RYSS

Board Goals Reporting: Goals 1 and 3 Progress Measures

March 2026

2025-2026 Board Goals

Goal 1: Early Childhood Reading District Progress Measure 1

- The percent of Kindergarten students that score on or above grade level on the i-Ready reading assessment will increase to 70% by June 2027.

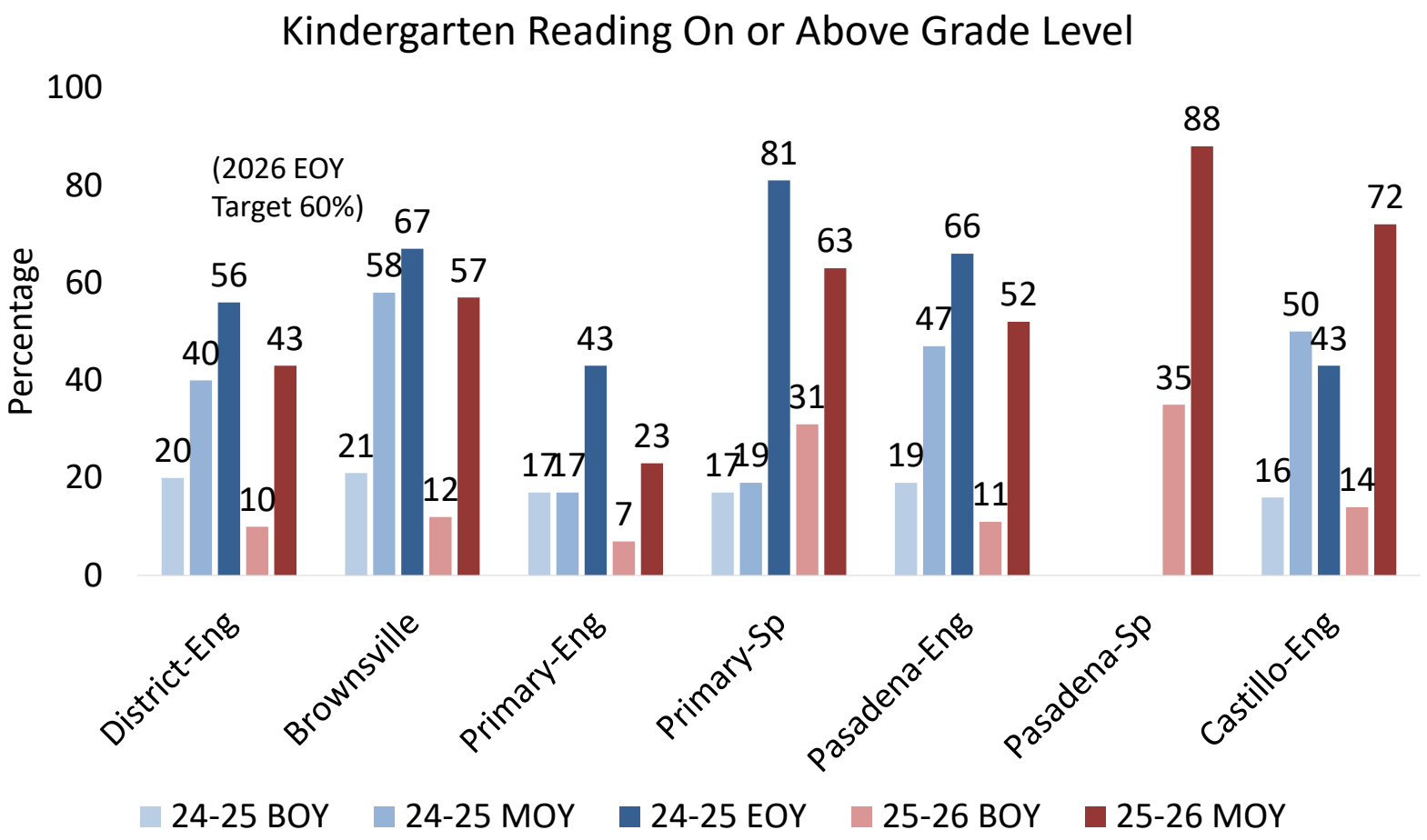
Goal 1: Early Childhood Reading District Progress Measure 2

- The percent of students in Grade 1 that score on or above grade level on the i-Ready reading assessment will increase from 8% in 2023 to 60% by June 2027.

Goal 1: Early Childhood Reading District Progress Measure 3

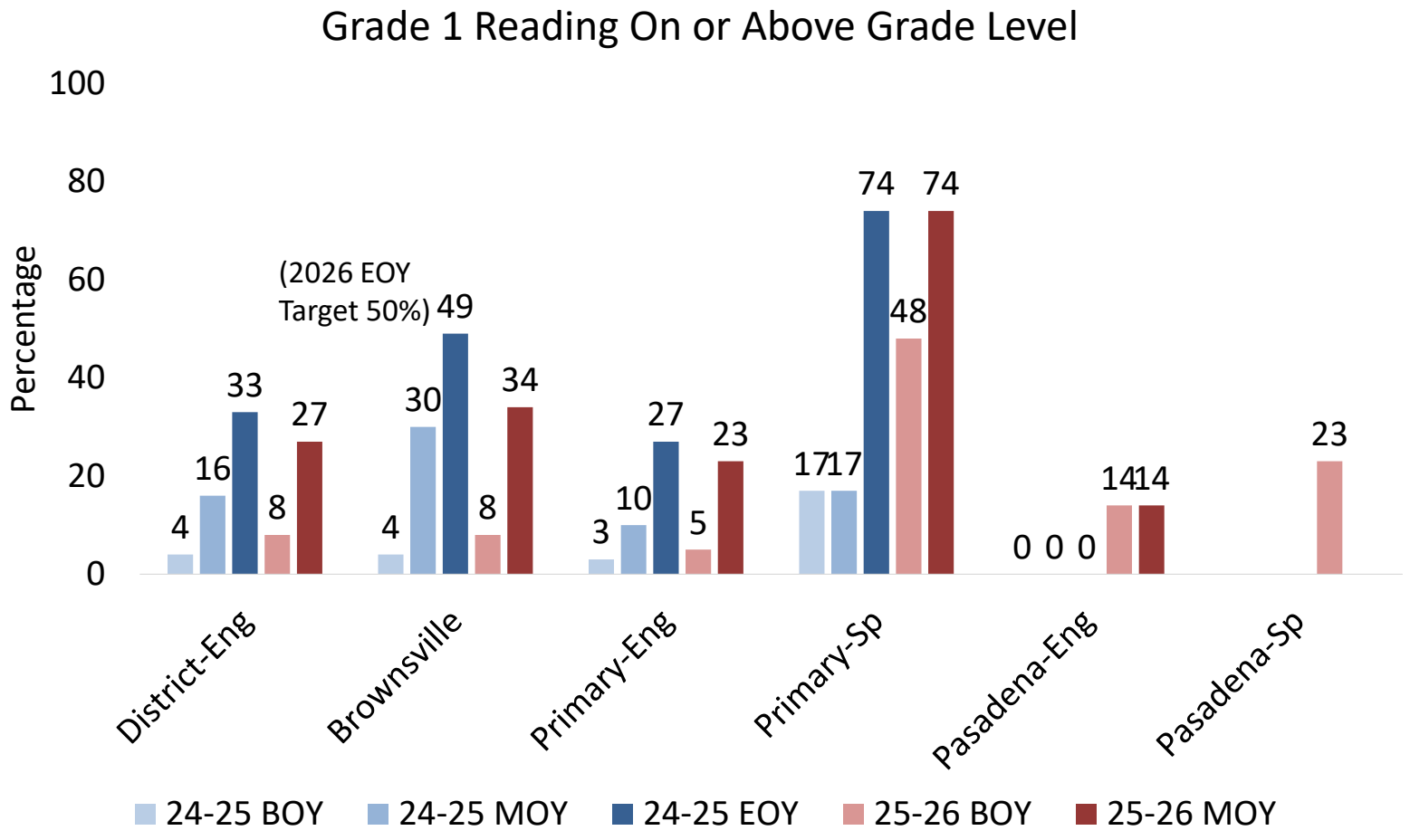
- The percent of students in Grade 2 that score on or above grade level on the i-Ready reading assessment will increase from 14% in 2023 to 60% by June 2027.

Progress Measure 1: i-Ready Reading On or Above Grade Level, Grade K



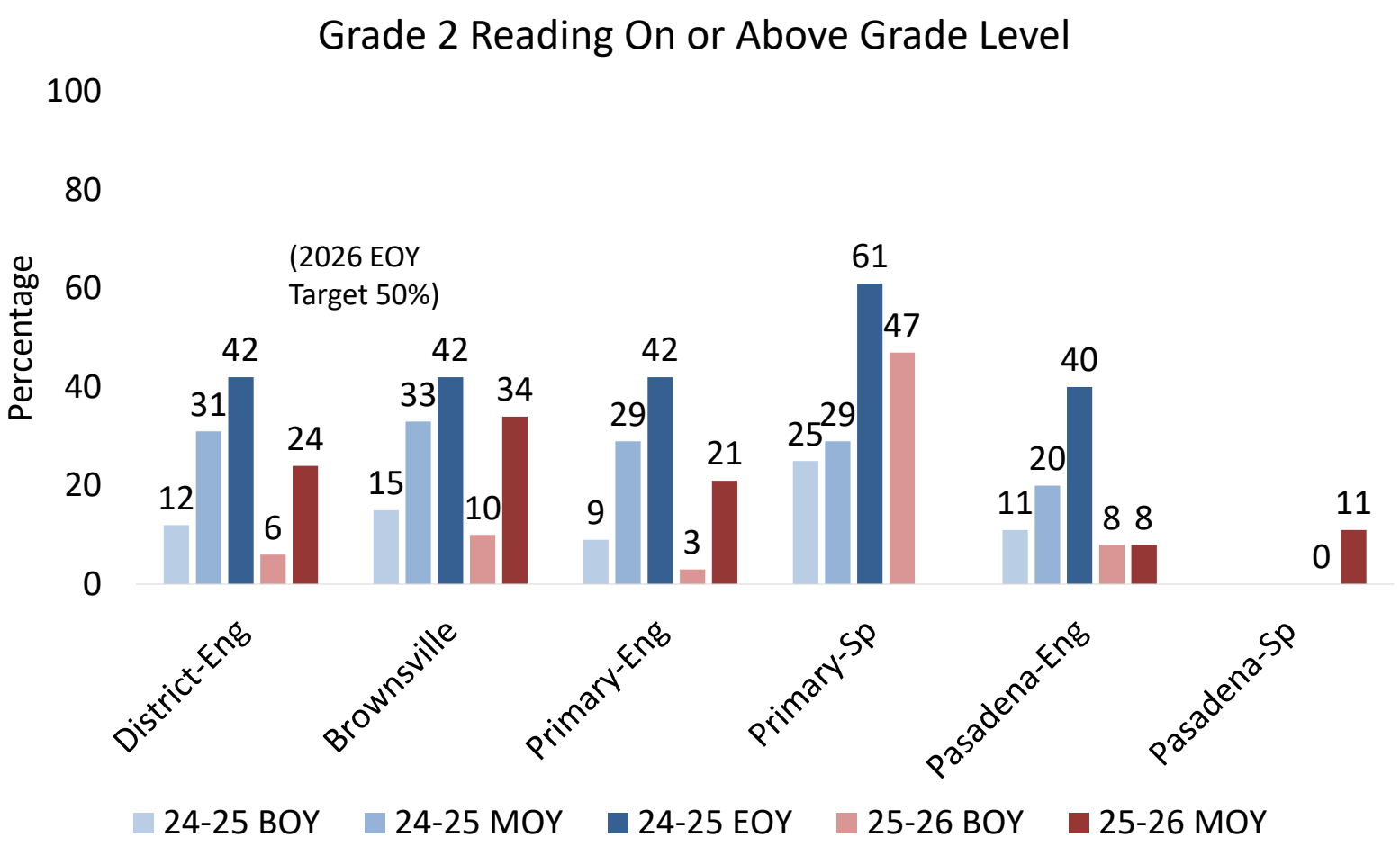
- On the i-Ready reading assessment, a larger percentage of kindergarteners in 2025-2026 are on or above grade level compared to the middle of the 2024-2025 school year.
- The exception is RYSS Academy at Brownsville, although the percentages are comparable.
- On Track

Progress Measure 2: i-Ready Reading On or Above Grade Level, Grade 1



- Similarly, a larger percentage of 1st graders in 2025-2026 are on or above grade level compared to the middle of the 2024-2025 school year in reading.
- Both RYSS Academy at Brownsville and RYSS Primary School at Broadway-Sp showed 26 percentage-point increases from BOY.

Progress Measure 3: i-Ready Reading On or Above Grade Level, Grade 2



- On the i-Ready reading assessment, a smaller percentage of 2nd graders in 2025-2026 are on or above grade level compared to the middle of the 2024-2025 school year for all campuses with comparisons except RYSS Academy at Brownsville.
- All but one campus showed improvement from the 2025-2206 BOY.

Reading Language Arts Curriculum: *Focused Activities*

- Implementation of new TEA approved High Quality Instructional Materials across all K-5 campuses (Bluebonnet Reading) with an emphasis on foundational skills
- District professional learning days focused on instruction (unit and lesson internalization) to ensure deep understanding and opportunities to practice the execution of lessons
- Partnership with Bellwether to update our current Literacy Framework to include a more robust biliteracy component
- Coaching and support at all campuses that focus on lesson internalization, co-teaching, and modeling
- Small group instruction that includes training and support through the Blended Learning grant with a focus on the station rotation model
- Implementation of mCLASS (reading inventory-K-2nd), i-Ready, and Summit K12 including ongoing progress monitoring and data tracking
- Launch of district common assessments based on a district scope and sequence (3rd grade) and 2nd grade in the spring

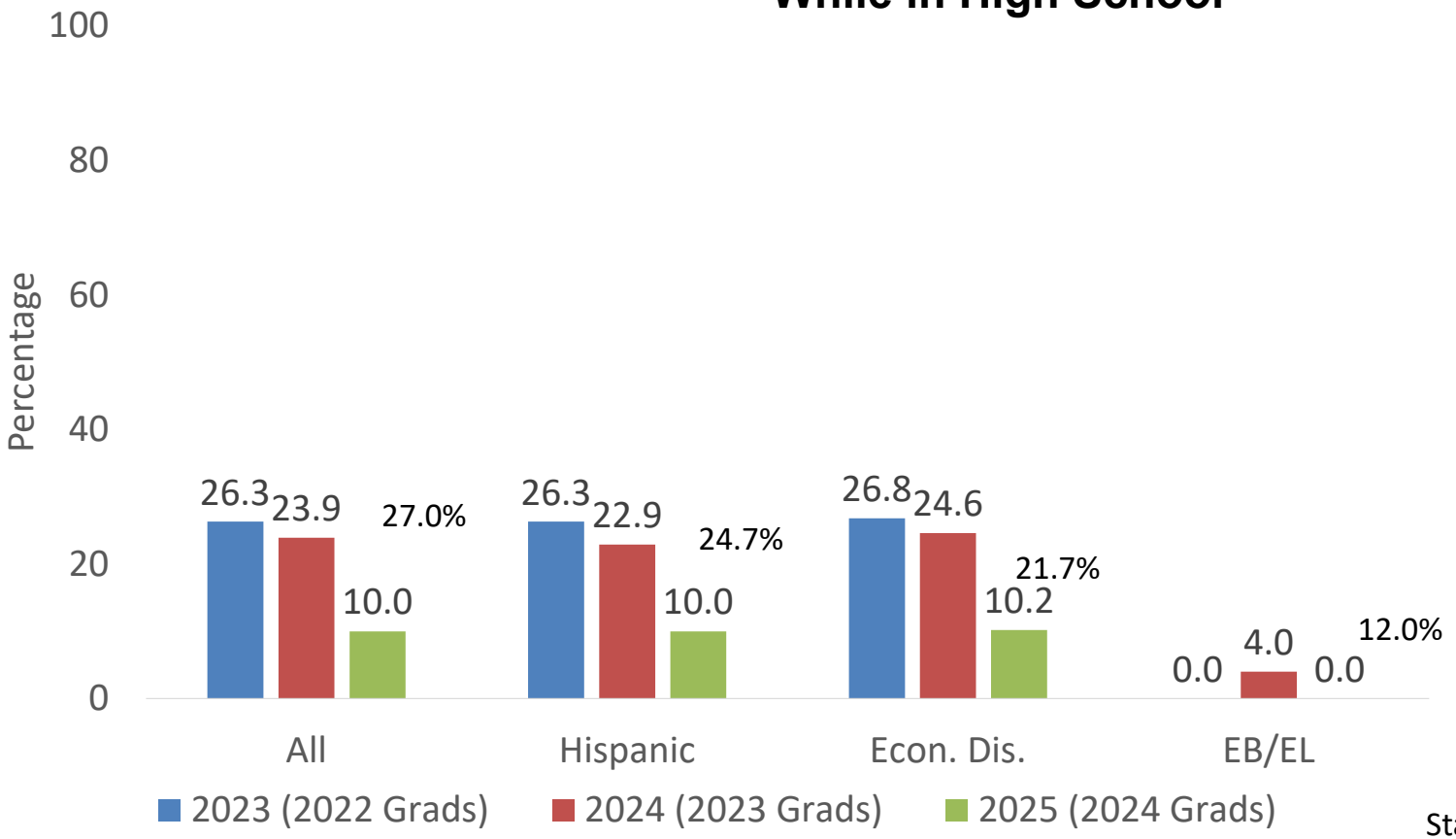
Goal 3—College, Career, and Military Readiness

Goal 3: CCMR District Progress Measure 2

- The percent of CCMR students that meet the threshold for passing dual credit courses will increase from 15.5% in August 2021 to 36% by August 2026.

RYSS Goal 3 Progress Measure 2

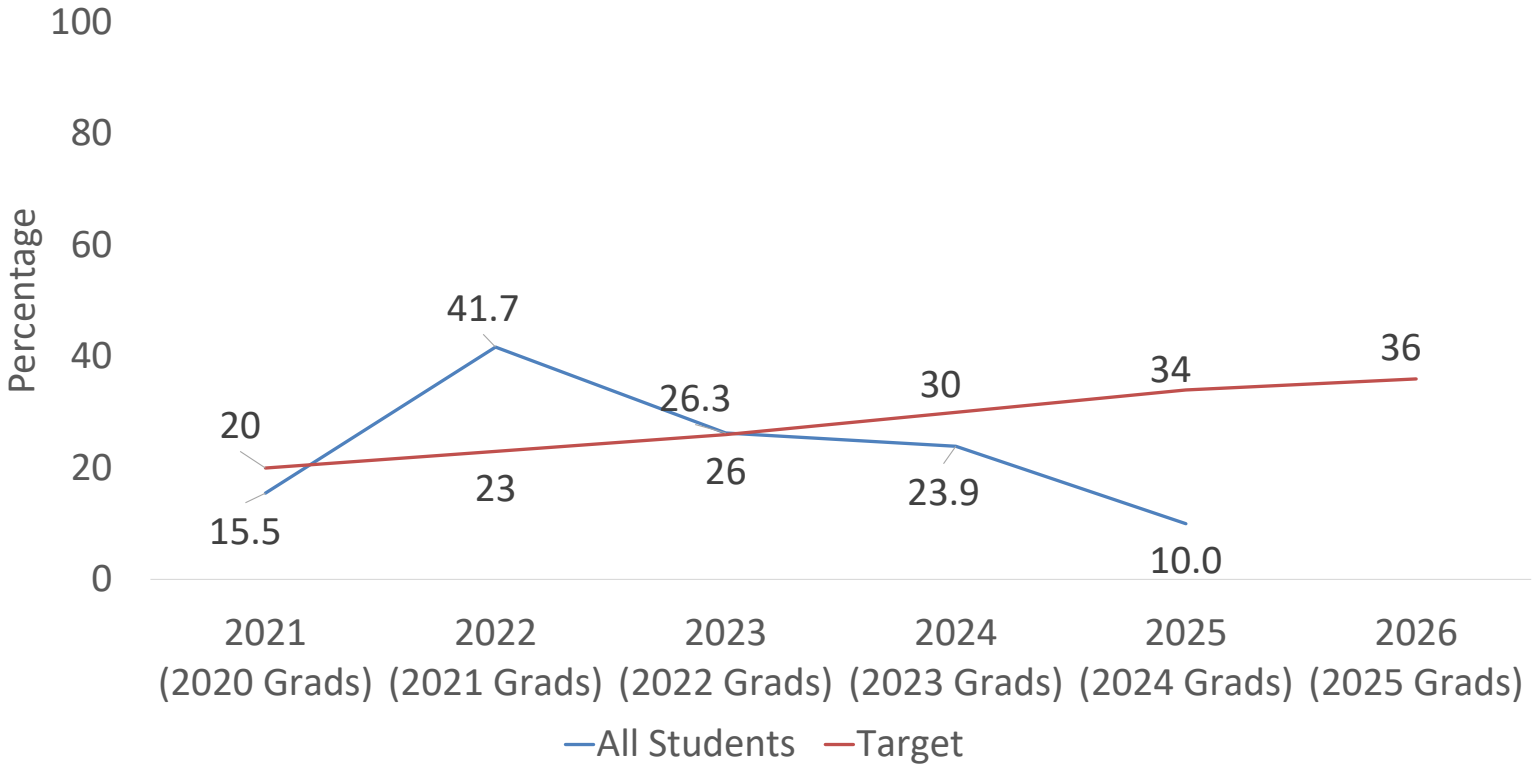
Percentage of Graduates Earning Dual Credit or OnRamps College Credit While in High School



- RYSS 2024 graduates earning college credit while still in high school showed a **13.9 percentage-point decrease** over the rate for 2023 graduates.
- For the first time in three years, RYSS graduates were earning college credit while in high school at a lower rate than the state.
- Class of 2025 results will be available summer 2026.

RYSS Goal 3 Progress Measure 2

Percentage of Graduates Earning Dual Credit or OnRamps College Credit While in High School



- **Did Not Meet** 2025 target for 2024 graduates.
- Explanation regarding change in program implementation is provided on the next slide.

District Response to Data: Dual Credit Strategies

Dual Credit Program Transition & Impact

- 2020: Phased out Associate of Arts dual credit model and implemented Pharmacy Technology (P-TECH) pathway
- 2023: Completed phase-out of Associate of Arts program with final graduating cohort
- 2024: First P-TECH cohort graduated, completing full program transition

Dual Credit Enrollment Growth (2024–2025)

We made a strategic shift from an Associate of Arts model to an Applied Science (P-TECH) model, combined with an expanded collection of industry-based certifications, to increase dual credit participation to 73 students in the following programs:

- Real Estate: 11
- Structural Welding: 32
- Pharmacy Technician: 25
- Associate of Arts Pathway: 5

Expanding Access to Dual Enrollment

- 2023–2024: Implemented UT OnRamps Chemistry for all sophomores
- 2024–2025: Expanded UT OnRamps to seniors with College Algebra and Economics
- Class of 2025 - 75 seniors completed 2 UT OnRamps courses