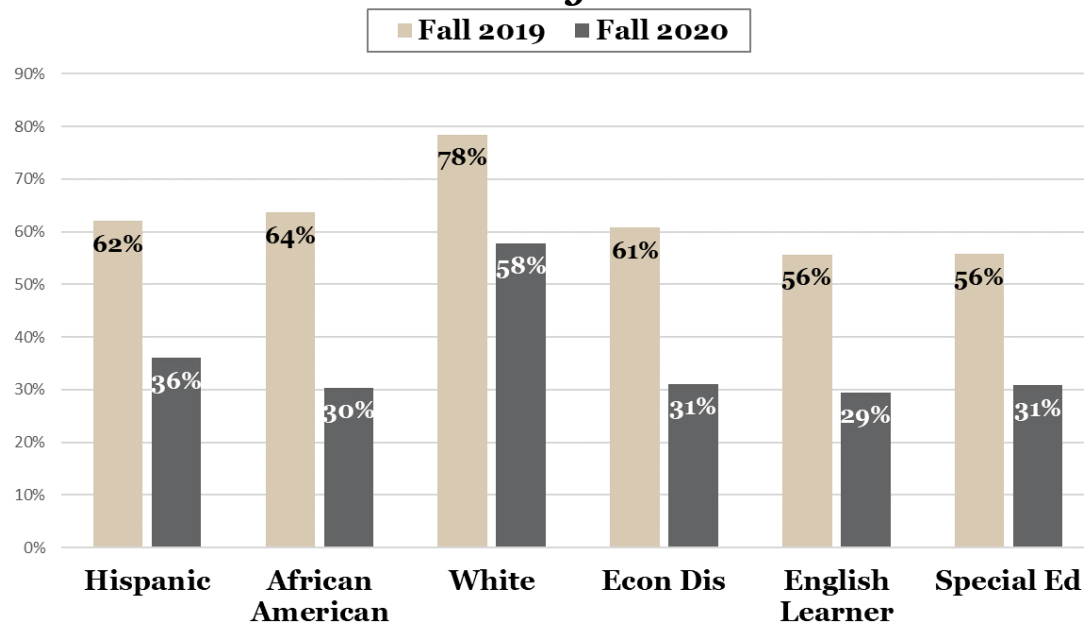


✓ Additional Information – TX-KEA

Fall 2020 Progress: All student groups saw large declines, with the largest for African American students (-34% points), Hispanic students (-26% points) and English Learners. (-26% points).

% On Track for Phonological Awareness

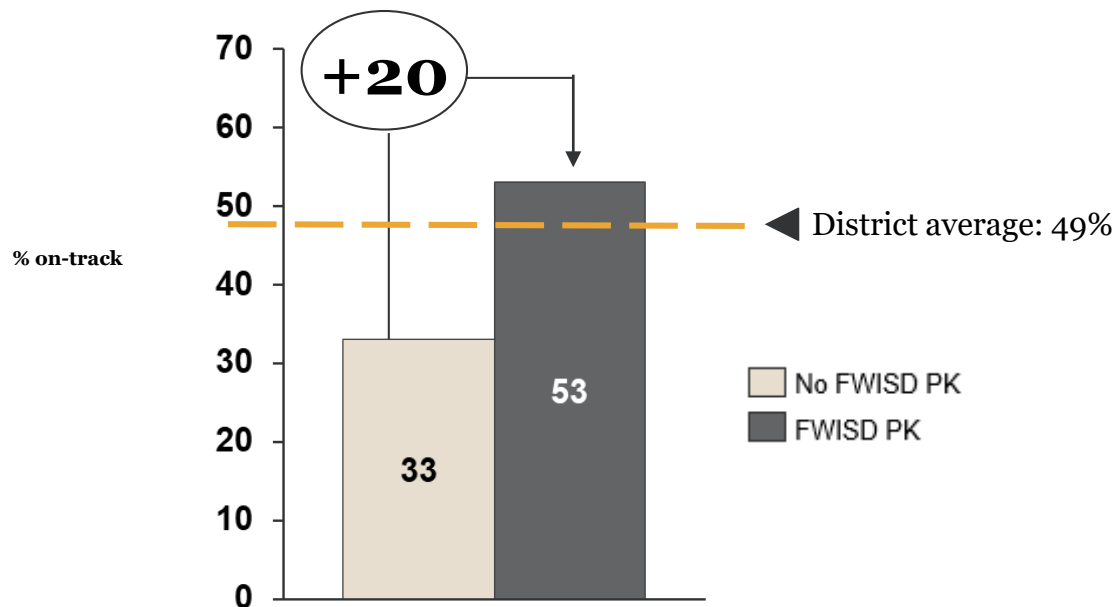
English



✓ Additional Information – TX-KEA

Fall 2020 Progress: Students who attended FWISD PK showed continue to perform better.

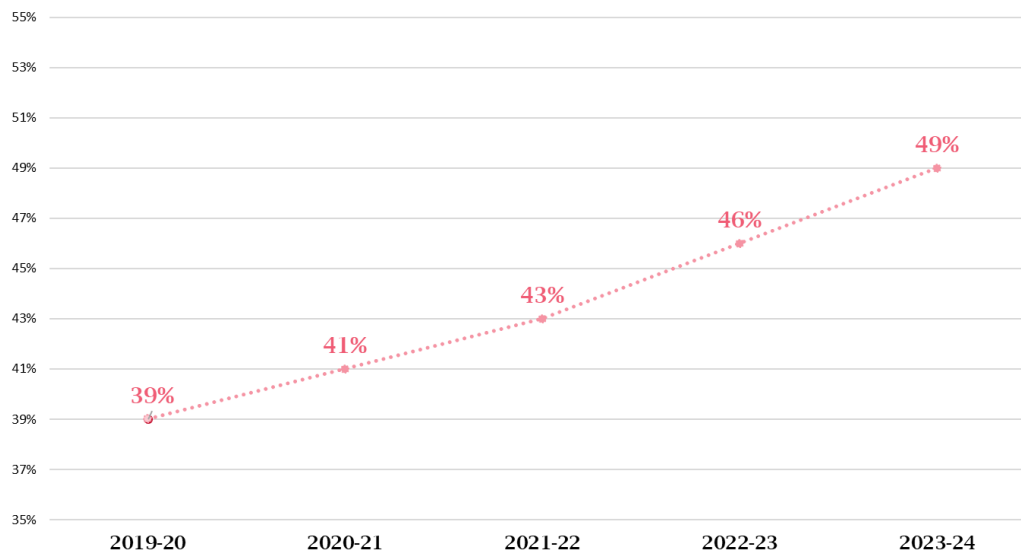
% On Track for Phonological Awareness



✓ Goal Progress Measure 1.2 – MAP Reading Fluency

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%



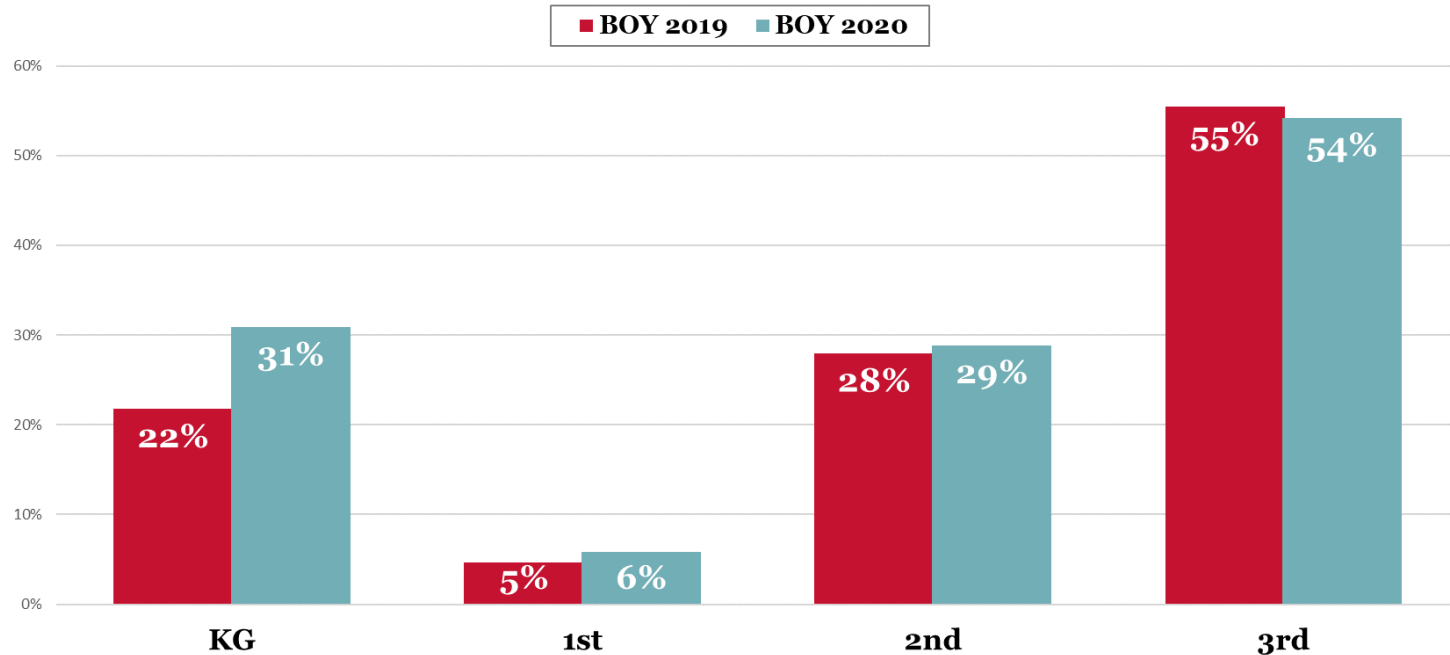
✓ Goal Progress Measure 1.2 – MAP Reading Fluency

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%

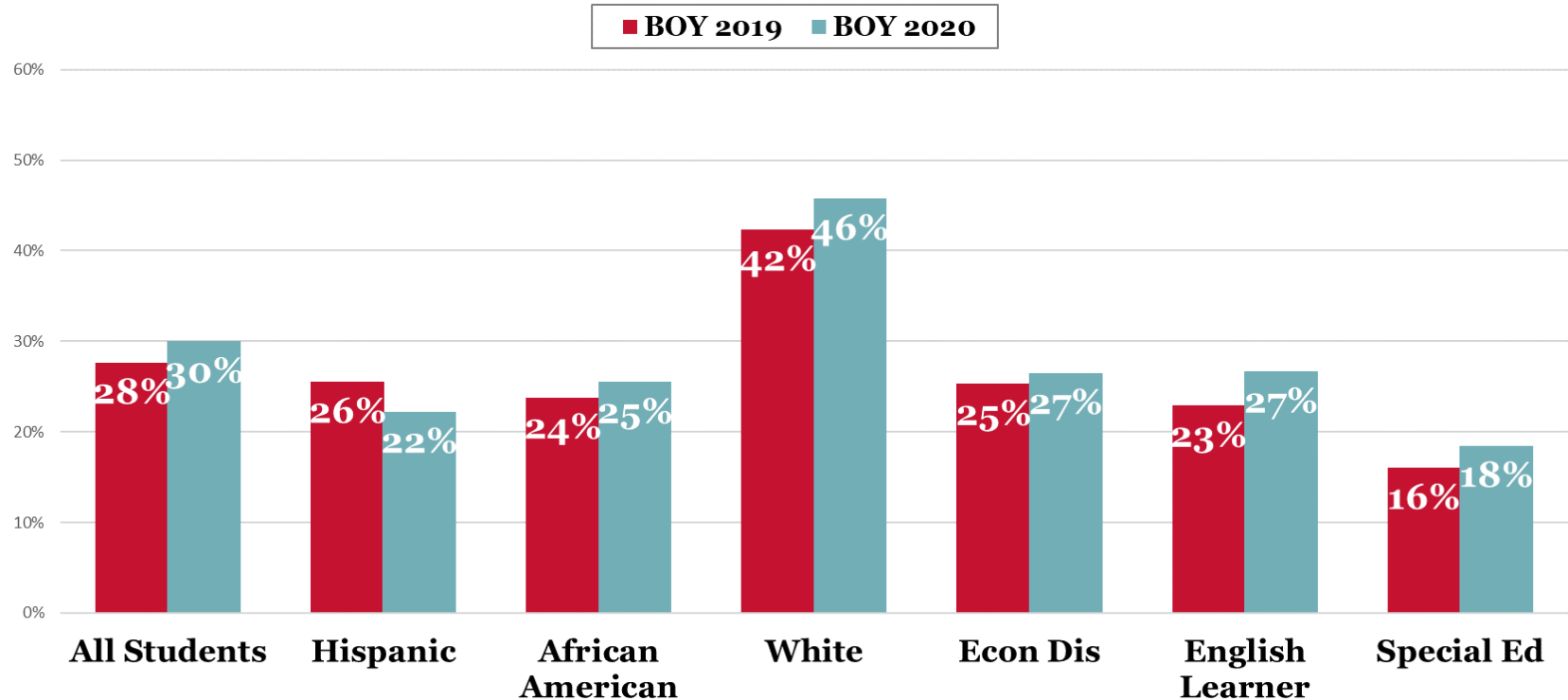
✓ Goal Progress Measure 1.2 – MAP Reading Fluency

Fall 2020 Progress: Higher percentages met or exceeded standards on key indicators for BOY 2020 than BOY the prior year. This was true at all grades except Grade 3. However, more than 2300 fewer students tested.



✓ Goal Progress Measure 1.2 – MAP Reading Fluency

Fall 2020 Progress: These higher percentages were seen for all student groups, except Hispanic (-4% pts).



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

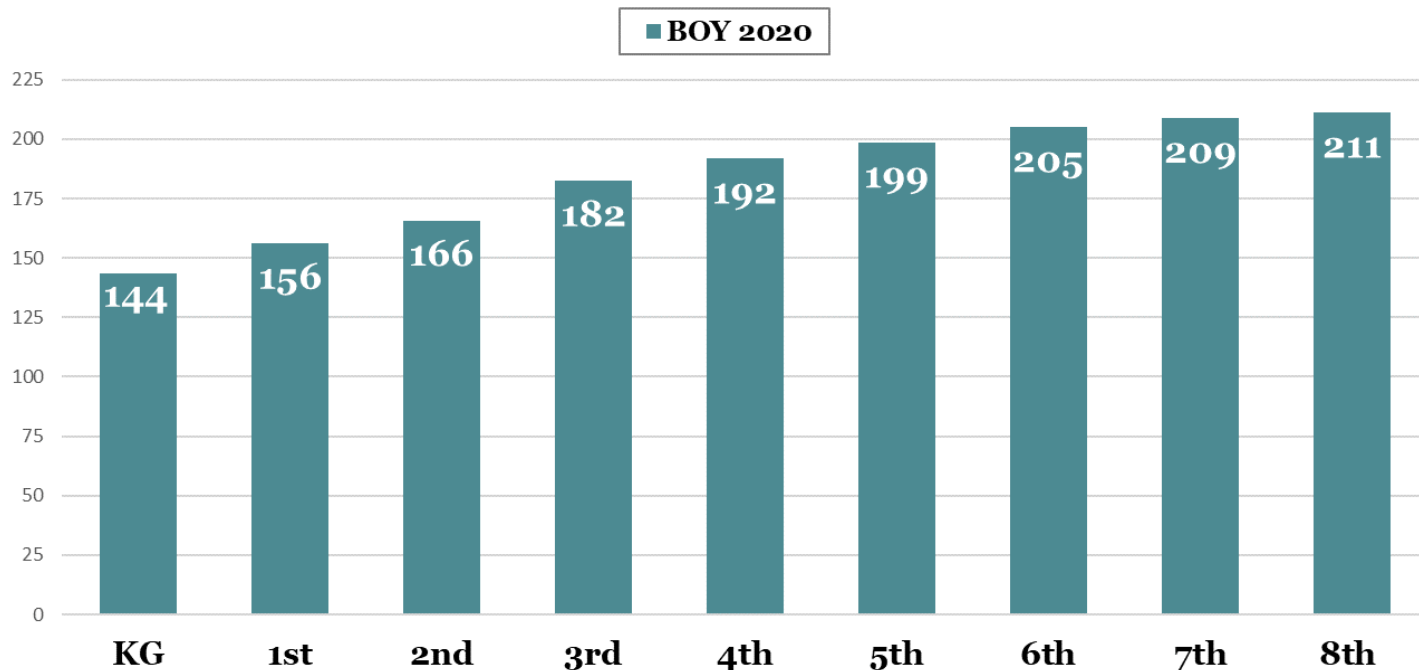
Increase the percentage of Kindergarten – Grade 3 students who Meet or Exceed projected growth on MAP Growth Reading from **X%** to **Y%** by **June 2024**.

BASELINE in 2020-2021

✓ Goal Progress Measure 1.3 – MAP Reading Growth

Fall 2020 Progress: We do not have reading performance data for fall 2019, but we can compare FWISD performance with the national BOY norm.

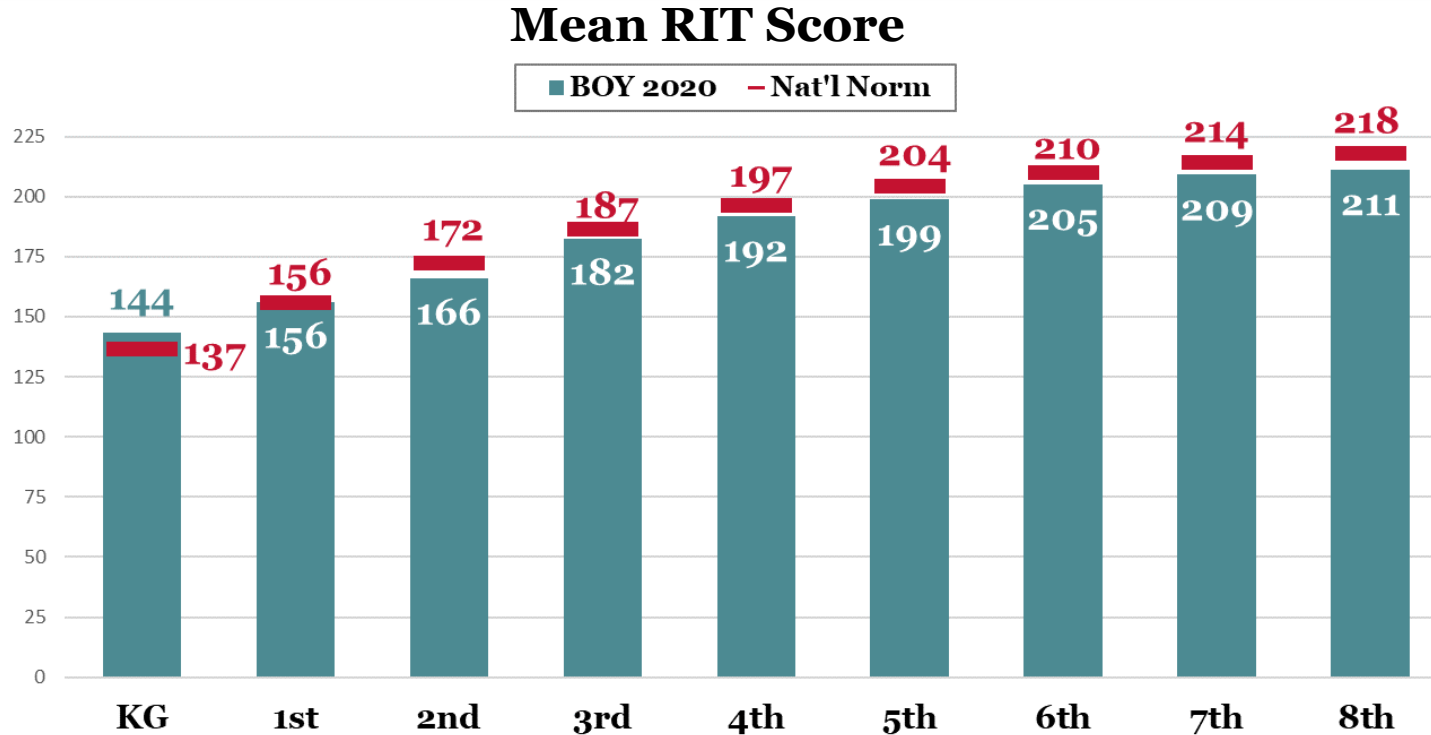
Mean RIT Score



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

✓ Goal Progress Measure 1.3 – MAP Reading Growth

Fall 2020 Progress: With the exception of Kindergarten and Grade 1, all grades showed a small gap with mean national RIT scores.

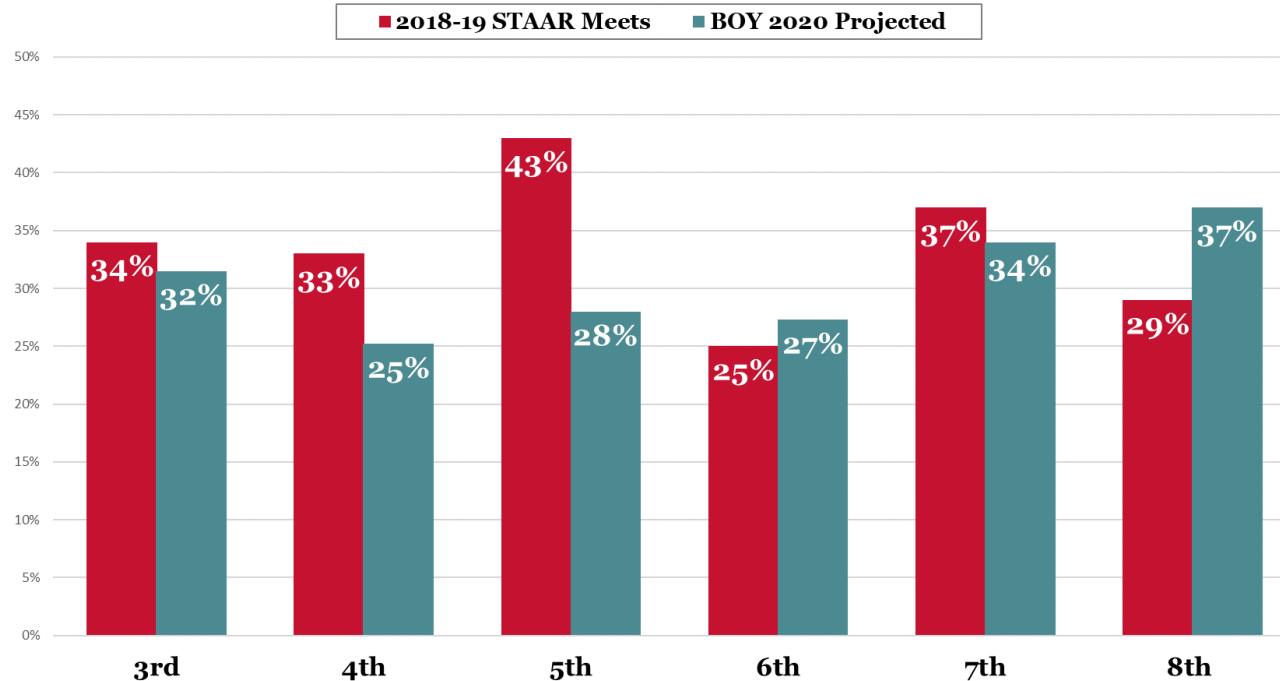


Includes English Reading only; national norm data are not available for Spanish Reading

✓ Goal Progress Measure 1.3 – MAP Reading Growth

Fall 2020 Progress: The percentage of students projected at *Meets* Grade Level on STAAR Reading* is lower than actual STAAR 2019 for most grades.

% Projected to be at *Meets* Grade Level

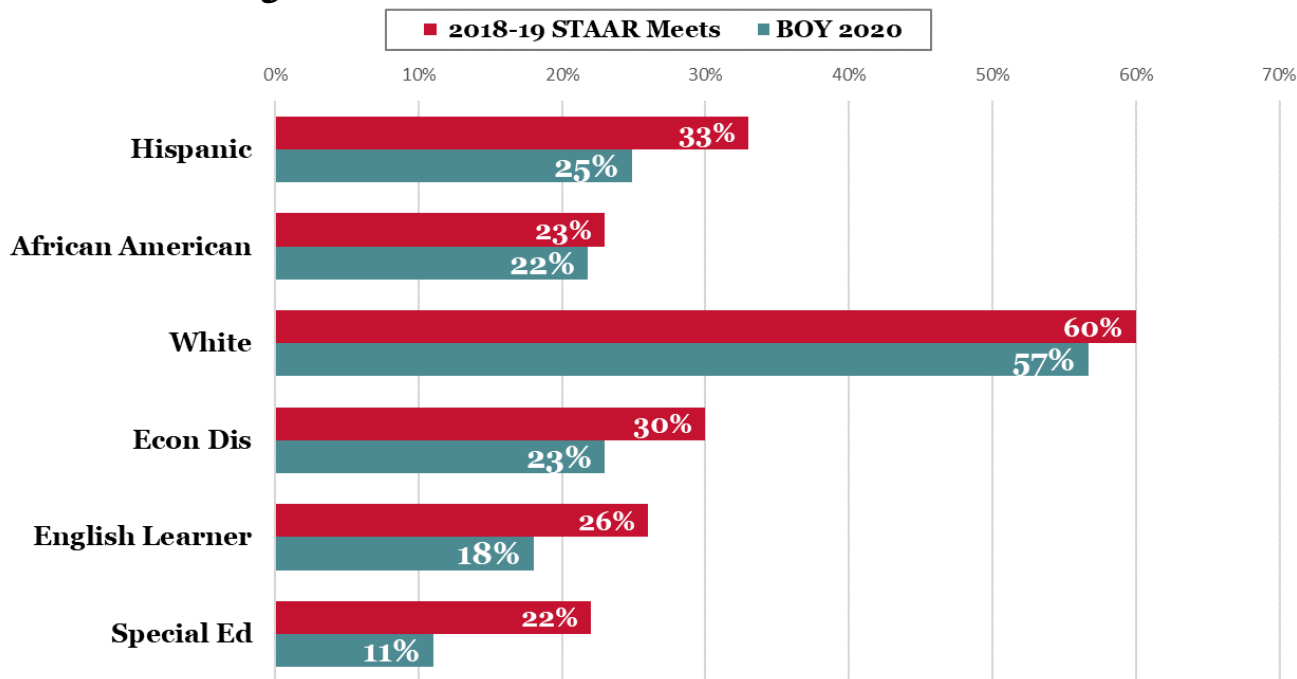


* Projections are only available for English Reading

✓ Goal Progress Measure 1.3 – MAP Reading Growth

Fall 2020 Progress: The percentage of students projected at *Meets* Grade Level on STAAR Reading* is lower than actual STAAR 2019 for all groups.

% Projected to be at *Meets* Grade Level

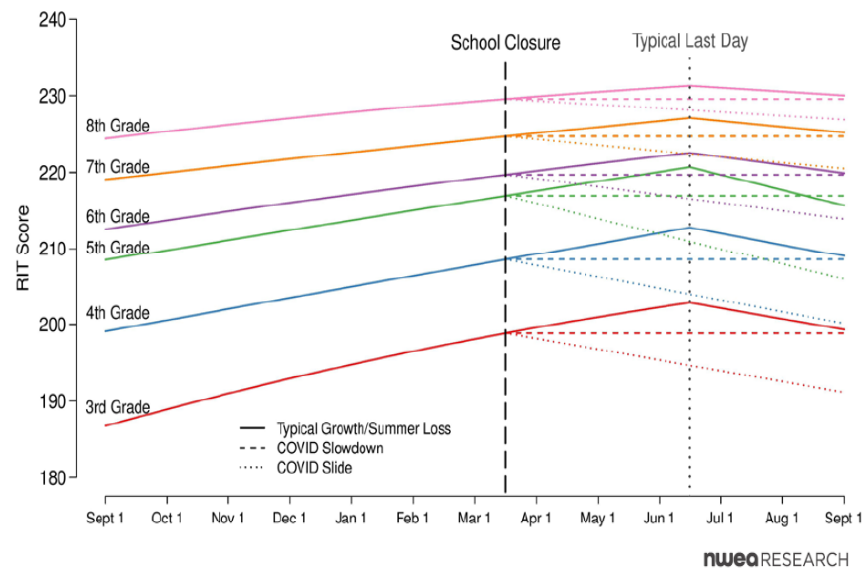


COVID-19 Impact Update



Fort Worth
INDEPENDENT SCHOOL DISTRICT

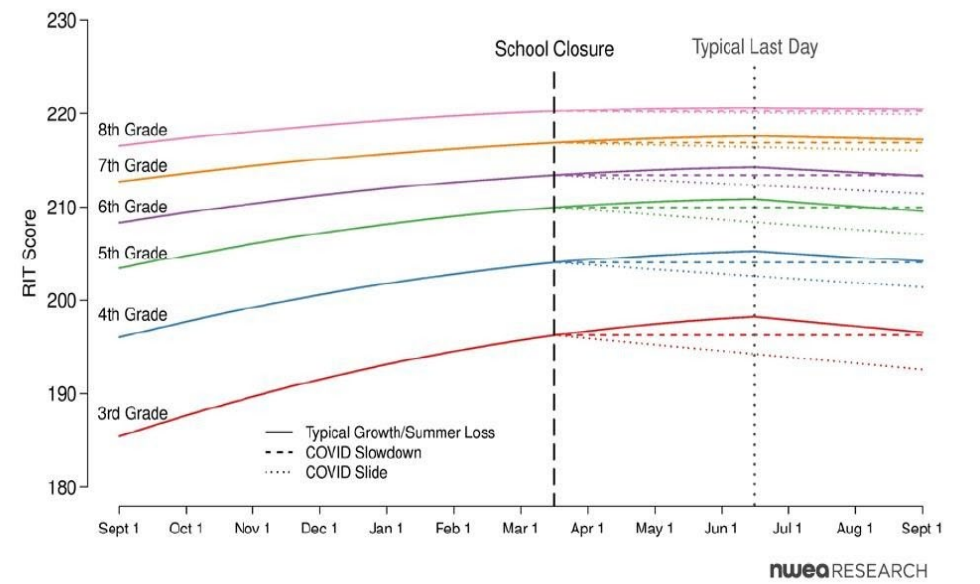
Figure 1. Mathematics forecast



Reading

Mathematics

Figure 2. Reading forecast



Unfinished Learning and Gaps in Learning



Joanna, 3rd Grade
Reading

UNFINISHED
LEARNING



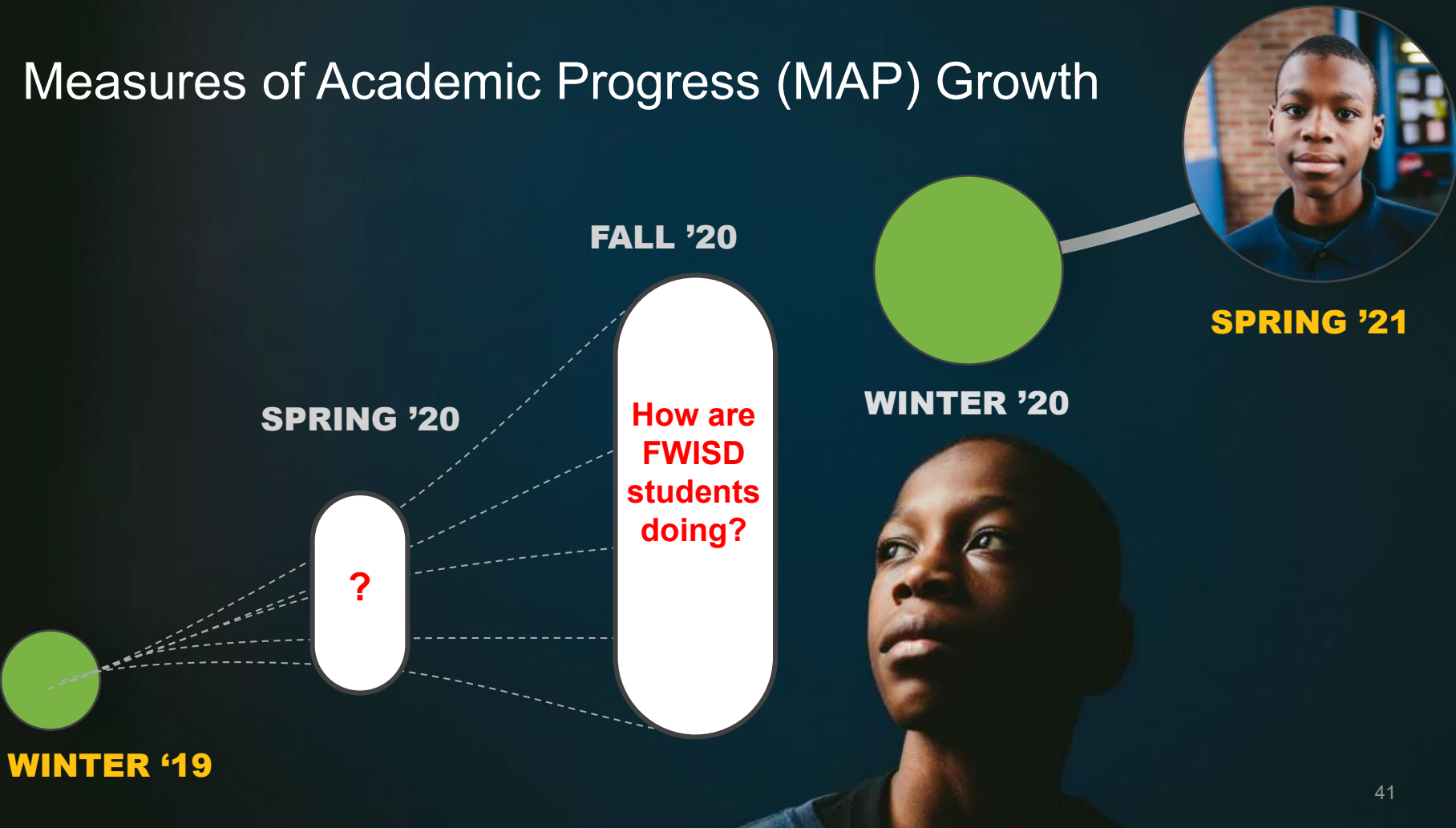
Jeffrey, 5th Grade
Math

GAPS IN
LEARNING



Richard, 8th Grade
Math

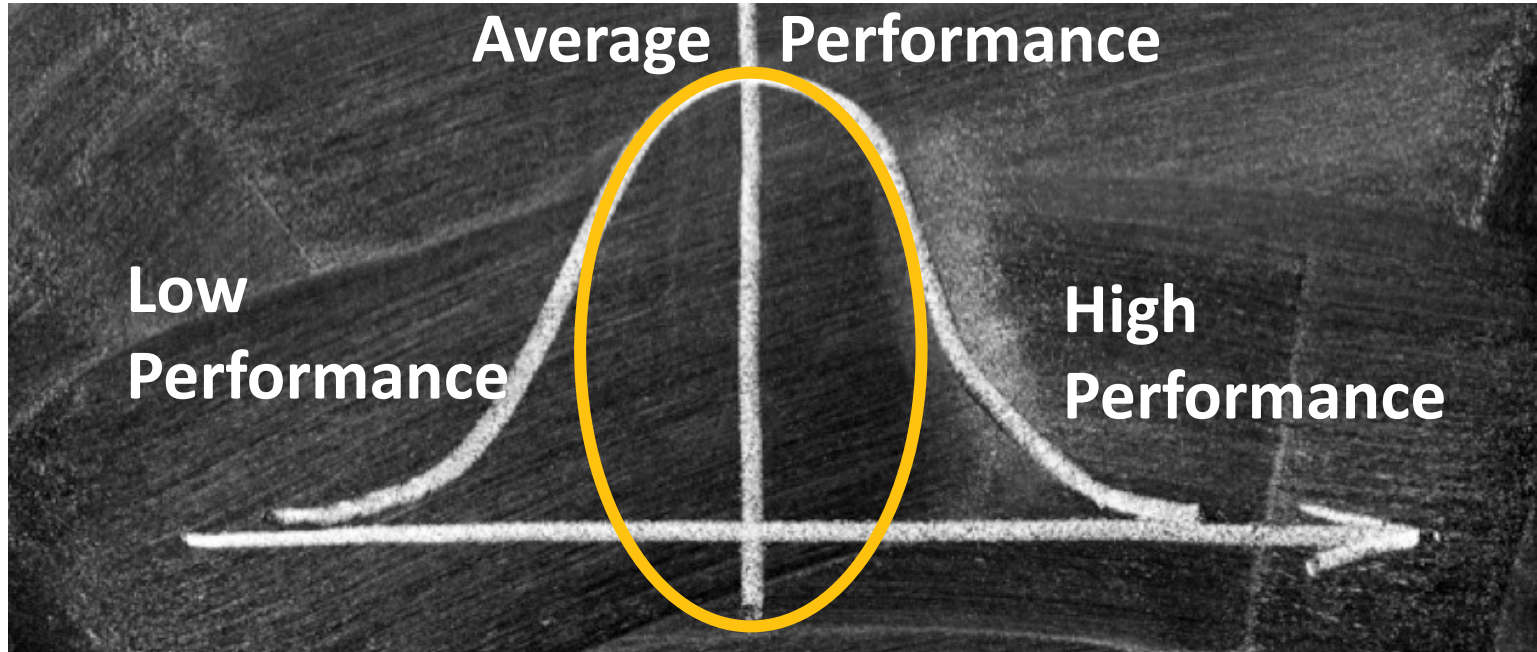
Measures of Academic Progress (MAP) Growth



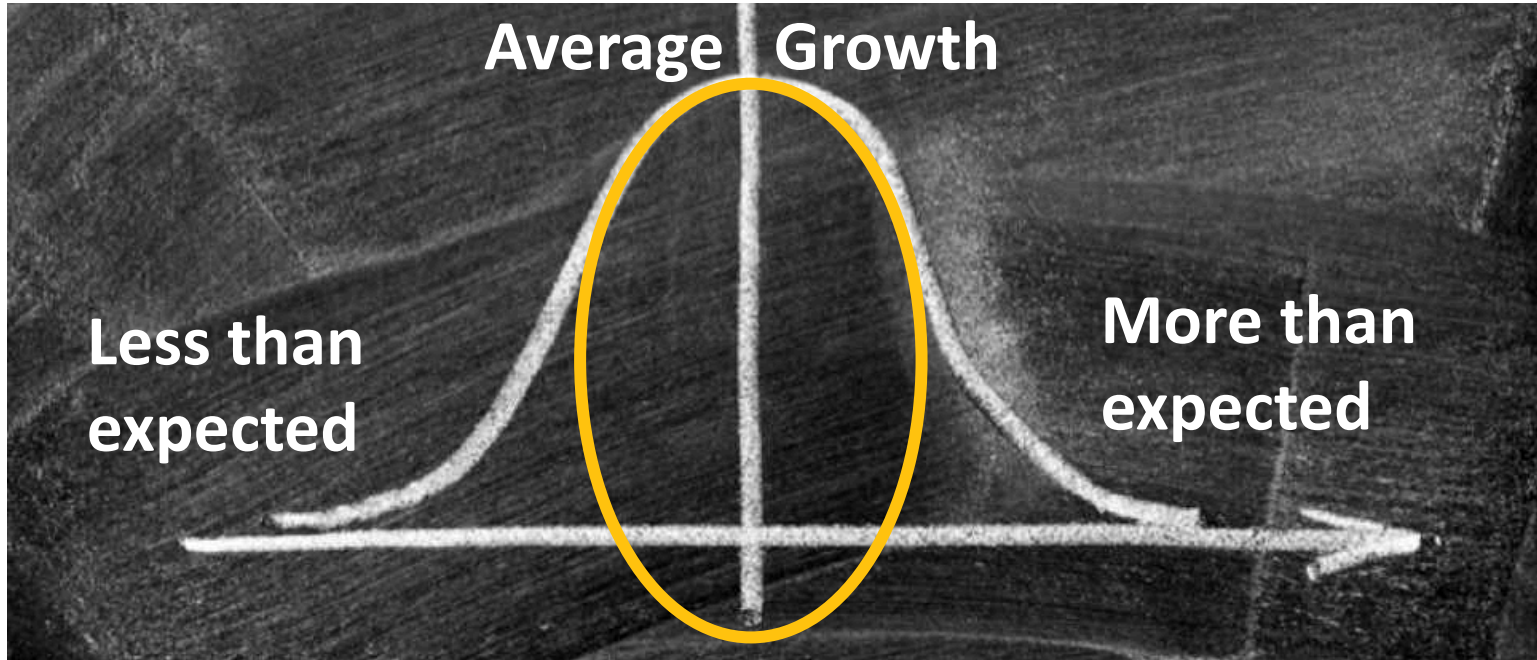
What's the Difference Between Achievement and Growth?

- ❑ **Achievement:** how a student performs in a tested subject relative to grade-level peers or grade-level standards
- ❑ **Growth:** how a student progresses in a tested subject relative to all students given a normal school experience

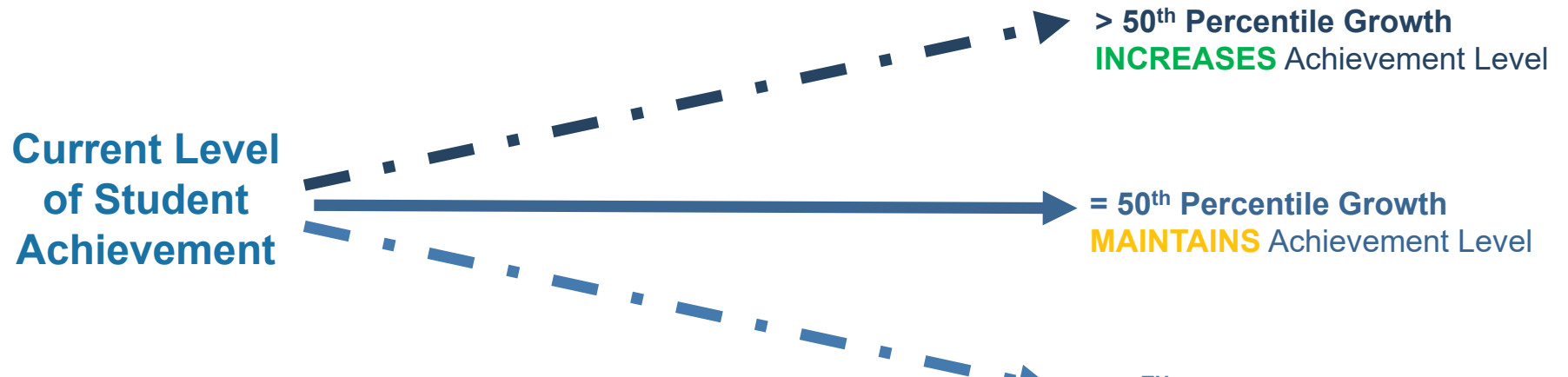
Achievement Norms



Growth Norms



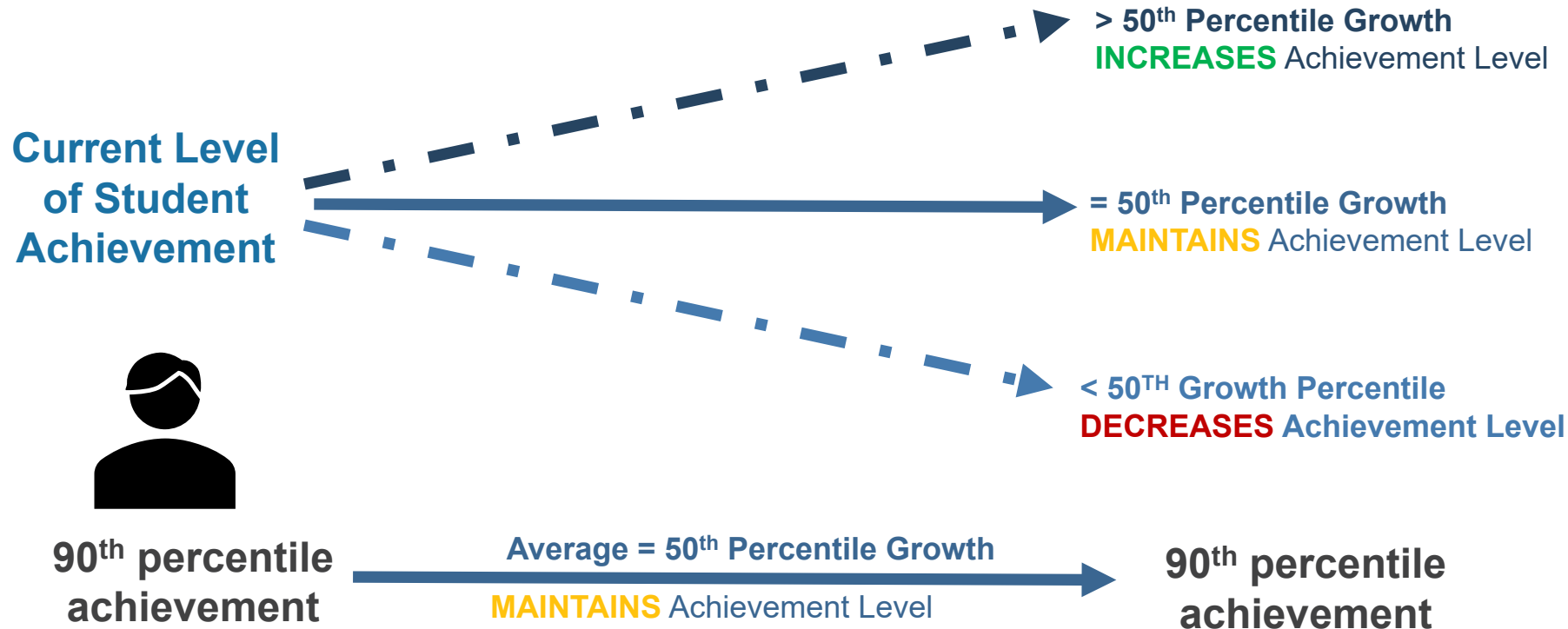
How Are Achievement and Growth Related?



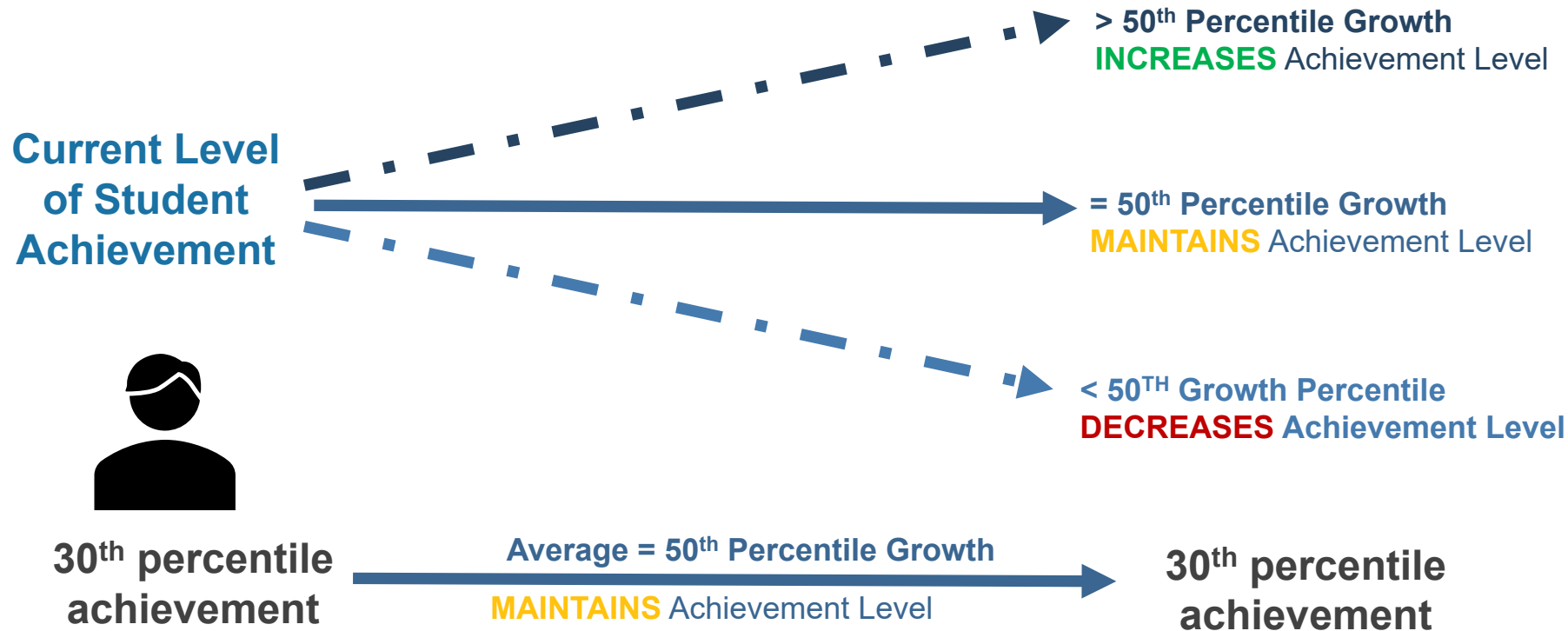
Based on matched peers in 10.2M norm sample

- ✓ Grade
- ✓ Test
- ✓ Instructional week
- ✓ Starting RIT score

How Are Achievement and Growth Related?



How Are Achievement and Growth Related?



COVID IMPACT:

Changes in Math Achievement – Fall 2019 to Fall 2020



Gr	Students Tested (Fall 19 to Fall 20)	Maintained	Increased	Decreased
2	4,182	5%	62%	33%
3	4,290	5%	35%	59%
4	4,509	5%	45%	50%
5	4,725	6%	32%	62%
6	4,042	5%	29%	66%
7	2,994	4%	36%	60%
8	2,692	6%	40%	54%
ALL	27,434	5%	40%	55%



COVID IMPACT:

Changes in Math Achievement – Fall 2019 to Fall 2020



Student Group	Students Tested (Fall 19 to Fall 20)	Maintained 5%	Increased 40%	Decreased 55%
Hispanic	18558	5%	40%	55%
African American	4948	7%	39%	54%
White	2984	5%	40%	55%
Other	897	7%	41%	52%
Econ Disadv	23457	6%	40%	55%
English Learner	12595	6%	41%	53%
Special Ed	2733	14%	43%	44%

COVID Recovery – Fall 2020 to Spring 2021

COVID Recovery Goals

Gr	Students with declines in achievement	50 th Growth Percentile or Less	51 st – 60 th Growth Percentile	61 st – 65 th Growth Percentile	66 th Growth Percentile or Higher
2	1366	8%	18%	11%	63%
3	2538	4%	11%	6%	79%
4	2255	9%	8%	10%	73%
5	2929	3%	10%	7%	79%
6	2683	3%	6%	6%	85%
7	1787	3%	14%	3%	80%
8	1461	2%	16%	7%	75%
ALL	15019	5%	11%	7%	77%

55%

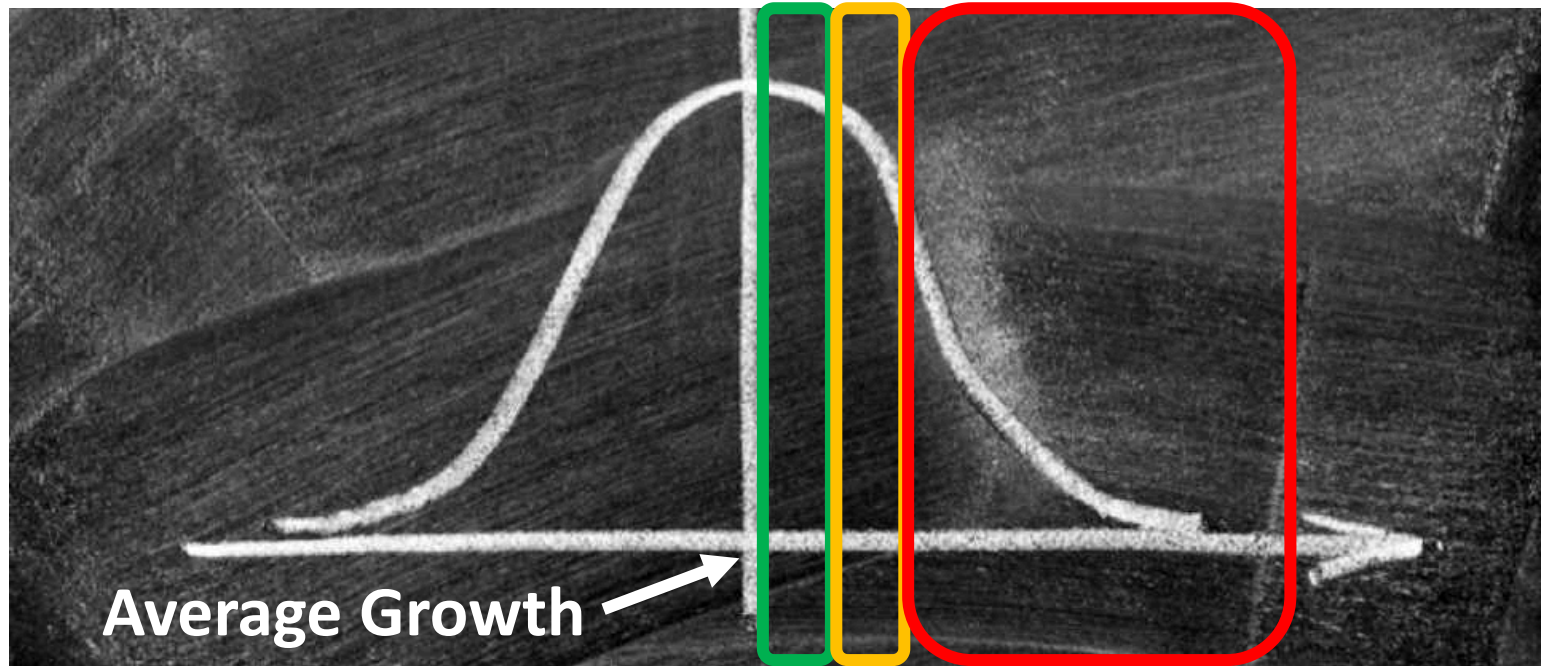
3,454 students

11,565 students

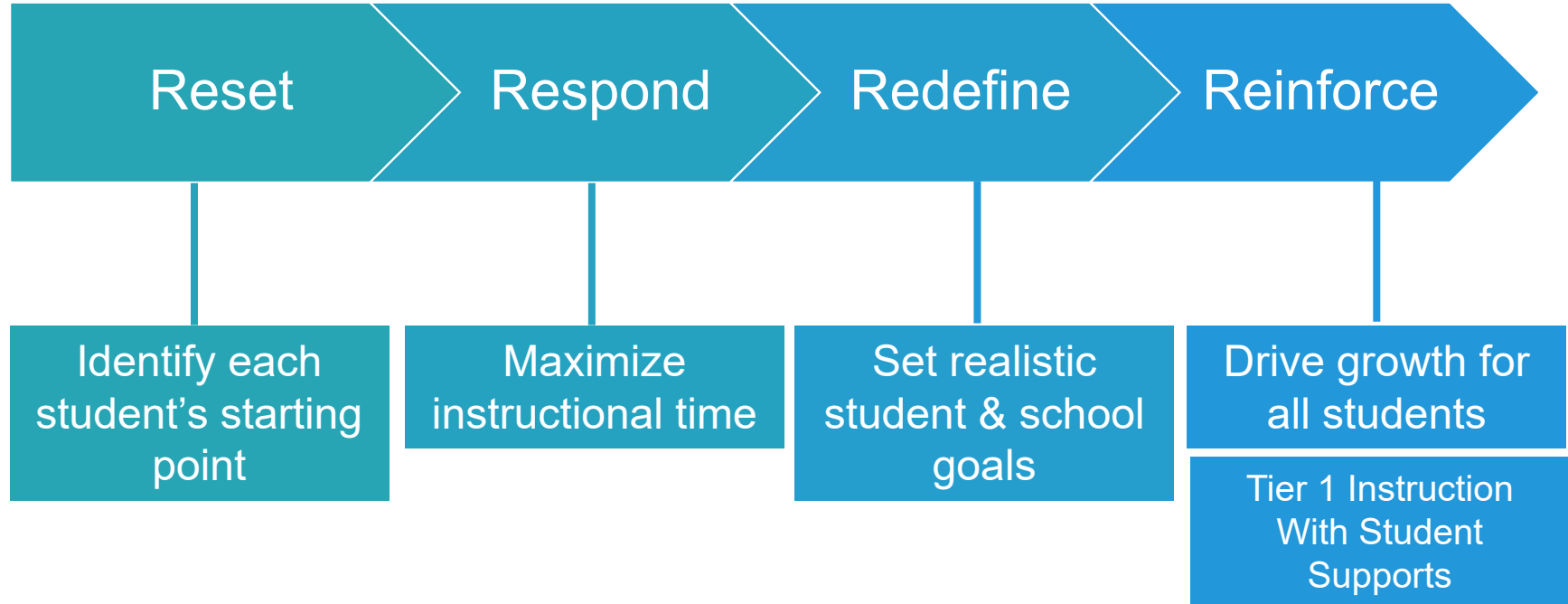
COVID Recovery – Fall 2020 to Spring 2021

Student Group	Students with Achievement Declines	50th Growth Percentile or Less	51st – 60th Growth Percentile	61st – 65th Growth Percentile	66th Growth Percentile or Higher
		5%	11%	7%	77%
Hispanic	10225	5%	11%	7%	77%
African American	2659	6%	11%	8%	76%
White	1650	2%	7%	7%	84%
Other	463	5%	11%	8%	77%
Econ Disadv	12830	5%	11%	7%	76%
English Learner	6718	5%	12%	7%	76%
Special Ed	1193	9%	12%	7%	72%

COVID Recovery for students with a decrease in Achievement



COVID RECOVERY: Four Themes for Fall Data



District Supports and Goal Priorities

December 8, 2020



Fort Worth
INDEPENDENT SCHOOL DISTRICT

District Supports and Goal Priorities

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

Instructional and Literacy Frameworks



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FORT WORTH ISD

Literacy and Bilingual Frameworks

CALL TO ACTION Fort Worth ISD must make a change in literacy instructional practices to improve outcomes for all students without regard to race, language, or the zip code in which they reside.

A circular diagram with "STUDENT OUTCOMES" at the center. It is surrounded by three segments: "CURRICULUM" (top-left), "INSTRUCTIONAL TIME" (top-right), and "QUALITY INSTRUCTION" (bottom).

Instructional Framework

Our Goal: Provide a culture in our schools and classrooms that fosters a safe environment for students to excel and achieve at high levels.



Classroom Environment

safe and orderly
classrooms for student
learning



Classroom Communities

classroom communities
that foster students' social
and emotional development



**Equitable Learning
Environment**

classroom communities
with high academic
expectations for all
students



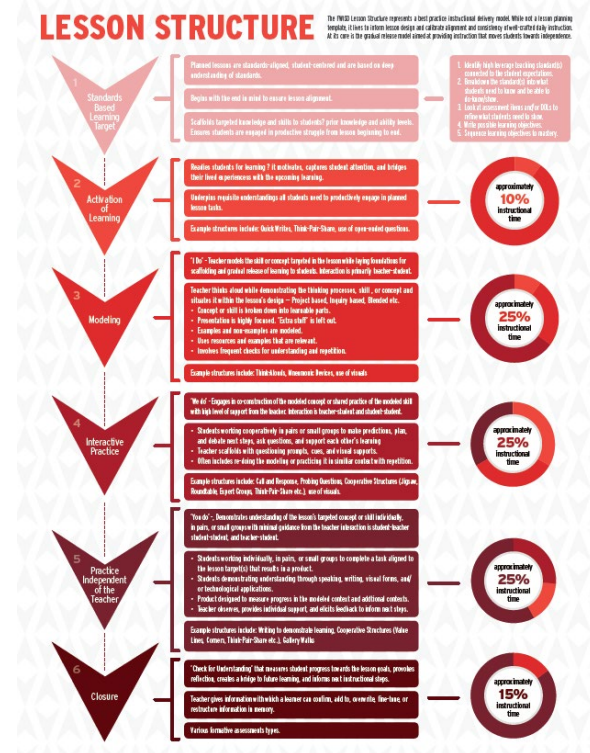
**Culturally Responsive
Classroom**

Classrooms that promote a
culturally responsive
learning environment

CULTURE

Instructional Framework

- Establishes a common definition of quality instruction in Fort Worth ISD
- Outlines components of the lesson delivery model
- Provides a guide for ALL teachers to use when planning and developing lessons



Literacy Framework - Fundamental Four

(1) KNOWLEDGE OF WORDS
AND WORD PARTS

(2) ORAL READING FLUENCY

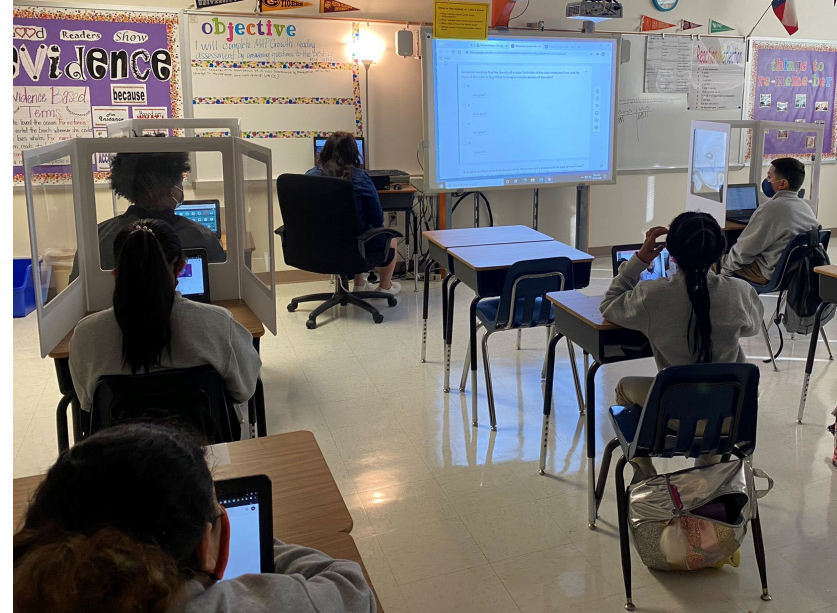
(3) COMPREHENSION

(4) WRITING



Literacy Framework - Disciplinary Literacy

- The Disciplinary Literacy Framework provides guidance for reading, writing, and thinking in any content area.
- It is grounded in research-based disciplinary literacy practices.
- Targets the higher-order reading, writing, and thinking skills students need to be college and career ready.



Professional Learning



Reading Academies

Per House Bill 3 (HB 3), passed by the 86th Texas Legislature in June of 2019, all kindergarten through third grade teachers and principals must attend a teacher literacy achievement academy by the 2021-2022 school year.

For simplification and to avoid confusion with other grant programs and past literacy achievement academies, the Texas Education Agency is referring to this latest requirement as the HB 3 Reading Academies.

– The Texas Education Agency (TEA) website

Reading Academies

- Fort Worth ISD is an Authorized Provider
- Teachers and Administrators of K-3 Students
- Prioritized Campus Participation
- Completion of Training by 2022

Flex Day Re-Design

Current Model
30 Hours Summer Participation

Re-Design
10 Hours Teacher Choice Summer Participation
10 Hours District Priorities Fall/Spring Participation
10 Hours Principal Directed Fall/Spring Participation

Assessment Planning

- Shift in Practice
- Reduced amount of assessments
- Focus on informing instructional planning (NWEA)



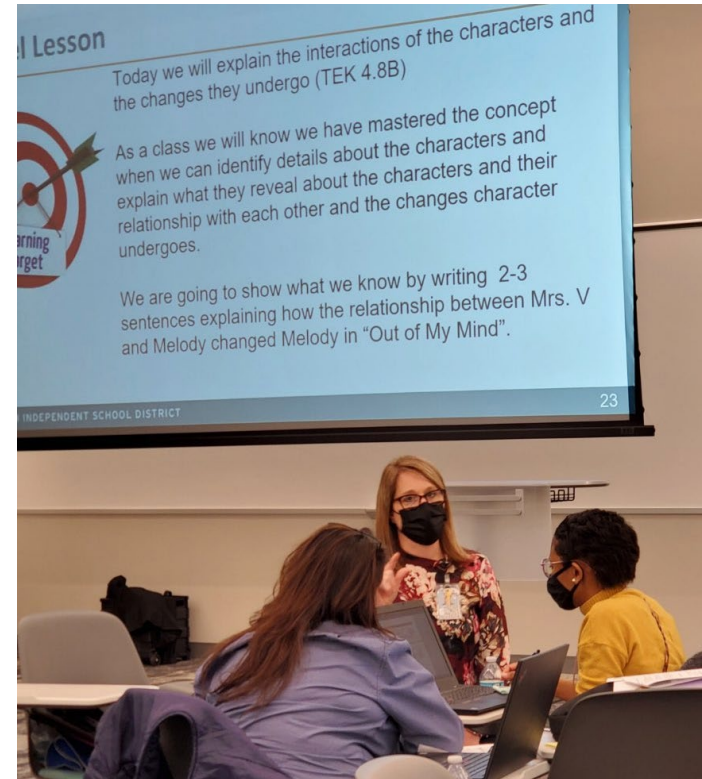
Differentiated Support



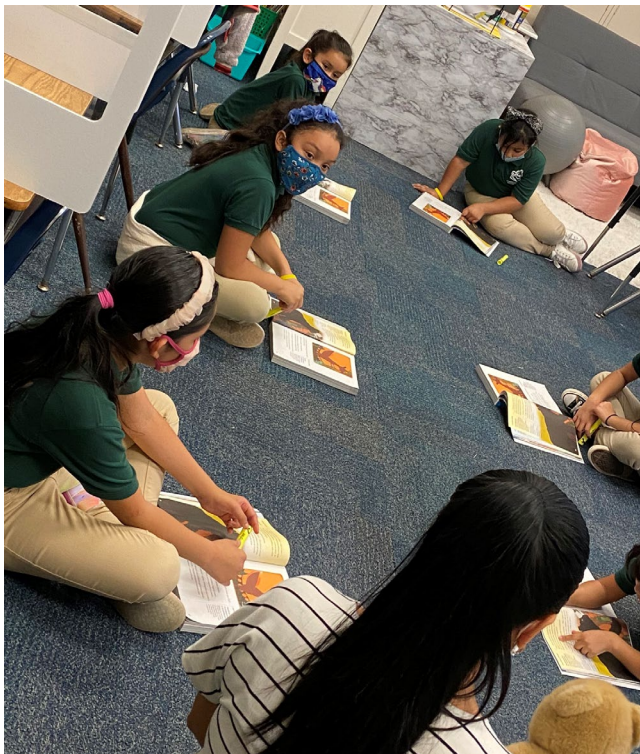
- Differentiated Support
 - ✓ Regional (School Pyramids)
 - ✓ School Performance Framework (SPF)
- Reading Academy Implementation
- Pathblazer/ MyPath/ Lexia
- Panorama (SEL)

Instructional Leadership

- Instructional Leadership Team
- Campus Based Professional Learning
- Professional Learning Communities (PLC)



Engagement



- Campus Support
- District Support
- Out of School Time Support



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