

# Goal Progress Measure 1.1: FWISD Universal Screener

September 24, 2019



FORT WORTH ISD





# Early Literacy

## GOAL 1



### Progress Measure 1.1

The percent of students in grades K-3 reading on or above grade level, as measured by FWISD universal screener/progress monitoring tool, will increase from **27%** to **37%** by **2019**.

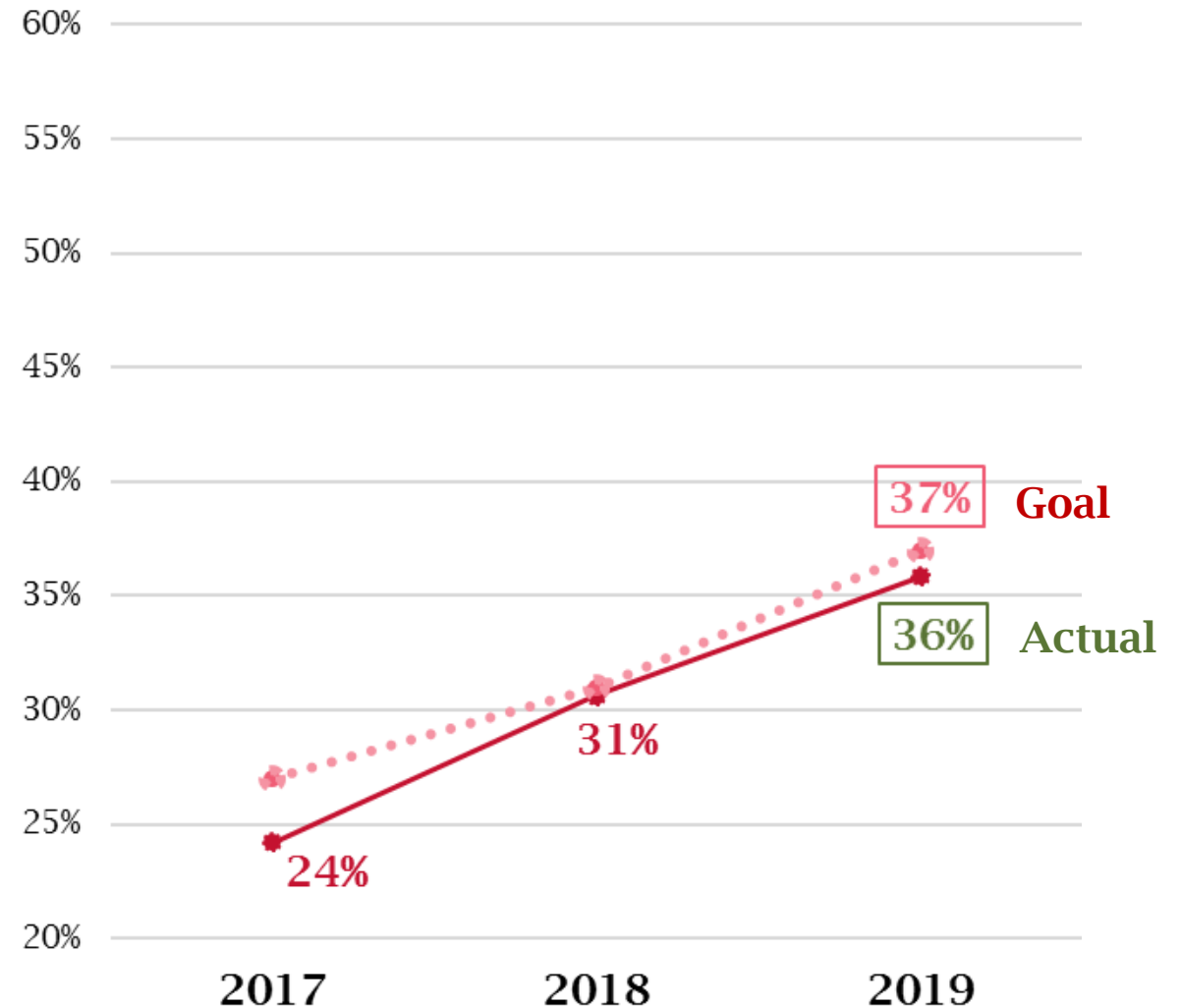
### Goal Progress Measure #1.1:

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## Grade 3 EOY Performance

*% on Grade Level*

*Lexile  $\geq$  520L*

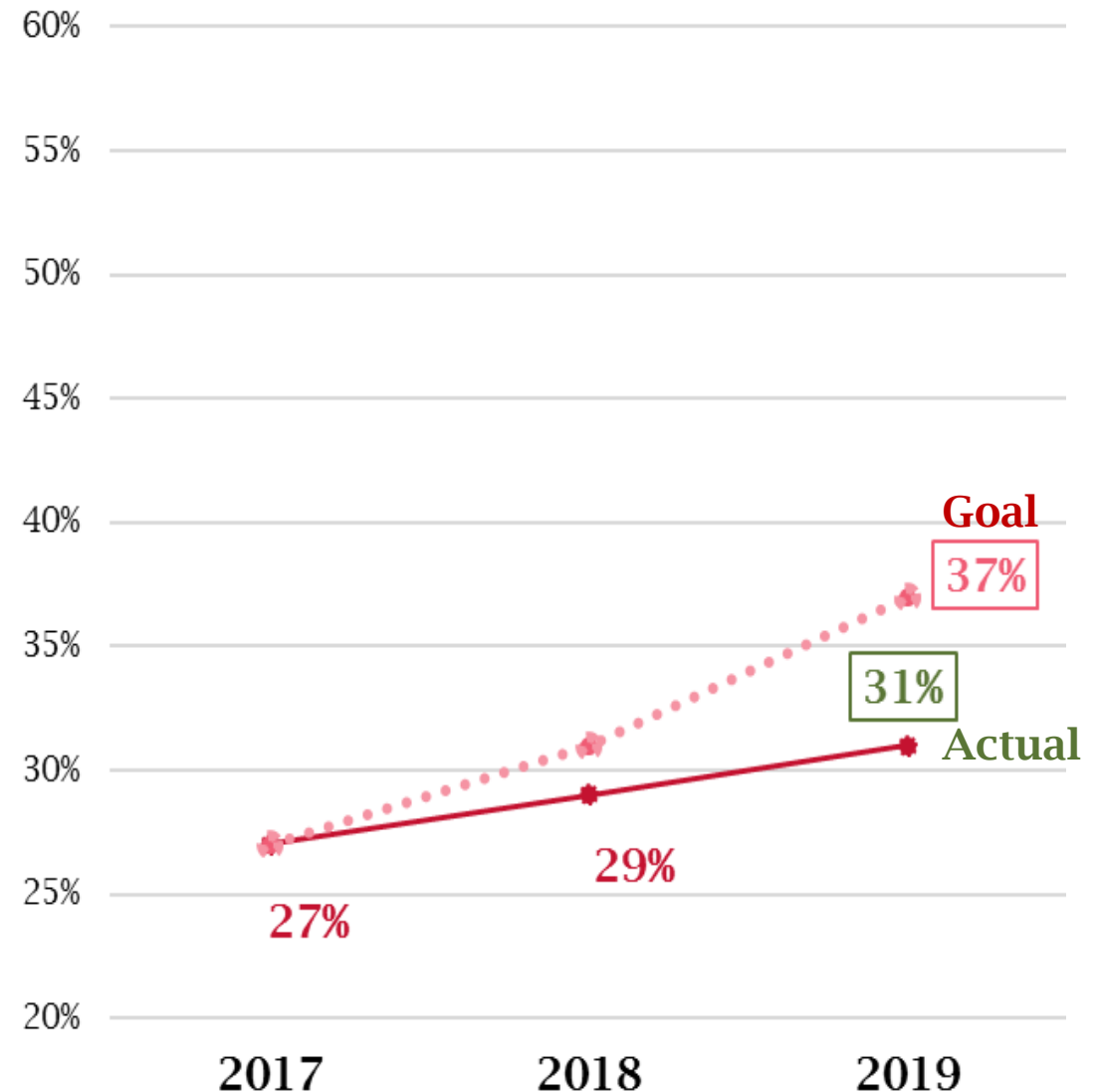


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## Grades K-3 EOY Performance

*% on Grade Level*



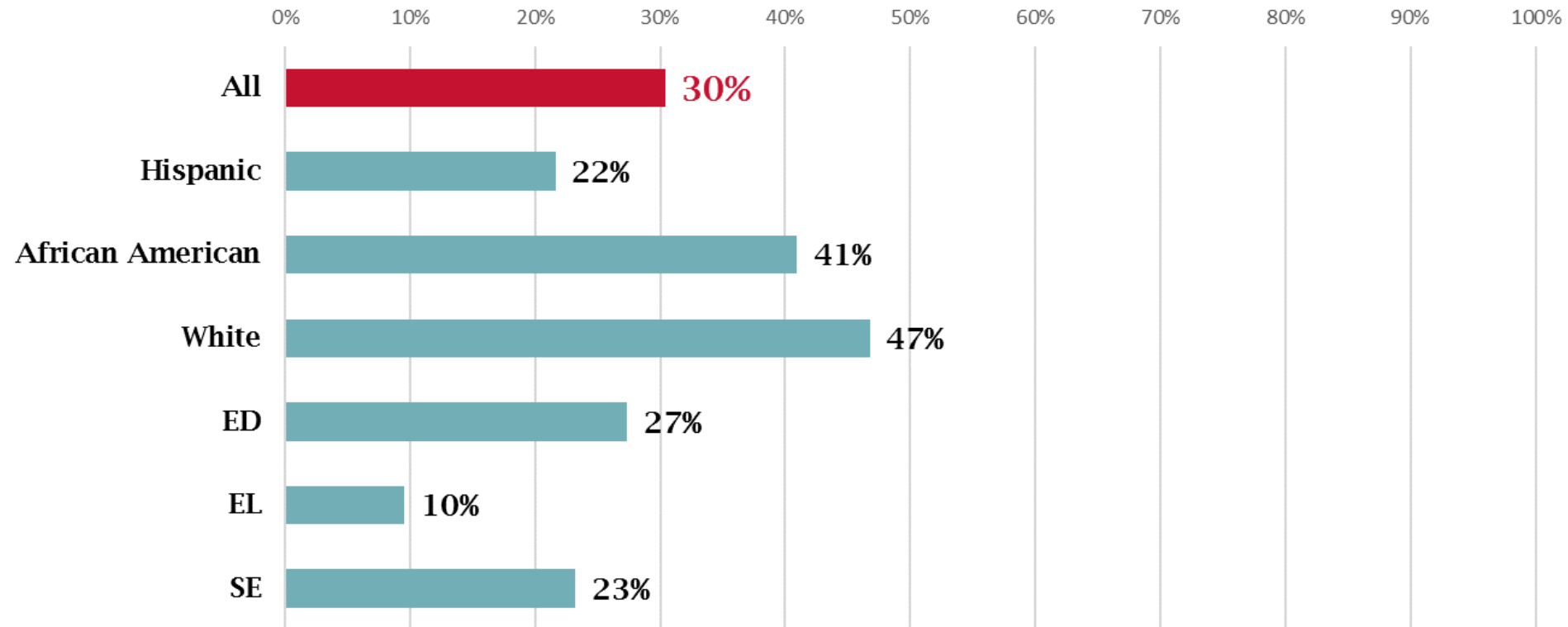


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### 2018-19 EOY Percent on Grade Level - **Kindergarten**

*Smarty Ants Level 6 or higher*

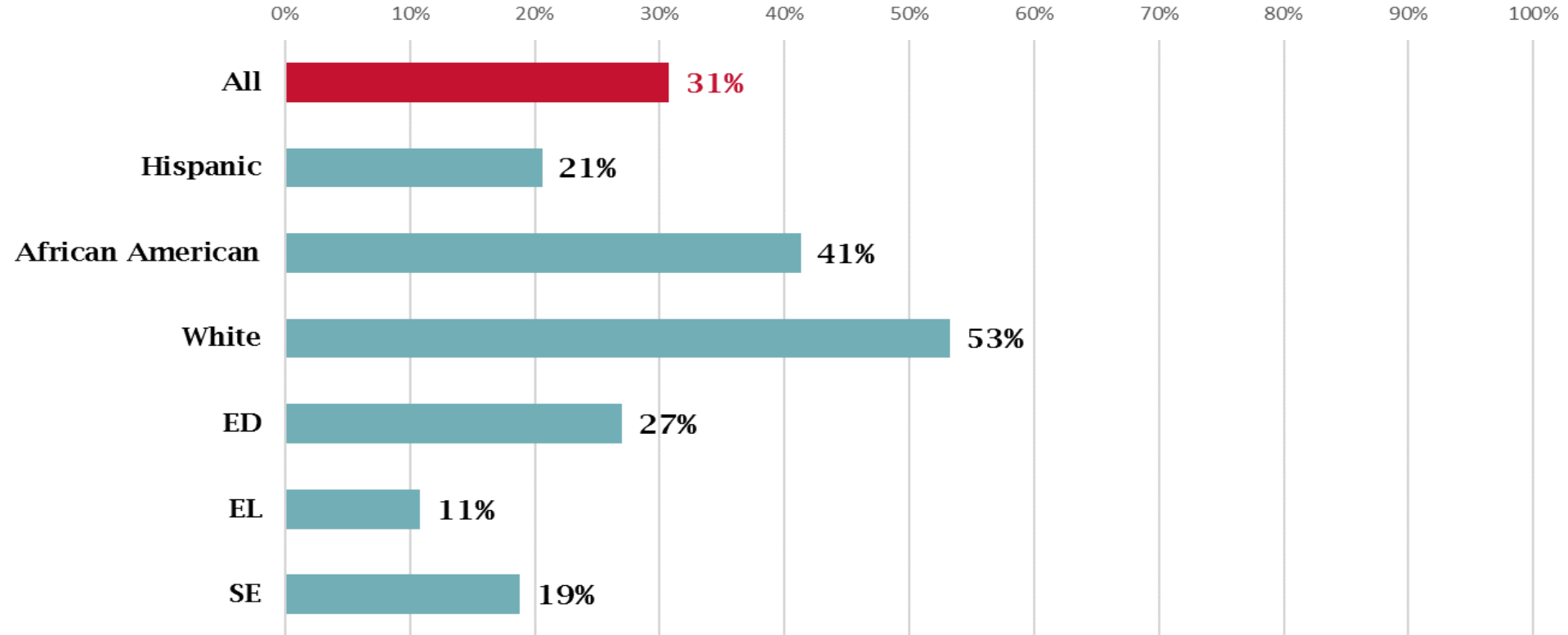


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### 2018-19 EOY Percent on Grade Level - **Grade 1**

*Smarty Ants Level 10 or higher*

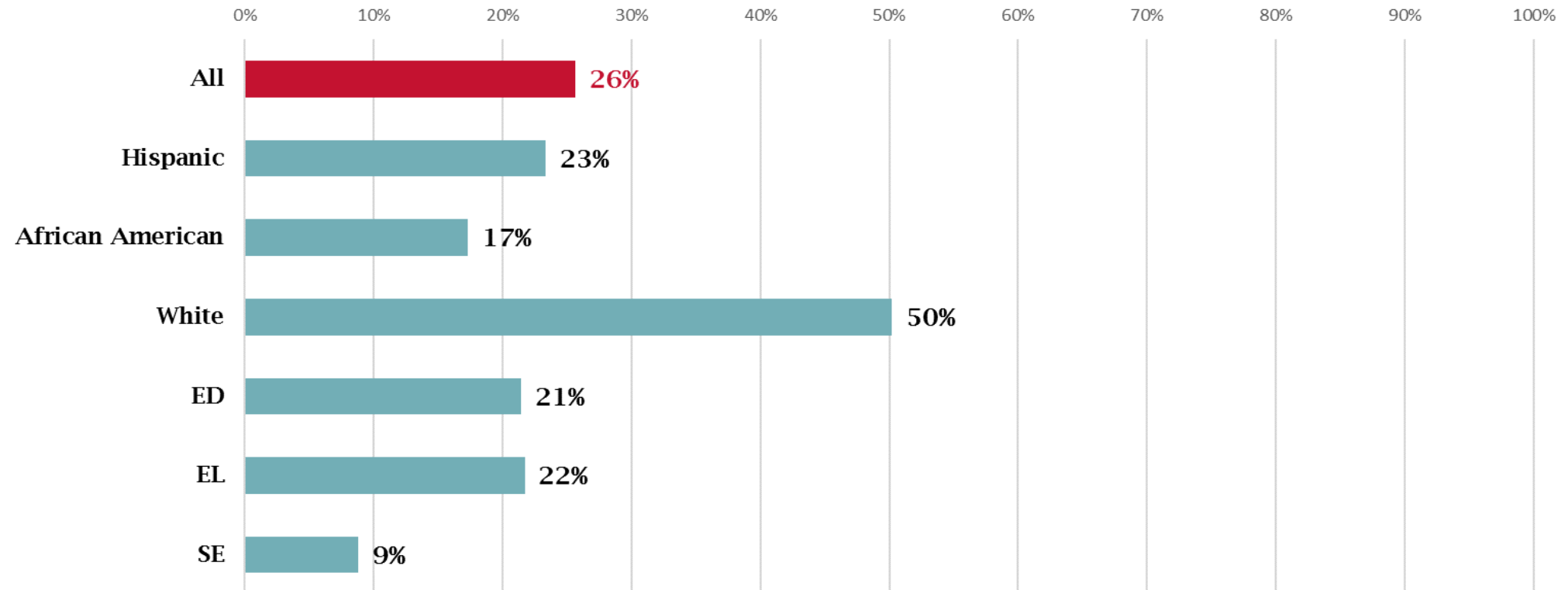


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### 2018-19 EOY Percent on Grade Level - **Grade 2**

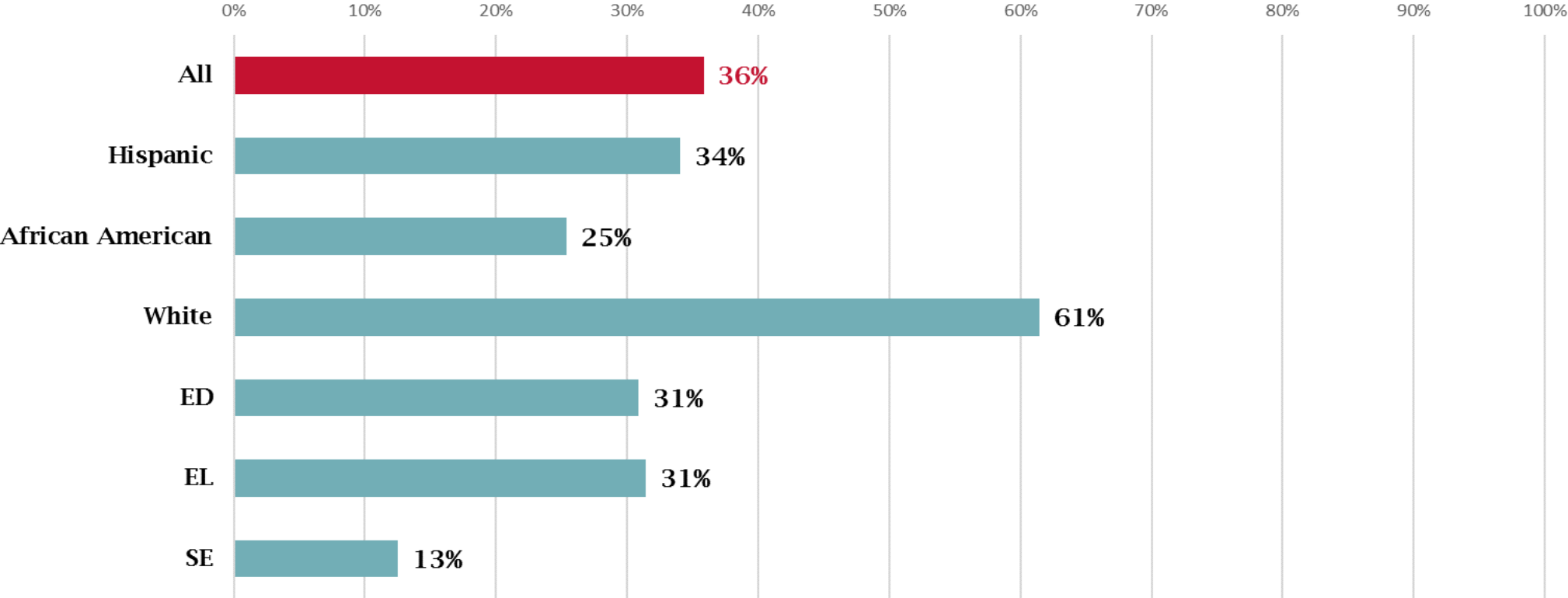
*Lexile  $\geq$  420L*





**Goal Progress Measure #1.1:**  
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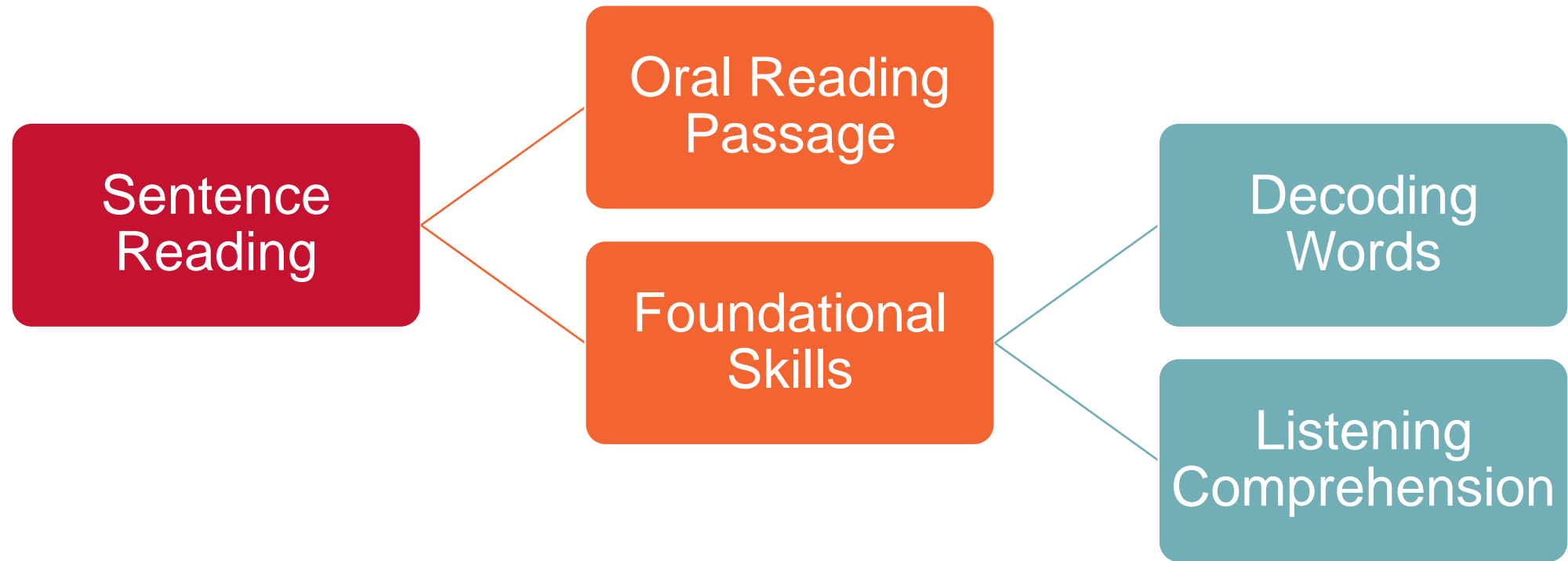
**2018-19 EOY Percent on Grade Level -**  
**Grade 3**  
*Lexile >= 520L*



# Kindergarten – Third Grade Assessment

## NWEA MAP Reading Fluency

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# NWEA MAP Reading Fluency

DIVING SUBSCORES

G

Words Correct Per Minute

	2018-'19			2019-'20
	Fall	Winter	Spring	Fall
Total Students	100%	100%	100%	100%
Oral Reading	51%	56%	72%	69%
Foundational Skills	49%	44%	28%	31%
KINDERGARTEN				
<span>B</span> Below	0	0	0	0
<span>A</span> Approaching	0	0	0	0
<span>M</span> Meets	0	0	0	0
<span>E</span> Exceeds	1.7%	2.5%	3.7%	2.9%
FIRST GRADE				
<span>B</span> Below	0	0.7%	2%	1%
<span>A</span> Approaching	0	2.3%	5.9%	5.5%

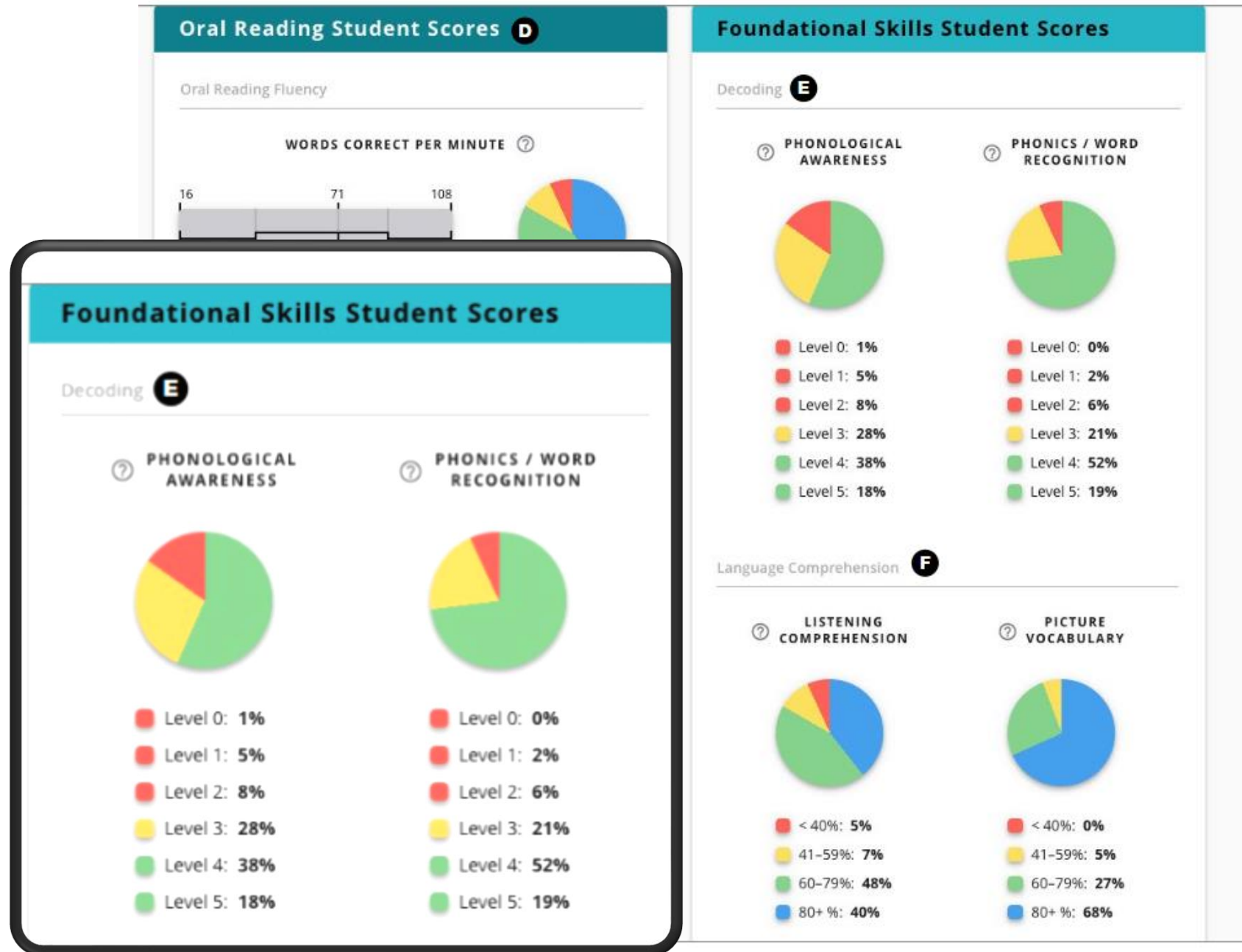
FIRST GRADE

<span>B</span> Below	0	0.7%	2%	1%
<span>A</span> Approaching	0	2.3%	5.9%	5.5%
<span>M</span> Meets	3.3%	3.1%	7.6%	7.5%
<span>E</span> Exceeds	3.3%	1.8%	3.8%	4.7%

SECOND GRADE

Separate grades? F View values as percentages? H

# NWEA MAP Reading Fluency



# NWEA MAP Reading Fluency

STUDENTS: <b>C</b>	GRADE	FOUNDATIONAL SKILLS				<b>H</b>	ORAL READING			
		<b>F</b>		<b>G</b>			<b>J</b>	<b>K</b>	<b>L</b>	<b>M</b>
		LISTENING COMPREHENSION	PICTURE VOCABULARY	PHONOLOGICAL AWARENESS	PHONICS/WORD RECOGNITION	SENTENCE READING FLUENCY	ORAL READING RATE	ORAL READING ACCURACY	LITERAL COMPREHENSION	INSTRUCTIONAL READING LEVEL
Gorbett, Tucker	2					M 29/29	E 140+	E 99%	E	E > 500L
Ruggiero, Bruce	2					M 23/23	E 90	A 93%	M	E 500L
Carlisle, Tanya	2					A 15/20	E 89	B 77%	B	B < 200L
Orlich, Estelle	2					M 25/27	E 85	M 95%	E	E 500L
Franky, Donna	2					M 17/17	M 76	E 100%	M	E 520L
Lewis, Islam	2					M 18/20	M 74	A 93%	A	M 400L
Garser, Shaun	2					M 25/25	M 74	A 94%	M	M 470L
Kevan, Kenneth	2					A 16/18	A 49	M 96%	A	M 470L
Fruehbrodt, Rainbow	2					M 18/19	A 45	M 96%	M	M > 400L
Helmond, Melanie	2					M 16/17	A 37	B 89%	A	A 220L
Hahn, Martin	2					A 15/20	A 33	B 71%	B	B < 200L
Lanham, Blanca	2	M 87%	M 100%	A	A	A 14/18				

# Student Report

## Adaptive Oral Reading (Sample)

<div>Back to Student Matrix</div> <div>PERFORMANCE RESULTS, ORAL READING (07/19/2018) <b>A</b></div> <div>Donna Franky - 2nd grade</div>		
WORDS CORRECT PER MINUTE <b>B</b>	INSTRUCTIONAL READING LEVEL <b>C</b>	PROFILE & NEXT STEPS <b>D</b>
<div><b>M</b> Meets grade level expectation.</div> <div>Donna meets grade level expectation.</div> <div>Fall expectation: 50 wcpm in 2nd grade text</div>	<div><b>E</b> Exceeds grade level expectation.</div> <div>Donna reads at an instructional level between 470L and 570L.</div>	<div>Donna reads with good rate, strong accuracy, and understanding.</div> <div><a href="#">Building upon solid reading</a></div>



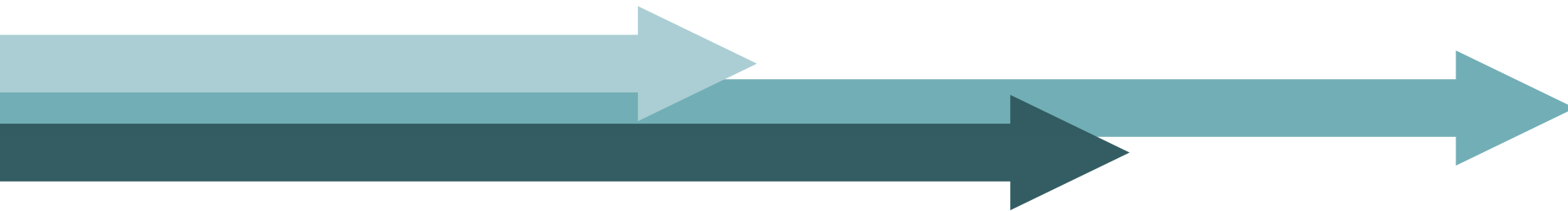
# Student Report

## Foundational Skills (Sample)

<div>Back to Student Matrix</div> <div>PERFORMANCE RESULTS, FOUNDATIONAL SKILLS (07/19/2018)</div> <div>Bianca Lanham - 2nd grade</div>		
DECODING <b>B</b>	LANGUAGE COMPREHENSION <b>C</b>	PROFILE & NEXT STEPS <b>D</b>
<div><div>A</div><div>Approaching grade level expectation.</div><div><b>PHONOLOGICAL AWARENESS:</b> Bianca is working at the Phonemic Manipulation level (5)</div></div> <div><div>A</div><div>Approaching grade level expectation.</div><div><b>PHONICS/WORD RECOGNITION:</b> Bianca is working at the Decodable: One-syllable level (4)</div></div>	<div><div>M</div><div>Meets grade level expectation.</div><div><b>LISTENING COMPREHENSION:</b> Bianca understood 87% of complex oral sentences.</div></div> <div><div>M</div><div>Meets grade level expectation.</div><div><b>PICTURE VOCABULARY:</b> Bianca matched pictures to 100% of oral vocabulary words.</div></div>	<div>Bianca has solid language comprehension and solid awareness of phonemes. He/she can decode many one syllable words.</div> <div><a href="#">Playing with phonics patterns and phonemes</a></div>

## *Curricular Response to Data*

**Simple • Clear • Supportive**





# Professional Learning

## PRE-K – GRADE 1

### Literacy Components

- Phonological Awareness
- Phonics
- Comprehension
- Vocabulary
- Oral Reading Fluency
- Authentic Writing

### Alignment of Resources

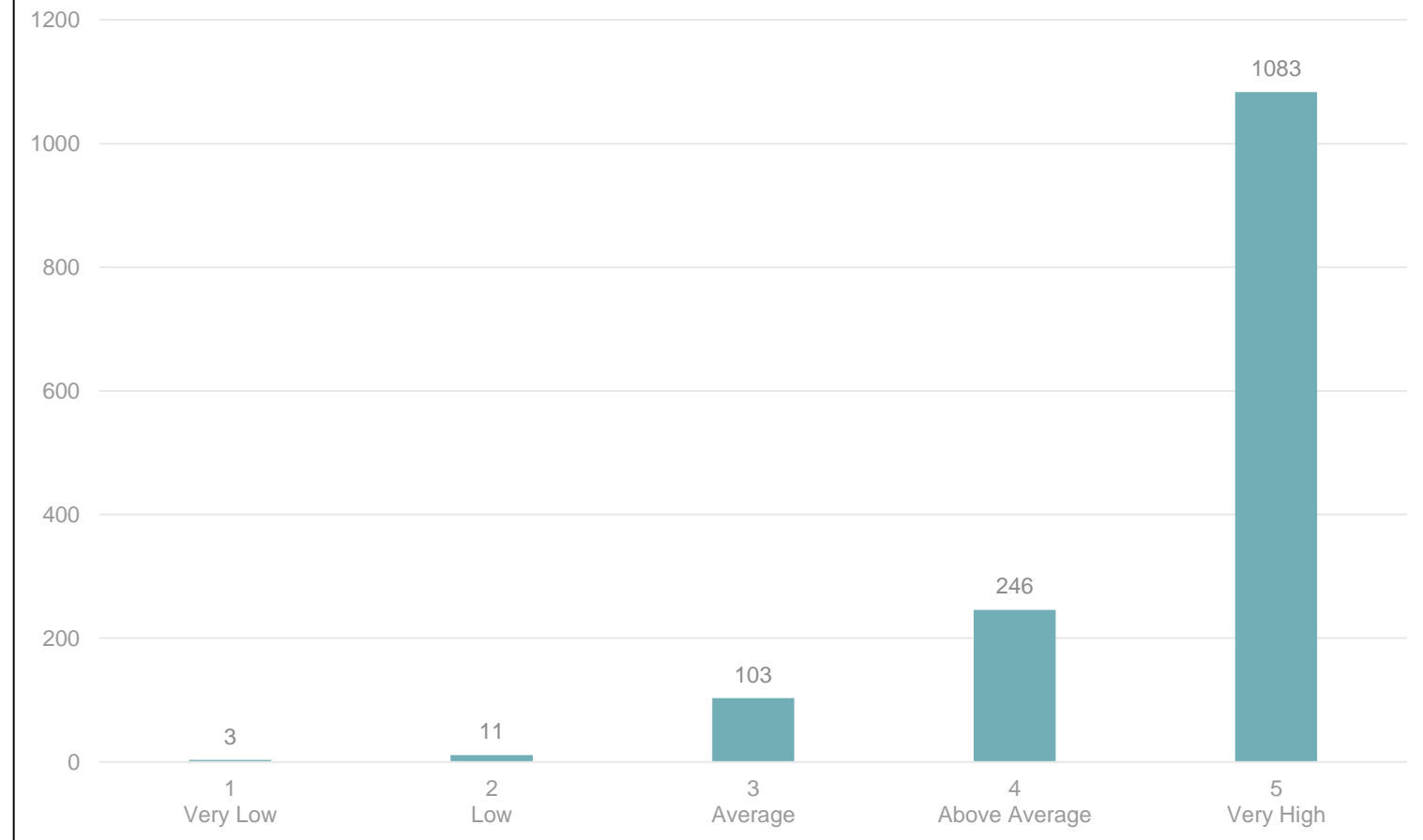
- Fort Worth ISD Curriculum
- Neuhaus/Estrellita
- New Literacy Adoption

# Teacher Voice

## August 13-14



## Early Learning Quality of Sessions



1446 responses

# Curriculum Integration

## *Cross-Curricular Connections to Literacy*

- Creates authentic opportunities to apply concepts learned
- Promotes skills that are transferable across all content

### *Examples:*

#### *Literacy and Math*

- Sorting objects that begin with a specific sound

#### *Literacy and Science*

- Observing seeds in cup, journaling observations through drawing and labeling the changes in the seeds

#### *Literacy and Social Studies*

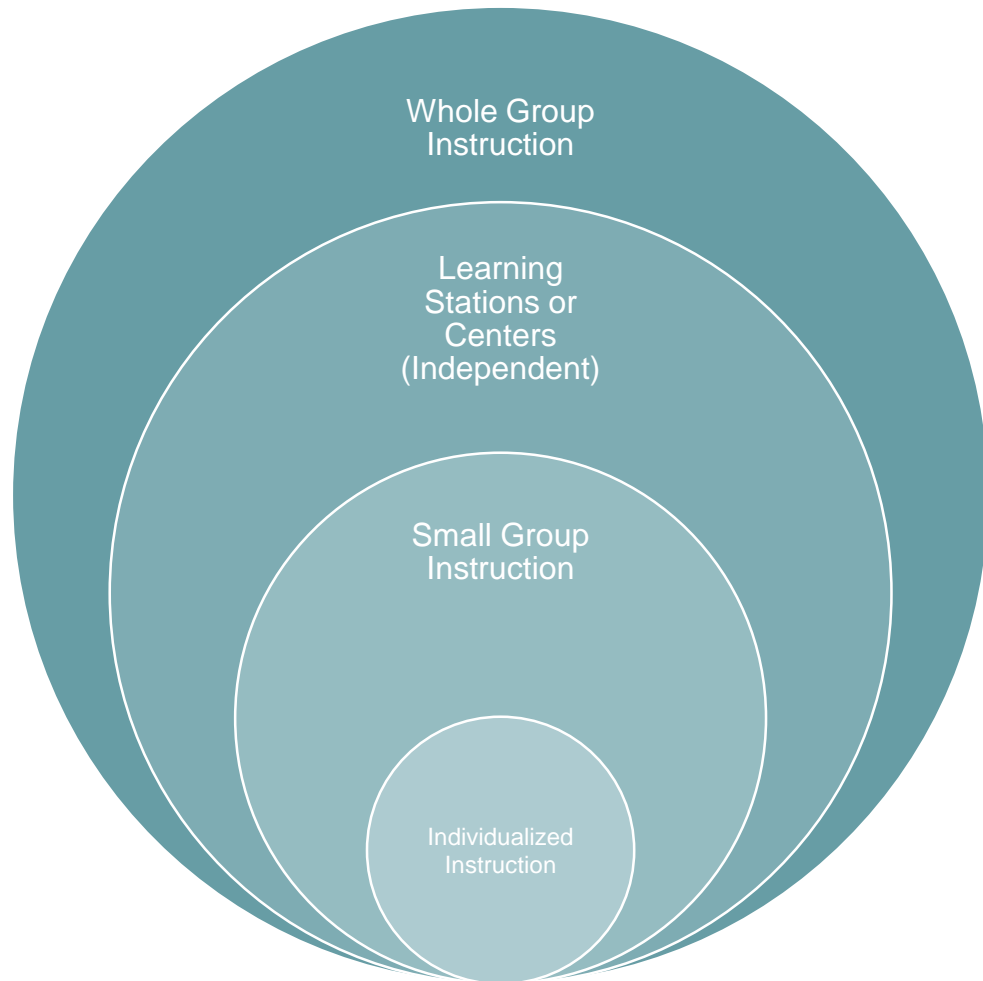
- Researching customs from different regions; selecting a region and designing a poster showcasing the customs





# Integrated Instructional Practices

## Pre-Kindergarten through First Grade



Whole Group Instruction



Learning Stations or Centers (Independent)



Small Group Instruction



Individualized Instruction





*redesigned*

# SCOPE & SEQUENCE

## Unit 2C: Author's Purpose & Craft: Examining Purpose and Language

Number of Days: 14

Assessment Day(s): 1 (District IA October 28- November 1 Informational)

October 21, 2019 – November 8, 2019

### Concept/Topic:

Reading Focus: Spotlight on Informational Text

Cross Genres: Realistic Fiction, Persuasive Texts

U2 – WK3 Wolf Island (3 days)

U2 – WK4 Welcome Back, Wolves! And Wolves Don't

Belong in Yellowstone (4 days)

U2 – WK5 Nature's Patchwork (3 days)

Achieve 3000 (3 days)

### Story Time Novels:

Exploring Ecosystem with Max Axion, Super Scientist or  
The Truth About Bats

Writing Focus: Informational / STAAR

Pearson: Develop Structure (3 days)

Pearson: Writer's Craft (4 days)

Pearson: Publish, Celebrate, and Assess (3 days)

UOS: Boxes and Bullets Bend II Lessons 8-11, 13

**Unit 2C: 3.1A, 3.2A, 3.2D, 3.2Ai, 3.2Aii, 3.2B, 3.2Bi, 3.2Bii, 3.2Biv, 3.2Bv, 3.2D; 3.3B, 3.3D; 3.6B, 3.6D, 3.6E, 3.6F, 3.6G, 3.6H, 3.6I; 3.7C, 3.7E, 3.7F, 3.7G; 3.8, 3.9Di, 3.9Dii, 3.9Diii, 3.9E, 3.10A, 3.10B, 3.10D, 3.10F; 3.11A, 3.11B, 3.11Bii, 3.11C, 3.11D, 3.11Di, 3.11Dii, 3.11Div, 3.11Dv, 3.11Dviii, 3.11Dx, 3.11Dxi, 3.11E, 3.12B**

## Unit 3A: Fiction! Exploring Literary Elements

Number of Days: 15

Assessment Day(s): 1 (Teacher Created)

Dates: November 11, 2019 – December 6, 2019

### Concept/Topic:

Reading Focus: Spotlight on Historical Fiction

U3 – WK1 Below Deck: A Titanic Story (4 days)

U3 – WK2 Granddaddy's Turn: A Journey to the Ballot Box (4 days)

U3 – WK3 from Little House on the Prairie and By the Shores of Silver Lake (3 days)

Achieve 3000 (3 days)

### Story Time Novels:

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup, and a Spool of Thread

Writing Focus: Informational / Research

Pearson: Introduce and Immerse (4 days)

Pearson: Develop Elements (4 days)

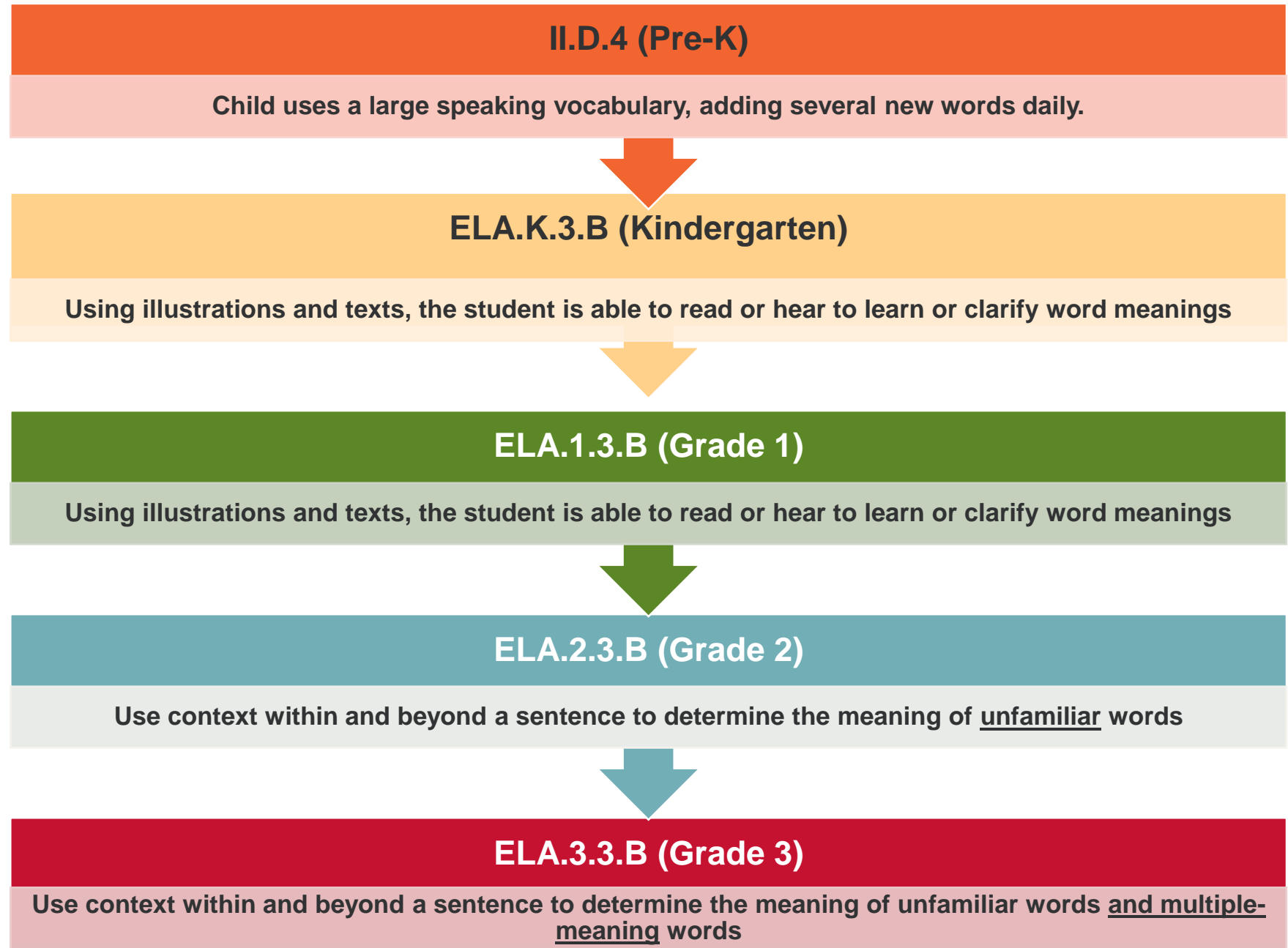
Pearson: Develop Structure (3 days)

UOS: The Art of Informational Writing Bend I Lessons 1-5

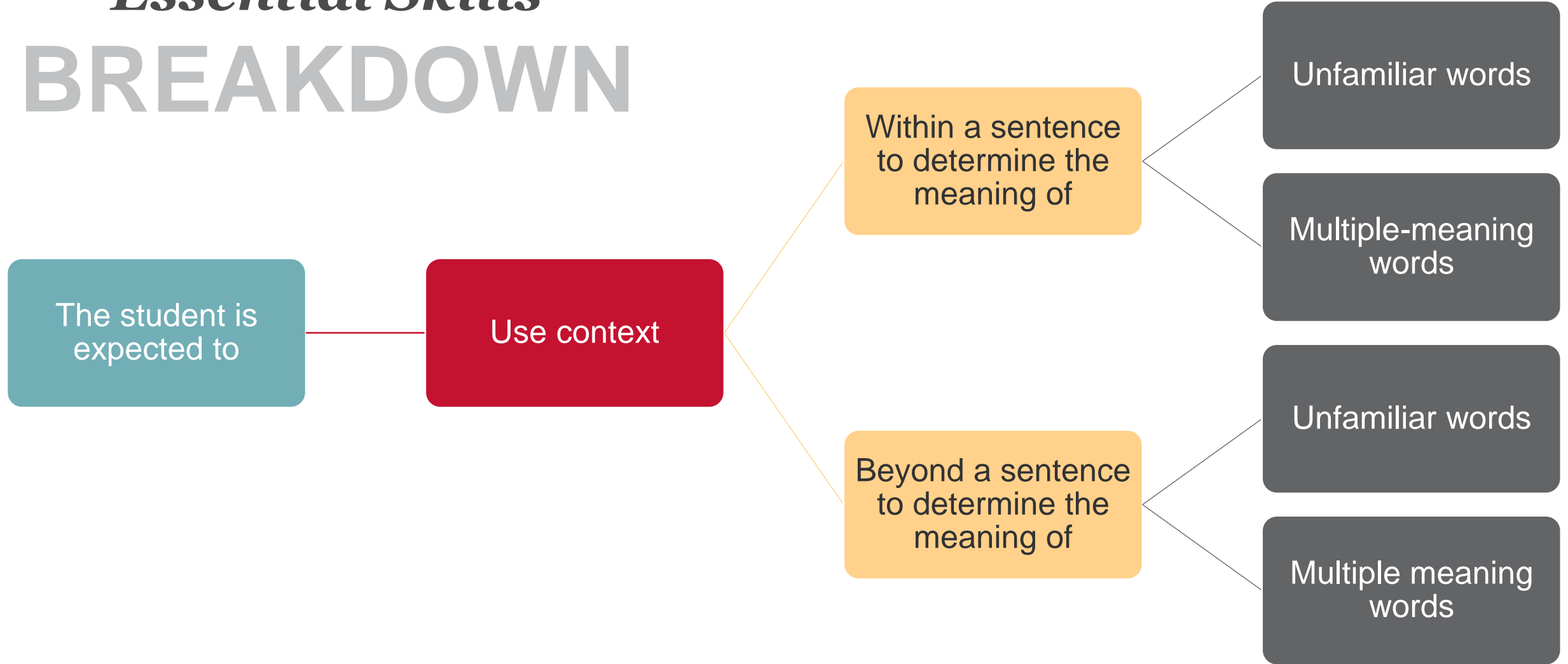
**Unit 3A: 3.1A, 3.1C; 3.2A, 3.2Aiii, 3.2Av, 3.2B, 3.2Bvii, 3.2Bvi, 3.2D; 3.3A, 3.3B, 3.3C, 3.3D; 3.6A, 3.6B, 3.6C, 3.6D, 3.6E, 3.6F, 3.6G, 3.6H; 3.7A, 3.7B, 3.7C, 3.7D, 3.7E, 3.7G; 3.8A, 3.8B, 3.8C, 3.8D; 3.10A, 3.10B, 3.10C, 3.10G, 3.10D, 3.10E, 3.10F; 3.11A, 3.11B, 3.11Bi, 3.11Bii, 3.11C, 3.11D, 3.11Di, 3.11Dii, 3.11Dvi, 3.11Dviii, 3.11Dxi; 3.12B;**

# VERTICAL ALIGNMENT

*of Essential Skills*



# *Essential Skills* BREAKDOWN



# Professional Learning

**GRADES 2-3**

- **Core Reading Skills**
  - Phonological Awareness
  - Phonics
  - Vocabulary
  - Fluency
  - Comprehension
- **Support for Priority Campuses**
- **Achieve3000 Model Lessons**

# Elementary Leadership Literacy Support Focus

- Literacy Quick-Start Guide
- Literacy Implementation Plan
  - 25 campuses selected based on Accountability & SPF
  - Achieve3000 support embedded
- Campus CIP plans embedded with Board Goals
- Executive Director campus visits
  - 80% of schedule at campuses
  - MAP fluency progress monitoring

## Literacy Quick-Start Guide 2019-2020 School Year



**FORT WORTH ISD MISSION:**  
PREPARING STUDENTS FOR SUCCESS IN  
COLLEGE, CAREER AND COMMUNITY LEADERSHIP.

### Literacy Professional Development Plan Snapshot

August	
September	
October	
November	
December	
January	
February	
March	

### Progress Monitoring Timeline

BOY:	KG	MAP Fluency	Sept. 16 - Oct. 4
	1 <sup>st</sup> - 3 <sup>rd</sup>	MAP Fluency	Sept. 3 - 13
	2 <sup>nd</sup> - 5 <sup>th</sup>	Achieve3000	Aug. 26 - Sept. 13
MOY:	KG-3 <sup>rd</sup>	MAP Fluency	Jan. 13 - 24
	2 <sup>nd</sup> - 5 <sup>th</sup>	Achieve3000	Jan. 7 - 17
EOY:	KG-3 <sup>rd</sup>	MAP Fluency	Apr. 14 - 24
	2 <sup>nd</sup> - 5 <sup>th</sup>	Achieve3000	Apr. 29 - May 18

### 3<sup>rd</sup> Grade Reading Plan

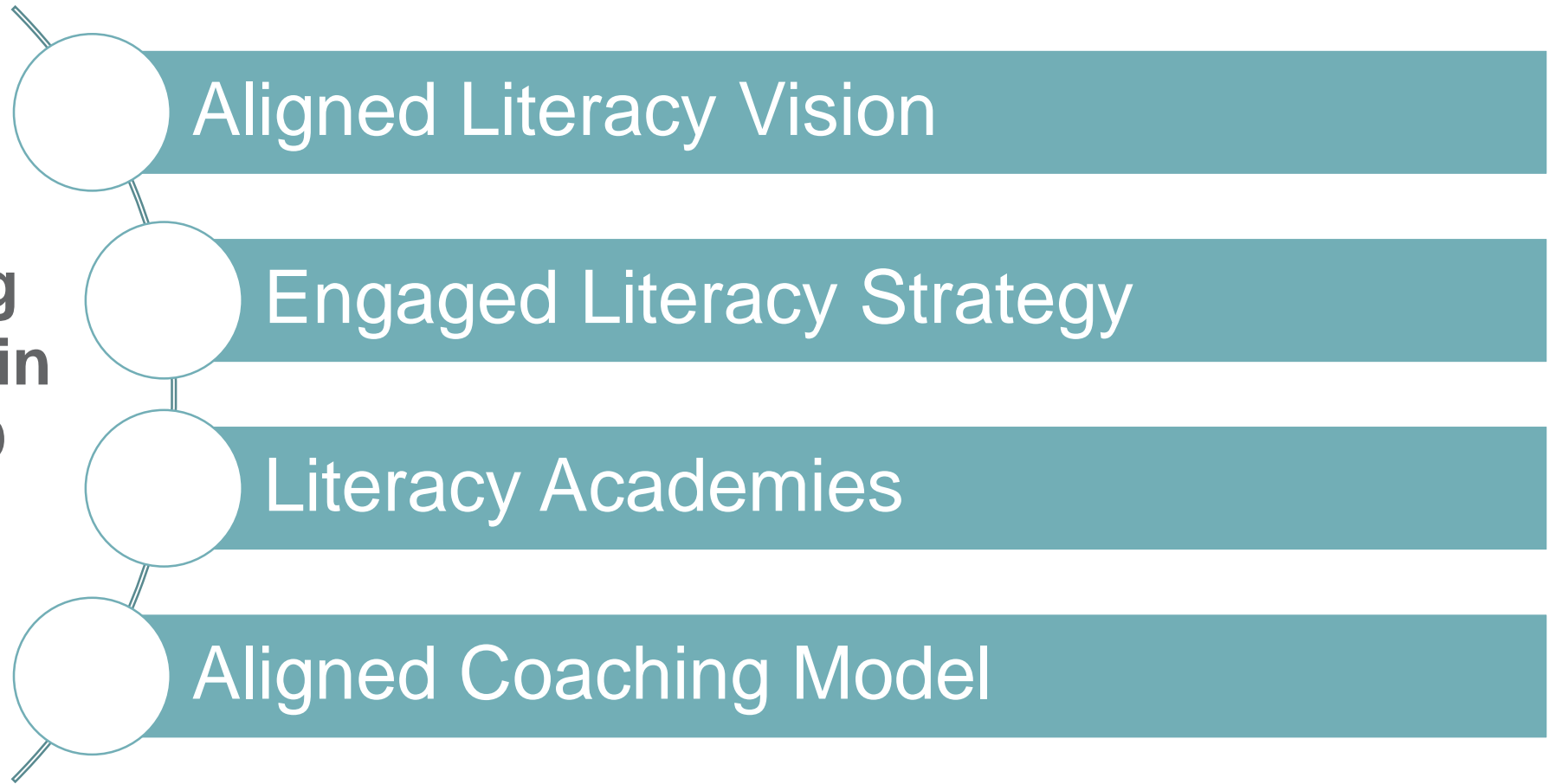
The Board of Education Goal 1 seeks to improve the number of



# Next Steps

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**For Supporting  
Early Literacy in  
Fort Worth ISD**







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